

**AN EVALUATION OF A WOMEN EMPOWERMENT LIFESKILLS  
PROGRAMME IN AN INFORMAL SETTLEMENT**

**BY**

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**“In memory of my late father Mr. V.S Nkosi”**

## ABSTRACT

The aim of the study is to implement and evaluate a women empowerment lifeskills programme in the informal settlement in Germiston (Gauteng). South African women live in poverty, deal with violence and due to their status in the past, they have been identified as vulnerable and disempowered target group in social service delivery.

The research study is evaluation research often used when evaluating a social programme. The integrated model of programme evaluation (IMPE) of De Vos (1998) is selected and adjusted for the purpose of this study. The research process is initiated with a literature study on the concepts empowerment, participation and other relevant concepts to the study. The research is limited to the Delpport informal settlement in Germiston, Gauteng.

Data collection took place in the three phases of the research study. Phase one: Needs assessment, utilises key informants and a community forum. Phase two: process evaluation, utilises a semi-structured interview schedule. Phase three: Outcome evaluation, group administered questions are used. The target group of the study is women residing in Delpport informal settlement.

Results in the study indicated that the SAWEF lifeskills programme is effective in addressing the needs for lifeskills programme of semi-literate in an informal settlement. It is recommended that the SAWEF lifeskills programme should be implemented more extensively and continuously evaluated to determine whether it continues to address the needs of the target group it is intended for, being women.

Results and conclusions drawn from this study can not be generalised to the broader population of women in informal settlements. Further research is needed to determine whether SAWEF lifeskills programme used in this study would be effective for women in different levels and in other communities in South Africa.

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## **CHAPTER 1**

### **INTRODUCTORY BACKGROUND**

#### **1.1 INTRODUCTION**

This study focuses on the evaluation of a women empowerment lifeskills programme in an informal settlement. This chapter will present the introductory background to the study, the motivation of the study, research overview of the study followed by the definitions of concepts relevant to the study.

South Africa actively subscribes to the aim of improving the circumstances and standing in society of women. South Africa can also be proud of the many positive efforts that have been made to realize this aim-with highlights such as participating in the 4<sup>th</sup> United Nations Conference on Women in Beijing, China in 1995 and the adoption of the women's charter for effective equality.

Yet, millions of South African women still live in poverty have to cope with daily terror and violence and continue to see their hopes stifled by continued repression and discrimination. This broader South African context holds for Gauteng as well. There are almost 300,000 households, involving more than 555,000 children, living in extreme poverty. Moreover, violence and crime affect the daily lives of millions of women and children directly (Du Preez, 1996:13).

#### **1.2 THE HISTORY OF WOMEN IN SOUTH AFRICA**

In the following, the emphasis will be on the history or the background of women in South Africa.

On 9 August 1956, 20 000 women organized through their own initiative, to march to the Union Buildings in Pretoria in protest against the extension of the pass laws to women. Women came together from within the African National Congress, the Progressive Congress Alliance (South African Communist Party and Unions) to organize this event (Taylor, 1996:48).

Today, 9 August is celebrated as South Africa's Women's Day. During the 1960s and 1970s women played a key role both in national liberation struggles, the workers' movements (with leaders such as Ray Alexander, Lillian Ngoyi and others), in the civic and the religious movements (Taylor, 1996:48).

They suffered severely for their involvement but were deterred by continuous state oppression and violence. According to Taylor (1996: 48) these women came out more determined to fight the system so that their children would never have to go through the degradation they experienced.

In the 1990s women came together from different organizations to form the Women's National Coalition, whose main aim in mobilising women was to develop and promote a Charter on Women's Rights. This has now been accepted by parliament as the Charter on Effective Equality for Women in South Africa. In addition women insisted on being present and active in their participation in the negotiations for a democratic South Africa in the CODESA and Kempton Park negotiations (Taylor, 1996:49).

As a result of their participation (all political parties were asked to send equal numbers of men and women) and recommendations, South Africa now has a policy of minimum one-third representation of women in the National Parliament. The results of this mobilisation was a victory for the women's

movement and their participation in restructuring the political process in South Africa.

The Beijing International conference for women, held in 1995 emphasizes that the role of women can no longer be ignored. Development programmes have to be aimed at women, attempting to develop their skills, build up their assets or lighten their heavy domestic burden. Development projects are aimed at women's education in the broadest sense and seek to build up women's abilities to resist the forces that exploit them (Du Preez, 1996:12).

### **1.3 MOTIVATION FOR THE STUDY**

In South Africa, there has been a significant development in the history of women, but women empowerment lifeskills programme in an informal settlement has not yet featured in these developments.

The motivation to conduct the study arises from the concern that the researcher is involved in women empowerment projects in informal settlements. There have been many empowerment programmes since the emphasis was placed on women. The South African Women Empowerment Foundation (hereafter SAWEF) developed a lifeskills programme in 1993 which was reviewed in 1997.

The workbook was implemented for the first time in 1993. The purpose of the programme is to provide women with necessary skills and information about key issues that affect their lives. The lifeskills programme of SAWEF has been designed specifically for women as an educational community development programme. The programme was developed with the aim of improving the lives of women, especially the poor.

The researcher is interested to implement and evaluate the effect of this lifeskills programme on women in an informal settlement. The researcher discovered that no formal evaluation has been done on this programme. The

study evaluates whether the lifeskills programme is effective in addressing women empowerment skills in an informal settlement.

#### **1.4 PROBLEM STATEMENT**

The women in Delpport informal settlement will be studied. Delpport informal settlement is situated in Primrose, which is more or less five kilometers from Germiston in the East Rand. The Delpport informal settlement was established in 1994. The settlement is characterized by poor living conditions such a shortage of housing, high unemployment rate, illiteracy, poverty and the increasing population growth. These are some of the social factors that have had an important impact on the people living in this informal settlement. In the informal settlement, most of the women are unemployed and are semi-literate.

The researcher is interested in assessing their problems by doing a needs assessment. This is done by allowing the women the opportunity to express what they need and to establish what type of empowering skills they think they are in need of. Based on the identified needs, they prioritize what needs they think should be addressed first. The Women's Outreach Foundation 10 programme of SAWEF is applied and implemented in the study. The process and the impact of the programme is evaluated.

#### **1.5 GOAL OF STUDY**

The aim of the study is to implement and evaluate the effectiveness of a lifeskills programme of SAWEF on women in an informal settlement.

#### **1.6 OBJECTIVES OF THE STUDY**

Arising from the goal of the study, the following objectives are formulated:

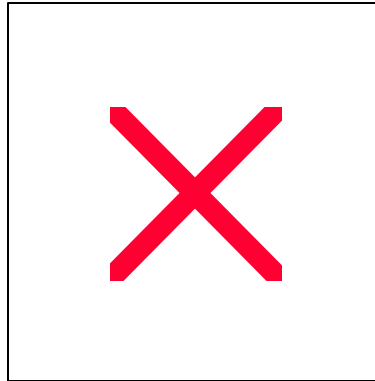
- To identify the needs concerning lifeskills of semi-literate women residing in Delpport informal settlement.
- To implement the lifeskills programme according to adult empowering principles and experiential learning techniques to a group of disempowered women.
- To evaluate the process and outcome of the lifeskills programme on these women.
- To compare the outcome results with another similar group.
- To make recommendations with the purpose to improve the workbook and training techniques.

## **1.7 OVERVIEW OF RESEARCH METHODOLOGY**

Evaluation research is the focus of this study. Evaluation research is often used when a social programme is being evaluated. In social work mostly social programmes are implemented because they have a broad goal of enhancing individual and social change by providing services that meet individual and community needs.

De Vos (1998) explains that evaluation aims to test interventions to see how effective they are and therefore represents an important means of linking action and research in a constructive manner. Evaluation research is chosen because a programme is being evaluated.

The integrated model of programme evaluation (IMPE) of De Vos (1998) is chosen, which forms the basis of the research methodology of this study and is illustrated as follows:



**Figure 1. 1 The Integrated Model of Programme Evaluation (IMPE)**  
**Source: De Vos (1990) Mckendrick (1989)**

The model consists of different phases. For the purpose of this study, De Vos's Integrated Model of Programme Evaluation (IMPE) will be followed but it has been adjusted for the purposes of the study. Phases that have been omitted are either not applicable or irrelevant to the study. The focus will only be on the following phases of evaluation namely:

- a) Needs assessment,
- b) Process evaluation,
- c) Outcome evaluation.

The steps are adjusted for the purpose of the study and the focus will only be on the following steps of evaluation namely:



Step 1: Goal and objective of study.

Step 2: Research design.

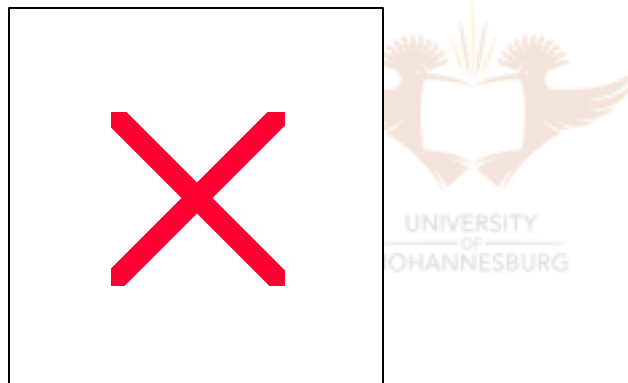
Step 3: Data gathering methods.

Step 4: Sampling.

Step 5: Results.

The integrated model of programme evaluation (IMPE) of De Vos (1998) is chosen, which forms the basis of the research methodology of this study but is adjusted for the purposes of this study.

The adjusted model that will be utilized in the study is illustrated as follows:



**Figure 1. 2 The evaluation model used in the study**

The research methodology is discussed in detail in chapter three, which includes the phases and the steps that are adjusted from Mckendriks model to suit the study. The results are given and explained in detail in Chapter five.

## **1.8 DEFINITION OF CONCEPTS**

The following concepts, empowerment, needs assessment, programme, evaluation, programme evaluation, lifeskills, experiential learning and informal settlement are of importance and will be relevant in the study. For the purpose of the study these concepts will be defined as follows:

### **1.8.1 Empowerment**

Within the context of this study, empowerment is defined as a process of increasing personal, interpersonal or political power so that individuals can take action to improve their life situations. It requires the full participation of the people in the formulation, implementation and evaluation decisions determining the functioning and well being of the society (Rothman, Erlich & Tropman, 1995:205).

Empowerment is the sense of efficacy that occurs when people realize that they can solve their own problems that they face and that they have the right to contest unjust decisions (Rubin and Rubin, 1992:62).

The principle of empowerment stipulates that the people participate because it is their democratic right. Participation therefore is decision-making and decision-making means having power. According to this principle, participation is the natural result of empowerment. It is not a means to an end, it is the objective of development. Empowerment entails more than having power to make decisions. It demands knowledge and understanding to make correct decisions (Swanepoel, 1997:6).

### **1.8.2 Needs assessment**

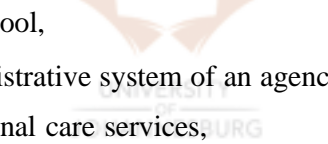
Needs assessment is an integral part of community development, the process of consciousness rising. Assessment can be defined “as an activity directed toward understanding the client’s problem or situation and the development of a plan of action” (Weyers, 1997: 19).

Needs assessment is part of a process used to plan social service programmes. It is used to determine the problems and goals of the residents of a given community to assure that an intervention will respond to the needs of the population being sampled (Rothman, et.al 1995:259).

### **1. 8.3 Programme**

Programmes can be defined as complex of goals, policies, procedures, rules, task assignments, steps to be taken, resources to be employed, and other elements necessary to carry out given course of action (De Vos, 1998:367).

De Vos (1989:31) further explains that a programme:

- 
- a) is a management tool,
  - b) is a formal administrative system of an agency, dealing with rehabilitative, enabling, or personal care services,
  - c) is a systematic set of procedures performed by a registered welfare agency employing registered social workers, with a view to meeting the needs of clients and achieving the goals and objectives of the agency, as stated in the constitution,
  - d) and that each welfare agency has a network of mutually interdependent and interconnected programmes.

### **1. 8.4 Evaluation**

Marsden and Oakley (1990:27) argue that, evaluation has to do with measurement, judgement, and analysis and is critical in terms of ensuring that any project is moving towards and accomplishing its intended objectives. Projects are the basic instrument of development intervention, and evaluation is crucial to understanding the results of these interventions.

