

**MONITORING AND EVALUATION OF A WOMEN'S
EMPOWERMENT PROJECT AT GA-MATAMANYANE**

BY

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DEDICATION

This research essay is dedicated to my late parents Joshua Kwena Moabelo and Emily Mmaphuti Mmamothabela Mamela Moabelo. This is also dedicated to one living example, my aunt Ms. Caroline Masea Mphela.



ABSTRACT

Monitoring and evaluation are some of the important aspects towards the attainment of sustainability in projects. Besides this women are empowered through their active participation in such processes. This study seeks to indicate that whenever project beneficiaries are fully involved in all aspects of the project management cycle a greater likelihood exist for the success of the project. It also shows how collective action can help in the development of communities. The findings of this essay can serve as a watershed for the promotion of dialogue within the project community. There are certain implications of these findings, which are indicative of the importance of community networking, community meetings and community involvement.

This study is an endeavour to dispel the notion that evaluation as perceived by traditional evaluators is a field of “experts”. In other words, for a person to take part in meaningful evaluation venture, he or she needs certain recognised academic regalia. With capacity building mechanisms in place even a person who may not necessarily be highly literate can monitor and evaluate projects. These women, some of them cannot read and write, but they can monitor and evaluate their projects. This also brings another important aspect into play, concerning their engagement in community meetings and their project meetings, which really empower them. Participatory approaches that are employed at the project site thus contribute in making project beneficiaries aware of the “pockets of excellence” they possess. Besides that, the inclusivity and transparent operations involved in these processes makes women to practise collective decision-making.

The levels of literacy amongst project beneficiaries do not serve as an obstacle in embracing participatory monitoring and evaluation. All of them can tell exactly about the “modus operandi” of their project. Despite their inability to distinguish between concepts their possession of a wealth of experience in checking, controlling and judging makes it possible for them to participate enthusiastically.

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SECTION 1

ORIENTATION TO THE STUDY

1.1 INTRODUCTION TO THE STUDY

This section will discuss the context in which this study takes place. Furthermore, it will outline the statement of the problem and motivation of the study, its aims and objectives, the research design and methods and lastly the study plan. Main concepts in the research topic will also be clarified.

1.2 CONTEXTUALISATION OF THE STUDY

In this study an attempt is made to inquire about how monitoring and evaluation is conducted at this project site. The project site is located at Ga- Matamanyane village in Moletjie in the Northern Province. In the past women were denied opportunities to realise their full potential and worthiness, due to the prejudices and stereotypes, which the society upheld. The inception of the new dispensation in the Republic of South Africa brought a new perspective about redressing the imbalances and past inequalities. A number of legislations such as the White Paper on Reconstruction and Development Programme (RDP) of 1994 (Van der Waldt and Knipe, 1998: 106) and the Development Facilitation Act 65 of 1995 (Ibid: 126) were promulgated as a means to initiate and implement programs and projects strategically, with the sole purpose of addressing the needs of the disadvantaged people. The Reconstruction and Development Programme is an initiative of the African National Congress to address the imbalances of the past. Even though it implemented some projects and also made people aware about payment of services, it did not really achieve its intended goals. Through the Development Facilitation Act 65 of 1995 low-cost houses were built, but unfortunately some of them are now owned by the “haves” as the “have nots,” due to their poverty, sold them in order to buy food and other livelihoods. The RDP is no longer followed as expected, and some people even referred to it as a “pipe dream”.

1.3 STATEMENT OF THE PROBLEM AND MOTIVATION OF THE STUDY

1.3.1 Background to the problem

The ushering of the new dispensation in South Africa in 1994 saw the emergence of a new trend in community development, which is invariably realized through projects. Most of those projects which were implemented hoped to thrive longer to address the unmet needs of the formerly disadvantaged groups, such as women, the poor, the invaded, the colonized and the marginalised in a community education drive that reminded one of popular education as promoted by Paulo Freire (Freire, 1972: 31). A lot of capital was invested into the design and implementation of such projects as part of the corporate sector's social responsibility funds. In the newspaper, "City Press" of 11 June 2000 the author argues that, according to the Poverty and Inequality Report, released in May 1998, it was found that unemployment is high in rural areas among Africans generally, but especially among women, the youth and people with no previous work experience. It continues to plead that government, non-governmental organizations and the private sector should channel resources to the areas of greatest need. All these pleas and spending do not in any way guarantee sustainability. Beresford (Mail and Guardian of 20 to 27 April 2000) indicates that "writing a cheque is not enough. There has to be evidence that projects can become self supporting, so that if the original funder bows out, the project will not automatically fail". Some of those projects created physical structures, which are no longer in operation or do not serve the initial project beneficiaries. The women empowerment project that I focus on in this study was initiated at Ga- Matamanyane in Moletjie district in Pietersburg. The community played a crucial role from the planning stage to implementation stage. The Office of the Status of Women, which is located within the Premier's office in the Northern Province, the South African Breweries (SAB) in cooperation with Centre for Community Development (CCD) of Vista University in Pretoria, supported the project in varying ways, such as financial contribution, moral support and technical assistance.

It operates under an umbrella of Community Empowerment Program (CEP) of Vista University. The overall name of this project is WIRA (Women in Rural Areas). CCD developed the empowerment program in partnership with the SAB in 1996. It focuses mainly on two modes of empowerment, namely personal and economic empowerment.

The Centre for Community Development trained forty people. This group included both men and women. The rationale for this inclusion was that it should not be construed that discrimination in reverse is being practised. When the project was implemented only twenty women and two men participated. The empowerment process consisted of two phases, of which the first phase resided within the personal mode of empowerment. This phase aimed to “build the self esteem, self awareness, restore human dignity and prepare women psychologically for development challenges and opportunities they encounter in the national reconstruction process. The second phase aimed at developing the business acumen of women, so that they could start and conduct income generating activities” (Centre for Community Development, 1999:2). This phase is located within the economic mode of empowerment.

The name of this WIRA project in that rural community is “Tsoga-o-itirele”. When translated it simply means “wake up and do it yourself”. The women run a bakery, grow vegetables and fruit trees, and rear poultry. Since its inception the project achieved a number of things. Two of its members were afforded an opportunity to visit Malaysia in 1997 as part of the package for winning a first prize as the best WIRA project. It also owns a light delivery vehicle, which was donated by the SAB Beer division.

The implementation of a number of community development projects took place, but they failed to live up to the expectations of project beneficiaries. At this point in time some of the projects are either dysfunctional or nonfunctional. The nagging problem is the possible reason why these projects have not been sustainable whilst on the other hand “Tsoga-o-itirele” bakery, vegetable and poultry project continues to expand. I assume this is happening

because there are better monitoring and evaluation plans and systems in place. I am curious to investigate how the two processes are conducted, and on the other hand I would like to find out how they contributed towards sustainable development and women empowerment. Cook (1997) in Fitzgerald, McLennan and Munslow (1997: 281-282) holds the view that “empowerment is a prerequisite for sustainable development. And this applies to staff in a department as it does to participants in a rural community development project”. In other words it is required that the capacity of project beneficiaries should be built in order to enhance sustainability.

In relation to the above citation I will examine the context in which monitoring and evaluation take place in the view of Community Education as grounded in the theories of Paulo Freire (1972), Jane Vella (1994) and Sergioivanni (1994). In addition to this some of the theories regarding monitoring and evaluation as explained in Owen and Rogers (1999: 299) will be thoroughly scrutinised. Brunner and Guzman (1989: 10) recommend the utilisation of participatory evaluation. This approach to evaluation is assumed to “give voice to the silent groups which lacks focus and strategy to channel voices into actions for improving conditions”(Greenwood and Levin 1998: 240-241).

1.3.2 The purpose of the study

The purpose of the study is to evaluate how monitoring and evaluation is conducted in the particular project that I have referred to. Besides that it seeks to investigate how the processes contributed in empowering women and sustaining the project or not.

1.3.3 Research question

The research question I pose is as follows:

- ◆ How is monitoring and evaluation conducted at this women empowerment project?

Flick (1998: 47) maintains that a research question should be related to the research issue or problem. Besides that it should be clearly formulated, if the researcher would like to escape the danger of having to face “mountains of data trying to interpret them”. During this study I will be asking some of the following sub-questions:

- ◆ How does monitoring and evaluation bring about sustainability?
- ◆ What did these women achieve after conducting monitoring and evaluation?
- ◆ What role do women play in monitoring and evaluation?
- ◆ How do these processes empower them?
- ◆ Why do you monitor and evaluate your project?

1.3.4 Aims and objectives

The following are aims and objectives of this inquiry:

- ◆ The aim of the study is to inquire about the processes, which were followed by women in monitoring and evaluating their project as a means of ensuring sustainability.
- ◆ Furthermore, the aim is to construct a relevant conceptual framework, grounded in literature for Community Education, whereby validation of this construct will be argued by means of theoretical constructs.
- ◆ I also wish to establish the roles played by women in designing, monitoring and evaluating tools and plans, and their implementation thereof.
- ◆ Ultimately I hope to develop guidelines on how monitoring and evaluation can be conducted in this project and others like it.

- ◆ I will also disseminate research findings to various stakeholders.

1.4 RESEARCH DESIGN AND METHODS

The research design is based on the collection and analysis of mainly qualitative data. I do maintain that it is qualitative because it is based on the main tenets of qualitative research as delineated by Bodgan and Biklen (1992: 29- 33). The design will capture contextual meaning. The framework through which the meaning of the phenomena are fathomed, is not only viewed as the researcher's own but also viewed as the participants' interpretation, descriptions and explanations. Patton (1985:1), as cited in Merriam (1988: 17) asserts that "qualitative research is an effort to understand situations, in their uniqueness as part of a particular context and the interactions there".

The above assertion continues to indicate that this type of methodology would like to understand the nature of that setting and how the analysis made strives for depth in understanding. Merriam (1988: 17) states that the world is not composed of a single reality but there are "multiple realities, that the world is not an objective thing out there, but a function of personal interaction and perceptions". All these strengthen my choice of qualitative research methodology in this inquiry. This inquiry intends to observe how these women interacted, what roles they played during the entire period of designing, monitoring and development of evaluation tools and plans and when the processes were implemented. I will describe the situations, experiences, events, excerpts in records and documents in as much detail as possible within the space of this report.

1.4.1 Data collection methods

For the purpose of this inquiry I will use three data collection methods namely observation, interviewing and document study. I chose all these methods with a purpose in mind. Thorpe (1988: 175) distinguishes three types of interview namely structured, unstructured and semi-structured interviews. In this study I will prefer engaging project beneficiaries in a

focus group interview to find out if they all know how to perform all different duties in the activities namely bakery, poultry, vegetable and fruit farming. Merriam (1988: 40) indicates that “the purpose of using interviews is to find out what is in and on someone else’s mind”. Silverman (2000: 35) on the other hand maintains that “many interview studies are used to elicit respondents’ perceptions”. Silverman also argues that interviews need to be triangulated with other sources of data.

