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Assessing the benefits of empowering rural women through local  
economic development initiatives in Port St Johns Municipality

by

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## DECLARATION

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Commit to the Lord whatever you do, and He will establish your plans –Proverbs 16:3

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## **ABBREVIATIONS**

AsgiSA	Accelerated and Shared Growth Initiative for South Africa
CoGTA	Cooperative Governance and Traditional Affairs
ECOWAS	Economic Community of West African States
EPWP	Extended Public Works Programme
GEAR	Growth, Employment and Redistribution strategy
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
IDP	Integrated Development Plan
ILO	International Labour Organisation
ISRDS	Integrated Sustainable Rural Development Strategy
LED	Local Economic Development
MIG	Municipal Infrastructure Grant
MTSF	Medium Term Strategic framework
NDP	National Development Plan
NGO	Non-Governmental Organisation
NGP	New Growth Path
PSJ	Port St Johns
RDP	Reconstruction and Development Programme
RSA	Republic of South Africa
SDG	Sustainable Development Goals
Stats-SA	Statistics South Africa
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNDP	United Nations Development Plan
UN	United Nations

WHO World Health Organisation

## **ABSTRACT**

South Africa is viewed as one of the developing countries in Africa. Regardless of the advancements recorded, the local impact of the broad development is as yet needing. This may be because of the inheritances of the apartheid regime. Amid the apartheid period, development was isolated. The White people profited more from development at the disservice of the Black populace in South Africa. Gender inequality was at its most noteworthy pervasiveness. Women occupied the least societal position when contrasted with men. In any case, post 1994 the democratic government executed expanded desires for the citizens as it guaranteed the public of the delivery of services for the improvement of their lives. Hence, while attempting to decrease racial and exceptional incongruities through advancing the improvement of the already hindered territories, there was a presentation of Local Economic Development (LED). LED has been seen as an initiative that is able to address local socio-economic challenges and to promote local growth and development.

Critically in this way, developmental institutions were commanded in addition to other things to develop the strengthening of empowerment of women on the agenda of all their developmental projects and introduce innovative ways to promote gender equality. Women empowerment implies giving women the opportunity or capacity to experience life the way they want. It enables them to identify their skills, knowledge and capacities to settle on their own choices. It is a dynamic and development process for women which incorporates awareness, achievement and completion of skills. This is to state that women empowerment on LED will improve the status of women through literacy, education, training and creating awareness. In this manner, women empowerment on LED will ensure that women are equipped to make choices that will improve their standard of living. However, the issue of development in South Africa is that, it is just specific to urban regions. Put in another path, in spite of incredible strands appreciated in growing South Africa, imbalance and underdevelopment is as yet overflowing. Rural women are as yet looked with challenges that may hinder their development. A number of rural women lack awareness and knowledge, are exposed to inequality, are unemployed and exposed to poverty.

The point of this investigation was to basically break down the benefits of empowering rural women through developing LED activities. The objectives of the study were to: (a) assess the benefits of empowering women through LED initiatives in the rural settings of Port St Johns municipality; (b) assess the major LED projects run by the municipality that are beneficial to women; (c) assess the capacity at which the municipality is able to empower women through training and development for effective participation in local economic development initiatives in Port St Johns municipality; and (e) evaluate the challenges associated with the implementation of local economic development initiatives in Port St Johns municipality.

The study is qualitative in nature, thus the researcher employed qualitative techniques to gather data. The researcher employed a thematic analysis as a mechanism to analyse data collected from the participants. The researcher also utilized the purposive sampling method and aimed at interviewing twenty participants consisting of one municipal manager, one LED manager, one Ward Councillor, one traditional leader, four small businesses owned by rural women and twelve rural women of Port St Johns municipality in Swazini Administrative Area. However, due to certain circumstances the researcher managed to interview sixteen participants, consisting of one municipal manager, one LED manager, one ward committee, one traditional leader, two small businesses owned by rural women and ten rural women of Port St Johns municipality in Swazini Administrative Area.

The researcher ascertained that within Swazini administrative area women continue to be exposed to poverty, a number of women are unemployed, no real economic activities exist within the area, LED initiatives are promptly accessible, women lack financial support to run existing projects, lack of information, lack of responsiveness to LED initiatives, lack of proper infrastructure, lack of intergovernmental support, no training and development initiatives exist within the area and women have moved from rural areas to find greener pasture.

The researcher suggests that, the Port St Johns municipality must introduce training and development workshops, form partnerships with other stakeholders, introduce mentors for existing projects, initiate projects that target women that will alleviate poverty and



unemployment, disseminate information on LED, the municipality must converse with the traditional leader and Ward Councillor and find common grounds on how to boost the economy of the area and the municipality must seek intergovernmental intervention and encourage the participation of women in LED initiatives.

**Keywords:** Women empowerment, local economic development, local government, intergovernmental relations, women, training and development.

# CHAPTER ONE

## INTRODUCTION

### 1.1.INTRODUCTION AND BACKGROUND

Apartheid in South Africa forced on white privilege, economic and political power Ntswera and Kgakane (2014) argue that the regime did not cater for black people's aspirations. This authoritarian system of governing led to blacks being disempowered, oppressed and a patriarchal society (Shefer, 2010). Scott, Crompton and Lynotte (2010) argue that gender inequality was at its highest occurrence. Women occupied the lowest social status when compared to men. Post 1994, the democratic government brought about increased expectations for the citizen as it promised the society the delivery of services for the improvement of their lives. Furthermore, the Constitution of the Republic of South Africa (RSA, 1996) encouraged the inclusion or participation of the citizens in government plans. However, the legacy of apartheid government left numerous challenges.

Across Africa, there exist a number of unexploited potential, particularly women's potential. Women have been regarded as Africa's "hidden growth reserves", however their (women's) productivity is hindered by lack of education, lack of access to land and productive inputs Liliane and Mbabazi (2015) .Furthermore, these issues are the main factors that hinder growth and development amongst women in rural areas. The Statistics South Africa (Stats-SA, 2017) states that women in South Africa constitute 58, 6 % women that are exposed to poverty. The World Health Organization-WHO (2014) argue that these challenges may possibly be inevitable. There may be a high chance that women's contribution may not be recognized in most parts of the world.

In trying to address the issues raised above, the authors Zulu and Mubanguzi (2014) state that the democratic government aimed at reducing racial and spatial disparities through promoting the development of the previously disadvantaged areas. Hence, the introduction of Local Economic Development (LED) in South Africa. LED has been viewed as an initiative that has the ability to address local socio-economic challenges and to promote local growth and development (Nel and Rogerson, 2016). Furthermore, Nel and Rogerson (2016) state that LED is recognized as a mandate that local government should follow in order to improve the socio-economic standard of living of communities. In addition, Bogopane (2012) argues that LED has the potential to create jobs, sustain rural development and to eradicate poverty.

It then becomes of utmost importance that LED should largely benefit the community in the rural areas. Maxegwana, Theron, and Draai (2015) argue that beneficiaries must be empowered to have an influence, direct, control, and own the spaces of LED. However, LED is not without its challenges. Mensah, Bawole, and Ahenkan (2017) state that; inadequate resources and incompetent public officials, lack of feedback systems and irresponsiveness to social needs may result in the poor implementation of LED. In addition, LED initiatives lack poverty reduction targets, this then hinders the monitoring and evaluation process of ensuring that poverty is reduced. Possibly so, this may negatively affect the participation and empowerment of LED.

It is for the reasons mentioned above that the role of local government in ensuring the successful implementation of LED is not overlooked. Local authorities have a Constitutional mandate to promote socio-economic development for communities. Section 152 of the Constitution of South Africa (1996), Municipal Structures Act (1998) and the White Paper on Local Government (1998) requires municipalities to exercise their influence to maximise the impact of social development to meet the needs of the marginalised. Local municipality also has the duty to facilitate LED initiatives stressing the need for economic development. The document further outlines that it is the municipality's role to facilitate LED initiatives, and their capacity to train and develop the women.

Yang (2012) adds that developmental institutions must promote the empowerment of women on the agenda of all their developmental projects and introduce innovative ways to promote gender equality. Women empowerment on LED will improve the status of women through literacy, education, training and creating awareness. Thus, women empowerment on LED will ensure that women are equipped to make choices that will improve their standard of living. In addition, goal five of the Sustainable Developmental Goal's stresses the need to achieve gender equality and women's empowerment.

Whilst trying to implement LED initiatives, local officials must meet with the community and traditional leaders. Ogunleye- Adetona and Oladeinde (2013) state that communities have a major role to play in ensuring socio-economic transformation in rural areas. Community members through participation can identify issues as they best affect them, prioritize them and design locally acceptable strategies to solve the issues allowing for a successful implementation of municipal initiatives (Ogunleye-Adetona and Oladeinde, 2013).

Whilst trying to implement developmental initiatives, it is the duty of public officials to converse with traditional leaders about issues of development within the area. Hamusunse (2015) states that traditional leaders have the duty to provide information about the intended government initiative. Thus, leading to an empowered community. The White Paper on Local Government of 1998 states that traditional leaders must be able to attract government and other agencies for development in their area thus promoting participation on development. It is crucial to understand that traditional leaders are not decision makers they form part of the stakeholders involved in developing LED initiatives. However, Nxumalo (2012) argues that government still faces the issue of having to include traditional leaders in government developmental programmes and initiatives.

To conclude on the above, the role played by local government in ensuring that LED initiatives are successfully implemented cannot be ignored. The local government though faced with challenges that hinder development has the duty to promote an environment that will enable the participation and empowerment of women in LED initiatives. Empowering women through capacitating them in ways that will further improve their standard of living allowing them to fully participate in the developmental world.

This chapter is an introductory chapter. It introduces the study, highlights the research problem, research objective, research questions, significance of the study, preliminary literature review and the research methodology.

## **1.2.RESEARCH PROBLEM**

Post 1994, the birth of the Constitution of the Republic of South Africa (RSA) of 1996 mandated local government to improve the socio-economic standard of the communities. The aim was to reduce racial and spatial disparities through promoting the development of the previously disadvantaged (Zulu and Mubanguzi, 2014). Hence, the introduction of LED. As a government strategy, LED has been at the heart of every South African municipality with local government being the backbone of successfully implementing LED initiatives. However, municipalities are faced with challenges that persist in hindering development in rural areas.

Local government is exposed to the never-ending pressure to alleviate movements of the marginalized from the rural areas to urban areas due to lack of job opportunities and lack of improved standards of living (Nkwinika and Munzhedzi, 2016). Some rural municipalities are unable to carry out LED initiatives due to the inability to generate income, and the lack of skills on officials to carryout LED initiatives (Selaelo, 2012). Moreover, Human, Marais, and Botes (2008) are of the view that, there is no real skills development-taking place in municipalities. Women run projects without the necessary business and technical knowledge to facilitate the project. In rural areas, women entrepreneurs, are faced with constant challenges of obtaining relevant financial services. This may be due to the lack of relevant information and how aware they (women) are of their needs and securities. LED initiatives are not easily accessible in many rural areas where there is a low population density.

### **1.3. RESEARCH OBJECTIVES**

The objectives stipulated below were achieved:

- To assess the benefits of empowering women through LED initiatives in the rural settings of Port St Johns (PSJ).
- Assess the major projects run by the municipality that are beneficial to women.
- Assess the capacity at which the municipality is able to empower women through training and development for effective participation in LED initiatives in PSJ.
- Evaluate the challenges associated with the implementation of LED initiatives in PSJ.

### **1.4. RESEARCH QUESTIONS**

Du Plooy-Cilliers, Davis, and Bezuidenhout, (2014:11) states that questions are asked as a way the researcher will be able to understand the research when provided with answers.

The research questions are as follows:

- What are the benefits of empowering women through LED initiatives in the rural settings of Port St Johns?
- What are the major projects run by the municipality that are beneficial to women?
- To what extent is the municipality able to empower women through training and development for effective participation in local economic development initiatives in Port St Johns?

- What are the challenges associated with the implementation of local economic development initiatives in Port St Johns?

### **1.5. SIGNIFICANCE OF THE STUDY**

This research sought to understand the impact of empowering rural women on the LED. The research also looks at the initiatives facilitated by the municipality on ensuring that LED is implemented successfully. The study contributes to the body of knowledge and theories of public administration and women in development. The study of this nature was important for the Swazini community as well as government and people who share similar interest as the researcher. Women are the corner stone for development and are the face of the development of an area. With the aims of bettering the standard of living for all, poverty alleviation amongst women is of importance. Therefore, the researcher believes that this study will assist (by looking at the recommendations) the municipality under investigation to redesign its policies of ending poverty amongst women.

### **1.6. PRELIMINARY LITERATURE REVIEW**

The National Planning Commission (2011) details that attainment of improved quality of life in South Africa can be deprived by the poor implementation of policies and the absence of partnership. LED is a multi-dimensional process that involves several stakeholders. Koma (2012) asserts that LED is a “multi-dimensional and multi-sectoral process through which the skills, resources, and ideas of local stakeholders are combined to stimulate local economies to respond innovatively to changes in the national and global economic environment to attain as an end result, job creation, poverty alleviation and the redistribution of wealth”. In addition, Maxegwana *et al.*, (2015) assert that LED stems from a municipality’s Integrated Development Plan (IDP) and allows for community’s involvement in ensuring that socio-economic development takes place within the area as per the community needs.

#### **1.6.1. LED an African perspective**

Wekwete (2014) states that local economies are internationally guided by policies and procedures that are developed at the international, subnational and local levels and these often comprise of processes. These processes create opportunities and threats to communities and may affect the plans and projects in preparation by both the national and local spheres of government that aim on creating development. Wekwete (2014) also stresses that LED

strategies are regarded as the planning response that aims to address the challenges and opportunities in ways that will be beneficial to the community.

With the internationally recognised role played by LED in encouraging the improvement in the standard of living of the community, the authors Mensah *et al.*, (2017) argue that LED in Africa was developed because of the failure of public services, hyper-inflation, enormous currency deflation, transition to democracy and decentralization, high unemployment and poverty. Reddy and Wallis (2012) argue that LED within the developing countries has achieved a lot and has been used as a development strategy in numerous ways. However, the authors Reddy and Wallis (2012) also argue that LED in Africa has rather made more focus on social goals instead of a more economic goals that are more broad-based and of long-term.

Amongst the regions in Africa, the Economic Community of West African States (ECOWAS) aimed at improving the standard of living of the people by integrating their economies (Yaya, 2014). The author Yaya (2014) further maintains that ECOWAS has played a crucial role in enforcing democracy and democratic governance through instilling democratic norms, principles, and practices. On the other hand, Rogerson and Rogerson (2010) are of the view that within the sub-Saharan Africa LED is motioned by the activities of the United Cities and Local governments of Africa. Rogerson and Rogerson (2010) argue that LED mostly prioritises on urban Africa and recognises that national level macroeconomic policies are unable to achieve sustainable broad-based economic growth. Khumalo (2015) asserts that most Southern African countries continuously fight against poverty, inequality, and underdevelopment. Possibly, so, the striving desire for an effective service delivery has been the cornerstone for effective and efficient public sector

### **1.6.2. LED in South Africa**

LED is a concept of ensuring that development occurs, ensures that communities can compete and create jobs and providing resources to enable implementation (Sibanda, 2013). This is encouraged when municipalities focus on developmental initiatives that will benefit the community. From a South African local government perspective, LED is a policy by the national government towards economic development that inspires local people to work together and attain sustainable economic growth and development. However, LED in local government is not without challenges. Selaelo (2012) states that municipalities may be unable to create jobs due to the inability to generate income, public officials lack skills to carry out

LED initiatives, LED strategies do not address community needs and there exists inadequate participation of essential stakeholders exists.

### **1.6.3. Integration and cooperation between Traditional Leader and local Government**

Public servants have a duty as mandated by the Batho-Pele principles to consult with the community. Hamusunse (2015) is of the view that traditional leaders exist to give advice on the essentials and desires of the people they represent. Dhlodhlo (2010) states that through izimbizo and consultation, public officials and traditional leaders may discuss issues as they affect the community.

The White Paper on Local Government (1998) maintains that traditional leaders should work with municipalities in its endeavours to develop rural areas. Hamusunse (2015) states that the White Paper on local government (1998) makes provision for the role of traditional leaders to disseminate information on government policies and programmes. This allows the community to be informed of programmes as they best impact on the community more especially the marginalised. The White Paper on Local Government (1998) outlines that traditional leaders should: attract government and other agencies for development in their areas and promote community participation on development.

George and Binza (2011) further argue that even though the Constitution of the Republic of South Africa makes provision for the roles of traditional leadership and municipalities in rural areas, traditional leader's role in governance and development became unclear after the introduction of local government in 1995/1996. Additionally, there exists a gap between the legislation and practice of traditional leadership. Rugege (2009) further states that in rural areas municipalities have municipal powers and functions that cover-up to the powers and functions of those practiced by the traditional leaders. This disagreement arose because several rural municipalities are under the jurisdiction of rural areas. Rugege (2009) adds that traditional leaders fear if municipalities are fully operational in their areas this could have a negative impact on their role as traditional leaders. Nxumalo (2012) states that post-1994, the existence of traditional leadership was recognized by the government. The encounter still facing government is that of integrating traditional leadership in government's development programmes and initiatives.