### **1. 8.5 Programme evaluation**

Programme evaluation is a collection of methods, skills, and sensitivities necessary to determine whether a human service is needed or likely to be used, whether it is sufficiently intense to meet the need identified, whether the service is offered as planned, and whether the human service actually does help people in need without the undesirable side effects (Posavac & Carey, 1989:3).

Rossi and Freeman (In De Vos, 1989:30) defines programme evaluations as the systematic application of social research procedures to the assessment and improvement of the conceptualization, design, planning, administration, implementation, effectiveness and efficacy and utility of social intervention programmes.

### **1. 8.6 Lifeskills**

Life skills are the skills necessary for successful living and learning. Lifeskills are coping skills that can enhance the quality of life and prevent dysfunctional behavior. A lifeskill is any skill, which enables a person to interact meaningfully and successfully with the environment and other people (Rooth, 1995:2). Lifeskills vary according to needs and experiences of individuals. For the purposes of this study, the topics for lifeskills presented to the group of women in the Delpont informal settlement were adapted from the Women's Outreach Foundation 10 Programme.

### **1. 8.7 Experiential learning**

Experiential learning literally means learning from experience and reflecting what has been learned. Experiential learning is participatory, and is a shared activity where everyone has something to teach and something to learn.

The focus in experiential learning is building on existing strengths and on the life experiences of the participants. This type of learning acknowledges, welcomes, values and uses the existing knowledge and competence of every person in the group (Rooth, 1995:3).

### **1. 8.8 Informal settlement**

According to Bennet (1993:15) “informal settlements are regarded as settlements where no formal development of services has taken place, and where no plans have authorized or passed for that particular area or community”.

Informal settlements are usually made of abundant and cheap materials, which tend to be relatively unsafe, this comprises of cardboard, scrap metal, plastics and etc. These materials are flammable and due to lack of electricity and the subsequent use of candles, fire is a potential source of danger. The materials are also very weak and are unstable to resist natural disasters, such as floods or heavy wind and rain.

### **1. 9 CONTENT OF CHAPTERS**

The following chapters will form the basis of the research:

Chapter one gives an introductory background to the study, by focusing on the history of women, the motivation for the study highlighting the problem statement. The goal and objectives are of utmost importance in the study. An overview of the research methodology is given with the emphasis on evaluation research which is the research methodology followed in the study. Relevant concepts for the purposes of the study are defined to ensure a clear understanding of the terminology used in this study.

Chapter two focuses on the literature review of the study. Themes such as empowerment, participation, problems facing women focusing on gender, education, health, employment, and social equality are explored theoretically. Enhancement of lifeskills programme is highlighted with the emphasis on concepts such as; how do adults learn, adult learning principles, experiential learning in women and the learning group. Themes such as literacy in women empowerment programmes and literacy and development in women are also explored. The characteristics of informal settlements are highlighted with the emphasis on the physical, socio-economic, economic and political characteristics.

Chapter three focuses on the research methodology of the study, whereby the programme evaluation model is followed with the implementation of the needs assessment phase, process evaluation phase and outcome evaluation phase.

Chapter four gives an overview of the Women's Outreach Foundation 10 Programme, that is evaluated in the study. The topics that are discussed are as follows: Women, Personal development, Health, Childcare, Family care, Nutrition, Housing, Environmental care, Leadership and Finances.

Chapter five focuses on the results of the study, needs assessment phase, process evaluation phase and outcome evaluation phase.

Chapter six concludes and provides recommendations for the study.

## **1.10 CONCLUSION**

The South African democracy has brought about the increased opportunities and challenges to empower the South African women. The complex physical, socio-economic, economic and political challenges that face South African women through a structured lifeskills programme, thus enhancing their skills and knowledge and equipping them to deal with their daily challenges.

This chapter provides an orientation to the background and the motivation of the study highlighting the goals and the objectives. An overview of the research methodology followed in the study is provided along with defining and explaining the concepts used in the study.

In the following chapter a literature study will be provided.

## **CHAPTER 2**

### **LITERATURE STUDY**

#### **2.1 INTRODUCTION**

Theory forms the foundation of methodology and research in social work. This chapter is intended to give a theoretical foundation of this research study. An overview of empowerment is discussed. The problems facing women in South Africa with the emphasis on aspects such as gender, education, health, employment and social equality are discussed.

The enhancement of lifeskills of women is of major importance in the study, aspects such as how do adults learn, adult learning principles, experiential learning techniques, the learning group, literacy in women development programmes are discussed. A background on the profile of informal settlements with the emphasis on characteristics such as physical, socio-economic and economical and political is provided for the purpose of this study.

#### **2.2 AN OVERVIEW ON EMPOWERMENT**

To understand the term empowerment it is necessary to determine what empowerment is not. Empowerment as part of participation is also highlighted.

The use of the term “*empowerment*” is often vague and can mean different aspects. To some it means participation, and to others it means self-reliance, transforming, consciousness raising and the provision of training. Empowerment is taking charge, being in control and the participation of people in their own development, be it a group, individual or on community level (Mulligan & Graffin, 1992:165).

To understand empowerment, it is necessary to have an understanding of powerlessness. Powerlessness is being poor, deprived of your rights, lacking resources and purely being disadvantaged. Powerless people are at the opposite pole of the powerful elite who are well off, educated, healthy and have basic resources (Chambers, 1983:131).

Empowerment cannot occur in silence. According to Freire (1972:63) it requires dialogue, which is based on trust. Without dialogue there is no communication and without communication there is no transformation.

Byham, Cox and Shomo (1992:116) describe empowerment as requiring an ability or willingness to listen and respond with empathy to people and encouraging involvement. According to Mulligan and Graffin (1992:160) empowerment is creating space for learning and teaching, be it formal or informal.

### **2. 2.1 What empowerment is not?**

Wilson and Ramphela (1989:261) state that empowerment is not co-option, giving handouts or reaching out. Empowerment is not a top-down approach. It does not follow the blueprint approach of planning, designing and administering projects from head office on behalf of communities. Empowerment is not about training people without knowing their needs. It is not an organization driven process but a people driven process (Swanepoel, 1997).



Empowerment is not about technical assistance, financial support, quality control and development of the area. It is about learning from the people and starting with what they know (Hope & Timmel, 1994). Empowerment is therefore a partnership process and should allow for learning and growth to take place. This process, whereby people learn to take charge of their own lives and solve their own problems, is the essence of development.

### **2.2.2 Participation**

Hope and Timmel (1994:48) define participation as a process whereby members of a community, work collectively to achieve goals. They share their concerns, information and opinions. Members set goals together, make decisions together and formulate a plan of action together.

Burkey (1993:58) further argues that participation is a continuous educative process, a process of progressive conscientisation. Through a collective self-reflection on their experiences and problems, people become more aware of the dimensions of their reality and what can be done by themselves to transform it. Thus they move on with progressively advanced knowledge of their evolving reality.

### **2.2.3 Empowerment as participation**

Participation is seen as an essential ingredient of empowerment. To be empowered implies that you are participating. To participate in turn modifies the nature of access, deciding aspects of empowerment. Participation is being able to take part or contribute towards one's development. It is a process in which people discover their potential, develop new knowledge and a process of asserting themselves as subject of history.

Participation is about justice/fairness. Justice as defined by Levy (1998:3) includes efforts to ensure equal opportunities and protection to all who have been unjustly treated. In South Africa it is one of the ways that this relates to the corrective policies and the RDP.

In a world of finite resources, everyone cannot control everything. Participation introduces the possibility of equity and distribution. Participation is also an ingredient of the acting and consciousness raising aspects of empowerment definitions. To participate is to act, to be a “subject”. Oakley (1995:24) sees this awareness as a basic to sustaining participation. People move from passive acceptance of their situation to a critical understanding that allows structuring of their own reality.

Participation and empowerment are each seen as means to an end. Participation and empowerment are ways to harness the human resource component of any development undertaking, contributing to the effectiveness, efficiency and sustainability of an activity. The World Bank notes that successful projects have usually involved the poor at the design and implementation stages. Arguments for participation and empowerment of the poor (through skills training and access to inputs) include:

- better information for project design; feedback for project adjustment;
- adaptation of programs to local conditions; ability to tap local technical knowledge and resources;
- more efficient use of existing government services and improved access for the poor and;
- better cooperation of intended beneficiaries (Holcombe, 1995:170).

Participation and empowerment do not just happen. There has to be a strategy and a set of actions to allow them to develop. The greatest degree of participation and empowerment may exist when operating staff are seen as the starting point for action, and the source of skills and capabilities. Participation and empowerment thrive when people become subjects and the decision-makers. There is also a psychological element to participation and empowerment; that of an achievement of a sense of worth by being on the inside and taking responsibility (Holcombe, 1995:20).

Oakley (1995:12) identifies three manifestations of participation: contributions by target groups to pre-determined projects; organizations, structured and supported either by development workers or by the people themselves; and empowerment through, for example acquisition of new management, negotiation or decision-making skills.

In some cases, empowerment refers to control over resources. Oakley (1995:15) also defines empowerment as control, “specifically the control over and the ability to manage productive resources” and that “control over an action should rest with people who bear its consequences. He links control to accountability and he adds a generative definition to the usual distributive understanding of power. Another element is that of being on the inside, of participation. Being empowered is “owning the capacity to act, rather than be acted on”.

In the study, participation and empowerment are link like a hand and a glove. They are different, but they depend on each other to give meaning and purpose. Participation represents action, or being part of an action such as the decision-making process. Empowerment represents sharing, control the entitlement and the ability to participate, to influence decisions and the allocation of resources.

### **2.3 THE PROBLEMS FACING WOMEN IN SOUTH AFRICA**

Women in South Africa are faced with many challenges and for the purpose of this study emphasis is placed on gender, education, health, employment and social equality.

- **Gender**

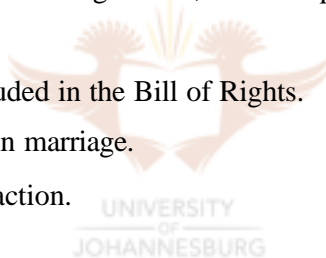
In South Africa, just over half of the population are women. Women in South Africa are not a homogenous group. Their life experiences are fundamentally affected by their race and class position, as well as their geographical location in rural or urban areas. These factors are reflected in their health status. A

good example is black, poverty stricken, rural women, who are most oppressed and suffer the highest rates of morbidity (Klugman & Weiner, 1992: 92).

On the whole women's lives are framed within patriarchal assumptions and practices so that both in the family and in society at large, women live and work in areas/spheres which are defined and controlled by men.

According to Klugman & Weiner (1992: 92), most women have little or no say in community affairs, which remain the domain of men. Few women are visible in local, regional and national political organisations. Women's social and political status leaves them disempowered. This causes women to suffer not only material disadvantages but also carry additional physical and psychological burden. Attempts are being made to redress women's inequality in the constitution and new legislation, for example:

- Customary law included in the Bill of Rights.
- The outlaw of rape in marriage.
- Gender affirmative action.



Women are often treated as inferior and are socialized to put themselves last, thus undermining their self-esteem. Gender-based education processes including curricula, educational materials and practices, teacher's attitude and classroom interaction reinforce existing gender inequalities (Loffel, 1996:19).

In many cases, women start to undertake heavy domestic chores at a very early age and are expected to manage both educational and domestic responsibilities, often resulting in poor scholastic performance and an early drop out from school. Women are often not encouraged or given the opportunity to pursue scientific and technological training and education. This limits the knowledge they require for their daily lives and their employment opportunities (Loffel, 1996:19).

- **Education**

Education increases women's ability to exercise control over their lives both by gaining access to information and by developing market related skills. Without education women remain disempowered. Literacy programmes, adult education classes and skills training would help to alleviate some of these problems (Klugman & Weiner, 1992: 92).

Women are less encouraged than men to participate in and learn about the social, economic and political functioning of the society. This result in their less participation in decision-making processes. Teenage pregnancy, early marriage and early motherhood can severely curtail educational and employment opportunities for women (Loffel, 1996:20).

- **Health**

Poverty, inadequate water and sanitation facilities, environmental problems and women's social status all impact on women's empowerment. These factors tend to be viewed as 'development concerns' and need to be improved if women's empowerment is to be improved (Klugman & Weiner, 1992: 92).

Women often face the pressure to engage in sexual activity and are hence more vulnerable to the consequences of unprotected and premature sexual relations (HIV/AIDS & STD'S). The women with disabilities face additional barriers and need to be ensured non-discriminatory and equal enjoyment of all human rights and fundamental freedoms. In many cases, women become victims of rape and harmful traditional practices (Loffel, 1996:20).