Both on-site observations and focus group interviews data will be used inductively. I will also utilise additional face-to-face (person-to-person) interviews in cases where misconceptions need clarification. Patton (1990: 335), as cited in Flick (1998: 115) defined focus group interviews as an “interview with a small group of people on a specific topic. Groups are typically six to eight people who participate in the interview for one and a half to two hours”. Patton (1990: 335 – 336) also suggests the utilisation of this method because it provides quality control on data collection in that participants tend to provide checks and balances on each other that weed out false or extreme views”.

Silverman (2000: 50) says that at times “it is tempting to use multiple methods as they give a fuller picture”. In a way this use of various methods gives one an opportunity to constantly compare the responses and data which have been collected. All responses obtained from both interviews and observations will be recorded. For interviewing an audiotape will be used to record whilst fieldnotes will be recorded.

In addition to that, all documents used at the project site will be scrutinized. Documents such as time schedules, action plans, monitoring and evaluation, tools and plans will be examined for clues on how empowerment evaluation contributes to project development (Fetterman, 2000). Besides that, monitoring and evaluation reports will form the greater part of the document study.

1.4.2 Sampling and selection of participants

Sampling implies that things should be selected. Flick (1998: 62) maintains that sampling “emerges at different points in the research process”. This process does not only include persons or groups of people to be interviewed and observed. It also includes the selection of which interviews are to be transcribed and interpreted. Apart from that, it also concerns the selection of parts of the text, which requires to be interpreted in general or in detail. This also happens when a researcher chooses the best parts of his/her text to demonstrate the plausibility of his/her findings. Data therefore needs to be reduced and selected to focus on the research topic.

In this inquiry I will use purposive/purposeful sampling which is sometimes referred to as criterion based sampling. Purposive sampling means that whenever, as a researcher, you select any particular person or a group of people to be interviewed or observed at any given moment and place, that shall be informed by a criterion or standard that shall have been set by the researcher himself or herself. For example, in this women empowerment project I will select an equal number of participants to represent the project management in the various activities performed at the project site. The same criterion will also be used when it pertains to project beneficiaries carrying out different activities in the bakery, poultry, vegetable and fruit farming sections to form part of a sample.

1.4.3 Data analysis

I propose to analyse data on a daily basis as I collect and transcribe data. Merriam (1988: 123) maintains that “analysis becomes more intensive once all the data is in, even though analysis has been an ongoing activity”. Strauss and Corbin (1990: 59) also indicate the interwovenness of both data collection and data analysis and they continue to recommend that the two processes “must occur alternatively because the analysis directs sampling of data”. Qualitative data analysis in this inquiry will involve coding, categorizing and clustering. Coding refers to the process whereby a segment

of text, which carries the same idea or meaning, is given a suitable name or description. Categorizing on the other hand refers to a stage where the identified codes, which talk about the same thing, are grouped together.

1.4.4 Validity and reliability

Kirk and Miller (1986: 21) as cited in Flick (1998: 224 – 225) described validity as referring to the question whether the researcher “sees or that he /she thinks he or she sees”. In a way this warns a researcher to treat data very cautiously as he or she may assume certain data to mean something else, whilst the opposite is true. Silverman (2000: 175) maintains that validity is another word for truth. Reliability on the other hand refers to the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions (Hammersley, 1992: 67). Merriam (1988) maintains that reliability refers to the context to which one’s findings can be replicated. These two concepts are related in such a manner that when a researcher talks about one of them, then questions about the other one arise. In the gathering and analysis of data I will ensure that I have clear evidence of everything I report on.

1.5 THE STUDY PLAN

In Section One the background to the problem, purpose of the study, aims and objectives, research design and methods, selection of participants and sampling, concept clarification and summary are included.

Section Two will focus mainly on the literature review so that readers can be in a position to understand against which framework the research is conducted. Although this can increasingly widen the readers’ insight, it can also assist the researcher to be focused, because the research topic is placed in a theoretical position. For readers to understand the methods that were employed in the collection of data and analysis thereof; all these will be discussed step by step in Section Three.

In the last section, Section Four, the findings of this research will be discussed. In addition to that recommendations will be forwarded.

1.6 CLARIFICATION OF CONCEPTS

The aim of clarifying concepts is to assist readers to understand the working definitions of the main concepts in the topic. In addition to that this will help in the shaping of thoughts regarding the phenomena which are being investigated.

1.6.1 Monitoring

Monitoring is a process whereby information is collected and analyzed on an ongoing basis to establish whether a project or program is still in keeping with the identified objectives. Buzzard and Edgecomb (1990: 5) define monitoring as the “routine collection, analysis and uses of information about how well the project is going.” Thorpe (1988: 171) equates the concept to recording of information and thus explains it as “any regular form of checking or recording which is or can be used for generating data in an evaluation”. This can be very true as members of the project can check themselves regularly as a means to rectify any loopholes, which may ensue during implementation. Monitoring is therefore a form of quality assurance activity.

1.6.2 Evaluation

This concept is defined differently by different people. Thorpe (1988: 5) defines it as “the collection, analysis and interrelation of the information about any aspect of a program of education and training, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have”. Sometimes it is defined as the assessment of worth or merit of something. In trying to scrutinize both monitoring and evaluation I conclude that they are intertwined, with the former serving as a feeder to the latter. Evaluation of development projects implies an assessment of the process and the outcomes.

1.6.3 Empowerment

Empowerment is a process whereby people who have been deprived of certain opportunities at any particular time make changes which have meaning on their own lives and which lead to pro-active change in their lives. These changes tend to have replicating effects on the community. In a way people will be taking charge of their lives through collaboration. Owen and Rogers (1999: 229) looked into key tenets of empowerment and one of those say “success is measured by the extent to which people are able to identify their own problems and form consensus to propose appropriate solutions”. I feel that it implies rising above oppression to challenge the status quo. Block (1991: xv) points out that empowerment implies a shift of control towards the people who actually do the core work. People thus direct their own lives.

1.6.4 Community

The word community, where it is related to development projects, refers to a group of people living in the same locality sharing common values, beliefs or morals. Sergiovanni (1994: 4) maintains that communities are defined as centres of values, sentiments, and beliefs that provide the needed conditions for creating a sense of “We” and that distinguishes it from “I” values. I am of the opinion that the word community can be used so broadly and as such it cannot be confined to the geography of the area. Cohen (1985) indicated that the concept community transcends geographical boundaries. In this context the women participating in the project where I am curious to know much about its monitoring and evaluation, is a community. They have a lot, which they share, such as their workplace, time schedules, and code of conduct, their will towards empowerment and a sense of togetherness.

1.7 SUMMARY

This inquiry will look at how women participating in the project take active part in the processes of monitoring and evaluation. The research design and methods, which will be utilised in this study, have also been identified as were the purpose

of the study, its aims and objectives, sampling issues and concept clarification. It remains to be seen whether the claim made in this study that “Tsoga-o-itirele” grows incrementally due to the existence of proper monitoring and evaluation. The inquiry, which shall be conducted, can either confirm or refute such a claim.



SECTION 2

LITERATURE REVIEW

2.1 INTRODUCTION

This section deals with the definition and discussion of participatory evaluation, participation as a promoter of empowerment and sustainability, merits of participatory evaluation, demerits of participatory evaluation, collaboration in participatory evaluation, participatory evaluation as a community development agency, consideration of local context and a discussion of the concept “power to the people”. The section elaborates on the main concepts of the inquiry, and will argue that participatory monitoring and evaluation are essential for empowerment evaluation and capacity building.

2.2. DEFINITION OF PARTICIPATORY EVALUATION

This concept refers to an approach to evaluation wherein both evaluators and programme staff take part. The evaluators referred to in this instance are external participatory evaluators who are experts in this field of evaluation. On the other hand programme staff should be trained in order to qualify as participants in this type of evaluation. In conventional evaluation it is mostly accepted that only an academic or professional consultant, whose field of specialisation is evaluation, can participate in order to conduct evaluative tasks. According to Cousins and Earl (1995: 8) participatory evaluation is a research type which is applicable in the social sciences and involves both research specialists and practitioners. This definition as such falls short as it excludes other key people who can contribute towards the development of this approach. From only a peripheral scanning it can be seen that a number of stakeholders are either intentionally or unintentionally excluded. Levin's (1999: 4) definition is more embracive as it includes all people who possess a stake in the program or project. She maintains that all stakeholders should collaboratively deliberate and question, both, which are shared success, failures and the constructed knowledge. I conclude that this form of evaluation is necessary as it includes both the

outsiders and insiders in the design, collection of data, analysis of data, the formulation of research findings and lastly the dissemination of such findings to the relevant community.

2.3 PARTICIPATION AS A PROMOTER OF EMPOWERMENT AND SUSTAINABILITY

The main thesis of this essay is to indicate that participation of women in monitoring and evaluation enhances their empowerment possibilities and the sustainability of the project.

It can be argued that from the community development model, project beneficiaries are capable human beings whose capacity can be noticed in the execution of day-to-day activities in the program or project. They know, understand and breathe the project in real terms. They share a number of aspects/issues in the project such as space, time, activities, regulatory frameworks and so forth. Besides that, they share norms and values that characterise their community. This sharing should not in any way be presumed to imply an unwavering agreement of participants on all issues at all times. Cohen (1994: 12) maintains that a community refers to where people living together have something in common. He continued to indicate that this distinguishes it from any other putative group (Ibid :12). This, in a way, displays that both similarity and difference characterises community.

Furthermore, in this model residents are regarded as experts on their community and as the ones who are capable to solve their own problems (Schmitt – Boshnick and Scott: 1995: 64 and Fetterman, 2000). Questions may be posed in respect of the aforementioned citation: Are residents really experts? Are professional evaluators experts? Who is more of an expert than the other is?

I will make an attempt to address the questions, which have been raised. I believe that expertise cannot be measured only in terms of the number of professional qualifications one has obtained, as it is even said that experience is the best teacher. Primary users also possess a wealth of experience as referred to in adult learning principles (Tinniswood and Fourie, s.a.: 23).

The key question is: “How does participatory evaluation promote both empowerment and sustainability?” If, indeed women (participants) are involved from the initial stages of planning, to implementation, then they will feel that this process is theirs. Secondly it can promote sustainability, as through data collection and analysis shortfalls can be unearthed and then this provides an opportunity for diagnosis. According to Cousins and Earl (1995: 140) participatory evaluation is assumed to be capable of being “used to assess projects and to empower people”.