#### **1.6.4. Women empowerment through LED initiatives**

After information has been distributed to the community (women in this case) on possible developments, empowerment begins. Women empowerment is a major concern. In developing countries, gender inequality is at its highest prevalence as compared to developed countries. It could be argued that to achieve sustainable development it is imperative to ensure the inclusion of women through empowering them (Bayeh, 2016). Yang (2012) adds that, several developmental institutions have put the empowerment of women on the agenda of all their developmental projects and introduced innovative ways to promote gender equality.

As stated before, women empowerment enables women to be able to make strategic life choices that they were previously denied before due to lack of empowerment (Bayeh, 2016). Women empowerment involves the act of improving the status of women through literacy, education, training and creating awareness. Thus, women empowerment is about ensuring that women are equipped to make choices that will improve their standard of living. In addition, goal five of the Sustainable Developmental Goal's addresses the need to achieve gender equality and women's empowerment targets specifically women- recognising women equality and empowerment.

The Statistics South Africa (StatsSA, 2017) states that women in South Africa constitute 58, 6 % women that are exposed to poverty. The World Health Organization-WHO (2014) argue that possibly, this challenge maybe inevitable. Undoubtedly, this may negatively affect the participation and empowerment of LED. Dlulane (2012) argues that there may be high chances that women's economic contribution may not be recognized in most parts of the world. While challenges persist, Maxegwana *et al.*, (2015) argue that beneficiaries must be empowered to have an influence, direct and control and own the spaces of LED. With the SDGs promoting policies that allow for entrepreneurship and employment creation as means to eradicate poverty and allowing for decent employment for women and men in 2030, the role of municipalities cannot be overlooked. Local municipality has the duty to facilitate LED initiatives stressing the need for economic development. Municipality's role to facilitate LED initiatives, and their capacity to train and develop the women on LED is discussed below.

- **Training and developing women**

The UN Women (2012) report states that “rural women’s access to education and training has a key impact on their potential to access and benefit from income generating opportunities and improve their overall well-being”. Training and developing rural women enables them to take advantage of and benefit from development. Hence, inadequate skills and development results in the inability to promote LED initiatives. Human, Marias and Botes (2008) claim that in many rural municipalities skills development and training do not exist. In many cases, women operate businesses without the necessary knowledge to operate the project.

### **1.6.5 Participation through women empowerment on LED initiatives**

Understanding that the ability for women to participate in LED rests with the ability to be knowledgeable about the LED initiatives. Women participation in development cannot be overlooked. Liliane and Mbabazi (2015) argue that women have taken roles in ensuring socio-economic development of their communities. The authors Liliane and Mbabazi (2015) add that the contribution of women in the provision of both financial and social facilities is equally important. Without considering women’s needs and interests into account and creating opportunities for women to participate in and influence decision-making suggests that; development interventions and planning, sustainable as well as meaningful results will not be derived. In order to attain strong local government empowerment the participation of women is unavoidable.

Women participation in LED initiatives is without its hindrances. These initiatives maybe difficult to overcome more especially by women who are discriminated against. Without, the equal inclusion of women in all aspects of development initiatives sustainable development cannot be obtained. Bayeh (2016) affirms that for any development initiative it is important for men and women to contribute and equally benefit from the initiative. ILO (2010) further states that when the LED initiatives are being planned it is important to ensure that women and men are provided equal opportunities to be directly involved in the LED process and should be given the chance to express their needs and opinions concerning the development of their area.

## **1.7. THEORETICAL FRAMEWORK: EMPOWERMENT THEORY**

Kahika and Karyeija (2017) state that empowerment has been at the heart of all development institutions in the developing world. The term empowerment originates from American Community Psychology and is associated with the scientist Julian Rappaport (1981). Masiopato and Wotela (2017) add that, the empowerment theory's roots stem from the works of numerous scholars like Zimmerman (1981, 1984), Swift and Levin (1987), Rappaport (1981, 1987) and Cornell Empowerment Group (1989). The empowerment theory stressed the need to connect one's well-being with the social and political environment. In addition, Kahika and Karyeija (2017) states that, the theory emerged from the scholar Oakley, Rappaport and Clayton in the 1980's, with the aim of enabling societies to participate in their own development.

According to Zimmerman (2000), empowerment theory highlights principles and a framework for shaping one's knowledge. Throughout the years, the theory has developed exponentially with the aim to educate people for their own development. Masiopato and Wotela (2017) suggests that empowerment refers to the adjustment from the state of inactiveness to a state of active control. Empowerment stimulates the mind of the human being and the environment in which they live. Empowerment involves capacitating community members in a way to improve the standard of living. Empowerment enables communities to actively participate in development. Empowerment enables communities to voice out socio-economic issues (Kahika and Karyeija, 2017). Butler (2017) also states that empowerment enables self-assurance.

The author Narayan (2002) states that empowerment is regarded as key, as it leads to an enhanced standard of living, developed human dignity, good governance, project efficiency and enhanced service delivery. Empowerment maximizes the ability for the poor to assume future self-programs through the concept of participation. Narayan (2002) further defines empowerment as "a process that helps people have a sense of ownership over a project being implemented in their area". Empowering communities enables them to have less confidence in outside forces to assist them to curb poverty.

Discussed below are the components of Empowerment Theory as highlighted by Kahika (2017), the concepts are participation, capacity building, economic improvement and transparency:

- **Participation**

Ogunleye-Adetona and Oladeinde (2013) state that “participation in project planning and implementation is internationally acknowledged as a crucial input that ensures socio-economic transformation in rural areas”. Local participation enables the rural community to identify problems as they affect them, to prioritize them and design locally acceptable strategies to solve the issue and that allows for a successful implementation of municipal initiatives. The author Moyo (2014), states that including rural society in matters of their welfare is a basic factor that directs all development procedures that will develop their livelihoods.

- **Capacity building**

Mazibuko (2017) is of the view that, the concept capacity building emphasizes that people can shape their own change through a learning process that strives to build the abilities of beneficiaries of development to facilitate their own development. The author Mazibuko (2017) further states that capacity building ensures that people have access to information and knowledge which are in turn beneficial for their participation. In addition, the author Muluka (2012) asserts that “capacity building is the attainment of knowledge, skills and attitudes by people that is essential in the design, development and maintenance of organizational and operational infrastructure and processes that are locally meaningful”.

- **Economic development**

Feldman, Hadjimichael, Lanahan and Kemeny (2016) states that economic development is essential for economic growth. Economic development leads to improved standards of living and increased prosperity. Economic development can be achieved through sustained innovation, improved infrastructure, improved literacy and opportunities for more fruitful exchange.

- **Transparency**

Santos, Quelhas, Franca, Meirino and Zotes (2013) view transparency as a way of increasing reliability. That is, there is a relationship between citizen satisfaction and government. The authors Santos *et al.*, (2013) further state that access to public information demonstrate

transparency. Agreeing with the above, Chaterera (2016) views transparency as an influential authority that is utilized by officials to combat corruption, improve governance and facilitate accountability. The author Chaterera (2016) further states that transparency enables the ability to access public information about the state and the capacity at which they (public officials) can evaluate its performance, policies and ensuring consultation with the community.

## **1.8. RESEARCH METHODOLOGY**

Leedy and Ormrod (2010:12) define research methods as the researcher's process of carrying out the research. Research methodology focuses on the procedures that will be followed by the researcher. Research design, research approaches, population and sampling, data collection methods as well as data analysis that has been utilised in this study are being discussed below.

### **1.8.1. Research design**

Tichapondwana (2013) argues that a research design entails organising processes and methods of a study in a systematic manner and highlights the methods which the researcher interprets when concluding on the study to avoid an unplanned approach. The author Tichapondwana (2013) identifies the following types of research designs, the descriptive research, the case study, the explanatory research design and explanatory research. The descriptive design according to Du Plooy-Cilliers *et al.*, (2014) is a type of research design that describes the features of an occurrence and enables information dissemination about an occurrence. While the case study is a research design that sought to provide an in-depth understanding of the occurrence (Tichapondwana, 2013). The explanatory design according to Du Plooy-Cilliers *et al.*, (2014) is a design that seeks clarification for the occurrence and sought to find solutions.

This research study is an exploratory study. Rajasekar, Philominathan and Chinnathambi, (2016) argues that "Exploratory actions are done in order to discover something or to learn the truth about something". With Maree (2014) arguing that exploratory research is piloted for one to be more knowledgeable about the phenomena. This means that the true meaning of the occurrence will be highlighted by the individual's experiences. The researcher employed this research design type as means of gaining more knowledge on the impact of empowering

women on LED initiatives as the researcher has through curiosity showed interest on LED and was less knowledgeable about the field.

### **1.8.2. Research approaches**

Du Plooy-Cilliers *et al.*, (2014) provide three types of research approaches. These are; quantitative, qualitative and mixed methods. This study employed a qualitative research method. The qualitative research method enabled the researcher to gather new perceptions on rural LED and its impact on women. The researcher is driven by curiosity and seeks an in-depth knowledge of the phenomena.

Flick (2015) is of the view that qualitative researchers study an occurrence by understanding the concepts which leads to the formulation of a theoretical framework. A qualitative researcher generates meaning on the causes of the phenomena. In contrast, a quantitative researcher utilises numbers. These numbers are then presented statistically. Flick (2015) further states that “the qualitative research is a strictly goal-orientated procedure which aims for the objectivity of its results.” Du Plooy -Cilliers *et al.*, (2014) states that qualitative researcher’s interest lays with the human experience and the meanings derived from the phenomena. The researcher assumes that, based on the above perceptions, qualitative research deals with meaning, emotions, approaches and motive.

Research approaches are without their differences and similarities. Du Plooy-Cilliers *et al.*, (2014) states that the quantitative research approach uses deductive reasoning when testing theory. Its epistemology stems from natural science with an objective ontology. Its counterpart, qualitative research approach utilises inductive reasoning for testing theory. And draws its epistemology on individual interpretation of social reality. Whilst the approaches may differ, a number of similar elements exist. The qualitative and quantitative approaches maybe used systematically using empirical methods (Flick, 2015).

- **Advantages and disadvantages of the qualitative approach**

A qualitative study according to Flick (2015) can be utilised over a short period facilitated in several phenomena with the results being able to be generalised. This is without its disadvantages, elements and context of the meaning linked to the study cannot be sufficiently considered.

### **1.8.3 Study site**

This study gave reference to Port St Johns Local Municipality focusing on Swazini Administrative area, in the Eastern Cape Province. Port St Johns local municipality is situated in the deep former homelands of the Transkei. The municipality is predominately rural and accommodates over 130 rural villages which depend on a small shopping mall in Port St Johns. Ports St Johns is home to approximately 156,136 people and has a growth rate of 0, 61 percent. Females constitute most of the municipality (Port St Johns IDP, 2017). Swazini administrative area is home to approximately 1,104 people. Amongst the population 59, 4 % of the population are female-headed families. With 85, 3 % of the population having access to electricity. Approximately 10, 4 % of the population has undergone higher education, with 6, 6 % of the population recorded as being literate (Statistics South Africa, 2011). The researcher seeks to conduct this research in Port St Johns municipality focusing on Swazini administrative area, in the Eastern Cape Province. The province is said to be amongst the provinces where poverty, unemployment and underdevelopment persists. The researcher referred to Swazini administrative areas as a case of a rural area in South Africa with women being continuously exposed to unemployment and poverty.

### **1.8.4. Target population and sampling size**

A study population is a subset of the population which assist the researcher to gather ideas. It then becomes important that the researcher is able to access the population. The researcher must also be able to draw a sample that represents the population (Du Plooy-Cilliers *et al.*, 2014). The target population of the study were the Port St Johns local municipality and the rural women within the Port St Johns area in Swazini administrative area.

According to Sekaran and Bougie, (2010) “sampling is the process of selecting units (for example, people, organizations) from a population of interest so that by studying the sample it will be possible to fairly generalize results back to the population from which they were chosen”. There are two types of sampling: the probability and the non-probability sampling. Du Plooy-Cilliers *et al.*, (2014) states that probability sampling used in quantitative research is sampling that enables every element in a population a chance of being selected. Daniel (2013) maintains that non-probability sampling often used by qualitative researchers is sampling that eliminates some elements of the population to form a sample. Both sampling methods have dissimilar objectives. Sampling in qualitative research is utilised to gather in-

depth data that enables one to understand the problem of the study. While quantitative sampling monitors the description of population parameters and testing hypothesis.

- **Sampling in a qualitative research**

Bryman (2015) states that sampling in a qualitative research is mostly associated with purposive sampling. However, Du Plooy-Cilliers *et al.*, (2014) states that qualitative research consists of accidental sampling, convenience sampling, purposive sampling, quota sampling, snowball sampling and volunteer sampling. It could, therefore, be argued that no rule exists for selecting a sampling, however, there is a guideline that directs the researcher allowing one to be more knowledgeable on the type of sampling the researcher may use. For this research, the researcher employed the non-probability purposive sampling in order to collect data. Purposive sampling method enabled the researcher to choose respondents that possess the qualities deemed relevant to the study.

Briefly explained below are the types of sampling techniques used in qualitative research (Du Plooy-Cilliers *et al.*, 2014):

- Accidental sampling: this refers to an element that has been mistakenly chosen by the researcher. This means the element is at the right place at the right time.
- Convenience sampling: the researcher is aware of the elements and it is conveniently available to the researcher.
- Purposive sampling: entails purposefully choosing the elements that will form part of the sample based on certain characteristics.
- Quota sampling: like purposive sampling, the researcher chose the elements that will form part of the study. The sampling technique also assists the researcher in ensuring that the characteristics stipulated in the population parameters are embodied equally in the last sample.
- Snowball sampling: qualitative researchers may use referrals from respondents to gather data to increase the sample size.
- Volunteer sampling: as the name suggests, this sampling technique is used when the respondents voluntarily participate in the study. This method is however not reliable and can result in an erroneous research study.

The researcher interviewed twenty participants consisting of one municipal manager, one local economic development manager, one Ward Councillor, one traditional leader, four



small businesses women owners and twelve rural women of Port St Johns municipality in Swazini Administrative area. The participants assisted the researcher in understanding what drives women to actively participate in LED initiatives. The participants assisted the researcher in understanding how women benefit from LED initiatives.

### **1.8.5. Data collection**

There are two types of data that exist namely, data that can be primary or secondary collected. Primary data refers to the information that the researcher gathers from the participants. It is associated with an empirical research. Secondary data refers to data that already exists, and it is associated with desktop studies. The researcher may use both primary and secondary data for empirical studies. Primary data consists of data that is collected using interviews, focus groups, and observations amongst other things. Secondary data is obtained for instance through books, scholarly accredited journals and the internet (Brynard, Hanekom and Brynard, 2014). The researcher made use of both primary and secondary data. Discussed below is the type of data collection tools that the researcher utilised.

- **Qualitative data collection tools**

Augustine and Coleman (2013) are of the view that research tools are vital in the research process. The research tools are important as they assist the researcher in determining how the data will be gathered. Qualitative data collection consists of the following tools: interviews, focus groups, and participants. This study made use of interviews.

According to Van Zyl (2014), an interview is described as a communication amongst the interviewer and the interviewee. During an interview, the interviewer asks the interviewee questions whilst the interviewer identifies possible sources of information and structures the information according to the respondent's responses. Interviews can be in many forms. The researcher might see the need to conduct a face-to-face interview to generate insights. The researcher may also conduct a phone or video conferencing technology (Van Zyl, 2014).

The time allocation and nature of this study allowed the researcher to make use of the semi-structured interview. The researcher employed the above to grasp and have a better understanding of the study. This also allowed the researcher to be able to physically observe

the phenomena and be able to validate the data collected from the participants. The chosen tools are briefly discussed below:

- **Semi-structured interviews**

Maree (2014) asserts that an interview is a reciprocal dialogue. Cohen (2011) further argues that semi-interviews enables respondents to easily express themselves. In addition, De Vos, Strydom, Fouche and Delport (2011) state that semi-interviews are open-ended and must be done in a friendlier environment. Like other data collection tools, semi-structured interviews are without its disadvantages. It's time-consuming and participants may converse about other things as opposed to answering questions and it is considered expensive. The researcher was able to formulate new emerging lines of inquiry as directly related to the study as the participant responded. The semi-structured interview allowed the researcher to probe questions as a way of gathering new insights and being able to validate the data.

## **1.9. DATA ANALYSIS**

Van Zyl (2014) defines data analysis as the process of scientifically applying sound techniques to define and clarify, condense and outline and evaluate data. The researcher employed the thematic analysis as a technique for analyzing the data collected from the respondents. The author Van Zyl (2014) defines thematic analysis as analysis in qualitative research “which pinpoints, examines and records patterns or themes within data, themes are patterns across data set that are important to the description of a phenomenon and associated to specific research questions”. The researcher transcribed the data collected from respondents and did not modify the respondent's responses.