This gap between policy and reality presents the society with an enormous challenge. The government needs to move urgently to practices that will make a tangible difference at grass roots level. It is of utmost importance that efforts have to be inspired and complemented by the very nature of society characterized by empowered women, seeking the best for their children.

- **Employment**

Women's level of employment is lower than that of men. Women also tend to find employment in the least paid, least skilled jobs, which offer little legal protection, such as domestic or agricultural work or work in the informal sector. Many women are dependent on men for money, even though it is not often forthcoming (Klugman & Weiner, 1992: 92).

Without access to an independent income, women find it difficult if not impossible to lift themselves out of poverty. Economic independence could provide women with an opportunity to choose with whom and how they want to live and they would be in a position to remove themselves and their children from situations of violence (Klugman & Weiner, 1992: 92).

- **Social equality**

People who are oppressed and repressed tend to internalize their position. They come to believe that, somehow, they are to be blamed for the circumstances in which they find themselves and that they are at fault. These beliefs are entrenched by popular views held in society of poor and vulnerable people, thereby exacerbating their feeling of guilt, shame and worthlessness. The interplay of such factors serves to effectively disempower the poor, the vulnerable, the marginalised, the oppressed and the repressed (Du Preez, 1996:14).

Policies to develop the children will surely fail unless they go hand in hand with strategies to uplift the women who take primary responsibility for their wellbeing and position in society. Women and children are but two sides of

the same coin that will be decisive in making or breaking the country (Du Preez, 1996:15).

## **2.4 ENHANCEMENT OF LIFESKILLS PROGRAMME IN WOMEN**

Lifeskills are the competencies needed for effective living and participation in communities. The greater the range of skills that the women possess, the more alternatives and opportunities are available to them and as a result, there will be more potential for meaningful and successful interaction (Rooth, 1995:2).

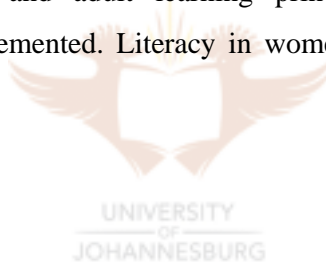
In presenting an empowerment lifeskills programme to a group of women in an informal settlement, the researcher strived to understand how adults learn, the learning group and adult learning principles. Experiential learning principles were implemented. Literacy in women development is of utmost importance.

### **2.4.1 How Adults Learn**

One of the requirements in presenting a lifeskills programme to a group of women is that, the researcher should understand how adults learn. Hope and Timmel (1994:103) mention that, tests have shown that people remember 20% of what they hear, 40% of what they hear and see, and 80% of what they discover for themselves.

Hope and Timmel (1994: 103) stipulate that education should stress learning more than teaching. Where possible educators should create a learning situation where adults can discover answers and solutions for themselves. People remember the things they have said themselves best, so educators should not speak too much. Educators need to give participants a chance to find solutions before adding important points the group mentioned.

### **2.4.2 Adult Learning Principles**



According to Hope and Timmel (1994: 101) the following adult principles are of importance when implementing empowerment programmes to women and should be noted that:

- a) Adults have a wide experience and have learnt much from life. They learn most from their peers.
- b) Adults are interested and learn quickly about those things that are relevant to their lives.
- c) Adults have a sense of personal dignity. They must be treated with respect at all times and never feel humiliated or laughed at before others.
- d) As adults grow older their memories may get weaker but their powers of observation and reasoning often grows stronger.

#### **2.4.3 Experiential Learning in Women**

According to Rooth (1995:4) lifeskills learning needs to be experiential, as what is being learned is not just information, but ways of dealing with life's challenges and problems. Within the context of lifeskills facilitation, experiential learning links the school experience, socialization and the individual's experience. Experience is the foundation of learning, but can be truly successful only with involvement, active participation and reflection.

In experiential learning, knowledge is constructed through the workshop. Knowledge is never presented by an expert to the unknowing. The participants are active in the process of learning and the power lies with them. They are responsible for generating their own learning. All experiences are regarded as learning experiences and accordingly participants are allowed to make mistakes and are given an opportunity to learn from these mistakes (Rooth, 1995:4).

In conventional schooling, the focus is primarily on the development of the mind. However, in experiential learning the whole person becomes the focus:



body, mind, thoughts, feelings, actions and the totality of being (Rooth, 1995:4).

According to Rooth (1995: 4) experiential learning is concerned with more than just the participation of the participants in the workshop. It is also concerned with the participants' past and present experiences and the significance attributed to these experiences. Experiences are linked together in lifeskills workshops as participants bring to each workshop the sum total of their previous experiences. Participants will believe more in knowledge they have discovered for themselves than in knowledge presented by others. It takes more than information to acquire a lifeskill. Learning is more effective when it is an active rather than a passive process. By definition, experiential learning is active.

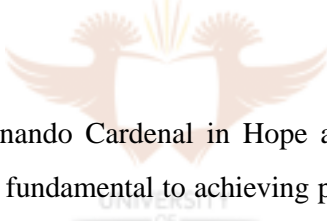
#### **2.2.4 The Learning Group**

In order to present a lifeskills programme to a group of women, the creation of a good learning situation, taking into account the psychological needs of the adult learner, is vital. Each person should have the opportunity to take an actively participate in the discussion, so ideally the group should not be more than 20. There should be a relaxed friendly atmosphere, in which people's shy attempts to express their thoughts and feelings are encouraged, and no one fears they will be made to 'feel a fool' (Hope and Timmel, 1994:108).

According to Hope and Timmel (1994:108), critical awareness means that people must be allowed to speak their own words. Speaking for other people or making words for them does not promote critical thinking. This of course takes patience. It is often very threatening to accept new ideas and one's first reaction is to resist them. People need to be allowed to express this resistance, as this often makes them freer to accept the ideas later. Mistakes should not be mocked, but expected and used as the basis for further learning. Participants often learn most effectively from each other, so they need to sit in a circle where eye contact with each other can take place and often work in small groups.

## **2.5 LITERACY IN WOMEN EMPOWERMENT PROGRAMMES**

Hope and Timmel (1994:119) theorize that “literacy (is) not just the process of learning the skills of reading, writing, and arithmetic, but a contribution to the liberation of people and to their full development. Thus conceived, literacy creates the conditions for the acquisition of a critical consciousness of the contradictions of society in which people live and of its aims, it also stimulates initiative and their participation in the creation of projects capable of acting upon the world, of transforming it, and defining aims of an authentic human development.”



According to Fr. Fernando Cardenal in Hope and Timmel (1994:114) it is stated that “literacy is fundamental to achieving progress and is essential to the building of a democratic society where people can participate consciously and critically in national decision-making. You learn to read and write so you can identify the reality in which you live so that you can become a protagonist of history than a spectator”.

### **2.5.1 Literacy and development in women**

Hope and Timmel (1994:106) on literacy and development stipulate that: reading, writing and arithmetic are basic skills that have been denied millions of people, especially women. The link between literacy, critical awareness and development is very important to break through the fatalism which paralyses many rural and urban poor people. Literacy programmes ensure that development work is serving the people most in need.

Paulo Freire in Hope and Timmel (1994:106) formulates in this regard that, people must learn to read their reality and write their own history. He has developed a very practical method of combining the development of critical awareness, the planning of action and learning to read and write. This is done through the discussion of a code, the planning of an action and then the discovery of a key word related to the discussion.

## **2.6 CHARACTERISTICS OF INFORMAL SETTLEMENTS**

In the following, the physical, socio-economic, economic and social characteristics of informal settlements will be discussed. The emphasis will be on the Delport informal settlement and issues surrounding the women of the informal settlement.

### **2.6.1 Physical Characteristics**

Informal settlements are usually made of abundant and cheap materials, which tend to be relatively unsafe e.g. cardboard, scrap metal, plastic, etc. These materials are flammable and due to a lack of electricity and the subsequent use of candles, fire is a potential source of danger. The materials are also very weak and unstable and are unable to resist natural disasters, such as floods or heavy wind and rain (Wilson, 2000: 34).

As a result of the above, a high level of housing insecurity is experienced. Bearing in mind Maslow's need hierarchy, informal settlers will never be able to move onto a higher level of needs, such as the need for affiliation with others or for self-actualization, because their basic need for security is never met (Wilson, 2000:40).

The informal dwellings are labour intensive, rather than capital intensive. Informal settlers build their dwellings themselves and their "homes" are thus a product of their labour rather than a solid, lucrative investment.

### **2.6.2 Socio-Economic Characteristics**

Although each informal settlement is unique some generalizations can be made. With regard to the gender ratio in informal settlements, there is a more or less equal proportion of males and females, whereas in formal townships there are usually more males than females (SANCC & FW, 1998:10).

Single parent families and extended families are more prevalent than nuclear families in informal settlements. Often a “family” may allow lodgers or other non-related people to share a dwelling with them (SANC & FW, 1998:16).

People living in informal settlements are relatively young (20-50 years). These people are in their economically active, childbearing years. Thus, it is rather ironic that a large percentage of informal settlers are unemployed and that a few medical or child-care facilities, as well as educational institutions are available and/or accessible to informal settlers and their children.

Poor physical conditions lead to various physical diseases, which often result in death. Thus, mortality rates (especially child and infant mortality rates) in informal settlements are very high. Lack of clean drinking water and adequate sanitation lead to waterborne diseases such as cholera and typhoid fever. Digestive and intestinal diseases, as well as diarrhea are caused by poor nourishment. Unsafe housing leads to various accidents and injuries e.g. severe burns. Sexually transmitted diseases (STD's) are not uncommon in informal settlements. Vermin and other pests thrive in such conditions (SANCC & FW, 1998:10).

These conditions also stunt or cause deterioration in the mental and intellectual development of people in informal settlements. Stress, depression and hypertension are very common. Forms of psychopathology e.g. anti-social personality disorder are exhibited by some informal settlers (SANCC & FW, 1998:10).

### **2. 6.3 Economic Characteristics**

Although most people living in informal settlements are unemployed, many working individuals turn to informal settlements as an option due to serious shortage of housing or due to violence in the formal townships (Wilson, 1998:32).

In order to give an indication of economic status, three aspects are usually taken into account. These include education, occupation and income. People in informal settlements tend to have low levels of all three (Turner, 1996:6).

Research in Phola Park has shown that most of the informal settlers in this area have no higher than a STD 8 education, 41% are unskilled labourers and 18% earn less than R500 a month (SANCC & FW, 1998:11).

#### **2. 6.4 Political Characteristics**

People in informal settlements tend to be highly active in political affairs. Contrary to popular belief, these people have capitalistic tendencies, in that they show a great deal of initiative. They are not as communistic or revolutionary as society perceives them to be. Politicians often play on the feelings of informal settlers by making statements such as “vote for me and I’ll give you a house”. Constant threats of eviction and/or promises of housing tend to make informal settlers more politically aware than urban dwellers (SANC & FW, 1998:19).

Violence and unrest are evident in informal settlements and conflict occurs on a number of levels. There may be a conflict between residents of the informal settlement itself e.g. when different residents support different political parties, which may lead to the outbreak of violence. Conflict may occur between the informal settlement and the adjacent (formal) township (SANCC & FW, 1998:12).

As mentioned earlier, some people move out of violent townships into informal settlements. These people tend to keep to themselves and to avoid

any potential trouble with others. This may lead to isolation which, in turn, leads to a decrease in community participation.

## **2.7 CONCLUSION**

This chapter has achieved its intended purpose. An overview on empowerment was discussed and the researcher discovered that it is difficult to explain empowerment without including participation. The problems facing women focusing on gender, education, health, employment and social equality are discussed briefly as a theoretical foundation of the study.

The enhancement of lifeskills in women with the focus on how adults learn, adult learning principles, the learning group and experiential learning techniques were also discussed. A focus on literacy in women development programmes was also highlighted. The informal settlement was discussed to explain the background and the poor conditions in which these women live, when living in the informal settlement.

This chapter was intended to give a theoretical background on the study.

In the following chapter an overview of the research methodology will be provided.

## **CHAPTER 3**

### **RESEARCH METHODOLOGY**

#### **3.1 INTRODUCTION**

The aim of this chapter is to provide an overview of the research methodology followed in this study. There are three phases or types of programme evaluation that is followed in the study. For each phase a different research design, sampling procedure and data gathering method is used. The procedure on how data was analyzed is explained.