2.4 MERITS OF PARTICIPATORY EVALUATION

Participatory evaluation has a number of merits that can be scrutinised. One of them is that it promotes equality as both the professional evaluator and project users are treated on an equal footing. The second one is that as all stakeholders are represented as part of an evaluation team, then problems associated with ownership and commitment are diminished/reduced. On the third account it should be noted that as it is required by both the evaluation (E) and system (S) requirements as formulated by Cousins and Earl (1995) to train program personnel. This makes it possible for project/program users to remain with skills even if the project comes to an end. Fourthly, the fact that research specialists are compelled to work in collaboration with various stakeholders, makes the whole process authentic. Disputes, which may ensue due to lack of consultation, exclusivity and transparency, are easily resolved. This can be said against the background that once stakeholders buy in participation, then they mutually produce new knowledge. On the fifth account participation of program users makes it possible for the beneficiaries to interact with their own reality. In a way this can help in determining the efficiency and effectiveness of the project/program. This can still be tied to the fourth advantage as all participants help in the improvement of program, organisation processes and consequences (Smith, 1999: 3). The sixth advantage can be that once participatory evaluation has been conducted, its findings can be utilised without so many barriers. The involvement of all stakeholders thus authenticates the findings. In no way will they be caught off guard by the dissemination of findings. Lastly, participatory evaluation helps in the shaping of the programmes, content and methodologies, because all stakeholders have their contributions being valued.

This sub-section dealt with the good aspects of participatory evaluation, but one also has to say that there are also problems with this process.

2.5. DEMERITS OF PARTICIPATORY EVALUATION

Although participatory evaluation as an approach demonstrates opportunities for good work, there are certain aspects, which show that it can be cumbersome and hard to implement and maintain.

Every evaluation that is conducted is controlled and directed by time frames. The fact that it is required of project/program personnel (staff) to be engaged in capacity building exercises, before commencement of actual evaluation, is time consuming and costly. The inclusion of program staff then poses another dilemma, as the outsider (external evaluator) may be tempted to check the credentials of each of them, also encompassing their level of competence regarding this envisaged evaluation.

A possibility of fraudulent findings exists in this type of evaluation as the evaluator's interaction with the evaluated person may make him partisan. According to the principles of Ubuntu (Botho) the dissemination of findings should be done in such a manner that nobody would be hurt with what another person says. In other words the research specialist (professional evaluator) "expert" can conceal some of the findings which could hurt individuals. Here there is a conflict of values. Should individual feelings be spared at the cost of the project?

The other point, which is also disturbing, is that the program staff can also contribute to the concealment of unpalatable findings or data. That is, the data generated can create an element of doubt amongst readers. One would say that they are now players and referees and match commissioners simultaneously. This will only be possible if the evaluator and the practice based participants alone, are allowed to take part in these processes. In other words, this can be shunned by following the stakeholder model, which can be more inclusive and transparent and thus authentic. The authenticity thereof can in a way guarantee acceptance of both the process and

findings. Rules of conduct and triangulatory methods therefore need to be put into place.

Another issue is the powerful position of evaluators, who may appear to be the “experts”. Other key stakeholders may feel uncomfortable in respect of the reduction of their power. They can no longer just be armchair decision-makers who ignore inputs from relevant participants. Instead of participatory evaluators taking unilateral decisions, such as designing monitoring and evaluation tools, plans and systems alone, they are now compelled to listen to the voices of the people in various sectors of the project, including the external evaluator.

Despite this entire encouraging endeavour, human tendencies still prevail where evaluators (external ones) maintain positions of power. Freire (1973:16) maintains, from a popular education perspective, that solutions should be sought with the people but it should not be found for them. He continues to show that no impositions should be encouraged. On the other hand he hints that self reflection should take place at all times.

In conclusion I argue that despite all the obstacles surrounding participatory evaluation, it remains a viable option. This implies that from the project inception, cognisance should be taken of who does what, when, where, why, how and also for what, according to the learning plan of Jane Vella (1994). The other issue, which is so illuminating, is that role; responsibilities, procedures and methodologies should be clarified. The concerns, which were highlighted by Greenwood and Levin (1998: 237), can be addressed through participatory evaluation. Issues such as evaluation reports, which end up as ornaments in the offices of project managers, donors and authorities, will be reduced. Whether you “decorate” with it or not, those findings should be disseminated and if the research has been fully participatory, the chances for wider dissemination are just or much better.

The problem of using language, which is not user-friendly, can also be curtailed by writing a “community summary”. Participation then exist throughout the project and if participants can read and discuss the findings that they helped to research, they are more likely to initiate changes.

2.6. COLLABORATION IN PARTICIPATORY EVALUATION

This type of evaluation is linked to the claim that participatory practices enhance empowerment and sustainability. And for this to materialise it needs increased collaboration amongst participants. In collaboration there is sharing, trust, caring, loving, less authority dependence, accountability and responsibility. The “teacher-patient” relationship as exposed by Freire (1996) is abolished. Their participation, which is a collaborative effort, makes or transforms them from being objects into subjects. Besides that, their interaction with reality makes it possible to do away with nametags such as “mere beneficiaries”, “mere onlookers” (Freire, 1996) and “wells of information” (Schordt, 1999). In other words, as the rationale for collaboration is to share, then the question of having an evaluator as the “only” expert can no longer be entertained. With participatory evaluation conducted, all participants now play multiple roles such as being data generators, data analysts, data implementers and reporters. By so saying in, Freirean terms, it is apparent that participatory evaluation indeed has “faith in human beings”(1972: 62). In line with this citation Townsend (1994: 123) believes that where people are actively involved in any individual venture, collaboration and sustainment can be forthcoming. Jerome Bruner (1996: 76) maintains that:

“A collaborative community is a group in the real sense. And like most such, its members were engaged in producing a joint product”.

He further contests that human beings learn best when what they learn in a participatory, proactive, communal and collaborative setting is given over to constructing meanings rather than receiving them (Ibid: 84).

Collaboration is an important adult learning principle, whereby adult learners help each other in sharing the learning transaction. In the process of monitoring and evaluation in a participatory model both research specialists and programme recipients learn from each other. The product that they are collectively producing is the evaluation report. The consequences of their participation are likely to contribute to the development of the community or individual and will be present in each research decision-making.

2.7. PARTICIPATORY EVALUATION AS A COMMUNITY DEVELOPMENT AGENCY

The next question, which arises, is whether this type of evaluation leads to development. The research specialist and other participating stakeholders are engaged in the search for knowledge through dialogue and negotiation. This process can create a new community within communities. Each and every participating stakeholder is a member of a community in its own right. If, for example, four stakeholders are represented in the evaluation, then it implies that four communities were represented. This can be supported by Sergiovanni (1994: 35) when he asserts that anybody can begin a community by using his voice, temperament and behaviour. The contention that a new community can emerge points to the fact that those participants can now interact in unison, share freely and collaborate information irrespective of their differences. According to Brunner and Guzman (1989: 10) silent groups are now having an opportunity to "talk-their-talk" in the creation of an egalitarian society.

This type of claim is forwarded from theories grounded in Community Education, more especially Jan Vella's (1994) work, which reveals a number of principles such as the principle of immediacy, intimacy, sequence, mutual respect, listening and reflection and engagement. Firstly, the fact that total engagements of primary users in the evaluative process helps in the building of relationships of trust, care and love amongst stakeholders is obviated. Secondly, the primary users who were viewed by conventional evaluation as objects are now subjects who can make decisions and whose voices can be consulted. Their reduction to being non-entities is thus diminished. Thirdly, the principle of immediacy can be applied more appropriately if the programme/project recipients are actively involved. Some identifiable project deficiencies can be interacted with as a matter of urgency.

On the fourth account it can be said that an intimate relationship can develop, whereby the dichotomy of "outsiders" and "insiders" can be narrowed or eradicated. Lastly, in participatory evaluation, respect is promoted and at the same time it is reciprocated. All stakeholders display mutual respect when they manage to listen to one another, plan and reflect together. The opportunities for community development from such a base, are based on the strength a community have to assess and monitor its own development.

2.8. CONSIDERATION OF LOCAL CONTEXT

When one conducts participatory evaluation the local context should always play a pivotal role. This context is unfortunately known only to the local stakeholders and as such, if we resort to conventional evaluation, that opportunity of contextualisation may be missed. Smith (1999: 3), in his review of the book of Cousins and Earl (1995: 9), recommends that:

“participatory evaluation is the hallmark in the production of new knowledge that is responsive to the local needs and used by program administrators and staff to improve program and organisation processes and consequences”.

Despite the fact that they share many things, disparities amongst these participants do exist. These disparities have a lot of benefits. Some of those benefits are empowerment and sustainability.

Without turning this essay into a definitional one, I would just like to reflect on the concept “sustainability”, which refers to a moment whereby, whether the program or project ends, the benefits and outcomes of the program/project will continue. Participation of local people in monitoring and evaluation can be noticed if it builds the management capacity at the community level and promotes sustainability. Schordt (1999: 7) recommends that participation in these processes should transcend the stage where people are just used as: “free labour to collect information”. She continued to indicate that those people who have real interest about a specific expectation, issue or problem should monitor what is important in the utilisation of collected information by local people to improve their own situation (Ibid: 14).

I argue that if a person is prepared to share his/her power with other participants, then participatory evaluation can be more beneficial to everyone. According to Jane Vella (1994: 102) only people who at one stage participated, as subjects are the only ones who are best suited to shift control to other people. She also alludes to the fact that they can assume responsibilities for programs and resources.

Levin (1999: 4) when he talks of the ability of this type of evaluation to address the needs and concerns of individual members of the “setting” subjected to evaluation also support this view. According to Schordt (1999: 6) communities or users have a lot of interest in services that are reliable and sustainable. She also elaborated that local residents know their own situation better than outsiders do. Due to this she believes that they can collect information and act on it very quickly.

There is no doubt in my mind that inclusion of local stakeholders in participatory evaluation is a step in the right direction. Furthermore, as local people, they may be differing regarding any given problem, but as Sergiovanni puts it, when deliberating the “gemeinschaft” and “gesellschaft” dichotomy: In a ‘gemeinschaft’ “they remain essentially united in spite of all the separating techniques” (1994: 9).

Local context is to me as important as the project itself. It is through this context that the program/project is shaped. If, local people with their in-depth knowledge of the local context cannot take part in participatory evaluation, then they will be denied the chance of getting credit for what they deservedly master.

2.9. “POWER TO THE PEOPLE”

Both participatory monitoring and evaluation empowers people and promotes sustainability. Scrutinising these through lenses of popular education, community education and evaluation theories, it should be noted that participants share a number of things namely evaluation logic, project logic, content and ideas.