## **1.10. ETHICAL CONSIDERATIONS**

Welman (2007) is of the view that being ethical entails being able to uphold moral values. The aim of ethics is to ensure that participants are not exposed to any danger when partaking in the study (Welman, 2007). The researcher considered the following when conducting the study:

- **Informed consent:** The researcher described the aim and goal of the study to the respondent. The researcher ensured that the respondents voluntarily participate in the study with no influence from the researcher.

- No harm to respondents: the researcher ensured that there is no harm posed to the respondents whilst taking part in the study, be it physically or emotionally.
- Confidentiality and anonymity: Privacy includes an agreement between the researcher and the participant's disclosure of the participant's identifiable data and how this will be dealt with. The researcher did not give confidential information about the study.
- Permission obtained: A written permission to conduct the study (gatekeepers later) was obtained from the Port St Johns municipality and the traditional leader of the area under investigation.

### **1.11. OUTLINE PRESENTATION OF THE STUDY**

This study will consist of the following chapters.

Chapter one: Introduces the topic and gives a summary of the problem under investigation.

Chapter two: This chapter deals with literature.

Chapter three: This chapter discusses the theoretical framework in detail.

Chapter four: Research methodology concerning how to analyze data through design and sampling techniques is given in this chapter.

Chapter five: This chapter deals with presenting and analyzing the results.

Chapter six: This chapter discusses the overall conclusions and seeks to make recommendations drawn from findings in chapter five.

### **1.12. CHAPTER SUMMARY**

This chapter is an introductory chapter. It introduces the study, highlights the research problem, research objective, research questions, significance of the study, preliminary literature review, the research methodology and the outlined the presentation of the study. The next chapter provides the literature review around the empowerment of women and local economic development.

## **CHAPTER TWO**

### **WOMEN EMPOWERMENT THROUGH LED INITIATIVES**

#### **2.1 INTRODUCTION**

This chapter provides the literature review. Reviewing existing literature will allow the researcher to gather an understanding with regards to the study, allowing the researcher to gather gaps that exist in the study. The researcher provides an overview of LED approaches, the role of local government in promoting LED in African countries, the role of municipalities on LED initiatives, assesses the participation on local economic development initiatives, and the municipality's capacity to empower women through training and development while also evaluating the role of traditional leaders.

#### **2.2. THE SIGNIFICANCE OF LED: LED DEFINED**

Mensah, Bawole, and Ahenkan (2017) contends that there is no specific meaning of the expression LED. For a timeframe, there existed a “clash of thoughts” over the significance of LED in South Africa (Rogerson, 2010). LED is viewed as an approach that promotes economic development, ensures and encourages communities to work jointly in trying to achieve sustainable economic growth and development and allows for economic benefits and improved standards of living in a local municipality area (The Department of Cooperative Governance Traditional Affairs (CoGTA), 2016). Moreover, Mensah, Bawole and Ahenkan (2013) characterizes LED as a bottom-up approach to economic growth through the recognition of economic potentials of every area.

The author Koma (2012) states that LED is a “multi-dimensional and multi-sectoral process whereby the abilities, assets and notions of local stakeholders are integrated to stimulate local economies to react creatively to the transition in the national and worldwide economic environments and establish as an end result, job creation, poverty alleviation and the redistribution of wealth”. Also, Maxegwana, Theron and Draai (2015) attest that LED originates from the municipality's Integrated Development Plan (IDP) and allows for community's involvement in ensuring socio-economic development takes place within the area as per their community needs.

Sharing the same sentiments as above, the authors Mensah *et al.*, (2017) state that LED is a “procedure in which governments, community-based organization, business owners and other actors join forces and resources to enter into new partnership agreements with each other or other stakeholders to create new jobs and stimulate economic activity in municipalities, towns and villages”. Nkwinika and Munzhedzi (2016) define LED as a strategy which is used as a guide in which the local economy can be improved. The author Nkwinika and Munzhedzi (2016) further state that LED is a strategy with a plan of action with long-short term goals that need to be attained as means to improve the physical, social and environmental strengths and address the challenges and opportunities of LED.

According to Meyer (2014), LED is viewed as the capability of a particular area of jurisdiction or locality to generate income and leads to a developed standard of living for its residents. LED intends to improve market failures and eliminate challenges for small businesses and allows for the dissemination of information. LED is about promoting a positive environment for business development. Nel and Rogerson (2016) contend that LED has been a technique with the capacity to address local development backlogs and improve the standard of living for the communities through promoting socio-economic development. LED is a bottom-up approach viewed to have the potential to redress the rationally known top-down approaches that have failed to address local change.

Nkwinika and Munzhedzi (2016) additionally states that there are policy frameworks that instil strong state intervention and allows municipalities to play a significant role in promoting LED. With the internationally, recognised role played by LED in encouraging the improvement in the standard of living of the community, the authors Mensah *et al.*, (2017) argue that LED in Africa was developed because of the failure of public services, hyper-inflation, enormous currency deflation, transition to democracy and decentralization, high unemployment and poverty.

Meyer (2014) states that LED empowerment enables local participation. Local people can have a functioning influence in planning their own future. LED guarantees that local development is locality based and focuses on local comparative advantages, it allows for more resilient local economies and LED could create local opportunities and local jobs thereby improving the quality of life. Nel *et al.*, (2016) argue that LED has been viewed as a

strategy with the ability to address local development backlogs and improve the standard of living for the communities through promoting socio-economic development.

Considering the above arguments, it could be inferred that LED from a public sector perspective is a strategy that is utilized by local government involving different stakeholders with the aim to improve the standard of living for that area of jurisdiction through creating job opportunities and stimulating the economy of the country and addresses the socio-economic issues.

### **2.3. LEGISLATIVE FRAMEWORK AND PROGRAMMES FOR LED**

Several legislation and policies give clear permission to the local officials to engage in LED (Nkwinika and Munzhedzi, 2016). Zulu and Mubanguzi (2014) are of the view that despite the policy efforts to reduce rural disparities, social deprivation still exists in the rural areas. Post 1994, the following policies have been introduced as a guide for LED:

#### **2.3.1 The Constitution of the Republic of South Africa of 1996**

The Constitution of the Republic of South Africa of 1996 which is the supreme law of South Africa provides a mandate for the municipalities in section 152. The South African constitution establishes “developmental local government” which entails that LED agenda within South Africa is a constitutional mandate (Kamara, 2017). This implies that local government officials are mandated by the constitution to promote the socio-economic advancement in its area of jurisdiction. Local government is obligated to facilitate LED initiatives emphasizing the need for economic development. Municipalities promote LED in various ways.

#### **2.3.2 Broad-Based Black Economic Empowerment Act (46 of 2013)**

Is regarded as an integrated and articulate process intended to rectify the inequities of the past. It sought to ensure and promote economic participation by the black populace with the aim of attaining sustainable development. It was important for municipalities to have LED initiatives that will be able to empower the previously disadvantaged people.

### **2.3.3. Local Government Municipal Systems Act (32 of 2000)**

Envisaged in the Municipal Systems Act is the statutory principles for developmental local government which highlight as a key component the Integrated Development Plan (IDP) process, of which LED forms the major component. Section 26 of the above-mentioned act states that an IDP must contain a LED strategy (Mayer and Venter, 2013). The Act further stipulates that LED initiatives must be reflected in the IDP (Piet, 2011). The IDP is abstracted as an instrument to support municipalities to attain their development mandates.

### **2.3.4. Integrated Sustainable Rural Development Strategy (ISRDS)**

The strategy was developed in order to recognise a vision that will “attain socially cohesive and stable rural communities with viable institutions, sustainable economies and universal access to social amenities, able to attract and retain skilled and knowledgeable people, who are equipped to contribute to growth and development”. Municipalities must develop LED initiatives that will develop rural communities allowing for rural economic growth and trained community members.

### **2.3.5. The White Paper on Local Government (1998)**

The White Paper on Local Government describes the developmental local government as local government that aims to work cooperatively with the community to gather sustainable ways to address their socio-economic needs with the aim of improving their quality of life. Developmental local government priorities on economic development (Koma, 2012).

### **2.3.6. Reconstruction and Development Programme (RDP) -1994**

After the abolishment of apartheid, black communities were underprivileged in terms of access to fundamental needs and services. In the quest to redress these imbalances, the ANC government introduced the RDP in 1994 (Republic of South Africa, 1994). Malemana and Yingi (2016) argue that the RDP was formulated as a programme that will address the socio-economic issues of all blacks. It aimed at addressing racial disparities by creating entrepreneur and employment opportunities for the blacks. The policy was without its critics, Manomano (2013) state that the policy did not cater for the majority of South Africans. The authors, Malemana and Yingi (2016) also state that the RDP highlighted macro-economic stability rather than ensuring social stability.

### **2.3.7. Growth, Employment and Redistribution Strategy (GEAR) -1996**

Growth, Employment and Redistribution Strategy aimed at transforming the private and public sector to create sustainable stable economies and a favourable environment to attract and encourage private investment. GEAR was a macroeconomic strategy known as an integrated economic strategy that focused on rebuilding and restructuring the economy in upholding the goals set in the RDP. GEAR was however blamed for all socio-economic issues, job losses, increased rate of unemployment and poverty (Republic of South Africa, 1996).

### **2.3.8. Accelerated and Shared Growth Initiative for South Africa (AsgiSA)-2006**

The Accelerated and Shared Growth Initiative for South Africa was launched in 2006 with the aim to introduce policies and programmes that would halve poverty and unemployment between 2004 and 2014. AsgiSA was to ensure that employment opportunities were created, and poverty was reduced. Municipalities had to ensure that there were LED strategies in line with the AsgiSA priority sector (Republic of South Africa, 2008).

### **2.3.9. New Growth Path (NGP)**

The New Growth Path (NGP) also known as the government's strategy in quest to the country's vision (NDP). NGP is a government's initiative to building an inclusive economy whilst creating decent employment opportunities, sustainable livelihoods and eliminating poverty and income inequality. The aim of the NGP is to create over five million jobs and reduce unemployment by 10 percent over the next ten years. It is a framework that highlights a vision whilst identifying crucial key areas where jobs can be created. Malemana and Yingi (2016) adds that the NGP is aiming at creating approximately five million new employment opportunities by 2020 and further aims at decreasing the unemployment rate by creating eleven million employment opportunities by 2030.

### **2.3.10. Extended public works programme (EPWP)**

The Extended public works programme (EPWP) is amongst the crucial government's programs that aims to reduce poverty leading to income relief through the provision of temporary work for the unemployed (Republic of South Africa, 2017). Sharing the same sentiments, Zulu, Nyawo and Mashau (2017) state that, EPWP is viewed as an employment strategy employed by the government that aims to reduce poverty leading to an improved standard of living for the beneficiaries more especially women and youth in South Africa.



Moeti (2013) argues that amongst the challenges faced when facilitating EPWP is that the skills transferred during the period maybe brief and not constant to the skills required in the economy. This may be due to the partial duration of training in some EPWP employment opportunities which may hinder the attainment of other skills within the limited time. For the above reason, the employment impact on EPWP training component is likely to be limited.

### **2.3.11. Municipal infrastructure grant (MIG) programme**

In its endeavours to curb poverty the Municipal Infrastructure Grant (MIG) programme intended to provide citizens of the country with a level of fundamental services by 2013 by providing grant finance to cover the cost of fundamental infrastructure for the marginalized. This was part of the government's strategy to eliminate poverty and facilitate local economic development. The programme aimed at increasing employment opportunities and enterprise development (Republic of South Africa, 2007).

### **2.3.12. National Framework for Local Economic Development in South Africa 2011**

Aimed at promoting a strategic approach to the development of local economies. The Framework aims to build an understanding of LED in South Africa and outlines the role played by communities on the national economy. It aims to curb poverty of all sorts through the mobilization of resources. It outlines the importance of encouraging different stakeholders to work together and strategize on ways to improve the standard of living for the people. The framework further encourages government to be the facilitator, networker and monitor of LED initiatives.

## **2.4. APPROACHES TO LED**

Nkuna (2016) declares that LED approaches are essential as they give guidance to specific areas on what type of LED approach stakeholders want to partake in and manner by which it will be done. LED approaches enable stakeholders to settle on a choice on the best way to channel their resources towards an approach needed and discover ways to maintain the approach. LED approaches differ from country to country. The approaches to LED are as follows:

#### **2.4.1. The human Resource development approach**

This approach stresses that local authorities must possess skills that will empower them to effectively implement LED initiatives and energizes the provision of skills to the community concerning LED issues. This approach further heartens capacity building for LED stakeholders and guarantees that LED will profit the marginalized (Nkuna, 2016). In addition, the Constitution of the Republic of South Africa (RSA, 1996) mandates local authorities to advance the socio-economic standards of living of communities within an area of jurisdiction. Siddle and Koelble (2016) contend that local government under the current statutory dispensation has a vital developmental role to carry out in transforming local people and local settings, as the root for a democratic, coordinated, prosperous and non-racial community. The authors Siddle and Koelble (2016) additionally express that local government under the Constitution of the Republic of South African must be committed to oversee on their own initiatives the local government issues of their communities. Local government LED is envisioned to empower the mostly disadvantaged communities enabling them to generate income to meet their fundamental needs (Koma, 2012).

Kahika and Karyejja (2017) state that local municipalities should be empowered to attract and retain well-trained personnel that can implement strategic LED plans. The authors Kahika and Karyejja (2017) additionally express that it is essential for local municipalities to have capacity building and capacity development programs on LED to support activities that will further extend to capacity training of all actors. LED personnel ought to form LED resource pool that ought to mobilise programmes popularising LED as a local development strategy capable of eliminating the people out of poverty and creating development at the local level.

#### **2.4.2. Pro-poor approach**

South Africa's present developmental policy makes prominence on developmental local government and weighs on pro-poor initiatives. Local government has been pro-actively supported through the Constitution of the Republic of South Africa to intervene and play a pivotal role in job creation and reduction of poverty through LED (Meyer, 2014). Rogerson (2004), expresses that for LED to be pro-poor, it must focus on the marginalised and low-incomed communities. In addition, Ababio and Meyer (2012) are of the view that pro-poor

strategies guarantee that job creation, maintainable rural and urban advancement takes place for the benefit of the marginalised within a jurisdiction area. A pro-poor LED approach heartens local self-reliance, empowerment, community participation, cooperation and sustainability (Mbeba, 2014). Dhlodhlo (2010) includes that pro-poor LED provides a conducive environment for the marginalised allowing them to be more resilient and ensures sustainability.

The pro-poor approach is an approach that highlights the significance of working straightforwardly with low-incomed communities. Pro-poor issues are a point of convergence of policy, poor communities are prioritised in the policy in terms of service provision (Nkuna, 2016). According to Ababio and Meyer (2012) government activities on LED can be done through pro-poor procedures. These strategies may moderately prompt the introduction of strategies for job creation and sustainable development. Pro-poor LED initiatives should be facilitated and maintainable prompting an enhanced way of life for the communities. Essentially along these lines, LED stakeholders have the responsibility of executing pro-poor LED programs in the local area. Be that as it may, there exist challenges in conveying pro-poor initiatives, these may be poor analysis of local economies, unsustainable community projects, lack of capacity and lack of resources (Meyer, 2014).

#### **2.4.3. Entrepreneurial/pro-market approach**

This approach encourages individuals to start their own entrepreneurial initiatives and expand them with the aim of growing the economy of the area. Additionally, the approach encourages business owners to generate income and apply their capabilities in a more innovative way with the aim of growing the venture (Nkuna, 2016).

The dispute is about whether LED activities must be competitive or of social welfare approaches. While there is simultaneousness on the coveted aftereffects of LED-lessened poverty and expanded openings for job opportunities - the idea about the role of local government in accomplishing these results contrast impressively. A basic gap has been between the individuals who trust local government ought to give an immediate arrangement

by supporting activities for employment creation and other people who advocate for an indirect arrangement through making an enabling environment (Rogerson, 2010).

Kamara (2017) moreover battles that, various approaches have been established and are being implemented through many LED activities. These approaches are described, all things considered, in regard to a market-approach with the private segment accepting a key role and municipalities filling in as facilitators. Municipalities are applying an extent of interventions in their areas, of which are obviously pro-growth focus, while others have a reasonable pro-poor emphasis. For most municipalities, the fundamental LED practice was kept to small projects, a substantial number of which were survivalist type activities in the form of community development projects, the greater part of which demonstrated to be unsustainable once donor or public-sector funding disappeared, and with no genuine effect on poverty reduction.

According to Nel and Rogerson (2016), there is a discussion about whether LED should be a 'pro-market ' approach or a 'pro-poor ' approach or possibly both. The absence of clarity about this issue and absence of a uniform central state plan in such way, with different government institutions diversely supporting either elective, have influenced unfavorable local understanding, delivery and results by local governments, which are viewed as the key operators of LED deliverance. South African Government presently recognises the limited achievement which LED has accomplished and the need to strive for a more extensive and viable execution of LED within localities. LED delivery has been blocked by an inability to engage with the private sector and unhelpful strains over the apparent legitimacy and quest for pro-poor versus pro-market variations of LED.