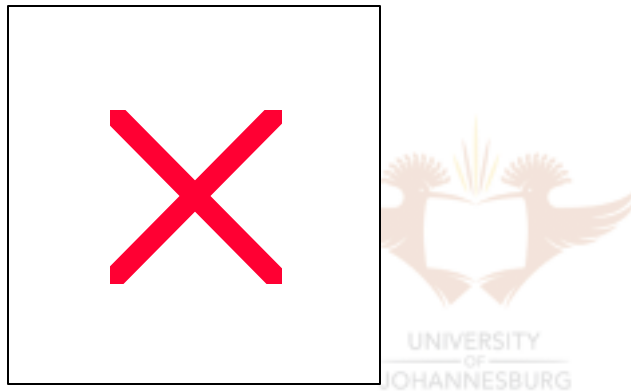
#### **3.2 EVALUATION RESEARCH**

Evaluation research is the focus of this study. De Vos (1998:67) explains evaluation research as a systematic application of social research procedures, for assessing the conceptualization, design and implementation and utility of social intervention programme. Evaluation means the general process of weighing or assessing the value of something.

De Vos (1998) further explains that evaluation aims to test interventions to see how effective they are and therefore represents an important means of linking action and research in a constructive manner. Evaluation research is often used when a social programme is being evaluated. In social work mostly social programmes are implemented because they have a broad goal of enhancing individual and social change by providing services that meet individual and community needs.

### 3.3 THE PROGRAMME EVALUATION MODEL

The evaluation research model followed in this study is programme evaluation as described by De Vos (1998:368). De Vos's model is adjusted for the purposes of this study. The model consists of different phases and steps are illustrated as follows:



**Figure 3. 1 The Integrated Model of Programme Evaluation (IMPE)**

*Source:* De Vos (1990); Mckendrick (1989).

For the purposes of this study only the following phases of evaluation will be used:

- a) Needs assessment,
- b) Process evaluation,
- c) and Outcome evaluation.

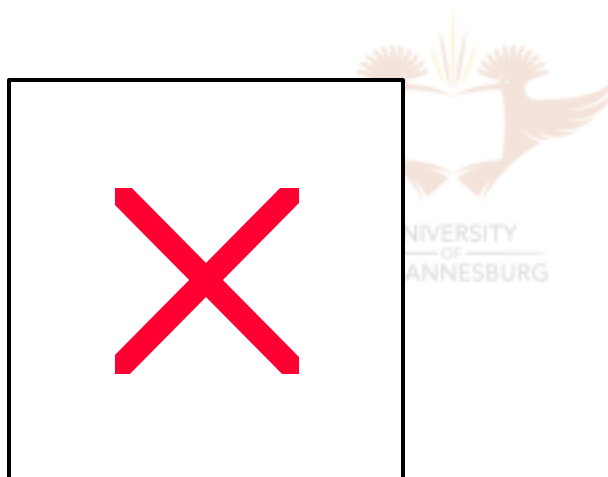


There are various steps to be followed (based on Mckendrick's, 1989) in programme evaluation. The steps that are omitted in the study are because they are irrelevant to the study and therefore do not apply to the study at all.

The steps have been adjusted for the purposes of the study and are as follows:

- a) Goals and objectives for the study.
- b) Research design.
- c) Data gathering methods.
- d) Sampling.
- e) Results.

The adjusted model can be illustrated as follows:



**Figure 3.2 Type of Evaluation and steps to be used in this study**

For each type of evaluation different data gathering methods will be used. For each type different sampling strategies will be implemented and different research designs will be applied. Qualitative data gathering methods will be primarily utilized in the study (De Vos, 1998).

De Vos (1989:31) mentions that different types of evaluation exist and the steps taken in the execution of each type has to be repeated for each type of evaluation. This type of evaluation is necessary to perform a reliable and valid evaluation of a specific programme or a network of programmes.

### **3.4 THE NEEDS ASSESSMENT PHASE**

In the following, the focus will be on the needs assessment phase.

Needs assessment is a type of evaluation that aims to establish with some degree of certainty that social need actually exist and ultimately that the establishment of a social service programme will address the identified need (Gabor, Unrau & Grinnel.1998: 41).

The main purpose for all needs assessments is to determine the nature, scope, and locale of a social problem (if one exists) and to identify a feasible, useful, and relevant solution to the problem. The ultimate goal for all needs assessments is to improve the human condition by identifying a social problem and proposing a solution to the problems. These solutions come in the form of social service programmes that are aimed at improving the quality of life for people.

According to Gabor et al. (1998:42) a needs assessment is a proactive process and should ideally be undertaken before conceptualizing, designing, and implementing any type of social service programme. Needs assessment can be used as simple educational tools. The very nature of a needs assessment is to find out the magnitude of an identified social problem(s). The results of a

needs assessment serve to educate people about the magnitude and nature of a social problem and forecasting on the future.

In developing a definition of a need, it is helpful to distinguish between “needs” and “wants”. Gabor et al. (1998: 47) describe “need”, which is a basic requirement to sustain the human condition, to, which people have a right. A “want” is something people are willing to pay for. Expressed needs (or felt) needs were made known when the women experiencing the problem talked about how the problem impacted them and what they felt should be done about it.

### **3.4.1 The Steps in Needs Assessment**

The following steps will be implemented in the needs assessment phase setting goals and objectives, research design, data gathering methods, sampling methods and results (in chapter 5).

#### **Step: 1 Goal and Objectives of Needs Assessment**

Within the context of this study the goal and objective of needs assessment is to evaluate the needs and problems facing the women of Delpport informal settlement regarding lifeskills and the resources to address these needs and problems. This will justify the initial need for a social service programme.

#### **Step: 2 Research Design in Needs Assessment Phase**

In the needs assessment phase a survey design was implemented. According to Nachmias and Nachmias (1982:75) a research design is defined as “the programme that guides the investigator in the process of collecting, analysing and interpreting observation”.

#### **Step: 3 Data Gathering Methods in Needs Assessment Phase**

The data gathering methods that will be used in the study will be done under the comprehensive analysis. This comprises of the use of key informants and community forum.

- **Key Informants**

Key informants were utilized at the beginning of conducting a need assessment. The key informant approach utilizes interviews to obtain expert opinions from individuals who are presumed to have special knowledge about the target population's problems and needs. The key informants selected to be surveyed might include leaders of groups or organizations that are in close contact with the target population and have special knowledge of its problems. It might include practitioners who work closely with the target population (Rubin and Babbie, 1993: 558).

Face to face interviews with key informants produce new or original data. Interviewing key informants is a strategy that requires identifying, approaching, and interviewing specific people who are considered knowledgeable about a social problem. Key informants are leaders in the community and can include professionals. The use of key informants means that the opinions are asked of a small number of people known to be involved with the needed services or client group (Gabor et al, 1998: 59).

For the purposes of the study the community leaders of Delpport informal settlement are interviewed on the needs for lifeskills of women. An interview schedule was developed in order to guide the process of interviewing the key informants (Appendix A). The key informant selected for needs assessment is a community leader in the Delpport informal settlement and has been a community leader for the informal settlement since 1996. He was elected by the community to be their leader. He has a good relationship with his community.

The prime advantage of the key informant approach is that a sample can be obtained and needs assessed during pre-intervention assessment period in order to develop the best plan surveyed quickly, easily and inexpensively (Rubin and Babbie, 1993:558).

The other key informants interviewed are two community workers of Delport informal settlement. The community workers have been involved with the community since 1998. They know almost all the problems of the community and also have a good relationship with the community.

An appointment was made in order to interview the community workers. The same interview schedule is used as with the community leader. The interview enabled the researcher to gain an understanding on what the key informants think of the study to be conducted in the community, also to gather information on the needs of women and how they perceive their community and their role in the community. This also helped the researcher to gain entry into the community.

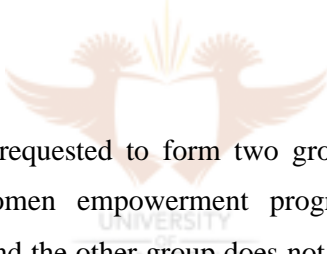
The strategy of interviewing key informants is advantageous to the researcher because it permits the researcher to gather information concerning the needs viewed as important by the community leaders. The researcher is able to gather data about the nature of social problems facing the women of Delport informal settlement. (The results are discussed in Chapter 5). The disadvantage of this method is that information is not forthcoming from the target population; the quality of the information depends on the objectivity and depth knowledge and underlying expressed opinions (Rubin and Babbie, 1993: 559).

- **Community Forum**

The community forum was used at the beginning of the study as part of the needs assessment phase. The discussion on the needs assessment is guided by the six questions in Appendix A.

The community forum is an open meeting of all people who are interested in a specific service, target population or a social problem (De Vos, 1998: 369). This involved inviting the general public to discuss the issues to be addressed in needs assessment. Community forums simply provide a place and an opportunity for people to assemble and air their thoughts. The aim of the community forum is to involve the general public to discuss the issues to be addressed in needs assessment.

In conducting the community forum invitations is distributed in and around the community in order to notify the women about the meeting. The women of Delpont are all invited to attend the community meeting (refer to Appendix B). Two hundred (200) invitations were distributed around the community and 43 women and two men, including the community leader attended the community forum.



The participants are requested to form two groups of ten each, where one group attends a women empowerment programme and is used as an experimental group and the other group does not attend the programme a used as the comparison group. An agenda is drawn up in order to guide the community forum (refer to Appendix C).

#### **Step: 4 Sampling In Needs Assessment Phase**

The sampling procedure for this phase is probability sampling as each person in the population has the same known probability of being selected (De Vos (1998:195).

Arkava and Lane in De Vos (1998:191) define a sample as the subset of the whole population considered for the actual inclusion in the study. The sample is studied in an effort to understand the population from which it was drawn.

The women attending the community forum are all selected to participate in the study. The whole population of the study consists of forty-four subjects, which are as follows:

- Key informants who are knowledgeable about the informal settlement.
- Forty-three women attended the community forum.

The women are requested to divide themselves into two groups, the experimental group and the comparison group. The women voluntarily selected themselves. Ten women volunteered to be the experimental group and the other ten volunteered to be the control group. For the purposes of the study, the women selected for the experimental group are told that they would participate in an empowerment programme and those in the comparison group and the remaining twenty-three were told that they would participate in the similar programme at a later stage.

This theme (needs assessment) is a major focal point on the study and it employs various research techniques to establish relevant information, and to understand the needs of women around lifeskills in the community. The techniques includes semi-structured interviews with the key informants and the use of community a forum.

### **3. 5 THE PROCESS MONITORING EVALUATION PHASE**

Process evaluation is described as a way of monitoring interventions, programme processes, and outcomes in order to provide useful feedback so that improvement in development and development are possible at case and program-levels. In both situations, evaluations merely reveal and record a single state of processes, much like a camera capturing the image of a static object.

Thus, evaluation results give us a “snapshot” of social service programmes. Programmes and their intervention are complex entities, and different pictures

may be presented at different points in time as a result of using different evaluation methods (Gabor et al. 1998:326).

The degree to which a programme achieves one of its objectives is a measure of success. The way in which an evaluation's findings are interpreted is a process known as valuation. Because criteria for a programme's success is seldom predefined, evaluators often play an influential part in the evaluation process; and depending on the judgement of an evaluator, the same result may be classified as either a success or a failure (Gabor et al, 1998:326).

The process evaluation in this study comprises of the whole process when the lifeskills programme is implemented. The programme process involves ongoing evaluation of the content of the programme, where evaluation is conducted at the end of each session. The women are frequently asked to comment on the programme and on how it is being presented by the researcher. This also helps to evaluate the general impression of the participants concerning the programme.

### **3.5.1 The Steps in Process Evaluation Phase**

The following steps are implemented in the process evaluation phase setting goals and objectives, research design, data gathering methods, sampling methods and results (in chapter 5).

#### **Step: 1 The Goal and Objectives of Process Evaluation**

The goal of process evaluation in the study is to implement and evaluate the lifeskills programme according to adult principles and empowering a group of disempowered women through experiential learning techniques. The group of women who participated in the process evaluation are the 20 women who volunteered to participate in the study.



The content is evaluated at the end of each session. The evaluation aspects which are evaluated are described in Appendix D. The researcher administered the questionnaires to the respondents. These aspects were evaluated by means of a session evaluation scale. Some of the respondents in the programme are semi-literate and the researcher assisted the respondents with the completion of the session's evaluation scales.

### **Step: 2 Research Design in Process Evaluation Phase**

In the process/content evaluation phase no specific design implemented as no design was found to be related to the process/content evaluation. The aim of process/content evaluation phase is to evaluate the content and effect of the lifeskills workbook of SAWEF.