The perception I hold is that once power is no longer in the hands of the selected few, then the program recipients can be empowered and thus they start to experience the principle of safety. In addition to that, this eases tension, which may have existed amongst other participants in participatory evaluation. They now realise their worth as human beings because they now find themselves on an equal footing with professional evaluators, and they take ownership of the project, not only of monitoring and evaluation.

Participation is regarded to be essential for self-realisation. Project recipients can now voice their experiences and their dependence on authority lessens because they know that their contributions are valued. I will just conclude by saying that:

“Participation without power is an empty notion: ... if a population has enough power, it can set the terms for own participation and it can influence the direction of or even stop a particular project that is generated from the outside” (Derman & Whiteford, 1985: 11).

This clearly affirms that with program users/project recipients, taking an active part in the whole process, power is now given to the people.

2.10 SUMMARY

The section reflected on what participatory evaluation is. Furthermore, it indicated how this approach to evaluation could promote empowerment and sustainability. A range of issues were highlighted such as its advantages and disadvantages. Besides all these, it indicated how participatory evaluation promotes collaboration, relationships, community development, the importance of local context in evaluation and how power is transferred to the people.

SECTION 3

DATA COLLECTION AND DATA ANALYSIS

3.1 INTRODUCTION

The previous section dealt with the literature review arguing for participatory evaluation as educative and transformative activity. In this section the focus will be on the research design, data collection and analysis. A description of the setting of this inquiry and discussion of the research plan will be presented. Finally data will be analysed and some categories will be extrapolated.

3.2 THE SETTING OF THE INQUIRY


The setting of this inquiry is at Ga-Matamanyane village at Moletjie district in the Pietersburg area. By setting I refer to the locality, site and ambience in which the project/research is conducted. Ga-Matamanyane village is found 30 km from Pietersburg, using the old Seshego-Dendron road. It falls under the jurisdiction of Moletjie-Matlala Transitional Local Council (TLC). The project is situated near other development projects. In the local health clinic, there is another women's project wherein peanut butter and atchar are produced. "Tsoga-o-itirele" bakery, vegetable, fruit and poultry project as a focal point of this inquiry is found in a polarised community where the implementation of low-cost housing was confronted with unprecedented problems and where some members of the community have become frustrated with the lack of performance of the RDP and other programs.

There are two schools near the project site, namely a primary school and a secondary school. The project beneficiaries have divided themselves into two groups, so that they can work in shifts. One shift starts work at 6 a.m. until 11 a.m. The second group starts its work at 11 a.m. until 4: 30 p.m. They alternate their times of working shifts on a weekly basis. During weekends they alternate working on Saturdays and Sundays, starting from 6 a.m. to 1p.m. Around 4 p.m. they come back from their respective homes to refill water and food for chickens. Now there are only 17 women

and 2 men working at the project (Refer to Annexures A and B for the road map and the layout of the project site respectively).

3.3 THE RESEARCH PLAN

The research design of this study is based mainly on qualitative methods and techniques. This point has already been indicated in Section One. Whenever I refer to qualitative data in this inquiry I refer to data that has been collected in words rather than numbers. Patton (1990: 9) indicated that the utilisation of qualitative data provides depth and detail about situations, events, people, interactions and behaviour. This type of research brings the researcher closer to the research subjects by observing, listening, and speaking their experiences, perceptions and conceptions in their natural settings. I have already indicated in Section One that my choice of this methodology is because my plan satisfied the main tenets of qualitative research. Bodgan and Biklen (1992: 29- 33) defined those main characteristics of qualitative research as follows:

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- ◆ Qualitative research has the natural setting as the direct source of data and the researcher as the key instrument. I talked with research subjects at their own workplace, we drank tea together, and we shared experiences. In collection of data I carried out the task personally.
 - ◆ Qualitative research is descriptive. It describes the events, people, situations and interaction. In the collection of data words and pictures are used. When data was recorded, words were used. When I transcribed I used words of the respondents. Even when it comes to dissemination of findings I will still use words.
 - ◆ Qualitative researchers are concerned with the process rather than simply with the outcomes or products. In a section data collection and data analysis I describe how the two processes occurred. Besides that I display the negotiated meanings.
 - ◆ Qualitative researchers tend to analyze their data inductively.

- ◆ Meaning is of essential concern to the qualitative approach.

Eisner (1991:32 – 39), as cited in Janesick (1998: 8) highlighted six features of qualitative research, such as its being field focused, interpretive in character, attending to the voice in the text, using expressive language, and being believable and instructive due to its coherence and instrumental utility.

The fact that I could “hear” the participants’ “voices”, and interact with them in their setting, does not in any way suggest that all of them will be part of the sample. Miles and Huberman (1994: 27) clearly point out that qualitative researchers work with small samples of people that are linked to their context and that are selected purposively according criteria that are needed to address the research question. I indicated earlier that the study is qualitative and thus I resorted purposive sampling (criteria based sampling). This implies that participants were selected purposively. I consciously selected participants and informants. For example, I sampled two project committee members per group, two members of the board of directors and one project beneficiary, who is not part of the project management. These project beneficiaries were two in number. In other words, one was from the first group and the other one from the second group.

Observations, focus group interviews and document studies were conducted as explained down in Section One. According to Janesick (1998:30) interviewing is defined as:

“... meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and joint construction of meaning about a particular topic.”

This definition is not fulfilling as it purports that only two people can be involved in an interview. In other words, only the researcher (interviewer) and the research subject (interviewee) can be engaged. It should be noted that in other interviews ten people could be involved in focus group format. For example, focus group interviews can be composed of 6 – 10 research participants and can create a special dynamic moment.

The purpose of using focus group interviews is to elicit primary data from relevant stakeholders in a specific project. It is through interviewing and noting non-verbal cues, which cannot be captured in audio recordings that the holistic meaning is captured. In a group one also watches the non-verbal communication of the whole group while one person is speaking.

In this study I structured few questions to guide me. These questions were a mixture of both open and close questions. The questions were descriptive, clarificative, follow-up and contrast questions (Janesick, 1998:30). The value of using focus group interviews lies in the fact that there is no obligation on the part of interviewees to reach consensus.

Observations were conducted at the research site on the very same day when I was negotiating access. I concentrated on operational issues. Two main types of observations have been identified in the literature, namely participant and non-participant observation (Bell, 1995). In this study I resided within the former. I assumed a role of being an observer as a participant. Gold (1958) in Flick (1998: 137) identified four participant roles namely:

- ◆ The complete participant
- ◆ The participant as observer
- ◆ The observer as participant
- ◆ The complete observer

I also conducted document research. I only managed to lay my hands on one document on that day, namely the minutes of project committee meetings. This type of method has both advantages and disadvantages. One of the advantages is that I do not know those documents as the researcher. Whatever appears is the research subjects' own version of happenings in their own words. The disadvantage is that some of the content is written in shorthand. This can be time consuming, as you will be compelled to consult the writer.

3.4 SAMPLING AND SELECTION OF RESEARCH PARTICIPANTS

Sampling as a process was started whilst at the same time I was observing at the project site. As indicated in Section One, sampling implies selection. It should of course be noted that this process does not only refer to the selection of people, but also to the site, events, and to the text to be transcribed and interpreted. According to Flick (1998: 62) sampling can be seen at various points in the research process.

In Section One I indicated that I would select two participants in accordance with the type of work and the roles they played in the project. All these became difficult to implement. This compelled me to rearrange the sample. I started to realise that as I was going to select an equal number of participants from the project management, the same criterion would have to be followed when it comes to project beneficiaries performing the activities at the project site. I realised when I was observing that despite the existence of four distinct activities, which are performed, that all project participants were not necessarily specialists in any of them. They all rotated in the different duties. I had to select two members of the board of directors, two members of the project committee from each of the two groups and one member who is an ordinary project beneficiary from each group. In other words, three people were selected from each of the two groups. If three people were selected from each of the two groups, then a sample of six people came into being. When the two members of the board of directors are added to six, then all in all a sample consisted of eight able-bodied men and women.

I have already mentioned that I used purposive sampling. In other words, both the selections of research participants and site where interviews and observation were conducted were done with a purpose and a selection criterion in mind. All participants were selected because they played specific roles. I also decided to include two members of the project committee per group, due to the fact that they are always at the project site. Besides that, they also know how to carry out all the activities at the project site such as bread baking, cleaning both poultry sheds and utensils, feeding

chickens, watering the garden and orchard. In the end there were eight participants in the research.

3.5 DATA COLLECTION

Before data could be collected I negotiated access through the use of key informants, who were gentlemen; members of the community where the project is taking place and are conversant with the activities at the project site. Firstly I communicated telephonically with one of the key informants who referred me to the second one. The first informant was more of a colleague to me as we once served in the executive committee of the South African National Civic Organisation (SANCO). I wrote a letter to the members of project, dated 4 August 2000. In the letter I indicated my preparedness to visit the project on the 9th of August 2000. Unfortunately this did not materialise, due to the women's day celebrations. When doing all these I kept constant contact with the second informant who works in one of the furniture businesses in Pietersburg. I was then given an appointment to visit the site on the 15th of August 2000. On that day I clearly explained my mission to the group of women and one gentleman. As a result I was granted permission to conduct research.

In data collection I employed three methods, namely observations, focus group interviews and document study. I have already displayed in Section One the rationale for employing a focus group interview. The idea here is not to influence the research participants, but to gather as much valuable information as possible. According to Krueger (1987: 9) focus group interviews are conducted not as an endeavour to obtain consensus but to unearth a greater divergence of ideas from participants. The composition of focus group interviews differs from one author to the other. For example Patton (1990:335) as cited in Flick (1998:115), talks of six to eight people who participate in the interview. On the other hand Morgan (1993: 30) believes that this type of interview should consist of 8 – 10 participants. Schurink, Schurink and Poggenpoel (in De Vos 1998) also support the latter composition. They also made an addition that those individuals should have similar background and common interest and should fit the criterion for selection.

I am not convinced about this debate about composition. I contend that any number from two is a group and thus as unique beings in a joint interview they may also yield diverse ideas. In other words, whether the focus group consists of six to eight or eight to ten participants, both convergence and divergence can be noticed. In addition to that, the main issue at stake here is whether there is a topic upon which participants are focused.

Even though I sampled eight participants, not all of them were present. I only interviewed five participants. All of them were women. Before the interview could start I requested to use an audiotape to record the responses. They all felt comfortable with the use of a tape. The interview took place on the 14th of September 2000 in one of the offices at “Tsoga-o-itirele” project. For example, there were two project beneficiaries, one from each group and three members of the project committee (two from the first group and one from the second group). Instead of conducting a focus group interview with the required number of participants, I only interviewed five participants. I could not interview any member of the board of directors on that day in lieu of their commitments.

I managed to interview one of the members of the board of directors telephonically on the 29th of September 2000, who had the following to say:

“I am overly concerned about record keeping. And the other thing which constantly worries me is the manner in which the project committee keeps a lot of capital in their homes without banking within three days”.