## **2.5. SUCCESSFUL LED INITIATIVES**

Khambule (2018) states that South Africa views LED as the cornerstone to addressing developmental issues, such as poor socio-economic conditions by refining local development solutions and employment opportunities. There is a striving need for the formation of a contemporary democratic development state with the ability to address the triple down constraints (poverty, unemployment and inequality) challenging South Africa. With chapter

thirteen of the South African National Development Plan (NDP) stressing that a capable developmental state is essential for decreasing socio-economic ills.

Piet (2011) is of the view that LED initiatives are lawfully mandatory for all municipalities in South Africa, as it forms a crucial part in every municipality's IDP. The achievement of LED projects in South Africa has created sustainable job opportunities in cases where the entities are registered as legal entities. Though, a number of these projects need continual support of public funding to survive. Mensah *et al.*, (2017) are of the view that the benefits of LED are linked to job opportunities. Local initiatives form part of the crucial means of survival for the marginalised.

Masuku, Jili and Selepe (2016) express that for LED to be fruitful, municipal LED teams must embolden LED activities that ensure that all role players coordinate systematically, adequately and effectively and perceive the best ways to enhance the local economy and organise the environment to attract outside investors. Since LED is a complex procedure, it needs the dynamic incorporation of different partners from different associations which are concerned about the local economy.

## **2.6. LED: AN AFRICAN PERSPECTIVE**

Wekwete (2014) states that local economies are internationally guided by policies and procedures that are developed at the international, subnational and local levels and these often comprise of processes. These processes create opportunities and threats to communities that may affect the preparing plans and projects by both the national and local spheres of government that aim at creating development. Wekwete (2014) also stresses that LED strategies are regarded as the planning response that aims to address the challenges and opportunities in ways that will be beneficial to the community.

With the internationally recognised role played by LED in encouraging the improvement in the standard of living of the community, the authors Mensah *et al.*, (2017) argue that LED in Africa was developed because of the failure of public services, hyper-inflation, enormous

currency deflation, transition to democracy and decentralization, high unemployment and poverty. Reddy and Wallis (2012) argue that LED within the developing countries has achieved a lot and has been used as a development strategy in numerous ways. However, the authors Reddy and Wallis (2012) further argue that LED in Africa has rather made more focus on social goals instead of more economic goals that are more broad-based and of long-term.

Amongst the regions in Africa, the Economic Community of West African States (ECOWAS) aimed at improving the standard of living for the people by integrating their economies (Yaya, 2014). The author Yaya (2014) further maintains that ECOWAS has played a crucial role in enforcing democracy and democratic governance through instilling democratic norms, principles and practices. On the other hand, Rogerson and Rogerson (2010) are of the view that within the sub-Saharan Africa LED is motioned by the activities of the United Cities and Local governments of Africa. Rogerson and Rogerson (2010) argue that LED mostly priorities on urban Africa and recognises that national level macroeconomic policies are unable to achieve sustainable broad-based economic growth.

Khumalo (2015) asserts that most Southern African countries continuously fight against poverty, inequality and underdevelopment. Possibly so, the striving desire for an effective service delivery has been the cornerstone for effective and efficient public sector. This study refers to three countries being Ghana, Nigeria and South Africa as these are regarded to be amongst the richest countries in Africa.

### **2.6.1. LED in Ghana**

Ghana was the first country to achieve independence within the Sub Saharan Africa, this was due to the integration of two British colonies; the Gold Coast and the Tongoland Trust Territory (Adom and Zogbator (2015). The author Oduro-Ofori (2016) states that after Ghana's independence in 1957, the Local government was not extensively involved in LED as there were major issues of economic development, unemployment and job creation which were regarded as functions of central government. However, a system of local government

was introduced in 1987 which gave a mandate to the local government to promote the development of their jurisdiction.

The local government of Ghana officials as mandated by the Local Government Act, (Act 462) states that local government has to “promote and support productive activities and social development in their districts and take steps to remove any obstacles to initiative and development”. Ghana consists of 29% of literate women as compared to men and 79% of rural women have no primary education. Poverty rates among female-headed households are lesser as compared to men particularly those living in critical poverty-stricken areas. Even though this might seem true, female-headed households in the rural areas have an increased dependency rate (Ghana Statistics services, 2017).

According to Akuduku (2013), various actors are involved in enabling LED in Ghana. However, the author Akuduku (2013) argues that the LED process in Ghana is driven largely by international developing agencies. These agencies are International Labour Organisation (ILO), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), and the United Nations Development Programme (UNDP). The authors Mensah *et al.*, (2017) states that LED at the local level, the UNDP has been promoting capacity-building, training and financial support for communities to start or enlarge their businesses. While the UNDP seeks to promote an inclusive growth and address important development challenges in Ghana by strengthening economic feasibility of all districts, the ILO seeks to “empower local societies and generating local dialogue, as well as seeking to embed economic activity in a territory.”

### **2.6.2. LED in Nigeria**

Zaid and Popoola (2010) argue that improving the standard of living of rural women in Nigeria is regarded as important for eliminating the socio-economic challenges of the rural marginalised households. Several programmes have been introduced in Nigeria either supported by national government or international agencies with the aim to improve the standard of living for rural dwellers. Even though policies have been introduced, Fabiyi and Akande (2015) state that rural women are often disadvantaged as compared to men. This may be due to less education, finance and the inability to obtain credit.

According to Ibietan and Ndukwe (2014), Nigeria has three tiers of government namely: the federal government, the state government and the local government being the third tier. The Constitution of the Federal Republic of Nigeria Section 7(1) precisely assures a constitutionally elected local government system. With the fourth schedule of the same constitution equally outlining the roles of the local governments.

According to Michael (2014) communities in Nigeria initiate development agendas and these are funded by either the three tiers of government or the communities themselves depending on the extent of the development. The three tiers of government develop policy frameworks that guide the developmental projects. Local government in Nigeria is regarded as the tier of government closest to the people and that seeks to create jobs and income at the community levels, reducing crime and attracting more developments to the communities.

### **2.6.3 LED in South Africa**

The apartheid government led to various community members intentionally eliminated from benefiting from service delivery due to racial discrimination. The author Ntswera and Kgalane (2014) and Shefer (2010) states that the apartheid administration did not cater for the black communities and this strict style of ruling resulted to black communities being disempowered, oppressed and a patriarchal society. Sharing similar sentiments, Scott, Crompton, and Lynotte (2010) state that gender disparity was at its most noteworthy pervasiveness. Women were involved in the least economic wellbeing when contrasted with men.

This strict style of governing was abolished post 1994. A democratic government was voted into place. The authors Zulu and Mubanguzi (2014) state that the democratic government aimed at decreasing racial and spatial disparities through advancing the development of the previously disadvantaged areas. Henceforth, the introduction of LED in South Africa. LED was regarded by the South African Constitution of 1996 and the White Paper on Local Government (1998) as an onus for public officials with section 152 of the Constitution of the Republic of South emphasising the advancement of LED in local communities. Nel (2017) states that LED is perceived as a mandate that local government is mandated to follow so as



to enhance the socio-economic standard of living of communities. Within the sphere of developmental local government and integrated development planning (IDP), a LED strategy exist with the purpose to stimulate economic growth and lead to job creation and poverty alleviation within beneficiary communities (Maxegwana *et al.*,2015).

McKibbin, Binns and Nel (2012) argue that post 1994, LED has been pursued by local authorities, with the crucial support by the local and central government. LED in South Africa is viewed as a process with the capacity to address society's economic development, to endorse and attract local growth and to facilitate the policy mandates of the developmental local government. Throughout the years LED has continuously played an essential policy imperative for local communities (McKibbin *et al.*, 2012). The growing emphasis on LED has drawn the consideration of policy makers and communities in South Africa on how to redress the challenges of the past (Strydom, 2016). LED from a South African point of view is viewed as imperative due to the following: job creation, new employment opportunities and leads to increased income levels. This allows for communities to be able to pay for services, increase the tax and revenue for a municipality, leads to improved municipal services and improvement of human resources and connects the developed and underdeveloped areas. LED is envisioned to empower the mostly disadvantaged communities enabling them to generate income to meet their fundamental needs (Koma, 2012).

LED within local areas has been discouraged by various factors, such as financial deficiency and human resource shortages and the pursuit of unsustainable projects. Moreover, small towns operate certain 'functions': they connect rural areas to larger urban areas and they can absorb some of the rural populace that migrates from rural areas to larger cities (McKibbin *et al.*, 2012). In addition, the National Planning Commission (2011) details that attainment of quality life in South Africa is deprived by the poor implementation of policies and the absence of partnership. Maxegwana *et al.*, (2015) further state that the National Commission through the National Development Plan (NDP) vision 2030 details six interconnected priorities within which two priorities emphasize: the advancement of an active community that will reinforce democracy and accountability and building a capable and developmental state. Thus, Maxegwana *et al.*, (2015) argue that community beneficiaries must be empowered to have an influence, direct and control and own the spaces of LED

In addition, the author Perai (2016) states that the role played by communities and their ability to improve the quality of life cannot be overlooked. Perai (2016) maintains that community’s ability to create employment opportunities and curb poverty rests on the ability to understand the procedures for LED and their ability to be able to be competitive in the changing market economy. In addition, Meyer (2014) adds that for LED to be successful there needs to be a clear planning process involving all communities. The next section discusses LED funding.

## 2.7. LED FUNDING

Nkwinika and Munzhedzi (2016) states that municipalities can utilise the municipalities own revenue in order to implement and facilitate LED activities or from other spheres of government. Koma *et al.*, (2014) state that the private sector can also play an important role in funding LED activities. Even though there is funding made available, Rogerson (2010) states that several municipalities are unaware of the funding opportunities available to them. Patterson (2008) further states that there is no secure funding sources and local government often depends on generous donations and public grants. Koma *et al.*, (2014) states that the private sector can also play an important role in funding LED activities. Potential avenues for LED activity funding are stipulated in the table below:

**Table 1: LED funding**

Donor funding	There exist a number of donor funding from various donor agencies that may assist municipalities to carry out LED such as EU,LED support programmes, USAID and more.
Municipal Infrastructure grant (MIG)	(MIG) programme intended to provide citizens of the country with a level of fundamental services by 2013 by providing grant finance to cover the cost of fundamental infrastructure for the marginalized. This was part of the government’s strategy to eliminate poverty and facilitate local economic development.
Neighbourhood development partnership grant	Advocates for public investments that can be

(NDPG)	used innovatively to entice private and community investment to realise social and economic potentials of neglected townships and neighbourhoods.
National Sector Support	Various government departments and programmes offer support to municipalities and assists in forming partnerships to engage LED.
Development finance institution	Advocates for sustainable socio-economic development by supporting physical, social and economic infrastructure. Also supports the development of LED activities in district and local municipalities.
Local government own revenue	Municipalities generate their own income from taxes and municipal services
Equitable share	Advocates for municipalities to provide basic services to the marginalised population.

**Source: Patterson, 2008.**

The National treasury (2013) states that local government has access to a number of grant funding that enables it to meet its mandate and support continued economic growth and development.

## **2.8. LOCAL GOVERNMENT AND LED**

Local government is viewed as the sphere of government that is nearest to the general population. Local government is effortlessly available to the overall population as it takes into consideration the provision of basic services within an area of jurisdiction (Maxegwana *et al.*, 2015). LED within the sphere of government is seen as a mandate that empowers local authorities to submit to keeping in mind the end goal to enhance the socio-economic well-being of the community within that area. It then becomes important that municipal officials are adequately equipped and skilled in the fields of LED. According to Rodriguez-Pose and Wilkie (2017) empowering local government on LED signifies an opportunity for localities to take greater control over their development.

Contrary to the above, Seanego (2013) states that local municipalities maybe unable to improve the standard of living through creating jobs due to the inability to generate income, public officials lack skills to carry out LED initiatives, LED strategies are not linked to community needs and lack of participation of important stakeholders in the design of LED. In ensuring that LED strategies are effectively implemented, the author Meyer (2014) states that there should be an integration between different stakeholders within the area.

Conversely, in many parts of South Africa, the private sector has either been excluded or chosen not to be involved in LED due to mutual doubts that may exist between public and private sectors, making communication between the two groups impossible (Rogerson, 2010). Rogerson (2010) further states that the “private-sector apathy towards local government-led LED has been further enhanced by its experience of local government bureaucracy, red tape and unproductive ‘talk shops’ were much is promised but little of benefit to the private sector is actually produced”.

Though so, Maxegwana *et al.*,(2015) contends that community needs must be linked with the developmental objectives, priorities, strategies and programmes of the IDP. LED within the South African Local government stems from the IDP. The IDP ensures that all municipal LED strategies are linked to the national and provincial initiatives. Furthermore, the author Koma (2014) states that credible IDPs are to include LED plans that outline the strategies and programmes needed for ensuring local economic growth, job creation and poverty eradication. The Municipal Systems Act, 2000 states that municipalities must be able to realise the basic developmental needs and interest of the local community. Hence, the implementation of LED by municipalities is compulsory.

IDPs also ensure participation from different stakeholders and allows for local communities to measure the performance of municipalities. While this is valid, IDPs outline that it is the mandate of the municipal officials to ensure that LED enables development, ensures that communities can compete and create jobs and providing resources to enable implementation (Sibanda, 2013). This is encouraged when municipalities focus on developmental initiatives that will benefit the community. According to Meyer (2014), the municipality can decide to

act as a developer, an entrepreneur, a coordinator and facilitator for local economic development. In addition, Phango and Tsoabis (2010) view local government as a facilitator of an environment conducive to business initiatives by community members rather than the business owner.

It could therefore be concluded that from a South African local government perspective, LED is a policy by the national government towards economic development that inspires local people to work together to attain sustainable economic growth and development. Municipal officials have the duty to be adequately skilled in the fields of LED to enable them to carry out the roles effectively and efficiently. Furthermore, a broad strategic development procedure is essential for progressing and firming up LED activities. Phago (2005) identifies a five-stage strategic planning process necessary to guide LED initiatives, namely:

- Phase 1 is the effort of organising: During this phase stakeholders create shared values and identify who should be involved in the initiative.
- Phase 2 involves local economic assessment: During this stage an assessment is done which includes a SWOT (strengths, weaknesses, opportunities and threats) analysis. The aim is to understand the baseline of the local economy.
- Phase 3 is the creation of LED strategy: During this stage, a plan of action has been obtained. That is the vision, mission, objectives, programmes and projects have been established.
- Phase 4 is the implementation of the LED strategy: Executing the initiative depends on the ability of the human resource to follow processes in ensuring organisational capacity for instance budgeting.
- Phase 5 involves the reviewing of LED strategy: During this stage, the initiative is monitored and evaluated.

Phago (2005) identifies the above-mentioned phases as essential guidelines that municipalities utilise to implement LED projects and it allows municipalities to sensibly consider their ability in enabling a feasible business environment, whereby LED activities are facilitated and sustained. In addition, Makhubo (2015) states that amongst other things the role of municipalities in LED entails: supporting the small and medium business through facilitating training and support tools and creating a conducive environment; providing training and capacity building strategies and target investment to increase potential growth

sectors. Seanego (2013) adds that indicators of a successful LED strategy are: new employment opportunities are created, and poverty is eradicated; the LED strategy must target the previously disadvantaged and marginalised communities more especially in rural areas; community involvement and local leadership and use of local resources and skills. While municipalities are trying to successfully implement LED, there are challenges that hinder LED, and these are discussed latter.

It is without uncertainty that LED from a South African point of view is concerned about making hearty and comprehensive local economies that exploit local opportunities, address local needs and add to the eradication of poverty and expanded economic development. Meyer (2014) states that for LED to be fruitful there should be a coherent planning process including all partners within the local area. The author Meyer (2014) adds that the process takes time, involves all sessions of the community and covers all matters that affect the quality of life in a local area, particularly to those that need support.

Considering the above contentions, it could be contended that the developmental role of local government is essential as it takes into account the economic development of an area. At the point when roles are effectively done, the standard of living (for women in this case) is enhanced allowing for economic growth. Conceivably thus, the local municipality's role in ensuring LED is achieved through the mobilisation of resources to facilitate LED initiatives. It is important to note that local stakeholders work together to ensure LED. LED involves identifying and utilising local resources to create opportunities for economic growth and employment. LED rests on the ability to promote and support local initiatives by different stakeholders including national and provincial structures. Also, important to note that it is important for municipalities to align their LED strategies with the objectives and priorities set in the IDP.

## **2.9. INTERGOVERNMENTAL RELATIONS AND LED**

From a South African perspective, three distinctive, mutually dependent and interconnected tiers exist. These are the national, provincial and the local spheres of government. The Constitution of the Republic of South Africa assigns government roles on either exclusive or shared roles (RSA, 1996). Local government has been mandated by the Constitution of the Republic of South Africa to deal with certain issues whilst the national and provincial oversee others.