The content and effect is evaluated at the end of each session. This is done by asking the respondents open ended questions as indicated on Appendix D.

### **Step: 3 Data Gathering Method in Process Evaluation**

Gathering of data takes place through the completion of a semi-structured interview schedule. The process is evaluated at the end of each session. The evaluation criteria as described in Appendix D is used. The researcher administers the questionnaires to the respondents.

The researcher read the questions to the respondents and explains the completion thereof to the respondents. Each participant receives an evaluation questionnaire to complete. Some of the respondents in the programme are semi-literate and the researcher assisted in scribing for the completion of the questionnaires. The researcher assists the respondents who need individual assistance.

### **Step: 4 Sampling**

The women who participated in the group process evaluation volunteered at the community forum during the needs assessment phase. No suitable sampling strategy is found to be suitable for this type of the population in the process /content evaluation. All participants are included. The results are discussed in Chapter 5.

### **3.6 THE OUTCOME EVALUATION PHASE**

This type of evaluation focuses on whether the programme has brought about change in the lives it was intended for. Rossi and Freeman in De Vos (1998:374) argue that an impact gauges the extent to which a programme causes change in the desired direction. The concept of impact assessment implies a set of specified, operationally defined objectives and criteria of success.

Impact evaluations are essential when there is an interest in either comparing different programmes or testing the utility of new efforts to ameliorate a particular community programme or testing the utility of new efforts to ameliorate a particular community problem. To conduct an impact evaluation, the evaluator needs a plan to collect data that will permit the evaluator to demonstrate persuasively that observed changes are a function of the intervention and cannot be accounted for in other ways (De Vos, 1998:374).

Outcome evaluation determines the effect of the programme on the community or society concerned. It would appear that outcome evaluation relates more to the extent, to which the overall goal or mission of the agency was achieved or executed (De Vos, 1989:32).

#### **3.6.1 The Steps in Outcome Evaluation Phase**

The following steps are implemented in the outcome evaluation phase, setting

goals and objectives, research design, data gathering methods, sampling methods and results (in chapter 5).

### **Step: 1 The Goal and Objective of Outcome Evaluation**

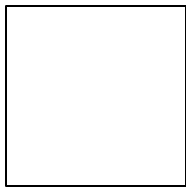
The goal and objective in outcome evaluation is to increase women's knowledge and empowerment about women lifeskills. The main purpose of programme outcome evaluation in this study is to determine whether the life skills programme brings about change in the lives of the women who participate in the programme.

### **Step: 2 Research Design**

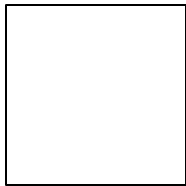
The research design that was used in the outcome evaluation phase is the comparison group posttest-only design (De Vos, 1998:132). The results of the group is compared to a similar group that is not exposed to the programme content. The researcher measures the average knowledge of lifeskills of women from both groups (The experimental and the comparison group).

If the women in the experimental group have a better understanding of lifeskills issues than the comparison group, then it will be concluded that the lifeskills programme is successful and effective.

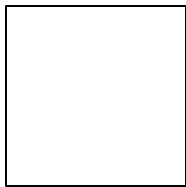
The comparison group posttest-only design to be implemented in the outcome evaluation phase is illustrated as follows:



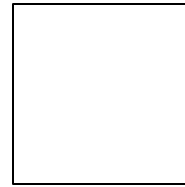
**Experimental  
Group**



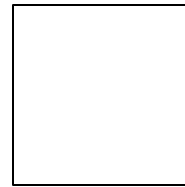
**Programme**



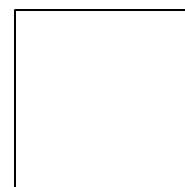
**Post- test**



**Comparison group**



**No Programme**



**Post- test**



### **Figure: 3.3 Comparison group posttest-only design.**

#### **Step: 3 Data Gathering**

The data gathering method that was used in the outcome evaluation phase is the use of group administered questions. The researcher distributes questionnaires to both the experimental and the control group. The respondents are requested to complete the questionnaires (see Appendix E).

The researcher administers the questionnaires to the two groups. The respondents who do not understand are assisted as some of the women are semi-literate and some of them cannot write. This method is used for both the experimental group and the control group combined in a focus group.

In outcome evaluation the researcher measures the average knowledge of lifeskills of women from both groups (The experimental and the comparison group). If the women in the experimental group have a better understanding of lifeskills issues than the comparison group, then could be concluded that the lifeskills programme is successful and effective.

#### **Step: 4 Sampling**

For the purposes of the study in the outcome evaluation phase, both the groups are included in the study, the experimental group (group attending the programme) and the comparison group (not attending the programme).

The sample involved 20 participants. Two groups of ten each are selected from the community forum to participate in the study for the experimental group and the comparison group. The experimental group consists of ten women who participate in the SAWEF lifeskills programme. The control group consists of ten women who do not participate in the SAWEF lifeskills programme.

The researcher compiles one questionnaire that is administered to the experimental group and the control group through focus groups (refer to Appendix E). The questions are adapted from the SAWEF lifeskills book. Data is gathered from the participants regarding the lifeskills. The results are discussed in Chapter 5.

### **3.7 DATA ANALYSIS**

In this study, after data collection it is analysed and interpreted, the results are provided in Chapter 5. Qualitative methods of analysing data is used in the study. Marshall and Rossman's approach is implemented in analysing the data collected. According to De Vos (1998:342) qualitative data analysis is done in search of general statements about relationships between categories of data.

#### **3.7.1 Method of Data Analysis**

For the purposes of the study, Marshall and Rossman's approach is adopted in the study (1989:112-20). They identify five stages in data analysis which is followed:

- *Organising the data*, data is organised through repetitive reading and carefully reading all the transcripts. This enables the researcher to be familiar with the data.
- *Generating categories*, themes and patterns, after reading the transcripts, the researcher underlines the important words to identify the major

categories. As categories of meaning emerge, the researcher searches for those, which are internally consistent but distinct from each other.

- *Testing the emerging hypotheses against the data*, as categories and patterns emerge in the data, the researcher begins the process of evaluating the explanations for these developing hypotheses, searching for negative instances of the patterns and incorporating these into larger constructs.
- *Searching for alternative explanations of the data*, as categories and patterns emerge in the data, the researcher engages in a pattern that seems apparent.
- *Writing the report*.

Each stage of data analysis involves data reduction as the large volume of data is reduced to manageable parts. It also involves interpretation, as the researcher brings meaning and insight into the words and acts of the respondents in the research (De Vos, 1998:342).

The above-mentioned approach is applied in analysing the data collected from the needs assessment phase, process evaluation phase and outcome evaluation phase.



### **3.8 CONCLUSION**

The chapter provided an overview on the research followed in the study. The study is evaluative and the programme evaluation model is followed with the implementation of the following phases; needs assessment, process and outcome evaluation. The following steps namely; goal and objectives, research design, sampling procedure, data collection methods are applied in each phase. The analysis of the data collected is highlighted. It was also highlighted on how the collected data will be analyzed. The results are given in Chapter 5.

In the following chapter the background of the Women's Outreach programme is provided.

## **CHAPTER 4**

### **BACKGROUND ON THE WOMEN'S OUTREACH FOUNDATION 10 PROGRAMME**

#### **4.1 INTRODUCTION**

This chapter is intended to provide an overview of the SAWEF Women's Outreach Foundation 10 programme. The chapter aims to familiarise the reader with the contents of the programme. The Women's Outreach Foundation 10 programme is implemented and evaluated in the study. The purpose of the workbook is to provide women with necessary skills and information about key issues that affect their lives.

The Women's Outreach Foundation 10 programme has been designed specifically for women as an educational community development programme by the South African Women Empowerment Foundation (SAWEF). The workbook was implemented first in 1993 and was reviewed in 1997.

#### **4.2 THE WOMEN'S OUTREACH FOUNDATION 10 PROGRAMME**

The workbook consists of ten sections, which are women, personal development, health, child care, family care, nutrition, housing, environmental issues, leadership and finances. The ten sections will be summarized to familiarize the reader about the contents of the Women's Outreach Foundation 10 programme.



#### **4. 2.1 Women**

The first section of the book deals with the development of women. The roles of woman as wife, mother, homemaker, employee and leader are discussed. It emphasizes that women should become members of the “women’s outreach 10 programme”, by learning from the programme and improving their lives. Women should form groups and present the “10 programme”. It also emphasizes that every session be evaluated to ensure that each woman has learnt something.

The rights of women are discussed with the emphasis that a woman has certain legal rights as a citizen, but she also has other rights. It all starts with having a healthy self-esteem and knowing whom you are.

#### **4. 2.2 Personal Development**

The second section of the workbook focuses on personal development. It emphasizes the self-esteem of a woman. It empowers women to take responsibility for their feelings, desires, thoughts, abilities and interests. It emphasizes that change in women will occur only if they take responsibility for their own thoughts, decisions and actions.

The section also discusses the manner in which women can handle conflict. It emphasises that a conflict cannot be resolved unless both parties bring out into the open what they want and how they feel. The foundation is good communication.

#### **4. 2.3. Health**

The third section of the workbook concentrates on health issues. It explains that health is not a concern of the state and health workers only, but of every human being. It is of every one’s concern due to the fact that people still suffer from preventable conditions such as measles, malnutrition, diarrhea and the

high incidence of disease such as tuberculosis. HIV/AIDS is a major concern because people are dying and there is no cure for HIV/AIDS.

This section's point of departure is that health is a complete state of physical, social and mental well being and not merely the absence of disease. It is thus a combination of many factors influencing the life of a human being and his environment. It emphasizes that diseases and injuries should be treated. Children should be taken to clinic so that they can be immunised. The health section also teaches women about family planning and that it is important that they can plan how many children they want and when. It focuses on HIV/AIDS as it kills and there is no cure for it. People should protect themselves and treat all sexually transmitted diseases.

#### **4.2.4 Childcare**

The fourth section of the workbook focuses on childcare. Emphasis is placed on the care and treatment of children. It also emphasizes that small children should be breast-fed if the mother is healthy. Healthy children are happy children. This is about the love and attention children needs and their care. It emphasizes that children need to grow up in a safe environment and be protected from abuse.

#### **4.2.5 Family Care**

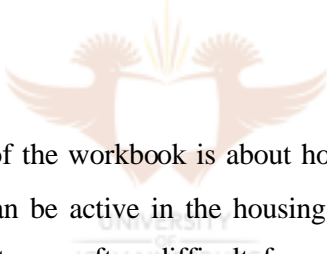
The fifth section of the workbook is about family care. It emphasizes the importance of family, as it is the first group that people join when they are born. Family shape individuals and give them a sense of belonging, values and teach them the standards of the community. The composition of families and duties of family members differ in different cultures. The composition of a family is not important but it is important that every person be a part of a happy family. Family members usually share their resources such as money, time and energy, and share their duties and housework and care for one another.

The workbook highlights that there are many family problems that affect normal family and community life. This includes poverty, conflict in the family, breakdown of communication between the parents and children, lack of discipline, family violence, child neglect, child abuse and problems with alcohol and drugs. It further explains that families should talk about their problems or seek professional advice such as a social worker.

#### **4.2.6 Nutrition**

Section six of the workbook is concerned with nutrition. It focuses on healthy eating habits, which involves eating the right food that provides energy, build strong bodies and protects the body. It is also about the manner in which food should be handled, stored and prepared. Children should not waste food and a family, that eats the right food, is a healthy and a strong family.

#### **4.2.7 Housing**



The seventh section of the workbook is about housing. The point of departure is that women that can be active in the housing process and build their own houses. In the past it was often difficult for women to own land or build houses. The law has now changed and women have the same rights as men when it comes to owning property. Houses are more than just walls and a roof, it is the center of a healthy family life. A house becomes a home when it is a place where every family member is loved and cared for, feels at home and is safe.

The section also involves the women of the government housing subsidy scheme and the procedures to follow to obtain a house. It explains that owning a house accompanies the responsibility of taking care of the house and paying for services.

#### **4.2.8 Environmental Issues**

The eighth section of the workbook focuses on environmental issues. It explains that nature is part of the environment and people are not separate from the environment. People are part of nature and have the capacity and responsibility to care for, nurture and protect nature. This involves maintaining and caring for resources such as water, soil and electricity and keeping the environment clean as not to throw waste rubbish and waste in the rivers and save on electricity. Food people eat is planted in the soil and therefore people should preserve the environment

#### **4.2.9 Leadership**

The ninth section of the workbook is about leadership. Leadership is a system of relationships that develop in a group. It emphasizes that women should be the leaders of their lives first before they can lead anywhere. Women should be leaders in their homes and in their communities. A leader directs, guides, and influences whilst followers give the leader status, self-esteem, and their willingness to respond to influence. This section emphasizes the four steps of leadership, which are planning, organising, guiding and leading, control and evaluation.