There are special reasons why I decided to use focus group interviews. One of the reasons is that it enables one to elicit first hand information within reasonable time. Since it affords one the opportunity to include all stakeholders, then both time and monetary costs are reduced. According to Venter (2000:87):

“The focus group interview is a discussion or conversation on a specific topic in which the participants may share ideas, tell anecdotes, reply to questions, ask questions and respond to comments made by moderator or other participants”.

From the above citation it is clear that this qualitative research technique is valuable as one gets the chance to obtain information in a natural set-up whereby participants talked freely and can even question any idea, insinuation, generalisation, concepts and theories. Unlike the telephonic interview that I conducted, in a focus group interview, non-verbal cues could be seen. Secondly, the utilisation of this method became necessary as I dealt with evaluating how monitoring and evaluation is conducted at the project site. Furthermore, this study reflects also successes and failures. According to Morgan (1993: 9) focus groups may be appropriate tools for discovering reasons behind the outcome of a project (be it success or failure). I also felt that it would be proper because the research subjects are from a community of formerly disadvantaged people. As most of the research subjects are women, they were deprived of opportunities by the social systems that governed their own lives. Focus groups are said to be useful when working with people 'of colour' as well as those with limited income or lower literacy skills (Ibid: 15). I used an audiotape to record all responses from a focus group interview.

I also conducted observations at the project site. Observations were started on the very same day when I negotiated access (15 August 2000). In the preceding subsection I indicated that two types of observations are identifiable. Besides the 15th of August 2000, which was during the week, all observations were conducted on weekends. I conducted them on two Saturdays and two Sundays. Furthermore, when I was observing, I assumed the role of being an observer as a participant, which implies that I did not carry out the same activities as research subjects. On the other hand it also indicates that I interacted with project beneficiaries (research participants). I talked with them; they showed me all corners of the project. I even enjoyed meals with them. On the 19th of August 2000 I enjoyed both breakfast and lunch with the research subjects. When they knocked off I was also given a bundle of beetroots to give to my family. These observations were conducted in all the activities of the project. I observed bread baking, caring for the chickens and the tending of vegetables and fruit trees.

As all these activities occur either inside or outside buildings, I had to move from one place to another. It was only on the 20th of August 2000 that I met the second key

informant who happened to be the chairperson of the board of directors. According to Kane (1985:53) observation as research technique covers a variety of situations and approaches. Apart from that the observer can be visible or concealed. Observations can also be direct or indirect.

I also used document study as a method in collecting data. I went through the minutes of meetings of the project committee. These minutes were used to supplement usual interviews and observations (Strauss and Corbin, 1990: 55). According to Bodgan and Biklen (1992: 32) as cited in Lekoloane (1998: 28) document research is defined as the research in which data is given by subjects themselves from the materials they produced, that is subjects' written words. In most cases document research is employed as part of studies where the major thrust is participant observation or interviewing, it may at times be employed exclusively. In this study I used minutes of the project committee meetings. I cannot say I used them exclusively because when used I always referred to data from both interviewing and observation. Strauss and Corbin (1990: 48) distinguish between technical and non-technical literature. Technical literature here includes both professional and disciplinary literature. These are types of sources, which one can utilise to validate data collected from non-technical literature. In other words, non-technical literature is mostly composed of primary data. The problem with non-technical literature is that it can sometimes be difficult to authenticate. Although this can serve as an impediment for researchers that can be overcome through constant cross-checking with other sources of data. When I had completed collecting the data, I assembled and transcribed it.

3.6 DATA ANALYSIS

During the process I concentrated on coding, clustering and categorising interview data first, then observation data and data collected from a document (minutes). After collecting data through interviews, observation and document study, I started by coding. My initial intention as indicated in Section One, was to analyse data daily. This became cumbersome due to time constraints. I did more or less what Miles and Huberman (1994: 56) refer to as coding or as analysis. They say that if one reviews a set of field notes, transcribes and synthesises, and dissects them meaningfully while keeping the relation between the parts intact, that is "the stuff of analysis".

Furthermore, it deals with the differentiation and combination of data that one has retrieved and the reflections made about the information.

I initially thought that through the use of different coloured crayons I would mark units of meaning. I went line by line using different crayons, but ultimately I relinquished the whole idea. I then had to go line by line on the transcript deducing what each phrase, sentence or word meant. I wrote the meaning on both the right and left hand sides of the transcript. Thereafter I attached codes to each unit of meaning which were contained in a particular word, phrase or sentence. I listed all the codes and clustered them in accordance to what I felt they represented as categories. As a result of that I managed to organise a number of categories from chunks. (Refer to Annexure C)

TABLE 1: DATA FROM INTERVIEWS

Categories	Codes
<ul style="list-style-type: none"> ◆ There are numerous factors, which contribute towards sustainability of the project. 	<ul style="list-style-type: none"> ◆ Motivation for women to participate (MWP) ◆ Donor monitoring and evaluating progress (DMEP) ◆ Dying chicken recorded on cardboxes and in boxes (DCRCB) ◆ Project beneficiaries get technical support (PBGTS) ◆ Donor visits bring assistance (DVBA) ◆ Possession of Marketing Plan (PMPP) ◆ Possession of clientele on poultry (PCP) ◆ Donor as insider (DAI) ◆ Tolerance contributes in sustaining our project (TSCP) ◆ Monitoring when selling chicken (MSC) ◆ Sales from both chicken and vegetables enable us to earn a salary (SCVEW).

Categories	Codes
<ul style="list-style-type: none"> ◆ Capacity building in the project and its effects 	<ul style="list-style-type: none"> ◆ Training after choice of entrepreneurial skills (TACES) ◆ Training about trench gardening (TATG) ◆ Training about poultry (TAP) ◆ Training about bread baking (TABB) ◆ Crop rotation and its effects (CR – EFF) ◆ Effects of training (EOT) ◆ Knowledge of infectious diseases (KID)
<ul style="list-style-type: none"> ◆ Problems and problem solving mechanisms 	<ul style="list-style-type: none"> ◆ Illiteracy hinders memory (IHM) ◆ Suffering and poverty (SUF – POV) ◆ Crime as persistent problem (CPP) ◆ Death of chicken (DOC) ◆ Indiscriminate purchase of chicks (IPC) ◆ Continual conflict referred to disciplinary committee (CCRDC) ◆ Knowledge of each other as a problem solving mechanism (KEOPSM) ◆ Participants not receiving monthly wages (PNRMW) ◆ Avoidance as a problem solving mechanism (APSM) ◆ Not possessing any marketing plan (NPMP) ◆ Ignorance of quantity of water used (IQWU) ◆ Cash in hand (CIH) ◆ Selective pricing causes bankruptcy (SPCB)
<ul style="list-style-type: none"> ◆ Rationale for participation in the project 	<ul style="list-style-type: none"> ◆ Fight against unemployment (FAU) ◆ Financial contribution to households (FCH) ◆ Gender commission plays role in the fight against unemployment (GCFAU)

Categories	Codes
<ul style="list-style-type: none"> ◆ Participation and its consequences 	<ul style="list-style-type: none"> ◆ Display of entrepreneurial skills (DES) ◆ Participation help individuals and families (PHIF) ◆ Participation enhances community development (PECD) ◆ Personal development (PD) ◆ Participation in decision making (PDM) ◆ Search for knowledge (SFK) ◆ Meetings are held (MAH) ◆ Participatory democracy (PD) ◆ Community support (CS) ◆ Participants share ideas (PSI)
<ul style="list-style-type: none"> ◆ Monitoring and evaluating as interwoven processes 	<ul style="list-style-type: none"> ◆ Monitoring as looking deeply (M=LD) ◆ Monitoring and evaluation as similar processes (MESP) ◆ Monitoring and evaluation not similar processes (MENSPP) ◆ Monitoring as looking without bringing change (M=LWBC) ◆ Monitoring as investigation of things (M=IOT) ◆ Monitoring as seeing (M=S) ◆ Evaluation as verification (E=V) ◆ Monitoring as checking (M=C) ◆ Monitoring as verification (M=V) ◆ Monitoring as observation (M=O) ◆ Evaluation compels decision making (ECDM)

TABLE 2: CODES AND CATEGORIES FROM OBSERVATION DATA

Categories	Codes
◆ There are factors contributing towards sustainability of the project	<ul style="list-style-type: none"> ◆ Observance of tea time (OTT) ◆ Flexibility in terms of coming to work (FCW) ◆ Sharing of fresh produce (vegetables) once a month (SFPM)
◆ Problems and problem solving mechanisms	<ul style="list-style-type: none"> ◆ Shortage of money at the end of the shift (SMS) ◆ Lack of logbook and itinerary (LLI) ◆ Cash in hand (CIH)
◆ Participation and its consequences	<ul style="list-style-type: none"> ◆ Discussions are held as a collective (DHC) ◆ Cleanliness of physical structures (CPS) ◆ Convergence of cashiers and sellers to balance cash collected (CCS)
◆ Monitoring and evaluation as interwoven processes	<ul style="list-style-type: none"> ◆ Control register signed by every visitor (CRO)

TABLE 3: DATA FROM A DOCUMENT (MINUTES)

Categories	Codes
◆ Problems and problem solving mechanism	<ul style="list-style-type: none"> ◆ Cash in hand (CIH) ◆ Problem areas reported to the board of directors (PARBD) ◆ Absence from work (AFW) ◆ Project beneficiaries are not given accounts on chicken (PBNGAC)
◆ There are numerous factors contributing towards sustainability of the project	<ul style="list-style-type: none"> ◆ Possession of clientele in poultry (PCP) ◆ Project beneficiaries get support (PBGS)

Categories	Codes
◆ Capacity building	◆ Training about baking brown bread (TABBB) ◆ Need for financial management training (NFMT)
◆ Participation and its consequences	◆ Community participation (CP)

In the above tables it is clear that participants hold views about participatory evaluation, and the effect that their own evaluation may have on the survival of the projects.

3.7 FINAL CONFIGURATIONS

The above categories are now to form second level categories, which are:

- ◆ There are numerous factors, which promote sustainability.
- ◆ There are imminent problems at the project site and some problem solving mechanisms are in place.
- ◆ Active participation in evaluation and its consequences are noticeable.
- ◆ Capacity building and its effects.
- ◆ Interwovenness of monitoring and evaluation.

The first category indicates that despite the existence of monitoring and evaluation, sustainability cannot be attributed to that alone. For example, women (project beneficiaries) take part in monitoring and evaluation activities on a daily basis by recording incidences such as visits, dying chicken and sales. Representatives of donors also play a major role in this regard. They pay visits to the project regularly and offer continuous technical and material support to the project. Motivation and determination to work also contribute towards the achievement of such.