The national government is the sphere of government that is responsible for policy implementation and providing funding, research and other support for LED. While the national government ensures that the policies are effectively implemented within the provinces. The local government is then responsible for administering the policies as the sphere of government that is closer to the people (Layman, 2003). Koma (2012) adds that local government informed by the strategies on the IDP decides what strategies to use to arrive at an LED strategy. Moreover, Koma (2012) maintains that to ensure that there is an interrelation between departments and the spheres of government, there should be an active and dynamic alignment of the National Spatial Development Perspective (NSDP), The Provincial Growth and Development Strategies (PGDSs) and the Integrated Development Plan (IDP). The author, Koma (2012) further argues that government's ability to successfully support economic development rests with the ability of the three spheres of government to align their developmental strategies, coordinate their actions and achieve integrated development outcomes in municipal areas.

## **2.10. INTEGRATION AND COOPERATION BETWEEN TRADITIONAL LEADER AND LOCAL GOVERNMENT**

Meyer and Venter (2013) argue that there may exist large rural areas within the municipalities that are governed by traditional leaders. It then becomes of utmost importance that development agencies allow traditional authorities to partake in the development of LED strategies and projects. With Ward committees enhancing participatory democracy in local government. Through, making recommendations to the Ward Councillor on any matter affecting the ward regarding development projects within the ward.

Nekhavambe (2014) defines a traditional leader as ' a traditional ruler who holds authority in the indigenous forms of African governance'. The author Nekhavambe (2014) further states that traditional leadership can be based on royalty. That is a leader appointed because they inherited chieftaincy from a deceased chief. Their role in society is recognised by the government's structures through the Constitution of South Africa (RSA, 1996).

Meyer and Venter (2013) emphasize that large rural areas that are governed by traditional authorities should develop mechanisms to enable traditional authorities to participate in the development of LED initiatives. The Constitution of the Republic of South Africa declares traditional leadership as an official governance structure. With Section 211 of the Constitution mandating the traditional leaders to govern over rural communities. In addition, the White Paper on Traditional leadership states that traditional leaders must be part of the democratic governance structures at the local level. The White Paper on Traditional leadership maintains that traditional leaders should work with municipalities in its endeavours to develop rural areas. On the contrary, Dlungwana (2004) adds that traditional leaders are rather people orientated and not service orientated as municipal structures. Traditional leaders are not decision makers they form part of the stakeholders involved in developing LED initiatives. Nxumalo (2012) states that, the challenge still facing government is that of incorporating traditional leadership in government's development programmes and initiatives.

According to Hamusunse (2015), the White Paper on Traditional Leadership & Governance of 2003 makes provision for the role of traditional leaders to disseminate information on government policies and programmes. This allows the community to be informed of programmes as they best impact on the community more especially the marginalised. The White Paper on Local Government outlines that traditional leaders should: attract government and other agencies for development in their areas and promote community participation on development. While, Dhlohlhlo (2010) states that through izimbizo and consultation, public officials and traditional leaders may convers on the issues as they affect the community. In addition, traditional leaders may advise the government on traditional affairs through the house and council of traditional leaders and make recommendations on land allocations and settling of land disputes.



George and Binza (2011) further argue that even though the Constitution of RSA of 1996 makes provision for the roles of traditional leadership and municipalities in rural areas, traditional leader's role in governance and development became unclear after the introduction of local government in 1995/1996. There exists a gap between the legislation and practice of traditional leadership. Rugege (2009) further states that in rural areas municipalities have municipal powers and functions that cover-up to the powers and functions of those practiced by the traditional leaders. This disagreement arose because several rural municipalities are under the jurisdiction of rural areas. Rugege (2009) adds that traditional leaders fear if municipalities are fully operational in their areas this could have a negative impact on their role as traditional leaders.

Based on the above arguments, all initiatives undertaken on traditional authoritative areas require the support and active participation of traditional leaders. This allows the traditional leaders to fulfill the role of identifying and initiating projects within their area; ensuring community participation for the initiative and allocating land for the initiative and monitoring the implementation of the initiative.

## **2.11. WOMEN PARTICIPATION IN LED INITIATIVES**

As stated before, the South African local government plays a crucial role in the development of community lives. Local government is responsible for ensuring the provision of services to the public and without these services the quality of life for the community may possibly deteriorate. Thus, in an attempt to improve the standard of living, intergovernmental relation is crucial. Madumo (2014) adds that when taking decisions, it is important for local government to note the significance of public participation. As community members in municipalities contribute significantly in the decision and policy-making process. The establishment of women in participation in all aspects of development cannot be undermined. Socio-economic development cannot be attainable without the active participation of women on LED initiatives meant for women and at the decision-making level of society.

Ogunleye- Adetona and Oladeinde (2013) states that public participation in project planning and implementation is internationally acknowledged as a crucial input that ensures socio-economic transformation in rural areas. Local participation enables the rural community to identify problems as they affect them, to prioritise them and design locally acceptable strategies to solve the issues and that allows for a successful implementation of municipal initiatives. Based on the above, compliance with the principles of public participation, it is important that communities are involved in the LED planning process as it allows for a legitimate process and ensures that the process is fair and unbiased.

While the above arguments suggest that public participation is important, women participation in development cannot be overlooked. Liliane and Mbabazi (2015) have argued that women have taken roles in ensuring socio-economic development of their communities. The authors Liliane and Mbabazi (2015) add that the contribution of women in the provision of both financial and social facilities is equally important. Without considering the women's needs and interests into account and providing opportunities for them to participate in and influence decision-making, development interventions and planning, sustainable as well as meaningful results will not come and to attain strong local government empowerment and participation of women is unavoidable.

Women participation in LED initiatives is without its hindrances. These initiatives maybe difficult to overcome more especially by women who are discriminated against. The obstacles faced by women as stipulated by the International Labour Organisation (ILO) (2010) maybe:

- Lesser chances for education leading to limited access to information
- Fewer skills advance
- Poor infrastructure
- Multi-tasking that leaves almost no free time or energy for participation in public affairs
- Cultural constraints on the mobility of women
- Inadequate business development services

Undoubtedly, without the equal inclusion of women in all aspects of development initiatives sustainable development cannot be obtained. Bayeh (2016) affirms that for any development

initiative it is important for men and women to contribute and equally benefit from the initiative. ILO (2010) further states that when the LED initiatives are being planned it's important to ensure that women and men are provided equal opportunities to be directly involved in the LED process and should be given the chance to express their needs and opinions concerning the development of their area. Based on the above, women should be empowered and equally allowed to participate, to contribute to and benefit from all the dimensions of development to bring sustainability. Although the women's participation is essential, empowerment is a concept that goes beyond it; it is not a zero-sum game, although there may be winners and losers. The next section discusses women empowerment.

## **2.12. WOMEN EMPOWERMENT THROUGH LED INITIATIVES**

Duflo (2012) is of the view that empowerment fast-tracks development. Vyas (2018) states that women empowerment implies giving them (women) the opportunity or capacity to experience life the way they want. It enables them to identify their skills, knowledge and capacities to settle on their own choices. It is a dynamic and development process for women which incorporates awareness, achievement and completion of skills. For the socio-economic development of any public, women empowerment is fundamental. It is crucial for women to recognise themselves with self-assurance and esteem. The fundamental part of empowerment is to give a feeling of internal strength to them to control their lives.

Mininni (2017) asserts that, internationally, women empowerment has been recognised as a goal for gender equality through the Sustainable Development Goal (SDG) five, promoting 'gender equality and the empowerment of women and girls'. Considering this goal, debates around the economic empowerment of women to eliminate inequalities and eradicate poverty are fundamental together with more coordinated action between governments and at the grass-root level.

Akpan (2015) affirms that advancing rural areas is at the heart of the international, regional, national governments and non-governmental organisation (NGO). Local government entities should motivate women within the communities to start their own development projects with the aim to alleviate poverty. Even so, there exist exclusion of the marginalised more

especially in rural areas (Moses, 2011). Women are not supported and empowered in such that they are able to alleviate poverty. Women participation in decision making at the local level is at its minimal.

Globally, women empowerment is a major concern. In developing countries, gender inequality is at its highest prevalence as compared to developed countries. The author Bayeh (2016) argues that to achieve sustainable development it is imperative to ensure the inclusion of women through empowering them. Yang (2012) adds that, several developmental institutions have put the empowerment of women on the agenda of all their developmental projects and introduced innovative ways to promote gender equality.

According to Vyas (2018) women empowerment is one of the biggest tools for ‘effective development’ of any country. It means freedom of women from the vicious circle of social, political, economic and gender-based discrimination. Making women aware of their rights and developing confidence in them is a central issue. It is essential for them (women) to be skilled, to be able to better serve their families at home as well as professionally. Skill development not only creates employment opportunities but also empowers them. The aim of skill development, in the case of women, is not just simply preparing them for jobs; but also, to boost their performance by improving the quality of work in which they are involved.

To allude on the above, Adebisi, Comfort and Adedeji (2017) further state that the critical area of women empowerment has indeed received commendable governmental and non-governmental attention over time. In most African societies, women are regarded as the ‘weaker sex’ whose duties are to keep the home, raise children and minister to the needs of their husbands. The child-bearing role is therefore considered the most important of their roles because if a woman is unable to procreate, she is termed a failure.

As stated before, women empowerment enables the women to be able to make strategic life choices that they were previously denied before due to lack of empowerment (Bayeh, 2016). Women empowerment involves the act of improving the status of women through literacy,

education, training and creating awareness. Thus, women empowerment is about ensuring that women are equipped to make choices that will improve their standard of living. In addition, goal five of the Sustainable Developmental Goal addresses the need to achieve gender equality and women's empowerment. According to Maxegwana *et al.*, (2015) argue that community beneficiaries must be empowered to have an influence, direct and control and own the spaces of LED. With the SDGs promoting policies that allow for entrepreneurship and employment creation as means to eradicate poverty and allowing for decent employment for women and men in 2030, the role of municipalities cannot be overlooked.

As part of LED stakeholders, local authorities have a Constitutional mandate to promote socio-economic development for communities. Section 152 of the Constitution of South Africa (1996), Municipal Structures Act (1998) and the White Paper on local government (1998) requires municipalities to exercise their influence to maximise the impact of social development in order to meet the needs of the marginalised. Local municipality also has the duty to facilitate LED initiatives stressing the need for economic development. Hence, Duflo (2012) states that women empowerment and economic development are closely linked: in one manner, development alone has a significant role to play in driving down inequality between men and women, in another manner, empowering women is beneficial to women. In the same manner, Adebisi *et al.*, (2017) viewed empowering women as a conceived awareness-building, particularly about gender inequities in their societies, building capacities and developing skills necessary to ensure that women effectively participate in present and future decision-making and then organising women into groups which act to bring about desirable changes.

In this sense, women empowerment is the process by which the women overcome living based on patriarchal ideas and the external barriers that oppress them. Municipality's role to facilitate LED initiatives, and their capacity to train and develop the women on LED is discussed below.

### **2.12.1. LED initiatives**

Government adopts programmes that aim to improve the standard of living for the communities. Government sets long and short-term development support. It then becomes important that these programmes are linked with the objectives set in the LED plan, and aim to increase employment opportunities. Piet (2011) argues that LED is based on building of local economies through several initiatives that may eliminate the increasing levels of poverty that exist within the South African rural settings. Though Piet (2011) recognises the execution of LED programmes, a few obstacles still exist such as poor understanding of local economies, support for unsustainable community projects, capacity and resources constraints.

Unfortunately, the citizens have lost interest in government affairs due to lack of access to the process of programme development. Development has been overshadowed with low transparency and maladministration. Olum (2014) also adds that it is imperative for the community to understand that in many instances accounting officers lack knowledge required to facilitate the initiative and often unethical conduct persists. It could be argued that unethical behavior and lack of accountability are often due to inadequate awareness of the community and government official general socio-economic expenses of misconduct (Olum, 2014).

Amusan and Ngoh, (2016) assert that rural women have always been discriminated against due to stereotypes that restrict them off a reproductive role. They are also denied access to resources which could eventually enhance their social and economic contribution to society. In addition, Amusan and Ngoh (2016) high light that majority of African women are rural-based with all the changes in social amenities. They are the object of underdevelopment because of their inability to venture into some productive enterprises and due to environmental factors and attachment to their immediate and extended families.

Despite the challenges, women continue to add value towards the socio-economic growth and well-being of their communities. Women can add value to society because they are able to adjust easily to changing environments and are innovative. Women play crucial roles as development agents both in formal and informal sectors. Women dominate in the informal

small to medium scale agriculture, manufacturing and service sectors of the economy (Avornyo, 2013). Thabethe and Mathe (2010) state that the increasing awareness of women's' needs and their inferior position in society resulting from centuries of discrimination, and multiple forms of exploitation and oppression, has led to reform policies and programmes that specifically target women. Rodríguez-Pose and Tijnstra (2005) state that LED initiatives on the other side, seek to exploit the development possibilities of a jurisdiction and to stimulate the enhancement of local economic systems on the varying economic environment.

Meyer and Venter (2013) argue that LED initiatives within the municipalities have developed a crucial tool in economic advancement, both in urban and rural areas. Municipalities have adopted numerous projects, for example, culture-tourism, agro-processing, business incubators and skills development programmes. In addition, Nkuna (2016) states that, globally, LED has been viewed as a solution to a few municipality's development. The implementation of LED initiatives differs as per the municipality, that is to say, initiatives may include IDP, sustainability, private enterprises, capacity building, participation mechanism, development which connects the local area and the markets.

According to Rogerson (2010), there exists a huge gap between the existing LED practices in urban and small towns, and between the richer provinces and poor ones. In many cases LED initiatives in smaller areas tend to be project based, as compared to larger towns that focus on creating appropriate institutional market enabling frameworks. In many instances, larger cities dismiss LED due to its negative links. Several municipalities focus on LED mainly for increased service delivery, extension of the social grant system, public works and SMME initiatives.

Acknowledging that the capacity at which women can participate in LED rests with the capacity at which one is knowledgeable about the LED initiative, Meyer (2014) outlines eleven generic LED strategies that direct municipalities on which LED strategy to utilise. And these are discussed below:

Plan 1: Supporting internal and external organisational structures and procedures

Plan 2: Strengthening and encouraging agricultural sector

Plan 3: Ensuring optimum relationships and support to the mining sector

Plan 4: Stimulating and encouraging the manufacturing sector.

Plan 5: Guarantee optimum progress of the “Green economy”.

Plan 6: Guarantee enhanced tourism development.

Plan 7: Guarantee optimum opportunities for the development of the informal sector.

Plan 8: Maintaining and developing entrepreneurship and small business development.

Plan 9: Supporting and developing education and skills development.

Plan 10: Guarantee infrastructural growth.

Plan 11: Providing fundamental needs and social development.

Mensah *et al.*, (2017) also state that LED activities that are intended to stimulate economic development at the municipal levels vary according to the type of support provided. This is to say that, local authorities utilise several tools in their LED work. Conversely, a number of local municipalities are too busy to give attention to economic potentials due to obligations of addressing basic needs (Rogerson, 2010).

Peters and Naicker (2013) states that though a few strategies have been introduced, rural areas still enjoy less support from government institutions when it comes to nurturing and ensuring an environment that is conducive to create and facilitate access to appropriate tools to support mechanisms to enable LED capacity development. The UN women (2012) report adds that exposing rural women to education and training can be beneficial to them as it would allow for income generating opportunities and lead to the improvement of their overall well-being. Amusan and Ngoh (2016) argue that even though, seldom documented due to cultural beliefs demoting them (women) to men, internationally women are not permitted to determine their fate in the form of socio-economic development within their area.



## **2.13. EMPOWERMENT TOOLS**

Mininni (2017) states that social and cultural constraints in remote rural areas alienate women and limit their human development. However, there is potential for engagement in educational and economic activities to support their empowerment and the achievement of wider development goals. Local government through co-operating with different stakeholders has the potential to empower women by providing training workshops, mentoring and coaching and disseminating information to women on development (International Labour Organization, 2014).

### **2.13.1 Training workshops**

Mncwabe (2013) states that the improvement of skills levels in the developed world is in line with the general context of socio-economic improvement policy initiatives. However, skills development levels and strategies differ from region to region and from country to country. Skills development initiatives are the cornerstone of sustainable development. Takayanagi (2016) asserts that women literacy is an essential factor in women's participation in decision-making in the community and leads to an improved standard of living. Additionally, Takayanagi (2016) outlines that global literacy of women is a universal goal, and it is regarded as an important component for many national and international policies in ensuring development and improvement of individual well-being.

Increasing women's literacy in developing countries is beneficial to their (women's) family's living situation. Moreover, Adebisi *et al.*, (2017) are of the view that women need to be exposed to formal education that ensures that they can face their challenges in the global economy. In the same manner, educating women is essential to the aim of developing any country. Thus, Jie Chen and Chindarkar (2017) argue that skills training has been regarded as an essential mean to boost female labour force participation in the international and local policy arena.