The section also covers issues on problem solving, with the emphasis that there is no problem, whether big or small that can not be resolved. It also covers the fact that meetings play an important role in people's development. It is a popular way of reaching many people at once and providing information. Women should attend and organise meetings to give information, organise projects, address their needs, solve problems and meet new leaders.

#### **4.2.10 Finances**

The tenth and the last section of the workbook is concerned with finances. It is about how women can use their money and the manner in which they can generate income. It also discusses budgeting, saving and teaching ways of buying things they only need and comparing prices.

#### **4.3 Conclusion**

This chapter provided a background on the Women's Outreach Foundation 10 programme. The workbook consists of ten sections which are women, personal development, health, child care, family care, nutrition, housing, environmental issues, leadership and finances. The SAWEF programme was implemented and evaluated in the study.

In the following chapter the results of the data collected from the needs assessment, content and outcome evaluation phases is provided.



## CHAPTER 5

### RESULTS OF THE STUDY

#### 5.1 INTRODUCTION

In this chapter the results of the study is provided. Qualitative methods of analysing data is applied. The data collected from the needs assessment phase, process evaluation and outcome evaluation is analysed and presented. According to De Vos (1998:334) data analysis is the process of bringing order, structure, and meaning to the mass of data collected.

#### 5.2 RESULTS FROM NEEDS ASSESSMENT PHASE

The results gathered for the needs assessment phase by the use of key informants and community forum is provided as follows:

- **The Interview with Key Informants**

Data from key informants is obtained by means of an interview. An interview schedule is used and data is collected by means of an audiotape. The data on the audiotape is later transcribed.

The five stages approach as suggested by Marshall and Rossman's (1989:112-20) is utilised in generating categories, themes and patterns that emerge from the data collected (see Chapter 3: 40).

Based on the data collected from the transcripts from the key informants, negative aspects and positive aspects emerged from the data. The negative aspects that key informants mentioned are used as the category for negative instances. The positive instances that the key informants mentioned about the women are used as the category for positive aspects as highlighted in Table 5.1 as follows:

**Table 5.1: Categories, Themes and Patterns**

**CATEGORIES, THEMES AND PATTERNS**

<b>THEME</b>	<b>CATEGORY (POSITIVE)</b>	<b>CATEGORY (NEGATIVE)</b>
➤ Empowerment	➤ They will learn	➤ Not empowered
➤ Independent	➤ To be able to help themselves ➤ Start projects	➤ Rely on their husbands/boyfriends for survival ➤ Not employed
➤ Apathy	➤ Ignorance	➤ Not caring about the community / No identity documents
➤ Community participation	➤ Meetings ➤ Involvement	➤ Attend meetings only when it is about houses ➤ In gambling
➤ Responsibility	➤ Mothers / care for the children and husbands, cook, clean and wash	➤ Neglect of children and being abused by their partners

As from the above table, all the negative aspects are listed and grouped together as categories. The same is done for the positive aspects. Similar

topics are grouped together into one category. The two categories were compared with the aim of establishing patterns that may emerge.

The combining of the two categories (positive and negative aspects) led to a definition to explain the meaning thereof. From the definition a theme is established to formulate the topics for the programme presented to the women of Delpport informal settlement.

The main objective of conducting a needs assessment is to identify the needs concerning lifeskills of semi-literate women. Based on the data collected from the key informants (the community leader & community workers), the need for a empowerment skills programme is established. The themes that emerged are formulated and linked to the SAWEF programme that is presented to the women.



- **Results from the Community Forum**

At the community forum the women brainstorm the problems they are facing and come up with solutions for the problems. The researcher uses a flip chart during the brainstorming session in order to keep record of the feedback from the group.

The needs questions as mentioned in Appendix A are also utilised during the brainstorming session. The questions suggest solutions such as a programme to recognise the roles that the women play in the community. The needs identified aimed at defining a “social service delivery” programme for the women in Delpport informal settlement. This was done in order for the women to collectively mention and prioritise their problems.



The women prioritised their problems and suggested solution as mentioned in Table 5.2, follows:

**TABLE 5. 2: Needs/Problems and Solutions of Delport**

**NEEDS/PROBLEMS AND SOLUTIONS OF DELPORT**

NEEDS/PROBLEMS	SOLUTIONS
<ul style="list-style-type: none"> <li>➤ Employment</li> </ul>	<ul style="list-style-type: none"> <li>a) They can start an income-generating project, but they need skills.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Poverty</li> </ul>	<ul style="list-style-type: none"> <li>a) They can plant a vegetable garden, can approach the Garden foundation, which provides free seeds and plants.</li> <li>b) They can start an income-generating project, but they need skills.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Projects</li> </ul>	<ul style="list-style-type: none"> <li>a) Women Empowerment 10 programme presented to them. The women gain skills, they are empowered and can start and run their own projects.</li> </ul>
<ul style="list-style-type: none"> <li>➤ Clinic</li> </ul> <p>(The women have mentioned that there was a mobile clinic coming to Delport twice a week but they were not utilising it, as a result it is not coming any longer).</p>	<ul style="list-style-type: none"> <li>a) They have planed to write a memorandum to the Germiston City Council in order to request a reinstatement for the clinic mobile services and promise to utilise the services.</li> </ul>

<p>➤ Housing</p>	<p>a) When the women get houses they will demolish the shacks and stop to request their friends to occupy their shacks. This will help to eliminate the problem of informal settlement.</p>
<p>➤ Waste disposal</p> <p>(The people who collect the waste come once a week to collect the waste, the problem the residents do not put their wastes in the plastic bags. They dump them all over the place, this makes the process very difficult).</p>	<p>a) They even made a suggestion to dig a hole for the trash. Some emphasized the danger of the hole with the children around.</p>
<p>➤ Child care</p>	<p>a) Women Empowerment 10 programme will be presented to them. A session on childcare will be presented.</p>
<p>➤ Crime</p> <p>(They purposely build their houses close together, so that the police when they chase them they could not find them).</p>	<p>a) They have to work together with the police, because they usually know the people who commit crime in the area.</p>
<p>➤ Lifeskills</p>	<p>a) Women Empowerment 10 programme presented to them. The programme is about lifeskills.</p>

As can be seen from the above table, a total of nine major problems and or needs are identified. Possible solutions for the needs and problems arose from the forum. Six of the problems and needs revolved around the lifeskills programme to be presented (Women's Outreach Foundation 10 Programme).

Based on the needs and problems identified from the key informants and the community forum, the need for lifeskills training is established. The women prioritised their problems and came up with possible solutions to the problems. Their problems revolved around lifeskills as they felt they need empowerment skills. The needs assessment justified the initial need for implementing a women empowerment programme in Delpot informal settlement (Women's Outreach Foundation 10 Programme).

### **5.3 THE RESULTS OF PROCESS EVALUATION PHASE**

In the following section a discussion takes place of the results of the data obtained from the sessions (process evaluation) when the lifeskills programme was implemented and presented to the group of ten women who attended the programme (the experimental group) and who did not attend the programme (the comparison group).

Topics presented to the group of women who participated in the study dealt with: Women, Personal development, Health, Childcare, Family care, Nutrition, Housing, Environmental care, Leadership and Finances.

The lifeskills programme is presented and implemented over a period of three days. The sessions are evaluated at the end of each day of the presentation. Various topics as indicated are presented in the sessions and the results are as follows:

#### **5.3.1 Results Obtained From Session One**

During the first day of the presentation the following topics are presented and evaluated:

- a) Women

- b) Personal development
- c) Health

**What do you think of today’s session and why?**

**Table 5. 3: Evaluation responses: Session one**

Number of women	Responses
5	Interesting
5	Exciting
0	Confusing
Total	10

It is clear from the above table that ten women participated in session one. Five women describe the session as interesting and the other five reported the session as exciting. The reason for the session being exciting and interesting is reportedly being very educational. They indicated that they learned a lot of aspects that they could apply to their everyday life. There is no indication from the women that they experienced the session as confusing.

**What did you like about the session and why?**

The women indicate that they like the session about the roles of a woman. The session covers their needs that they expressed in the needs assessment. They also enjoy the active participation of the group.

**What is it you did not like about the session?**

**Table 5. 4: Dislikes of session one**

Number of women	Responses
7	Nothing
3	Time keeping
Total	10

From the data as tabulated in table 5.4 it is clear that seven women did not indicate any specific things they dislike about the sessions. Only three indicate that they experience problems with the other participants who did not keep time. They had to wait for the others before the programme could be presented.

**Do you think it is necessary to have a session like this one and explain why?**

**Table 5. 5: Necessity of session one**

Number of women	Responses
10	Yes

Total	10
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All the 10 women indicate that it is necessary to have a programme such as the programme presented as it is very educational and they learn new aspects. At the end of the session the women indicate that they are empowered through knowledge obtained. The women will apply the knowledge in their everyday lives. They are now more aware that they can play certain roles in their lives at a time and have legal rights as citizens.

**Do you have any suggestions for the next session?**

**Table 5. 6: Suggestion for session two**

Number of women	Responses
7	Nothing
3	Time keeping
Total	10

Seven women did not have any suggestions for the programme while three suggest participants take note of time keeping.

**5. 3.2 Results Obtained From Session Two**

On the second day the topics presented and evaluated as follows:

- a) Child care
- b) Family care
- c) Nutrition

**What do you think of today's session and why?**

**Table 5. 7: Evaluation responses: session two**

Number of women	Responses
8	Interesting
2	Exciting
0	Confusing
Total	10

Eight women indicate the session as interesting, whilst two mentioned the session as exciting. The reason being that they learn more about their life and that they learn something new everyday. No participant indicated that the session was confusing. It can be concluded that the researcher presented the programme in an interesting and exciting manner.



#### **What did you like about the session?**

The women indicate that they enjoy the topic on family care. Especially the picture that differentiated between happy families and unhappy families (see Appendix F). They indicate that they all wish to have happy families and fewer children.

#### **What is it you did not like about the session?**

**Table 5. 8: Dislikes of session two**

Number of women	Responses
10	Nothing
Total	10

It is clear from the table that the women did not dislike any component of session two. It can be concluded that the women enjoyed everything that was presented to them.

**Do you think it is necessary to have a session like this one, explain why?**

**Table 5. 9: Necessity of session two**

Number of women	Responses
10	Yes
Total	10

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The table indicates that all the women are of the opinion that it is important to have this session. They expressed this by all responding to “Yes, it is necessary”. The women indicated that they learn new things to apply to their lives such as taking care of themselves, their children and family and providing good nutrition for good health.

**Do you have any suggestions for session three?**

**Table 5. 10: Suggestion for session three**

Number of women	Responses
10	Nothing
Total	10



The women have no suggestion for the next session. It is concluded that the women are happy with the programme content presented and the same strategy will be implemented in session three.

### 5. 3.3 Results obtained from Session Three

On the third day the topics presented and evaluated are as follows:

- a) Housing
- b) Environmental care
- c) Leadership
- d) Finances.



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**What do you think of today's session and why?**

**Table 5. 11: Evaluation responses: Session three**

Number of women	Responses
6	Interesting
4	Exciting
0	Confusing
Total	10

As seen from the table six women indicate that the session is very interesting and four women have indicate it as exciting. The women indicate that the session is

interesting and exciting as it teaches them a lot of things such as being a good leader at home and in the community, how to take care of the environment as it is also taking care of them, how to manage finances and housing.

**What did you like about the session?**

The women enjoyed the topic on leadership that indicate that women must be leaders at home and in their community.

**What it is you did not like about the session?**

**Table 5. 12: Dislikes of session three?**

Number of women	Responses
2	Nothing
8	Lost focus
Total	10

Concluding from table eight women indicate that they lost focus during the presentation whereby they ended up discussing aspects that were not planned for the sessions. Two women indicated that they had no dislikes in the session session.

**Do you think it is necessary to have a session like this one?**

**Table 5. 13: Nece ssary to have a session like this one**

Number of women	Responses
10	Yes

Total	10
-------	----

It is clear from the table that all the women indicate the session is necessary as they feel empowered and find it very educational.