The second category illustrates that certain problems are imminent in the project. The problems range from selective pricing, discipline, illiteracy, keeping of cash in hand, absenteeism and so forth. In addition to that it also indicates how some problems were

solved and can be solved. These are monitoring observations of the participants themselves.

The third category demonstrates participation of women in numerous activities in the project. The community also participates by offering material and moral support. For example, women share ideas in meetings and principles of participatory democracy are promoted. These are also the consequences of participation as self-evaluation.

The fourth category shows that capacity building forms the nucleus of this project. It also indicates the willingness of participants to take part in those activities. It also highlights the need for further engagement in other types of training such as financial management skills training. It also shows that through participation in such activities some changes are prevalent. The women observed this themselves, which again indicates that women are able to “see themselves”.

The last category shows perspectives that monitoring and evaluation as distinct processes can still confuse participants. Their definitional separation creates a problem. For example, monitoring is viewed as seeing, watching, and looking without bringing any change, while observation means verification, checking and an investigation of things. Evaluation is seen as verification, which requires decision-making. The confusion seems to be brought by their interwovenness.

3.8 SUMMARY

This section reflected on the setting of this inquiry. It also described the research plan, data collection methods and data analysis. Tables were provided indicating both codes and categories obtained from various methods. The final configurations of final categories and what they mean when one looks at them together were also included. From these categories it is evident that the women show a level of consciousness about management on monitoring and taking responsibility for action, even though they are not clear on the distinction between concepts.

SECTION 4

FINDINGS AND RECOMMENDATIONS

4.1 INTRODUCTION

In this section the findings will be discussed. This section will refer to the categories, which were set out in the previous section. It deals with factors contributing towards sustainability problems and problem solving mechanisms, participation and its consequences, monitoring and evaluation as interwoven processes, limitations of the study and recommendations.

4.2 FACTORS CONTRIBUTING TOWARDS SUSTAINABILITY

A variety of factors in the data have been found to relate to sustainability of the project and its possible relation to participatory evaluation. Even though monitoring and evaluation are conducted in the project, I cannot say all facets of the projects are well covered. For example, when it comes to vegetable growing, project beneficiaries do not really know the expected income because of the fact that they do not possess a register of all seedlings transplanted. This register could serve to highlight the number of seedlings, which did not grow or produce as expected. This implies that all seedlings, which are expected to yield income, can be determined. From an economic perspective, participants feel that they carry out the monitoring and evaluation tasks quite effectively, but there is still a type of economic perspective missing. I will refer to this again later.

Data collected through the use of interviews, observations and document study indicate that incentivisation in the form of sharing some fresh produce (vegetable) and observance of flexibility where it comes to absenteeism also contribute towards sustaining the project. Despite the inability of the project to provide wages on a monthly basis in accordance with the participants' expectations, they hope that in the near future hard work shall pay dividends.

Monitoring and evaluation in as far as chicken rearing and bread baking is done is not quite effective. As indicated in the first paragraph, much work is still needed regarding vegetable growing. I feel that the sales of vegetables generates cash, but the fact that sometimes any member can sell, creates problems pertaining to lack of cash at the end of the day. The continual search for knowledge regarding all aspects in the project makes it possible for the project to thrive. Motivation, determination and participation of women (participants) contribute in sustaining the project, but they can improve a lot if they are trained in management as monitoring.

Although the continued assistance from the donor cannot be over-emphasised, it is a contributory factor towards sustainability of the project. The insistence of the fifth respondent that a representative of the donor-company should not be viewed as an outsider serves as evidence that a new community is emerging. This also confirms what I referred to in Section Two when I claimed that participation in the two processes has a capacity to help in the formation of a new community.

In collating data from the three data collection methods mentioned in Sections One and Three, it is clear that there are other factors that can still be identified. Regular visits paid by the donor representative or trainer, provision of technical support by the donor and trainers, provision of material resources such as seedlings, building sand and concrete and frequent monitoring and evaluation by the donor representative cannot be shunned as positive aspects which enhances sustainability. The project people still have a great deal to learn in terms of monitoring as management.

According to Rogers (1992:164) change agents need constant support systems, advice and encouragement networks, perhaps even more than in-service training programmes. I partially agree with his assertion in the sense that participants who continually receive support, advice and are encouraged from various angles are likely to perform better, but to say that they need these three aspects perhaps more than in-service training programs is not altogether true. I do not concur with that portion merely because support systems, advice and encouragement can exist, but if they are not complemented by pragmatic and practical in-service training programmes then they are likely to fail. Development workers need knowledge, skills support, but more than anything, they need enough thereof to become emancipated and self-sufficient.

For example, the existence of a marketing plan, which they learned in initial training of 1996, regarding the sale of chickens and vegetables, sustains the project. Even though this plan is not documented as such, it could be realised from observation and interviews that they do not just sell at random. For vegetables their plan is to sell in the neighbouring communities and at schools on Fridays. Besides that they already established a clientele for poultry. They know where to deliver chickens. The other plus factor is that project beneficiaries have a way of monitoring what is happening in the poultry sheds. For example, regarding the death of chickens, they record their numbers on a piece of cardbox and later those numbers are transferred to a book. There is thus sufficient evidence that “pockets of excellence” are in existence, and that they have grasped to some degree, that good management has a component of monitoring.

4.3 CAPACITY BUILDING AND ITS EFFECTS

If project workers learn to manage and monitor, they build their own capacity. The capacity building process employed in this project can be linked to the concept of sustainability. The capacity building exercises also contributed towards sustaining the project. I feel that it is important to understand what capacity building means. Capacity building refers to:

“Development work that strengthens the ability of community organisations and groups to build their structures, systems, people and skills so that they are better able to define and achieve their objectives and engage in consultation and planning, manage community enterprises. It includes aspects of training, organisational and personal development and self-conscious manner, reflecting the principles of empowerment and equality” (Skinner, 1997: 1).

The citation eliminates a number of aspects. Unlike focusing on a narrow explanation that capacity building refers to training, it indicates that though training is part of capacity building, there are other aspects that are equally important, such as organisational development, personal development and resource building. A number of training sessions were conducted to equip the project beneficiaries. Except the

problem-solving mechanism they sought help from a stranger (outsider) although it did not seem to help much. In this instance training was seen as a mechanism through which that problem could be solved. They applied different problem solving mechanisms to different problems. When it comes to disciplinary problems they often avoided addressing it. As a means to solve problems of members of the project, who do not attend project meetings, an attendance register was suggested. I also discovered that project beneficiaries always discuss issues as a collective. Even when the visitors came, they assembled to listen to the purpose of issues being deliberated. This really confirms Sergiovanni's (1994) contention that in a true community emphasis is on "we" rather than "I". In Sepedi there is a proverb which says "Botee ke boloi". This proverb, literally speaking, says, "oneness is witchcraft", meaning that if a person discusses with people being alone, it becomes easier for him/her to manipulate results and agreements. In other words, I feel that even if at times this may delay their work, it is an essential exercise.

The minutes of the project committee suggested that kilometers should always be read from the odometer of their vehicle. There is no evidence that depicts that the activity is carried out. In addition to that there is no evidence that indicates any follow-up in this regard. The lack of logbook and itinerary render their suggestion to read those kilometers and exercise in futility.

4.5 PARTICIPATION AND ITS CONSEQUENCES

The participants take part in variety of activities at the project. Their roles are not only limited to monitoring and evaluating activities. They are cleaners, gardeners, sellers, bread bakers, and collective decision-makers. These multiple roles they play within the project are thus added to the baggage of societal roles they already fill. At times this can create tension within the project. They also engage actively in meetings. During these meetings they adhere to the principle of participatory democracy where they share ideas and value each other's contributions. Furthermore, I also noticed that there were some problems related to pricing of bread. Project beneficiaries initially preferred to buy at a lower price as compared to that of other customers. This selective pricing system was later realised to be detrimental to the growth and health of the project. In addition, the selective pricing system was once extended to the

initial training, which was conducted by Centre for Community Development and Northern Training Trust, a variety of training sessions, were conducted. For example, training in the baking of bread, using cold water, baking of brown bread conducted on 09/07/ 1998 which, is still a problem, training on trench gardening by Food Garden Foundation and poultry were also conducted in 1997 and 2000 respectively.

According to Vella (1994) the participants are definers of their own destiny. In this project various practitioners in the aforementioned sub-fields of learning were consulted on their own but at times through the assistance from donors. Beneficiaries exercised their voices, namely the deliberative and consultative participation. In their “first” voice they took decisions regarding how to monitor and evaluate, but on the other hand where they feel not sure about aspects, they consult the board of directors, donors and other practitioners.

Capacity is thus built firstly by hearing the consultative voices, and by training and support - all of which can be viewed as emancipatory learning.

4.4 PROBLEMS AND PROBLEM- SOLVING MECHANISMS

One of the main findings of the inquiry is that participants are able to identify problems and are often able to address them. I discovered that numerous problems exist in the project, but the project beneficiaries themselves have a way to deal with them. These problems range from death of chickens, inability to bake brown bread, absence from work and meetings, keeping a lot of cash in hand, and lack of logbooks and itineraries. For some of these problems solutions were suggested. An extract from the minutes of the 25th of June 1998 illustrates this:

“Moeng wa go re ruta ka borotho bjo bosotho o re o tla tla ka di
9 July 1998.” (A visitor who will train us about the baking of
brown bread says that he / she will come on the 9th
of September 1998).

In August 2000 they still could not bake brown bread. And when they are confronted about this particular problem, much of the blame is apportioned on the type of ovens, which do not use steam. This clearly indicates that a problem exists, and as a

workers at the low-cost houses. Such business practices can really be destructive unless other pricing options can be investigated and implemented. For example, if they reduced prices for a certain sector of the community, they could have introduced “loss-leader” pricing, which implies that the reduced prices would be closed by increasing the prices of certain items such as chicken and vegetables. As a solution to that they refrained from such type of practices altogether.

The project has a standing relationship with one chicken hatchery at Hammanskraal where they used to buy chicks indiscriminately. They of course tried to compare their prices of chicks with a chicken hatchery at Ga-Mashashane-Maraba. The business relationship was an initiation of the donors. Through the advice of an agricultural extension officer, they are now buying only one type of chick as a reaction towards the high death rate of chickens in one of the poultry sheds. The project beneficiaries monitor what is happening in the poultry sheds to the extent that specific people are allowed access to poultry sheds until such time that all chickens have been sold. The practice is done to avoid the spread of infectious diseases from one poultry shed to the other. Due to the question of absenteeism, more especially during weekends, I observed that this is sometimes violated. Yet, the beginnings of a participatory monitoring system are clearly visible.

The purchase of poultry feed is also a problem as it is executed at one place without comparisons at various dealers. This is a cause for concern. The purchasing and procurement procedures should be re-visited in that instance. The participants have not discussed issues like these sufficiently.