Nkuna (2016) adds that LED training is envisioned to offer participants with an understanding of the concepts, approaches and processes of LED strategic planning. Training offers an equivalent boost to local jobs. Masuku *et al.*, (2016) state that local government should increase skills development and decrease illiteracy. This could be achieved by creating partnerships with other stakeholders to decrease illiteracy and skills shortage. This assist women to be knowledgeable about economic development responsibilities and be able to also add value to the LED process.

### **2.13.2 Mentorship and coaching**

Makhado (2015) states that a mentor is assigned to a mentee to help that person to develop special skills in a program. The fruits of being mentored are vast, this may be improved knowledge and skills, greater confidence and empowerment, improved well-being motivation, improved creativity and understanding of business. Meyer (2014) and Rogerson (2012) states that local governments must maximize local resource through amongst other things providing mentorship programs.

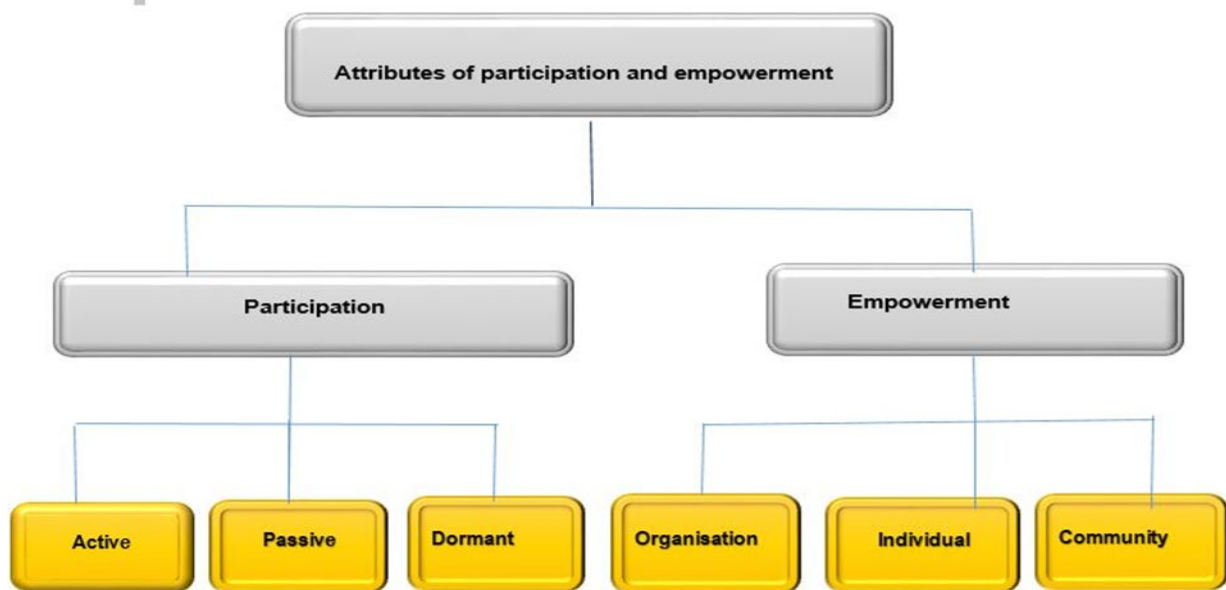
### **2.13.3 Dissemination of information**

The South African government uses a variety of platforms to provide information to as well as to receive information form communities (Vivier, Seabe, Wentzel and Sanches, 2015). Thus, local economic information is key to the planning and implementation of LED. Moreover, Daudu and Mohammed (2013) state that information is a powerful tool for empowerment because it eliminates ignorance and enables an individual to be enlightened. LED initiatives must be based on local information to be sustainable and relevant. The generation of information and the dissemination is important in the development of LED strategy and its implementation (Yatta, 2015).

Several information channels can be used to disseminate information in rural areas (Daudu and Mohammed (2013). Masuku *et al.*, (2016) state that it is important for municipalities to work closely with rural traditional leaders to contribute to the areas potential to LED. According to Hamusunse (2015), the White Paper makes provision for the role of traditional leaders to disseminate information on government policies and programmes. This allows the community to be informed of programmes as they best impact them.

In the same way, Bayeh (2016) argues that women empowerment is the capacity by which women can make strategic life choices where the potential had been denied before. The author Bayeh (2016) is of the view that empowerment is essential to the processes of upholding the benefits of women at the individual, household, community and broader levels. Women empowerment involves the act of improving the status of women through literacy, education, training and creating awareness. Thus, women empowerment is about ensuring that women are equipped to make choices that will improve their standard of living. Thus, Masiopa (2017) identifies the following attributes of participation and empowerment. These may relatively attribute to the successful implementation or failure of LED.

**Figure 2. 1 Attributes of participation and empowerment**



**Source: Masiopa (2017)**

Moyo (2014) is of the view that active participation that involving the rural community in welfare issues is a fundamental factor that leads all developmental procedures aimed at improving the standard of living for the community. Possibly so, active participation ensures that the communities’ needs are met. Whilst passive participation refers to people who are aware of the by-laws and who are anxious with the payment services rendered by the municipality. People participate by being informed of what will take place or what has

already taken place (Masiopa, 2017). Dormant participation refers to citizens that do not partake in the planning and implementation of local development initiatives (Masiopa, 2017).

Organizational empowerment is defined as a structural effort which is crucial in ensuring individual empowerment among its members. The decision to quantify an empowered institution rests with the ability to use public servants' skills (Masiopa, 2017). Individual empowerment stipulates a way an individual is able to think about themselves and how they relate to their social environment. This enables the community to get things done and stand their ground (Masiopa, 2017). Community empowerment leads to the enhancement of broader communities without excluding individuals or institutions. Thus, an empowered community is able to join forces and pinpoint common goals and initiatives (Masiopa, 2017).

## **2.14. LED CHALLENGES**

According to Kamara (2017), lack of success stories of LED projects which focus on welfare has undermined the credibility and meaning attached to LED by a number of local authorities. Several challenges that hinder LED exists. The challenges are discussed below:

### **2.14.1. Human Resource Capacity**

Nkwinika and Munzhedzi (2016) state that a number of municipal officials and leaders lack knowledge and understanding about local government LED issues. In addition, South African local government lack suitably qualified employees at all levels. Sharing the same sentiments as above, Binza (2010) and Nkwinika and Munzhedzi (2016) further argue that an inadequate recruitment process within the LED unit often exists. Nkwinika and Munzhedzi (2016) argue that in a number of municipalities the position of LED officer is occupied by unsuitable candidates. With the senior officials lacking capacity to carry out LED activities. This is regarded as a shortfall as it may trickle down through the institutions organogram as more incompetent individuals will be brought on board.

### **2.14.2. Inadequate participation**

Maxegwana *et al.*, (2015) states that inadequate participation is what leads to poor governance and the inability to respond to developmental programs. Lack of communication with communities, lack of transparency and accountability and lack of empowerment often

lead to a lack of participation. De Villard (FAO), 2008) adds that extensive illiteracy, limited access to education and limited training and business education and limited skills can limit the ability of rural women entrepreneurs to consolidate sustainable enterprises.

#### **2.14.3. Lack of skills development and training**

Skills development and training enables people more especially rural women to take advantage of and benefit from development. Lack of skills and training may result in the ability to promote the LED initiative. Human, Marais and Botes (2008) claim that there is no real skills development taking place in municipalities. Women run projects without the necessary business and technical knowledge to facilitate the project. Rural women operating businesses in the rural area areas are often faced with the challenge of accessing financial products and services due to lack of appropriate assets, information, understanding and security needs. LED services are not accessible to many rural women, this may be due to low population density. If ever the services are available, rural women may not easily access them due to lack of education, low literacy levels, costs, time and their ability to be mobile or the services do not address their specified needs (de Villard, 2008).

#### **2.14.4. Lack of funding**

Binza (2010) notes that lack of funding for LED projects and limited financial assets tend to delay LED initiatives. The author Binza (2010) further states that, municipalities may find it difficult to facilitate LED projects due to the unavailability of infrastructure. Nkwinika and Munzhedzi (2016) states that credit granting often caters for LED in the formal, rather than informal sector since the informal sector SMEs usually do not meet credit requirements. In many instances, funding is not necessarily the challenge of lack prioritisation of LED that caused staff shortages, rather limited funding for the programme.

#### **2.14.5. Poverty and Unemployment**

According to Nkwinika and Munzhedzi (2016), one of the major challenges facing local government is the never-ending pressure to alleviate movements of the marginalised from the rural areas to urban due to lack of job opportunities and lack of improved standard of living. Due to this poverty and unemployment has a negative impact on economic development.

Equally so, this leads to municipalities being unable to aid LED inventions through funding and developing them, and the local economy will be affected. Duflo (2012) is of the view that poverty and lack of opportunity put together encourage inequality between men and women, therefore when poverty is reduced through economic development, women conditions are also improved.

#### **2.14.6. Accountability**

Chaterera (2016) explains accountability as the ability to provide information, clarification and validation as per the public official's functions. Accountability initiatives in South Africa have been created as a strategy for improving public service. This entails government officials being accountable for their actions. Accountability ensures that government promotes a number of services. Lack thereof, may hinder development.

#### **2.14.7. Patriarchy**

Thabethe and Mathe (2010) states that due to patriarchal values that dominate traditional and cultural practices, the work and experiences of women are underestimated, and their needs are also not taken into consideration. Women do not account for all the duties they perform to sustain life; thus, their work is kept hidden, devalued, invisible and unpaid. For instance, women in agriculture work far harder and for longer hours than men in agriculture. Consequently, women in rural agriculture are treated like children with no voice in planning processes, and spaces to influence decisions are seldom created. Part of the problem is low literacy levels and the lack of autonomy to make decisions.

#### **2.14.8. Urbanisation**

The performance levels of local government are recognized in the Medium-Term Strategic Framework (MTSF) of 2014–2019. The framework gives recognition to the advances made by the local government in meeting service delivery challenges and stimulating local economies, particularly where infrastructure programmes and projects have been implemented. However, these advances are overshadowed by the rapid pace of urbanisation and migration. Furthermore, the MTSF recognizes additional issues related to poor governance, including a sense of disconnection and alienation experienced by communities with respect to the decision-making processes of local governance bodies.

## **2.15. CONCLUSION**

In conclusion, LED is regarded as an approach leading to economic development that ensures and encourages communities to work jointly in trying to achieve sustainable economic growth and development and allows for economic benefits and improved standard of living in a local municipality area. LED as a bottom-up approach to economic growth through the recognition of the economic potentials of every area. Empowerment has been at the heart of all development institutions in the developing world. Several legislations and policies give a clear permission to the local officials to engage in LED, however even so there are limited resources to carry out the mandate. Despite the policy efforts to reduce rural disparities, social deprivation still exists in the rural area.

LED approaches are vital as they provide direction to a certain area on what form of LED they want to partake in. Approaches assist stakeholders to make an informed choice on how to channel their resources towards an approach wanted and find ways to sustain them. The Constitution of the Republic of South Africa declares traditional leadership as an official governance. Empowerment accelerates development. Women empowerment means giving them (women) the freedom or power to live the way they want. It allows them to identify their skills, knowledge and abilities to make their own decisions.

## **CHAPTER THREE**

### **THEORETICAL FRAMEWORK: EMPOWERMENT THEORY**

#### **3. INTRODUCTION**

This chapter focuses on the empowerment theory. The research study defines the concepts that are deemed to be relevant to the study. According to Du Plooy- Cilliers *et al.*, (2014), a theoretical framework is a precise collection of thoughts and theories that narrates the occurrence which one selects to investigate. The theoretical framework gives an understanding of the theories and concepts that are relevant to the topic.

#### **3.1. THE EMPOWERMENT THEORY**

Kahika and Karyeija (2017) state that empowerment has been at the heart of all development institutions in the developing world. The term empowerment stems from the American community psychology and is linked with the scientist Julian Rappaport (1981). Masiopato and Wotela (2017) add that, empowerment theory is associated with several scholars such Zimmerman (1981, 1984), Swift and Levin (1987), Rappaport (1981, 1987) and Cornell Empowerment group (1989). The empowerment theory emphasizes the necessity of relating one's well-being with the socio-political environment. Additionally, Kahika and Karyeija (2017) are of the view that the theory originates from the authors Oakley, Rappaport and Clayton in the 1980s, with the aim of enabling societies to participate in their own development.

Masiopato and Wotela (2017) is of the view that the origins of the empowerment theory identify the importance of participation when it comes to accomplishing goals, attaining access to resources and gaining the understanding of the socio-political environment in one's locality. The authors Masiopato and Wotela (2017) argue that basically, empowered communities should be able to convey, impact, control and hold government institutions accountable for issues pertaining to their lives.

According to Zimmerman (2000), empowerment theory highlights principles and frameworks for shaping one's knowledge. Throughout the years, the theory has developed exponentially with the aim to educate people on their own development. The empowerment theory embraces the assumption that a few social challenges occur due to unequal distribution of and access to assets. Sharing the same sentiments as above, the authors Chomba, Nathan, Minang



and Sinclair (2015) states that there are various meanings of the concept of empowerment. Empowerment outlines the capacity at which individuals or groups to apply agency, choice, and self-determination, entitlement to make decisions, freedom, control and ownership of their lives. Empowerment is also viewed as making organisations, government and non-governmental institutions to respond and be accountable to marginalised people. Thus Chomba *et al.*, (2015) states that, empowerment is stipulated under two major schools of thought: “based on people’s choice and agency and their capacity to control their lives and the second based on political and economic notions of making institutions more responsive to local people”.

Empowerment is a multi-dimensional social process that assists societies to gain control over their own lives. Kahika and Karyeija (2017) state that at the core of the concept of empowerment is the idea of power. Power denotes the ability or capacity for people to manage and have control over their lives either by themselves or with the assistance of others. Masiopato and Wotela (2017) suggest that empowerment refers to the change from the state of inactiveness to a state of active control. Empowerment stimulates the mind of the human being and the environment in which they live. Empowerment involves capacitating community members in a way to improve the standard of living. Empowerment enables communities to actively participate in development. Empowerment enables communities to voice out socio-economic issues (Kahika and Karyeija, 2017). Butler (2017) also states that empowerment enables self-assurance and abilities of the previously marginalised individuals allowing them to take control of their lives, be able to organise resources in a way that they meet the community’s needs leading to socio-economic development.

The author Narayan (2002) states that empowerment cannot be overlooked as it leads to an enhanced standard of living, enhanced human dignity, good governance, project efficiency and enhanced service delivery. Empowerment maximizes the ability for the poor to assume future self-programs through the concept of participation. Narayan (2002) further defines empowerment as “a process that helps people have a sense of ownership over a project being implemented in their area”. Empowering communities’ enables them to have less confidence in outside forces to assist them to curb poverty. Empowerment theorists are of the view that underdevelopment and poverty occur due to rural people being powerless and with inadequate abilities and capacity to make choices that will transform their lives. Empowerment theory stresses on participation, capacity building, economic improvement,

democracy and transparency, which are regarded as fundamental elements of LED (Kahika and Karyeija, 2017). LED is envisioned to empower the mostly disadvantaged communities enabling them to generate income to meet their fundamental needs (Koma, 2012). ILO (2010) further states that when the LED initiatives are being planned, it's important to ensure that women and men are provided equal opportunities to be directly involved in the LED process and should be given the chance to express their needs and opinions concerning the development of their area. From a South African perspective, the Constitution of the Republic of South Africa (RSA, 1996) mandates public officials to promote the improvement of the socio-economic standard of living of the communities within an area of jurisdiction. Siddle and Koelble (2016) argue that local government under the current statutory dispensation has a crucial developmental role to play in transforming local people and local settings, as the root for a democratic, integrated, prosperous and non-racial community. The authors Siddle and Koelble(2016) further state that local government under the Constitution of the Republic of South African is obligated to govern on their own initiatives to address the local government issues of their communities.

LED according to Nel and Rogerson (2016) has been viewed as a strategy with the ability to address local development backlogs and improve the standard of living for the communities through promoting socio-economic development. LED is a bottom-up approach viewed to have the potential to redress the rationally known top-down approaches that have failed to address local change. Importantly so, Maxegwana *et al.*, (2015) argues that community beneficiaries must be empowered to have an influence, direct and control and own the spaces of LED.

With regards to this study, empowerment refers to enabling women to actively participate in their own development. Empowerment affords women the opportunity to make important choices allowing them to express themselves on the choices which will address their socio-economic well-being. For this research, four concepts must be defined as they apply to the research problem of this study. The components of empowerment theory as highlighted by Kahika and Karyeija (2017) namely: participation, capacity building, economic development and transparency are discussed below:

- **Participation**

Ogunleye-Adetona and Oladeinde (2013) are of the view that participating in project planning and implementation is globally understood to be of high importance as it assures a socio-economic change in rural areas. Participation within the locality allows the rural community to highlight issues as they best affect them, to prioritize and propose locally acceptable solutions to the issue at hand. This leads to a successful implementation of municipal initiatives. The author Moyo (2014), states that including rural society in matters of their welfare is a basic factor that directs all development procedures that will develop their livelihoods.