**Do you have any suggestion for the next session?**

**Table 5.14: Suggestion for future session**

Number of women	Responses
10	Nothing
Total	10

As it can be seen from the table all the women indicate no suggestions for the next session as this session concluded the programme presentation. It can be concluded that they were happy with the manner t in which sessions were presented. The women indicate the sessions as very educational and empowering and feel they have learnt a lot. They are of the opinion that they gain confidence to express their feelings and talk about their problems and come up with the solutions to their problems.

Based on the data collected from the three sessions presented it is concluded that the women enjoyed the sessions and understood what was presented to them. None of the women indicated any confusion in the sessions. It is

concluded that the sessions were experienced as very interesting and exciting by the participants.

#### **5.4 THE RESULTS OF OUTCOME EVALUATION PHASE**

In providing the results of outcome evaluation two groups are evaluated, the experimental group and the comparison group. The experimental group had receives the lifeskills programme and the control group does not participate in the lifeskills programme. A group administered questionnaire (Appendix E) is distributed to the women in order to measure the average knowledge. The results of the two groups are compared, interpreted and analysed qualitatively.

##### **5.4.1 Results Obtained From The Experimental Group**

The experimental group is the group of ten women who attended the programme on lifeskills. The group responded to the questions as expected by the researcher. All of them (10 out of 10) have responded to the questions as set out in the table below.



**TABLE: 5 .15 THEMES, CATEGORIES AND SUBCATEGORIES**

<b>THEMES</b>	<b>CATEGORIES AND SUBCATEGORIES</b>
1. Roles of a woman	a) Woman as a leader. <ul style="list-style-type: none"> <li>• Leader at home and sets good example.</li> <li>• Can be a leader in the community and participate in community projects.</li> </ul> b) Woman as a mother to her children. <ul style="list-style-type: none"> <li>• Teach children right values.</li> <li>• Love and care for the children.</li> </ul>

	<ul style="list-style-type: none"> <li>• Feed and clothe them.</li> </ul> <p>c) Woman as a homemaker for her family.</p> <ul style="list-style-type: none"> <li>• She changes her house into a family.</li> <li>• Maintain the household and to manage the finances.</li> </ul> <p>d) Woman as a provider or a breadwinner for her family.</p> <ul style="list-style-type: none"> <li>• Professional person or she can run her own business.</li> </ul>
<p>2. Self-esteem</p>	<p>a) Self- esteem is the way you think about yourself, how you feel and act and how you measure yourself.</p> <ul style="list-style-type: none"> <li>• It is self-worth and self-respect.</li> <li>• Respect towards other people.</li> <li>• Taking responsibility for your feelings, desires, thoughts and abilities.</li> </ul>
<p>3. Immunisation</p>	<p>a) It means to prevent diseases.</p> <ul style="list-style-type: none"> <li>• It is given by the clinic and it is free, children must be immunised to prevent certain diseases, such as TB, Tetanus, Polio, Whooping cough, Measles and diphtheria.</li> </ul>
<p>4. Family planning</p>	<p>a) It means you can plan when and how many children you want.</p> <ul style="list-style-type: none"> <li>• It prevents teenage pregnancy.</li> <li>• Space your babies.</li> <li>• Control your family size.</li> </ul>
<p>5. Family problems</p>	<p>a) There are many family problems that affect the family and community life.</p>

	<ul style="list-style-type: none"> <li>• Poverty- there is not enough money for a house, food, water and clothing for the family.</li> <li>• Conflict in the family - this sometimes causes the family members to leave the family or it may cause divorce.</li> <li>• Breakdown of communication between the parents and children.</li> <li>• No discipline, children do not obey their parents.</li> <li>• Family violence, which can even lead to murder.</li> <li>• Child neglect, parents do not care for the children.</li> <li>• Child abuse and misusing children.</li> <li>• Problems with alcohol and drugs.</li> </ul>
6. Leadership	<ul style="list-style-type: none"> <li>• Leaders cannot lead unless someone leads and a good leader:</li> <li>• Has vision for himself and other people.</li> <li>• Listen actively to other people.</li> <li>• Shares the joys and sorrows of people.</li> <li>• Communicates with people.</li> <li>• Knows how to solve problems.</li> </ul>
7. Budgeting	<ul style="list-style-type: none"> <li>• Plan so that you buy things your family needs, like food, a house and clothes.</li> <li>• Save extra money in a bank.</li> </ul>

#### **5. 4.2 Results Obtained From The Comparison Group**

In the following are the results obtained from the comparison group (the women who did not attend the programme) and are provided as follows:

#### **The roles of a woman**

**Table. 5. 16 The roles of a woman**

<b>Number of women</b>	<b>Responses</b>
10	Role of women: mother
Total	10

All ten respondents responded to the roles of women question. The respondents all gave the same answer that the role of the woman is a mother and is to take care of children and the family. They have not mentioned the other roles such as leader or worker. Comparing the experimental group and comparison group it can be concluded that the women in the comparison group view the role of a woman to be a mother and to take care of the children and that they are not aware of other roles that a women can fulfill.



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### **self-esteem**

**Table 5. 17: Self-esteem**

<b>Number of women</b>	<b>Responses</b>
5	Correctly
4	Not correctly
1	No response
Total	10

As can be seen from the table, five women know what self-esteem refers to whilst four women did not responded to the question correctly. One woman did not respond to the question at all.

## Immunisation

**Table 5. 18: Immunisation**

Number of women	Responses
3	Correctly
7	Not correctly
Total	10

Three women knew why children should be immunised. Their response was “in order to prevent diseases” children should be immunised. Seven women did not know what immunisation is.

- **The role of family planning**

**Table 5. 19: Family planning**

Number of women	Responses
4	Correctly
6	Not correctly
Total	10

As it can be seen from the table four women respondent that the role of family planning “it allows you to space your children and it allows deciding how many children do you want’. The other six women did not respond correctly, some even mentioned that the role of family planning is to protect the children.” It can be



concluded that the majority of respondents did not know what the role of family planning is.

### **Necessity to have fewer children**

**Table 5. 20: Fewer children**

<b>Number of women</b>	<b>Responses</b>
6	Correctly
4	Not correctly
Total	10

As it can be seen from the table four respondents did not answer the question. One respondent even referred to the Bible saying that “God has never reveal to anyone to have fewer children, we cannot estimate the number of children”. The other six responded correctly that it allows you to space your children and you can plan how many children you want to have. It can be concluded that the majority (6 out of 10) of women know the importance of having fewer children.

### **Ways you can contract AIDS**


**Table 5. 21: Ways you can contract AIDS**

<b>Number of women</b>	<b>Responses</b>
6	Correctly
4	Not correctly
Total	10

It is clear from the table that four respondents did not have the knowledge about the ways in which HIV / AIDS can be contracted. Six of the respondents answered the question correctly by mentioning that through “blood contact with an infected person”. It can be concluded that the majority of women are aware of the deadly disease.

### Family problems

**Table 5. 22: Family problems**



Number of women	Responses
6	Correctly
4	Not correctly
Total	10

As it can be seen from the table four respondents did not answer the question correctly and the other six respondents have responded to the question very well. Most of the women mention problems such as an abusive husband or an alcoholic husband as part of their family problems. It can be concluded that the majority (6 out of 10) of the women view family problems as alcoholic husbands or boyfriends.

### **Necessity to eat healthy**

**Table 5.23: To e at healthy**

<b>Number of women</b>	<b>Responses</b>
8	Correctly
2	Not correctly
Total	10

As it can be seen from the table eight respondents knew the reasons why eating healthy was necessary “to keep their bodies healthy and to prevent being infected easily with diseases.” Two respondents did not know why it was necessary to eat healthy. It can be concluded that the majority of the women (8 out of 10) knew why it was important to eat healthy food.



### **Ways to obtain a house**

**Table 5.24: To obtain a house**

<b>Number of women</b>	<b>Responses</b>
4	Correctly
6	Not correctly
Total	10

It is clear that six respondents did not know of the procedures to follow to obtain a house. They even responded saying “ by application”. Four respondents knew of the

ways in which a house can be obtained. It can be concluded that the majority of the women in a comparison group are unaware of the ways in which a house can be obtained.

### **Difference between buying and renting**

**Table 5. 25: Buying and renting a house**

<b>Number of women</b>	<b>Responses</b>
7	Correctly
3	Not correctly
Total	10

As it can be seen seven respondents knew the difference between buying and renting a house. Three respondents did not know the difference between the two concepts. It is clear that the majority (6 out of 10) of the women knew the difference.



### **Necessity to have leaders**

**Table 5. 26: Leadership**

<b>Number of women</b>	<b>Responses</b>
4	Correctly
6	Not correctly
Total	10

As it can be seen six respondents did not know the necessity of having leaders. Four have mentioned that the leaders are the to represent them and to help solve their

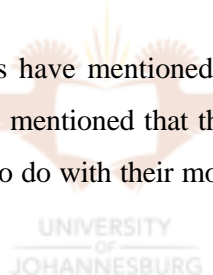
problems. It can be concluded that the majority of the women (6 out of 10) did not know the importance of having leaders.

**What do you do with your money?**

**Table 5. 27: Money**

Number of women	Responses
4	Correctly (Save)
6	Correctly (buy)
Total	10

As it can be seen six respondents have mentioned that they buy with their money. Only four of the respondents have mentioned that they save their money as well. It is clear that respondents knew what to do with their money.



- **Necessity to have a budget**

**Table. 5. 28 Budget**

Responses	Number of women
Budgeting (important)	9
Budgeting ( not important)	1
Total	10

As it can be seen from the above table, nine respondents knew the importance of budgeting, “They reported that it is necessary in order to avoid spending on

unnecessary things, things you do not need”. Except one respondent who responded that you budget “in order to spend”. It is clear that they are aware of the importance of budgeting.

It is clear that the women in the comparison group have responded to the first question very well although they have only mentioned that the role of the woman is to take care of the children. They only focused on one role of a mother. It can be concluded that they are not aware of the other roles of a woman or the things a woman can do besides taking care of the children.

The objective of the programme in the process evaluation was met as the lifeskills programme was implemented and presented according to adult principles and empowering and experiential learning techniques to a group of disempowered women who felt very empowered at the end of the programme.

The SAWEF lifeskills programme addresses the needs of semi-literate women in an informal settlement as concluded in this study. The needs / problems as identified by the women were addressed in the study. The themes of SAWEF lifeskills programme were presented and evaluated at the end of each session. The outcome of the programme is compared to the women who did not attend the programme.

The results indicate that the SAWEF lifeskills programme is very effective in increasing women empowerment skills in an informal settlement.

In the following chapter, the conclusions and the recommendations of the study are provided.



## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

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#### 6.1 INTRODUCTION

The first five steps of the research process are completed. The aim of this chapter is to make findings, draw conclusions and make recommendations from the available data. In this study an evaluation research model was followed. The aim of the study was to evaluate the effectiveness of a lifeskills programme of SAWEF in an informal settlement.

The objectives underlying this aim were as follows:

- To identify the needs concerning lifeskills of illiterate women of Delport informal settlement.

- To implement the lifeskills programme according to adult learning principles and experiential learning techniques to a group of disempowered women.
- To evaluate the process and outcome of the lifeskills programme on these women.
- To compare the results with another similar group.
- To make recommendations with the purpose to improve the workbook and training techniques.

The three phases that are relevant for the purposes of the study namely, (i) needs assessment, (ii) process evaluation and (iii) outcome evaluation are followed in the study. Qualitative methods of gathering and analysing of data apply.

## **6.2 SUMMARY OF FINDINGS**



In the following, the summary findings of the study are provided. The focus will be on the empowerment of women in an informal settlement, the background of Delport informal settlement and the findings of the three phases of evaluation research applied in the study, namely; needs assessment, process evaluation and outcome evaluation.

### **6.2.1 The Empowerment of Women in an Informal Settlement**

In the following the findings of women empowerment in an informal settlement is provided.

In the study, empowerment is viewed as empowering women residing in Delport informal settlement through the presentation of a lifeskills programme which empowers their lives and their social wellbeing. The women are



empowered with skills and knowledge after the programme is presented, enabling them to be involved in their own development. When things are done for people they become dependent and they will not be empowered in any way.

The women of Delpport are faced with problems that affect their well being. They experience abuse in the hands of their husbands. They are unemployed and depend on husbands / boyfriends for survival which makes them very vulnerable and dependant to on the latter: This allows them to accommodate any abuse that they experience and live with it. The women do not enjoy freedom to do anything they want.