The project beneficiaries have also realised that there are some flaws in terms of how they manage their finances. They recommended the need for training on financial management. What proved to be problematic at this point in time is lack of financial resources to reimburse any service provider or agency that can perform the training intervention. The minutes of the 16/09/1999 says:

“Re sa kgoboketša mašeleng a go nyaka motho wa gore ruta go boloka dibuka tša rena tša go boloka mašeleng”. (We are still searching for money to pay a person who can train us on how to keep our financial

books (bank books). (Refer to Annexure D)

This need and the problems associated with it is further emphasised in the minutes of 01/08/2000 when it is stated that there is need to learn to carry out our tasks in a Western way or like a “Whiteman” in using finances. In Sepedi it is said:

“Re swanetše gore re ithute go bereka mošomo wa rena ka sekgowa ka go šomiša ditšhelete” (Minutes 01/08/2000)

This once again indicates that project beneficiaries really see training as a panacea towards resolving their problem. Their participation is linked to their power. From the interview data, the following illustrates the point:

“The committee cannot take a decision without our mandate.

They must suggest and they will hear as to whether we support them. If we do not agree with them then...”

It indicates that decisions are made in a consultative ambience where the contributions of project beneficiaries are highly valued. Furthermore, this is an indication that the project committee is an accountable structure within the project. Not only do the project beneficiaries participate in all processes in the project; they also participate in community structures such as the Women’s League. According to Derman and Whiteford (1985: 11), cited in Fitzgerald et al (1995: 264) participation without power is an empty notion. They further contend that where the population has power, they are in a position to set the terms for their participation and they can shape the project or even stop it. This clearly indicates that where the community does not have a clear understanding of what is taking place in the project, they are in a good standing to reject or suggest another approach, because their participation is linked to power.

The value of participation in all levels of the project management cycle is worth mentioning. It gives project beneficiaries an opportunity to express themselves and be able to learn to be accountable. Even though their literacy levels differ, even those who are non-literate are self-confident. They are personally developed. Their participation also enhances community development in the sense that they share their

experiences with both members of the new and greater communities. The board of directors also plays a role in monitoring and evaluation. Even though their role is not distinct, the fact that one of them was worried about record keeping and keeping of a lot of cash in hand, this is indicative of their involvement in the two processes.

4.6. MONITORING AND EVALUATION AS INTERWOVEN PROCESSES

The collated data from the three data collection methods indicate that the two processes (monitoring and evaluation) are intertwined. The research participants showed that viewing them in the following ways interconnects the two processes:

For example, monitoring is viewed from the perspective of research participants as an in-depth look, seeing, looking without bringing any change, investigations of things, checking, verification and observation. On the other hand, monitoring and evaluation are seen as two similar processes. I do not necessarily imply that all participants reached consensus over the whole issue as the third respondent consistently maintained that there is a dichotomous relationship between the two processes. In other words, she felt that the two processes are dissimilar. Evaluation was also viewed as verification. This viewpoint has that meaning to me because whenever one evaluates any project or program he/she does that against certain predetermined standards and criteria. In other words, one will verify as to whether there is adherence to criteria and standards. In addition to that one will be verifying whether the original implementation plans, action plans and business plans are followed to the letter and spirit. This equation of monitoring and evaluation has also been brought to light by Schordt (1999) who used the concepts participatory monitoring and participatory evaluation interchangeably. Ultimately, good monitoring leads to good evaluation, because it is, in fact, a component of it.

4.7 LIMITATIONS OF THIS STUDY


This study was conducted in one rural village and I feel that these results may not be generalisable. Besides this, participation was only limited to five research participants instead of eight as earlier intended. This minimises the chances for the

application of the findings elsewhere. The fact that only one of the members of the board of directors was telephonically interviewed reduced the chance for the researcher to observe emotions, non-verbal cues as displayed by the interviewee in the natural setting.

On the other hand, I believe that this research is valuable to the project beneficiaries, as they can be better positioned to focus on reviewing the findings and recommendations critically. This in a way can give them a chance to evaluate this research and thus see which recommendations can be more viable to their situation. Furthermore I see this study as a stepping stone towards further studies. The failure of the researcher to interview the representative of the donor-company can yield further information if another study can be commissioned.

4.8 RECOMMENDATIONS

The following evaluative recommendations are suggested with regard to various findings:

- 
- ◆ The role and activities of the board of directors and project committee should be made clear.
 - ◆ A disciplinary committee should be established and its composition can be enhanced if both the board of directors and members of the project committee can be represented. This can be done as way of avoiding the “referee-player” type of scenario. The present disciplinary committee comprises project committee members alone.
 - ◆ I also recommend that there is a need for the following types of training interventions namely project management training, which can encompass financial management training. As an alternative, concentration can only be on financial management training. Before the training intervention can be implemented, it will be proper if project beneficiaries can be involved in the determination of the scope

and content of such.

- ◆ The other recommendation is that there should be training on monitoring and evaluation. Due to financial constraints, it will be better if only a few individuals, who can later be transformed into a monitoring and evaluation unit, can be capacitated. This can of course be cascaded to other members of the project after the training intervention has been conducted.
- ◆ The project should establish a network with other Moletjie-Matlala Transitional Local Councils' projects, so that, where possible in times of training interventions, they can share costs. Besides that, they can even share skills, which they have learnt from different agencies.
- ◆ Due to the varying literacy levels amongst project beneficiaries, it will be quite helpful if adult basic education and training (ABET) classes can be started. For these potential ABET learners, more especially those who can be placed at ABET level 4, they can enroll for Small Medium and Micro Enterprises (SMME) and Applied Agriculture as electives. This move can also minimise costs on their part, as most ABET classes are conducted in community schools. Furthermore the Financial Management Training may be postponed, with the hope that learning programs in SMME will cover those aspects. Their participation in Applied Agriculture can enhance their skills, which they have acquired through practice. Their project could thus serve as a site for conducting practicals.
- ◆ Selective pricing should be put on hold forever. A new marketing plan, which can be broader, should be formulated. Instead of concentrating on schools, new markets should be sought in Pietersburg, near taxi ranks.
- ◆ A financial policy should be formulated, wherein details regarding the procurement system can be spelt out. Besides that, this policy should clearly indicate how assets could be controlled. An asset register should be kept. Annual budgets should be drawn, analysis books kept and audited at the end of every year.

- ◆ A logbook and itinerary for the project vehicle should be established. This can really help in comparing whether they are losing or making profit by comparing the kilometers travelled with the cash performed collected from sales in the neighbouring villages and schools, and expenditure incurred in terms of fuel, oil and lubricants including tare. The itinerary will serve to help in the control of the vehicle so that those personal errands cannot be performed.
- ◆ From daily sales a deduction should be made towards maintenance and operations funds. In other words, two bank accounts can be operated. For example, an ordinary savings account or current account and the second account, which can be held should be where a particular percentage from sales either on a weekly basis or monthly, can be deposited. This type of account can help in the maintenance of all equipment such as ovens, stoves, the mixer, the monopump and the car in case of any eventuality.
- ◆ For the sake of accountability I also recommend that one person amongst project beneficiaries, or a member of the existing project committee, should be elected to steer the project. This has also been suggested in the minutes of the project-dated 01/08/2000.
- ◆ A register for all seedlings bought should be kept. This register should also reflect the expected income.
- ◆ An evaluation training and continuous capacity building interventions should always be conducted.

4.9 CONCLUSION

This section deliberated on factors, which enhances sustainability focusing on monitoring and evaluation. Problems, which were prevalent at the project site, were cited and at times even their problem-solving mechanisms were reflected upon. It also discussed how project beneficiaries participated in the monitoring and evaluation.

This also reflected upon the interwovenness of monitoring and evaluation. Lastly the essay recommended certain steps which can be implemented.

This study has indicated that the project that was investigated contained some participatory monitoring and evaluation, and that it seemed to lead to a level of management that has sustained the project thus far. The continued operation of this project depended on capacity building exercises, and their checking of activities performed at the project site also contributed significantly in sustaining the project.

The aims of this study as elaborated in Section One were five in number and I believe that I have managed to reach them. I constructed a framework using literature in Community Education; I showed that women despite their inability to distinguish between the concepts monitoring and evaluation, they demonstrated their willingness to participate fully in all activities in their project. Not only did I indicate their greater participation in monitoring and evaluative practices, but I also demonstrated how they kept records in the form of cardboxes recording the death of chickens and books for recording sales of all products. Through their active participation in monitoring and evaluation, their human capabilities for development decision- making and action were developed.

In conclusion I maintain that guidelines which were developed in the form of recommendations, and the dissemination processes which I have already started with some of the stakeholders, if they can be thoroughly implemented, an increased enhancement of management as monitoring will be realised.