- **Capacity building**

Mazibuko (2017) is of the view that, the concept capacity building emphasizes that people can shape their own change through a learning process that strives to build the abilities of beneficiaries of development to facilitate their own development. The author Mazibuko (2017) further states that capacity building ensures that people have access to information and knowledge which are in turn beneficial for their participation. In addition, the author Muluka (2012) asserts that “capacity building is the attainment of knowledge, skills and attitudes by people that is essential in the design, development and maintenance of organisational and operational infrastructure and processes that are locally meaningful”.

- **Economic development**

Feldman, Hadjimichael, Lanahan and Kemeny (2016) states that economic development is essential for economic growth. Economic development leads to improved standards of living and increased prosperity. Economic development can be achieved through sustained innovation, improved infrastructure, improved literacy and opportunities for more fruitful exchange.

- **Transparency**

Santos, Quelhas, Franca, Meirino and Zotes (2013) view transparency as a way of increasing reliability. That is, there is a relationship between citizen satisfaction and government. The authors Santos *et al.*, (2013) further state that access to public information demonstrate transparency. Agreeing with the above, Chaterera (2016) views transparency as an influential authority that is utilized by officials to combat corruption, improve governance and facilitate

accountability. The author Chaterera (2016) further states that transparency enables the ability to access public information about the state and the capacity at which they (public officials) can evaluate its performance, policies and ensuring consultation with the community.

To meet the objectives of the study, the researcher employed the empowerment theory to understand the benefits of empowering rural women on LED. The researcher sought to understand the extent at which the municipality can facilitate LED project effectively upholding the principles of accountability and transparency as the core components that ensure development.

### **3.2. CONCLUSION**

The origins of the empowerment theory outline the importance of participation towards the achievement of goals, gathering access to resources and obtaining the understanding of the socio-economic environment in their area of jurisdiction. This is to say that, empowered societies should be able to negotiate, influence, control and hold government organisations accountable on matters affecting their lives. The components of empowerment theory are participation, capacity building, economic development and transparency.

## **CHAPTER FOUR**

### **RESEARCH METHODOLOGY**

#### **4. INTRODUCTION**

The previous chapter discussed the theoretical framework. This chapter gives in detail the research methodology utilized by the researcher. This chapter gives a brief of the geographic setting of the study being the Swazini administrative area, a rural area under Port St Johns local municipality. The data collection method includes the primary and secondary data. The data collection methods outlined the importance of empowering rural women on LED initiatives and the role played by the municipality in enhancing such strategies. Moreover, this chapter discusses in detail the research design, and the data collection tools used to collect the primary data. It is important to note that this research is a qualitative study, hence, the researcher aligned the data collection tools with the design. In this chapter, the researcher highlights on the population and sampling techniques employed. This chapter also provides a discussion of data analysis utilising the thematic data analysis. A brief discussion on ethical considerations and limitation of the study are discussed before the chapter concludes.

#### **4.1. RESEARCH PARADIGM/ TRADITION**

Qualitative researchers start out their inquiry by identifying their philosophical assumptions. The chosen paradigm guides the selection of the research methodology. It is essential that coherence exists throughout the research, between the paradigm and method (O'Neil and Koekemoer, 2016). Du Plooy-Cilliers *et al.*, (2014) defines paradigms as beliefs that direct the researcher's study, how research should be carried out and how research can be analysed. Guided by the research approaches (qualitative, quantitative and mixed methods) researchers are able to employ paradigms that are suitable for their study. A qualitative research approach (discussed latter) was employed focusing on constructivism as a paradigm. The type of the chosen research paradigm is discussed as follows:

- **Social constructivism**

Andrews (2012:44) asserts that social constructivists are of the belief that numerous realities exist. Wagner, Kawulich and Garner (2012) state that constructivists assume that knowledge can be influenced by personal feeling, opinions and experiences. Hayles, Harvey, Plummer and Jones (2015) considers that one's understanding of their reality roots from social

interactions and social experiences. Moreover, social constructivists view themselves as active participants in the research process; the results of the research are constructed from respondents' perspectives and are further interpreted by the researcher during the research process. Researchers with this assumption tend to establish close and compassionate relations with the respondent with the aim of gaining greater insights into their personal experiences. This is to say that the aim of this research is to gain an understanding of how people perceive the universe and how they derive the meaning of a certain phenomenon (O'Neil and Koekemoer, 2016). The researcher focused on Swazini administrative area under Port St John Local municipality with the aim of acquiring information on the phenomenon undertaken. Employing social constructivism, the researcher aimed to grasp the importance of LED on women and to understand the changing realities that exist in the area under investigation. The respondents were given the chance to express themselves on LED initiatives that the municipality has.

#### **4.2. RESEARCH DESIGN**

Research designs are selected and established by understanding the research questions of the study and the audience's response and their expertise with the design and on the researcher's ability to familiarize and utilise the design (O'Neil and Koekemoer, 2016). Creswell (2014) describes research designs as a form of inquiry within the qualitative, quantitative and mixed method approaches that gives direction to methods in the research design. Tichapondwana (2013) argues that a research design entails organising processes and methods of a study in a systematic manner and highlights the methods which the researcher interprets when concluding on the study to avoid an unplanned approach. Tichapondwana (2013) identifies the following types of research designs, the descriptive research, the case study, the explanatory research design and explanatory research. The descriptive design according to Du Plooy- Cilliers (2014) is a type of research design that describes the features of an occurrence and enables information dissemination about an occurrence. While the case study is a research design that sought to provide an in-depth understanding of the occurrence (Tichapondwana, 2013). The explanatory design according to Du Plooy- Cilliers et al., (2014) is a design that seeks to have clarification for the occurrence and sought to find solutions.

This is an exploratory study. Rajasekar *et al.*, (2016) argues that “Exploratory actions are done in order to discover something or to learn the truth about something”. Rakotsoane (2012, 35) refer to an exploratory research as “a research designed to gain an insight into a little-known situation, phenomenon, thing, community or person”. The finds of an exploratory research often present a variety of research grounds and other options for recommendations of a specific issue and can often allow for further researches. With Maree (2014) arguing that exploratory research is piloted for one to be more knowledgeable about the phenomena. This means that the true meaning of the occurrence will be highlighted by the individual’s experiences. Du Plooy-Cilliers *et al.*, (2014) states that exploratory research can be used based on one or more of the purposes:

- To gather understandings as part of a pre-test or pilot test
- To classify crucial concepts
- To highlight collective needs
- To classify significances of research problems
- To endorse expectations

The researcher employed this research design type as means of gaining more knowledge on the impact of empowering women on LED initiatives as the researcher has through curiosity showed interest on LED and was less knowledgeable about the field. The researcher’s aim was to relatively identify the challenges within the area were the problems and opportunities are found and to highlight the significant elements that may be of relevance to the research.

### **4.3. RESEARCH APPROACHES**

Du Plooy-Cilliers *et al.*, (2014) provides three types of research approaches. These are quantitative, qualitative and mixed methods. Flick (2015) is of the view that qualitative researchers study an occurrence by understanding the concepts and formulates a theoretical framework. A qualitative researcher generates meaning on the causes of the phenomena. In contrast, a quantitative researcher utilises numbers. These numbers are then presented statistically. Flick (2015) further states that “the qualitative research is a strictly goal-orientated procedure which aims for the objectivity of its results.” Du Plooy –Cilliers *et al.*, (2014) states that qualitative researcher’s interests rests with the human experience and the meanings derived from the phenomena. The researcher assumes that, based on the above perceptions, qualitative research deals with meaning, emotions, approaches and motive.

Quantitative researchers employ a numerical approach to the phenomena being investigated (Du Plooy-Cilliers, 2014). Du Plooy-Cilliers *et al.*, (2014:14), additionally, describe quantitative research “as a way to test objective theories by inspecting the connection between variables, through statistical or numeric data”. The focus of the quantitative research approach is to control “components, actions and presentation of participants” (Tichapondwa, 2013). On the other hand, Wagner *et al.*, (2012:16) explains that a mixed method entails utilising both qualitative and quantitative research approaches when conducting research.

Research approaches are without their differences and similarities. Du Plooy-Cilliers (2014) states that the quantitative research approach uses deductive reasoning when testing theory. Its epistemology stems from natural science. With an objective ontology. Its counterpart, qualitative research approach utilises inductive reasoning for testing theory. In addition, draws its epistemology on individual interpretation of social reality.

Whilst the approaches may differ, several similar elements exist. The qualitative and quantitative approaches maybe used systematically using empirical methods. The researcher’s aim at gathering findings utilising research questions following a systematic procedure (Flick, 2015). A qualitative study according to Flick (2015) can be utilised over a short period facilitated in a number of phenomena with the results being able to be generalised. This is without its disadvantages, elements and context of the meaning linked to the study cannot be sufficiently considered. Whilst a quantitative approach is detailed, and participants are able to provide a relevant answer to a question as it affects them. However, the downfall for this approach is that it is time-consuming.

This study employed a qualitative research method. The qualitative research method enabled the researcher to gather new perceptions of rural local economic development and its impact on women. The researcher was driven by curiosity and sought an in-depth knowledge of the phenomena. The researcher deemed the qualitative research approach as relevant for the study as it highlights the importance of investigating social issues and allows for the respondents to express their views on the questions being asked by the researcher and allows for the researcher to further probe the respondent with the aim of gaining in-depth knowledge. The researcher by the end of the study was able to construct reality and demonstrate knowledge of the study.



#### 4.4. STUDY SITE

A study site is the area in which the study is conducted. It outlines the geographic study area. The figure 4.1 below shows where the researcher conducted this study.

**Figure 4. 1 Swazini administration map**



**Source: Map data (2017) AfriGIS (Pty) Ltd**

Swazini administrative area, which is in the Port St Johns Local municipality in the Eastern Cape. Port St Johns local municipality is situated in the deep former homelands of the Transkei. The municipality is predominately rural and accommodates over 130 rural villages which depend on a small shopping mall in Port St Johns. Ports St Johns is home to approximately 156,136 people and has a growth rate of 0, 61 percent. Females constitute most of the municipality (Port St Johns IDP, 2017). Port St Johns is known for its natural beauty, however, several challenges lead to a poor socio-economic reality. Over 80 percent of the local inhabitants are unemployed. Above 50 percent of the households earn less than R18 000 a year and nearly 40 percent of the inhabitants are living in rural nodes and can neither read nor write (Port St Johns Local Municipality, 2017).

Swazini administrative area is home to approximately 1,104 people. Amongst the population 59, 4 % of the population are female-headed families. With 85, 3 % of the population having access to electricity. Approximately 10, 4 % of the population has undergone higher education, with 6, 6 % of the population recorded as being literate (Statistics South Africa, 2011).

#### **4.5. TARGET POPULATION AND SAMPLING, STRATEGIES, TECHNIQUE AND SIZE**

##### **4.5.1 Population**

A study population is a subset of the population which assist the researcher to gather ideas. It then becomes important that the researcher is able to access the population. The researcher must also be able to draw a sample that represents the population (Du Ploy-Cilliers, 2014). The target population of this study is Port St Johns local municipality and the general members of the community within the Port St Johns municipality's jurisdiction.

##### **4.5.2 Sampling strategies, techniques and size**

According to Sekaran and Bougie (2010), "sampling is the process of selecting units (for example, people, organizations) from a population of interest so that by studying the sample it will be possible to fairly generalize results back to the population from which they were chosen". Two types of sampling exist. The Probability and Non-Probability sampling. Du Plooy-Cilliers *et al.*, (2014) states that probability sampling used in quantitative research is sampling that enables every element in a population a chance of being selected. Daniel (2013) maintains that non-probability sampling often used by qualitative researchers is sampling that eliminates some elements of the population to form a sample. Both sampling methods have dissimilar objectives. Sampling in qualitative research is utilised to gather in-depth data that enables one to understand the problem of the study. While quantitative sampling monitors the description of population parameters and testing hypothesis.

- **Sampling in a qualitative research**

Bryman (2015) states that sampling in a qualitative research is mostly associated with purposive sampling. However, Du Plooy-Cilliers *et al.*, (2014) states that qualitative research consists of accidental sampling, convenience sampling, purposive sampling, quota sampling,

snowball sampling and volunteer sampling. It could, therefore, be argued that no rule exists for selecting a sampling, however, there is a guideline that directs the researcher allowing one to be more knowledgeable on the type of sampling the researcher may use. For this research, the researcher employed purposive sampling in order to collect data. According to Edmonds and Kennedy (2013:17), purposive sampling is commonly used in qualitative researches and it is based on the objectives, the design as well as the target population. Purposive sampling enabled the researcher to choose respondents that possess the qualities deemed relevant to the study.

Briefly explained below are the types of sampling techniques used in qualitative research (Du Plooy-Cilliers *et al.*, 2014):

- Accidental sampling: this refers to an element that has been mistakenly chosen by the researcher. This means the element is in the right place at the right time.
- Convenience sampling: the researcher is aware of the elements and it is conveniently available to the researcher.
- Purposive sampling: entails purposefully choosing the elements that will form part of the sample based on certain characteristics.
- Quota sampling: similar to purposive sampling, the researcher choose's the elements that will form part of the study. The sampling technique also assists the researcher in ensuring that the characteristics stipulated in the population parameters are embodied equally in the last sample.
- Snowball sampling: qualitative researchers may use referrals from respondents to gather data in order to increase the sample size.
- Volunteer sampling: as the name suggests, this sampling technique is used when the respondents voluntarily participate in the study. This method is however not reliable and can result in an erroneous research study.

The researcher has the duty to (before beginning with the actual field study) prepare for the study by planning what is to take place. And sampling is one of them. The table below demonstrates the participants, targeted population methods and instruments used by the researcher to gather data. Generally, qualitative studies employ 1-30 participants (though the sample size is often based on the informational needs of the research question) (Bengtsson, 2016). The researcher aimed at purposefully selecting the following participants.

**Table 4. 1 : Sample size**

Participant	Targeted Number	participated in the study	Methods	Instruments
Municipal Manager	1	1	Interview	Interview guide
LED Manager	1	1	Interview	Interview guide
Traditional Leader	1	1	Interview	Interview guide
Ward councillor / ward committee	1	1	Interview	Interview guide
Small businesses owned by women	4	2	Interview	Interview guide
Rural women	12	10	Interview	Interview guide
Total	20	16		

**Source: Researcher’s contribution**

Due to time and cost, it was impossible to involve the entire residents of Swazini administrative area in the research study hence, the sample of women who participated in the study was used. It was also impossible for the researcher to interview the entire public servants that are part of LED.

**4.6. DATA COLLECTION**

Brynard, Hanekom and Brynard (2014) state that “data collection component of research is common to all fields of study including physical and social science, human and business” Although data collection methods differ by discipline, it is vital for one to uphold the principles of accuracy and honesty. Data collection is viewed as a stage in research where gathering of data includes a number of activities that a researcher will partake in to answer

questions on the study. In essence, data collection refers to the researcher gathering data from the participants.

Two types of data exist. These are primary data, which refers to empirical research and the secondary data which refers to data that already exist. Primary data consist of data that is collected using interviews, focus groups and observations amongst other things. Secondary data is obtained for instance through books, scholarly accredited journals and the internet (Brynard *et al.*, 2014).

With regard to the proposed study, the researcher made use of primary and secondary data. The researcher sought to create interview questions and interviews. The researcher collected data using existing data that assisted in compiling the literature review. Thus, discussed below is the type of data collection tools that form part of primary data collection that the researcher utilised.

- **Qualitative data collection tools**

Augustine and Coleman (2013) maintain that research tools are vital in the research process. The research tools are important as they assist the researcher in determining how the data will be gathered. Qualitative data collection consists of the following tools, interviews, focus groups and participants. This study will make use of interviews.

According to Van Zyl (2014), an interview is described as a communication amongst the interviewer and the interviewee. During an interview, the interviewer asks the interviewee questions whilst the interviewer identifies possible sources of information and structures the information according to the respondent's responses. Interviews can be in many forms. The researcher might see the need to conduct a face to face interview in order to generate insights. The researcher may also conduct a phone or video conferencing technology (Van Zyl, 2014). However, the time allocation and nature of this study allowed the researcher to make use of the semi-structured interview. The researcher sought to employ the above to grasp and have a better understanding of the study. This will also allow the researcher to be able to physically observe the phenomena and be able to validate the data collected from the participants. The chosen tool is briefly discussed below:

- **Semi-structured interviews**

Maree (2014) asserts that an interview is a reciprocal dialogue. The researcher inquires about the occurrence whilst the respondent voluntarily responds. Cohen (2011) further argues that semi-interviews enable respondents to easily express themselves. In addition, De Vos, Strydom, Fouche and Delpont (2011) state that semi-interviews are open-ended and must be done in a friendlier environment. Like other data collection tools, semi-structured interviews are without its disadvantages. It's time-consuming and participants may converse about other things as opposed to answering questions and it is expensive.