The researcher observed that there is high rate of abuse of women and the children in Delpport informal settlement which 80% of the cases are not reported. The reason for this is that because the people who abuse them are the same person taking care of their homes financially. They are afraid that if they report the abuse they will not have any thing to eat, as their husbands / boyfriends will be arrested. This disempowers the women and this study aims to empower them with skills and knowledge.

The women are controlled to such an extent that they are not allowed to use any contraceptives that allow them to space their children and to have children when they wish and when they are ready. The women have low and no education at all, disempowering them even more.

The women need to develop and strengthen their skills in the exercising of individual and collective action and performing valued social roles. They have to be empowered in order to take charge, redefine their lives and take their rightful place in society.

In the study, this is precisely why the empowerment of women is of such importance. They have to be sufficiently free to deal with the many forces that oppress and threaten their well being and that of their children. They have to

develop perceptions of self-worth and capacity, having the power to change and prevent the problem they are facing.

The study helps to realize that the empowerment of women is crucial to the well being of the children in Delpport informal settlement, the fate of women is echoed in the position of their children. This is specially the case where despair and suffering prevail. Therefore, the empowerment is not only crucial for the well being of children, but for women themselves, the family, the working situation and for the community.

### **6.2.2 Background of Delpport Informal Settlement**

A summary on the findings of the background of Delpport informal settlement is provided.

In Delpport informal settlement, the shacks consist of two rooms, which are a bedroom and a kitchen. Some people have just build one room, where they sleep and eat. Some have also attempted to divide the room by a curtain in the middle to get two rooms. They share their rooms with children and adults.

There is not much privacy especially to those who have bigger families. Their shacks are easily flooded when there is a heavy rain and they easily destroyed by fire. The people of Delpport rarely complain about situations like this and they take their lives as it is.

The researcher observed that during the day the men are not available at home because they are out to work and some are out looking for work. The people found during the day are the women who take care of their young children that are not attending school.

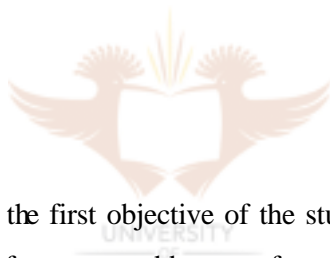
The people are also active in political affairs and only attend meetings when it is about political affairs and not about community building. They have a belief that if they attend political meetings they will get houses from the politicians who always promises them free houses.

The leaders of the informal settlement are also more involved in political affairs than in community building. The community of Delpport has not yet experience political violence.

### **6.3 THE PHASES OF EVALUATION RESEARCH**

The following section provides findings from the three phases of evaluation, namely; needs assessment, process evaluation and outcome evaluation.

#### **6.3.1 Needs Assessment**



In attempt to achieve the first objective of the study, a needs assessments was conducted with key informants and by use of a community forum with a group of women. The data was presented and interpreted in chapter five.

The results of the data gathered in needs assessment have established (identified needs) a need to implement an empowerment programme around lifeskills in an informal settlement. From conducting needs assessment it can be concluded that women can do other aspects for themselves they only need to be empowered.

Therefore the study has supported previous research that:

It is important to ask the people first what their problems are since it is their problems and they know them as they live with them. The study revealed that

people are aware of their problems and they have ideas how to solve their problems. They only need motivation and support to be able to identify the needs and problems.

It is also supported by Weyers (1997:19) where he defines assessment as an activity directed toward understanding the client's problem or situation and the development of a plan of action and he further states that he sees needs assessment as an integral part of community development, the process of consciousness raising.

Therefore, in conducting needs assessment the study revealed that before the programme can be implemented the people on the grass roots needs to be involved in the planning of the programme and to decide whether it will benefit them should it be presented to them. This will assist to establish if they really need it.

According to Rothman, et. al, (1995:259) needs assessment is viewed as part of a process used to plan social service programmes. It is used to determine the problems and goals of the residents of a given community to assure that an intervention will respond to the needs of the population being sampled.

### **6.3.2 Process Evaluation**

In attempt to achieve the second objective of the study, the lifeskills programme was implemented and presented to a group of ten women according to adult learning principles and experiential learning techniques. In process evaluation phase the data collected was presented and interpreted in chapter five.

Topics dealt with in the programme are problem/needs Childcare (Clinic), Housing, Projects, Employment, Waste disposal (Environmental issues), Lifeskills (Women), Poverty and Unemployment (Finances) were presented

and covered when the lifeskills programme was presented to a group of women. Adult learning principles and experiential learning techniques were applied in the implementation of the programme. Sessions took place at the end of each session.

The study has supported previous research that:

One of the requirements in presenting lifeskills programme to a group of women is that the researcher should understand how adults learn. Hope and Timmel (1994:103) mentions that, tests have shown that people remember 20% of what they hear, 40% of what they hear and see, and 80% of what they discover for themselves.

Hope and Timmel (1994: 103) stipulate that education should stress learning more than teaching. Where possible educators should create a learning situation where adults can discover answers and solutions for themselves. People remember the things they have said themselves best, so educators should not speak too much. They need to give participants a chance to find solutions before adding important points the group mentioned.

According to Rooth (1995:4) lifeskills learning needs to be experiential, as what is being learned is not just information, but ways of dealing with life's challenges and problems. Within the context of lifeskills facilitation, experiential learning links the school experience, socialization and the individual's experience. Experience is the foundation of learning, but can be truly successful only with involvement, active participation and reflection.

According to Hope and Timmel (1994: 101) the following adult principles are of importance when implementing empowerment programmes to women and should be noted that:

- a) Adults have a wide experience and have learnt much from life. They learn most from their peers.

- b) Adults are interested and learn quickly about those things that are relevant to their lives.
- c) Adults have a sense of personal dignity. They must be treated with respect at all times and never feel humiliated or laughed at before others.
- d) As adults grow older their memories may get weaker but their powers of observation and reasoning often grows stronger.

In experiential learning, knowledge is constructed through the workshop. Knowledge is never presented by an expert to the unknowing. The participants are active in the process of learning and the power lies with them. They are responsible for generating their own learning. All experiences are regarded as learning experiences and accordingly participants are allowed to make mistakes and are given an opportunity to learn from these mistakes (Rooth, 1995:4).

### **6.3.3 OUTCOME EVALUATION**

In the outcome evaluation two groups were evaluated. The group of women who attended the programme (experimental group) and the group of women who did not attend the programme (comparison group).

In attempt to achieve the fourth objective a similar group (comparison group) of women who did not participate in the programme is evaluated using similar evaluation criteria which was followed when evaluating the group of women who participated in the programme. The data was presented and interpreted in chapter five.

From the findings it is clear that the SAWEF lifeskills programme is effective in addressing lifeskills of semi-literate women in an informal settlement.

## **6.4 RECOMMENDATIONS**

In attempt to achieve the fifth and the last objective of the study, the recommendations will be presented in this section.

Based on the study the following general recommendations are made. It is recommended that:

- The study be used as guidelines for social work practitioners in implementing and evaluating women empowerment programmes or developmental programmes.
- The recommendations of the study should be made available and be presented to SAWEF in an attempt to make them aware that programmes addressing women empowerment are very essential and needed.
- The programme revised to address women who cannot read or write and make it more user friendly.
- The SAWEF programme should be implemented more extensively and continuously evaluated to determine whether it continues to address the needs of the target group it is intended for, being women.
- Further research needs to be conducted on the empowerment skills regarding the women of Delpport informal settlement.

## **6.5 CONCLUSION**

This chapter is aimed at concluding the research study undertaken. The following conclusions can be made as a result to the study. In this study an evaluation research model was followed. The aim and objectives of the study were given and highlighted.

The aim of the study was to implement and evaluate SAWEF lifeskills programme for women in Delpport informal settlement in Germiston. The objectives stipulated for this study were achieved as a needs assessment was made. The SAWEF programme was implemented and evaluated to determine its effectiveness

The summary of the findings with the emphasis on the empowerment of women in an informal settlements, the background of Delpport informal settlement and the findings of the three phases of evaluation research applied in the study, namely: needs assessment, process evaluation and outcome evaluation were provided.

The emphasis is on empowerment of women in an informal settlement and if empowerment means participation, self-reliance, consciousness raising, providing training and creating space for learning and teaching as described in chapter two, then the aim of empowering the women of Delpport informal settlement who participated in the lifeskills programme is achieved successfully.

The results of this study and the conclusions made can not be generalised to the broader population as the context of this study is limited. Results and conclusions must be interpreted in context of the study and within this context the aim of the study was achieved.

From this study it can be concluded that the SAWEF lifeskills programme is very effective in addressing the need for lifeskills of semi-literate women in an informal settlement.



The recommendations and conclusion of the study were also provided. From this study it can be concluded that the SAWEF lifeskills programme is very effective in addressing lifeskills of semi-literate women in an informal settlement. Since most programmes are implemented but never evaluated. The study also revealed that programmes should be evaluated.

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**APPENDICES**



**APPENDIX A  
NEEDS ASSESSMENT**

**INTERVIEW SCHEDULE FOR KEY INFORMANTS AND COMMUNITY FORUM**

1) Do you think it is necessary to present a lifeskills programme in an informal settlement?

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

2) What are the problems, women are facing in the community?

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

3) How do you think women perceive their community?

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

4) Do the women see themselves as part of the community?

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

5) How do the women see their community?

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

6) Do you think the women of Delport will benefit if they participate in the lifeskills programme?

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



## **APPENDIX B**

### **INVITATION TO A COMMUNITY FORUM**

**DEAR DELPORT RESIDENTS**

YOU ARE HEREBY CORDIALLY INVITED TO ATTEND A COMMUNITY FORUM CONCERNING THE NEEDS AND PROBLEMS FACING WOMEN IN DELPORT INFORMAL SETTLEMENT.

**DATE:** 02 JUNE 2001

**TIME:** 10H00

**VENUE:** VUKUKHANYE PRE-PRIMARY SCHOOL  
DELPORT INFORMAL SETTLEMENT

**THEME:** "WOMEN EMPOWERMENT"

**YOUR ATTENDANCE AND PARTICIPATION WILL BE MUCH APPRECIATED**

**APPENDIX C**  
**AGENDA FOR A FORUM**

**AGENDA FOR THE COMMUNITY FORUM**

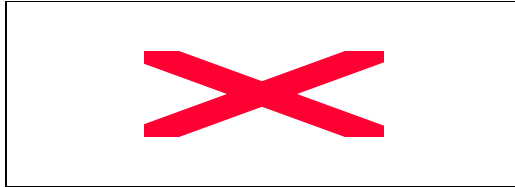
- 1. Opening and welcome :** *Community leader*
- 2. Introduction of the researcher:** *Community leader*
- 3. Purpose of the meeting:** Researcher
  - *To discuss issues around lifeskills and to inform and invite the women of Delpport to participate in the women empowerment programme.*
- 4. Group method:** *Brainstorming*
  - *Issues around lifeskills (Needs/problems and solutions)*
- 5. Further planning:** *Two groups were selected to participate in the study, the experimental group and the control group*
- 6. Closure:** *Thank the community for attending the meeting, the community, leader, and the two groups selected to participate in the study.*
  - *Proposed to have a follow-up if they have attended to these problems.*

**APPENDIX D**

**PROCESS EVALUATION**

**EVALUATION OF THE SESSIONS**

1) What do you think of today's session? (Please tick one)



2) Please explain why?

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

3) What did you like about the session and why?

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

4) What is it you did not like about the session?

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

5) Do you think it is necessary to have a session like this one? Please explain why?

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

6) Do you have any suggestions for the next session?

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



**APPENDIX E**

**OUTCOME / KNOWLEDGE EVALUATION**

**GROUP ADMINISTERED QUESTIONNAIRE**

1) Can you mention any roles of a woman?

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2) What do you regard as self-esteem?

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3) Why should children be immunised?

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4) What is the role of family planning?

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5) Why is it necessary to have fewer children?

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6) Name any ways, in which you can contract AIDS?

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7) What family problems, do you know of?

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8) Why is it necessary to eat healthy?

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9) Mention any ways, in which you can obtain a house.

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10) What is the difference between buying a house and renting a house?

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11) Why is it necessary to have leaders?

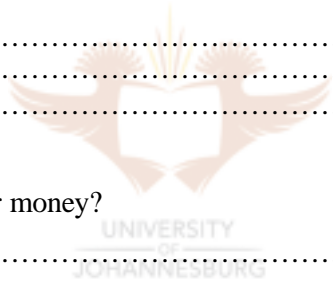
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12) How do you do with your money?

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13) Is it necessary to have a budget and why?

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**APPENDIX F**

**HAPPY FAMILIES AND UNHAPPY FAMILIES**