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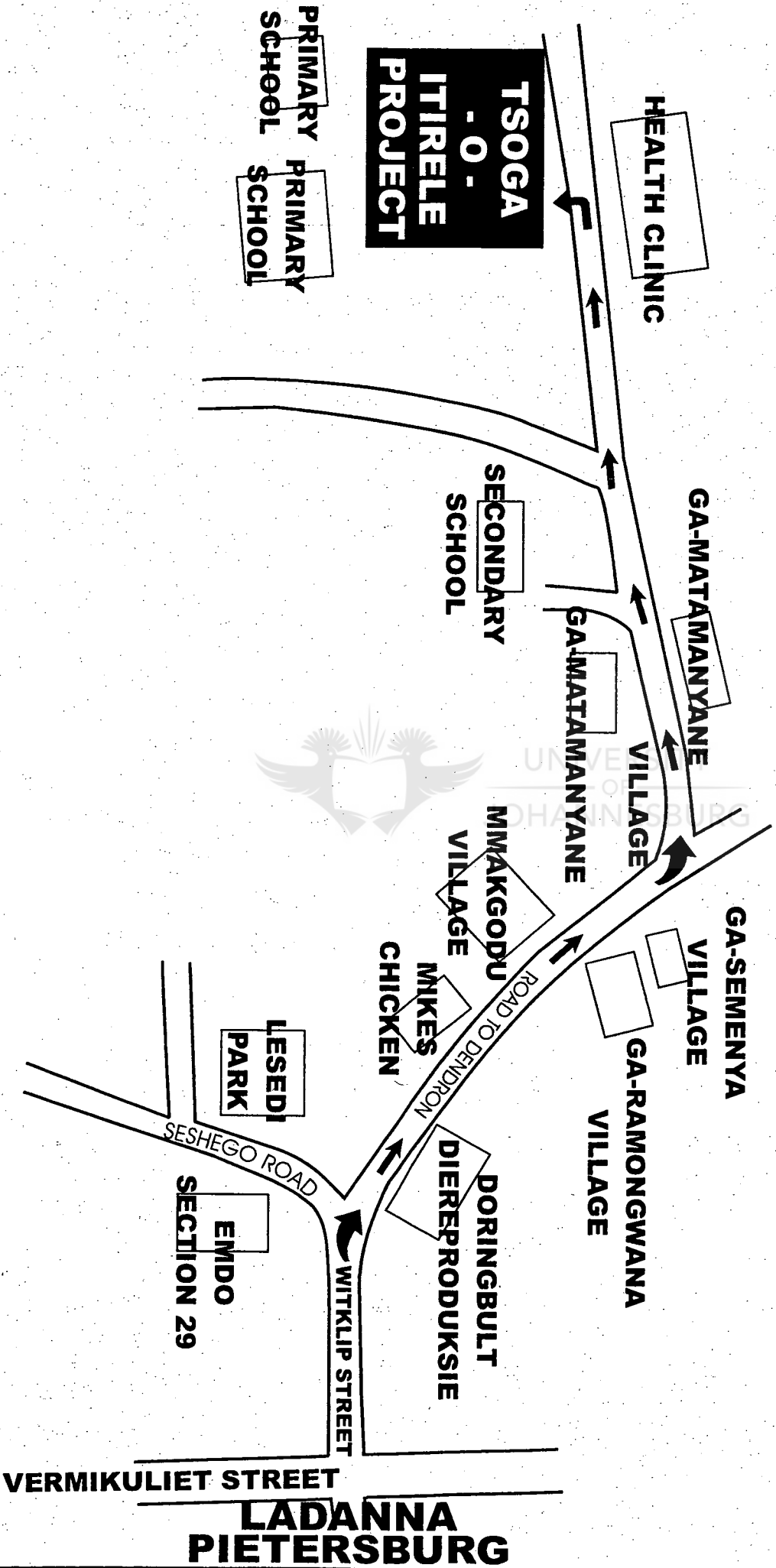
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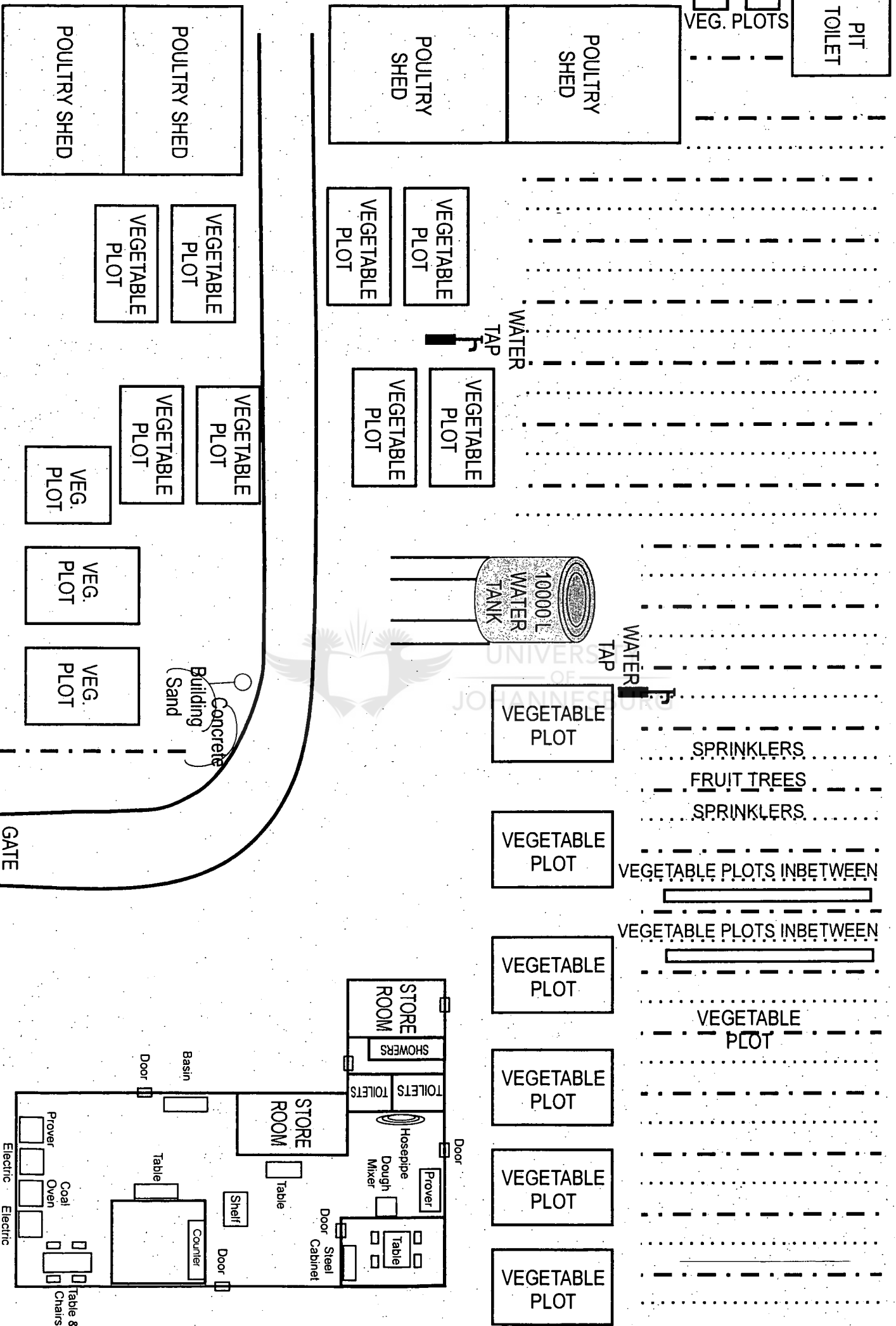
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ANNEXURE A : ROAD MAP TO GA-MATAMANYANE



ANNEXURE B : LAYOUT OF PROJECT



line of meetings
used to rectify
mistakes (HMRM)

ANNEXURE C

1st Respondent: They mean that do we manage to rectify that. Yes, we check, isn't it we have a meeting, which we hold fortnightly. We discuss issues to find out reasons for both profit and loss. Loss is sometimes experienced due to damages incurred. At times when it is windy electricity just traps off. This creates a real problem if we still have bread in the ovens. Due to that the money collected cannot be the same just like when electricity flow has been untampered with.

What causes
losses
eg. electric
trappings,
(Disturbance
of
electricity
flow)

2nd Respondent: Sometimes this happens when Eskom does repairs.

1st Respondent: (Eskom) They do not inform us.

2nd Respondent: They do not inform us whilst bread are still in the ovens. As a result we loose.

Moderator: These issues are understandable. In evaluation I hear you talking of a meeting.

5th Respondent: Yes. There is a meeting, which we hold.

Moderator: Who holds this meeting?

1st Respondent: The committee holds the meeting. The committee discuss issues on their own at first, and later we all sit in the same meeting.

1st level
committee

2nd level -
mass
meeting

Moderator: In other words I can say that you all participate in monitoring this project. Is that true?

Interviewees: (In a chorus) Yes.

Interviewer: Maybe this project is monitored and evaluated by the committee alone.

Interviewees: (In a chorus) No. All of us. With us, all of us.

1st Respondent: The committee cannot take a decision without our mandate. They must suggest and they will hear as to whether we support them. If we do not agree with their suggestions then...

Participatory
Democracy (PPD)

(Freedom to
accept or
reject)

4th Respondent: Others manage to contribute meaningfully in addition to the committee's suggestions.

Meaningful Contribution
in Meetings (MCM)

Interviewees: Yes. They are there.

3rd Respondent: Yes. Those people at SAB come.

1st Respondent: They show us our mistakes and solutions thereof. Indeed we make those changes. They come and monitor. Isn't Mike comes and check our books and question why we did not do as expected.

Donor
Monitoring
Progress
(DMP)

Moderator: Are the people from SAB the only ones who come.

1st Respondent: Yes. They come. It is only that white man with whom we closely work who comes.

Moderator: What is his name?

1st Respondent: Mike Swart.

Moderator: We will talk about him later, right now he is not our focus.

(DMP)
Donor
Monitoring
Progress

3rd Respondent: Ba ka Ntle? Outsiders?

Moderator: Those who usually come and check as to whether your books are properly kept. Now. Do they do this checking with you or they just check and leave the premises.

1st Respondent: When he came to monitor, he calls us.

Women participation in providing
answers to the donor
representative

ANNEXURE D

16/ 09/ 99

KOMITI (COMMITTEE)

Agenda
Apology
Metsotso (Minutes)
Go tswalela (closure)

Taba ya mathomo re lebelela gore koloi re filwe goba re e rekile naa? (The first thing we look into is ,as to whether the vehicle has been donated to us or did we buy it?)

Koloi re e filwe ke ba S.A.B. (The vehicle was donated by the S.A.B.)

Ka mokgwa woo re ka šomiša koloi ka gona.(The manner in which we can use the vehicle):

Re swanetse go bala dikilometers re reke le logbook. Koloi e swanetše go balelwa diiri go ya ka nako ya mošomo.(We must record kilometers and buy a logbook. We must also count hours in accordance with working time when the vehicle is used.)

Go nyakega motho o mongwe go tšwa go group A wa go ithuta go reila koloi.(A second person who can learn how to drive a vehicle is needed from group A)

Mootledi wa koloi ke A. Moloto. Koloi e dula ga Moloto.(The driver of the vehicle is A. Moloto. The vehicle stays at Moloto's place.)

Go lokišwa ga engen ya koloi.(The repair of the vehicle's engine)

Go tšheka oli ya ditshila.(Checking of dirty oil).

Maseleng a go lokisa koloi re tšea ya merogo.(We are going to take accumulated from the sales of vegetables to repair the vehicle)

Ge koloi e tšwile re tšea R3-00. Ra e beela ka thoko ge e ilo go rekiša dikgogo.(We take R3-00 and put it aside when the vehicle has gone to sell chicken)

Le rena basadi re a ya ka koloi ra yo rekiša, koloi e nyaka tšhireletšo.(We(women) are also going to sell using the vehicle because the vehicle needs security.)

Go nyakega dithaere.(Tyres are needed)Go nyaka re kokotletsa maseleng a go reka dithaere tsa koloi tše pedi.(It is required of us to buy two car tyres.)

Go boletswe ka komiti le baetapele ka go se šome ga yona.(We discussed about the issue of the committee and leadership with regard to their ineffectiveness.)

Re sa kgoboketša maseleng a go nyaka motho wa go re ruta go boloka dibuka tsa rena tsa go boloka maseleng.(We are still searching for money to pay a person who can train us on how to keep our financial books(bank books)

Kilometre reading and logbook (Kiri)

(Problem)

Need for financial management training (NEMT)

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