The researcher formulated new emerging lines of inquiry as the participants responded to the questions. The semi-structured interview enabled the researcher to probe question in a way of gathering new insights and being able to validate the data.

#### **4.7. DATA ANALYSIS**

There are many ways to conduct a qualitative data analysis (Bengtsson, 2016). Van Zyl (2014) describes data analysis as a scientific procedure for applying several techniques to describe, simplify, highlight and assessing data. With the aim of attaining the research objectives, the researcher employed a thematic analysis as a mechanism to analyse data collected from the participants. The author Van Zyl (2014) describes a thematic qualitative research as “it emphasizes pinpointing, examining and recording patterns or themes within data, themes are patterns across data set that are important to the description of a phenomenon and associated to specific research questions”. Bengtsson (2016) asserts that a thematic analysis refers to the process that define a form of analysis that utilises clustering and thermalizing.

Nowell, Jill, Norris, White and Moules (2017) notes that it is important for a researcher to conduct the study in a more meaningful and systematic manner to gather useful results. It is also vital for researchers to conduct a qualitative thematic analysis in an accurate, reliable and thorough manner. This could be done by recording, classifying and disclosing the methods of analysis with efficient detail that will enable the reader to determine with the procedure is trustworthy.

Maguire and Delahunt (2017) identifies six steps that a researcher may utilize when employing a thematic analysis data analysis strategy for interpreting data. The steps include amongst others: be familiar with the data, generate initial codes, and search for themes, review themes, define themes and write-up. These are steps are discussed below:

- **Step 1: Be familiar with the data**

It is important for a researcher to clearly understand and interpret the transcripts. During this stage, the researcher highlights early impressions (Maguire and Delahunt, 2017). It is in this stage where the researcher provides realistic witness to the data provided, upholding the principles of honesty and being cautious of their own perspective. The researcher may jot down notes providing insights for coding (Nowell *et al.*, 2017). The researcher of this study was granted the opportunity to record the response as per the respondent's response. The researcher was able to transcribe the data without any alterations. The researcher hand wrote all the responses as means to analyse the raw data. The researcher later, coded the raw data, after the researcher thoroughly understood the data

- **Step 2: Generating initial codes**

This step involves coding, theorising activity that needs a researcher to clearly understand the data. Qualitative coding is “a process of reflection and a way of interacting with and thinking about data. Coding allows the researcher to simplify and focus on specific characteristics of the data” (Nowell *et al.*, 2017). At his stage, the researcher of this study was able to generate innovative thoughts that eventually led to the researcher gathering codes that were employed as themes.

- **Step 3: search for themes**

This step follows after the data has been coded and arranged. The researcher is then able to highlight numerous codes as identified when the data set has been developed. During this step the researcher sorts and arranges possible relevant coded data and gathers themes. A theme can be defined as “an abstract entity that brings meaning and identity to a recurrent experience and its variant manifestations. As such, a theme captures and unifies the nature or basis of the experience into a meaningful whole” (Nowell *et al.*, 2017). The researcher of this study employed thematic map to arrange codes and themes.

- **Step 4: Review themes**

This step starts after themes have been organised and now require modification. At this step, researchers are then able to review the coded data extracts for each theme to gather whether the themes are inarticulate patterns (Nowell *et al.*, 2017). During this stage, the researcher was then able to identify how the different themes fit into the research data. The researcher was then able to align the theme to the data.

- **Step 5: define themes and write-up**

The researcher then concludes on which feature of the data each theme refers to and highlights what draws the attention of each theme and why. It is important for the researcher to jot down a detailed analysis for each theme and give meaning to each theme. It is also important for the researcher to gather theme names that will catch the reader's attention (Nowell *et al.*, 2017). At this stage the researcher was then able to write a detailed analysis for each individual theme, identifying each meaning of theme aligning it with the research questions and literature.

- **Step 6: Write-up**

When the researcher has fully organised and generated themes, the researcher may then provide a write-up of the report. This could be done in a more a summarized, clear, consistent, non-repetitive, and interesting account of the data within and across themes (Nowell *et al.*, 2017).

The researcher recorded some of the interviews using a cell phone recorder as permission was granted by the participants. The researcher then transcribed the data qualitatively employing a thematic analysis as a technique. The researcher then used the recording to code and analyse the data linking it with the theoretical framework and the literature review. The researcher further gave meaning to the data and this will be outlined in the following chapter. The researcher whilst conducting interviews was guided by ethical requirements and these are highlighted latter.



#### **4.8. ETHICAL CONSIDERATIONS**

Welman (2007) is of the view that being ethical entails being able to uphold moral values. The aim of ethics is to ensure that participants are not exposed to any danger when partaking in the study (Welman, 2007). The researcher considered the following when conducting the study.

- Informed consent: The researcher described the aim and goal of the study to the respondent. The researcher ensured that the respondents voluntarily participate in the study with no influence from the researcher.
- No harm to respondents: the researcher ensured that there is no harm posed to the respondents whilst taking part in the study, be it physically or emotionally.
- Confidentiality and anonymity: The researcher did not give confidential information of the study.
- Permission obtained: A written permission to conduct the study was obtained from the Port St Johns municipality and the traditional leader of the area under investigation.

#### **4.9. LIMITATIONS OF THE STUDY**

This study cannot be generalized. Meaning it is relevant to the rural women in Swazini administrative area. The researcher was faced with the challenge of translating interview schedules into IsiXhosa. There were delays in getting the gatekeepers letter from the municipality. Several times rural women didn't want to participate in the study even though the researcher highlighted that there is no harm in partaking in the study. The researcher collected data whilst there was an ongoing taxi strike that took more than a month forcing the researcher to delay the process as the researcher was immobile. Many times, the researcher had to postpone interviews with the municipal officials as they were on strike. The municipal strike needed the attention of the traditional leaders, the Municipal Manager and Ward Councillor, then the researcher had to wait for hours for the participants all in vain and had to cancel the meetings. Another drawback faced by the researcher was with the ethical clearance, as the ethics committee took approximately two months to respond. One limitation that is worth mentioning is that the Municipal Manager of Port was only there for a couple of months (Feb- May 2018). He was deployed, and he had no grounded knowledge of LED initiatives within the municipality. Another limitation of the study is, the study was self – funded. The researcher is a full-time employee and a parent. Though the researcher was faced

with limitations, the researcher is confident in the findings and recommendations of the study.

#### **4.10. CONCLUSION**

This chapter highlighted the research designs, methods and paradigms that were employed by the researcher. The chapter also touches on the procedure the researcher used when collecting data. It highlighted the study site and how the researcher chose the respondents. As the study is qualitative in nature, the researcher utilised qualitative approaches to collect and analyse data, and to give meaning to the raw data. In conclusion, the researcher touched on the ethical issues and limitations of the study. The next chapter will focus on the data analysis.

## CHAPTER FIVE

### DATA FINDINGS AND ANALYSIS

#### 5. INTRODUCTION

The preceding chapters highlighted on the introduction of the study, the literature review, the theoretical framework and the research methodology respectively. This chapter presents the results and data analysis. Which is to say, the breakdown of the participants, the results of the study, discussion and analysis of the findings are presented later. As the researcher highlighted that in the previous chapter, data was collected using semi-structured interviews. The aim of the study is to assess the benefits of empowering rural women on LED initiatives within the Port St Johns local municipality focusing in Swazini Administrative area. The researcher further utilised the thematic analysis for analysing the data. The researcher purposively selected the respondents of this study with the aim to gain more knowledge of the phenomena under investigation. The research as stated before is a qualitative study. It is also important to point out that the presented data is the true reflection of the participant's responses, meaning there were no alterations made by the researcher.

#### 5.1. BREAKDOWN OF THE PARTICIPANTS

As stipulated previously, the researcher purposively selected participants from the municipal level and community level (women in this case) within the Port St Johns local municipality focusing on Swazini Administrative area. The researcher interviewed the participants at environmental settings and time at which the participants were comfortable for interviews to take place. The table below 5.1 highlights the number of participants who participated in this research.

**Table 5. 1 : categories of study participants**

Participant	Targeted Number	Participated	Methods	Instruments
Municipal Manager	1	1	Interview	Interview guide
LED Manager	1	1	Interview	Interview guide

Traditional Leader ( iNkosi yendawo)	1	1	Interview	Interview guide
Ward councillor / ward committee	1	1	Interview	Interview guide
Small businesses owned by women	4	2	Interview	Interview guide
Rural women	12	9	Interview	Interview guide
Total	20	15		

**Source: Author's contribution, 2018**

## 5.2. SUMMARY OF THE RESULTS

The researcher gathered the following:

- **From the municipal level**
  - One of four participants highlighted that the municipality is looking at revamping the town focusing at the waterfront. Whilst three of the participants indicated that even though ward nine has quite a few economic activities going on, unfortunately, there exist no LED initiatives within Swazini Administrative area. However, the municipality identified two economic sectors that is growing the economy of PSJ being agriculture and tourism, with agriculture dominate in rural areas. One participant further highlighted that there is one project that deals with agriculture (working for water) that is owned by an NGO that assists women in eradicating poverty. One of four participants stated that from the NGO that exists there is skills transfer. Whilst one participant indicated that women are encouraged to start their own LED initiatives that will allow them to be the main beneficiaries of the LED initiative.
  - All the participants indicated that women are the bedrock of the society; some women are leaders of their own family when men are away, and in many instances, women become key in generating the economy. One respondent further added that, though many women within Swazini administrative area are solely dependent on social grants, they can support their families.

- One of four participants indicated that a LED unit and a special programs unit exists that focuses on LED with the aim to empower and cater for the disadvantaged more especially the women. One participant indicated that the municipality operates as a facilitator within the LED. On the other hand, another participant responded that *“ndiyaxelelwa qho xa sikwi ndibano yethu, nam ndiyababona oomama xa belandwa besiya kula NGO yakwa agriculture-we hold meetings and I am given feedback on any development taking place within the area”*. The other participant responded that every now and then they meet up with the women to plan on LED initiatives. Another respondent highlighted that it is crucial to understand that for a project to be executed there exists five stages that the project needs to follow, initiation, planning, execution, controlling and the closing. So, before a project is implemented, communication is made with the Ward Councillor of the area and the traditional leader to inform people of a certain development that is going to take place in their area. It is up to them (community) to then disagree or agree with the project. *“We discuss issues like who will be employed, how the certain development will benefit the economy and things of that nature”*.
- When it comes to the role played by the national, provincial and other departments in ensuring that LED initiatives are implemented, the four respondents responded that the municipality does receive funding in the form of grants from the national government. With one participant adding that within the rural areas of Port St Johns there is an involvement by the Department of Agriculture that assists the rural women by providing seeds to plant and encouraging women to start their own initiatives. Though there is funding that is received from the national government it is not enough to carry out the LED projects. On the other hand, another participant highlighted that within the Swazini Administrative area, no LED initiatives have been implemented and that, *“the politicians do not consider the traditional leadership or give feedback to them- oh! Hayi ipoliticians zakomasipala azisibali nosibala size traditional leaders, abasiniki nengxelo le”*.
- The four participants responded that the Municipality does conduct training workshops in projects within the municipality. And women benefit

immensely. There has been LED training session within ward nine which assisted women. LED had a focused training system that identifies projects happening in the municipal space. However, there are no LED projects that are supported by the municipality within the Swazini Administrative area. With one responded arguing that the Department of Agriculture does train and develop women on how to plant seeds in their gardens and so forth and that there are NGOs that assist women on how to plough and take care of the garden plants.

- Two of the four participants responded that the municipality does facilitate the training programmes. They (municipality) identify the individuals from projects, (with the assistance of a Ward Councillor) that are running that will need people to be trained and developed. They identify the need to train the participants. The other two responded that the municipality doesn't train the women within the municipality.
- The four respondents highlighted that unemployment and poverty are at its highest prevalence amongst women. Several women have sought greener pastures in the urban area. There is an unending battle of corruption, lack of communication within the municipality and traditional leaders and Ward Councillors, inadequate resources to facilitate LED initiatives. Slow pace of development due to inadequate operation between the Ward Councillor, traditional leader, and the municipality. Participants highlighted that they broadcast their developments in radios and newspapers.
- **From small owned business owners owned by women**
  - The two of two participants highlighted that they do not receive any form of training from the municipality. They are self-thought. *“ezingobozi ndizenzela ngokwam andincedwa mntu ndothi ndakugqiba ndizithengise, ndigxothe ikati eziko-* I do not receive any training from the government, the buckets you see are handmade and self-thought. I sell them as means to eradicate poverty”.
  - The two respondents' stated that the issue of poverty has a major impact on their businesses. One further highlighted that crime and infrastructure is also an issue. Unemployment drives people to resort to crime. The other further

stated that there is no training given to them on how to operate a business. “*Andifundanga, kodwa ndiyazizamela ngezandla zam, akhoncedo ndilufumanayo*- I am illiterate, I only use my hands to make these handmade baskets”.

- The two respondents highlighted that often they hold izimbizo with the traditional leaders. “*Imbizo iyasinceda isidibanisa nomasipala wethu nakunye noceba notata uNkosi sitsho sikwazi ukuveza izinto ezidla umzi (Izimbizo (community gathering) help us to meet with the municipal authorities, the Ward Councillor and iNkosi (Traditional leader) -we are then able to communicate important issues pertaining to any development)*”. The traditional leader provides feedback on issues as faced by the women. However, there has been no communication on how to improve their businesses and so forth. The two respondents highlighted that there has been no communication from the municipalities on how to operate a business. The two respondents have confirmed that their businesses operate legally, and the Ward Councillor is aware of them. However, one of two respondents highlighted that she is not registered, she weaves her baskets and sells them in her house with no intervention from the municipality and due to age, she cannot attend any meetings. The respondents stated that they are not aware of any form of assistance that could be provided to them by the municipality. They have never been informed or heard about any initiatives that could assist them in developing their businesses.

- **Response from the women**

- Five of nine participants highlighted that they are involved in projects whereby they plant vegetables that they later sell in town. Four of the nine participants stated that they have no knowledge of any LED initiatives. The five participants that stated that they run these projects as means to provide for their families once they have sold the vegetables. They also stated that, they are then able to curb the issue of unemployment and poverty. One of nine participants stated that they sometimes sell and donate to the disabled people within their area.

- The nine respondents asserted that the Ward Councillor and traditional leader understand the importance of development within the area. Development alleviates unemployment and poverty, which are some of the major issues faced by women in Swazini. However, development within the area is at its slowest pace. Three of the nine respondents stated that for their projects to be operational they get assistance from the Department of Agriculture and different NGO. With one participant stating that they receive assistance from other farmers.
- The four of nine respondents highlighted that they have never received any training from the municipality. Amongst which some highlighted that the only training received is from an NGO where the women are trained on how to plant and grow vegetables. From there they acquire skills. The skills acquired assist them to be able to plant and grow vegetables on their own. The respondents stated that they are not aware of any training workshops or anything of that nature that is provided by the government within their area. The rest of the respondents stated that they have never received any training on LED for any possible projects that may take place within Swazini administrative area. The respondents stated that amongst the challenges, poverty, unemployment, crime, illiteracy stands out. The respondents highlighted that generally, they communicate through *izimbizo* (community meetings). And sometimes things are broadcasted in the radio.

### **5.3. RESULTS OF THE STUDY**

The above table 5.1 shows that initially, the researcher anticipated to interview twenty participants, however, at the time the researcher was collecting data two of the small business owners were unavailable and the meetings booked were all in vain. Also, important to highlight is the Municipal Manager (MM) that the researcher interviewed was deployed from another department for a short period of five months. The MM that permitted the researcher to conduct the study in July 2017 was no longer with the municipality. The participants represented the entire population of Swazini Administrative area. Amongst the participants was the Municipal Manager, the LED manager, the traditional leader known as *iiNkosi*, the ward committee member was interviewed in the absence of the Ward Councillor, two small businesses owned by women and nine rural women of which amongst them were five owned



projects. Prior to conducting the research, the researcher had to translate the questions for the rural women to isiXhosa, a language that is spoken within the Swazini Administrative area. Some of the responses were recorded and some participants refused to be recorded even though the researcher informed them of the importance of the study.

The researcher hand wrote the responses. As stated earlier on, the researcher thematically analysed the study. The author Van Zyl (2014) describes a thematic qualitative research as “it emphasizes pinpointing, examining and recording patterns or themes within data, themes are patterns across data set that are important to the description of a phenomenon and associated to specific research questions”. Bengtsson, 2016 asserts that a thematic analysis refers to a process that defines a form of analysis that utilises clustering and thermalizing. Nowell *et al.*, (2017) argues that, it is important for a researcher to conduct the study in a more meaningful and systematic manner to gather useful results. It is also vital for researchers to conduct a qualitative thematic analysis in an accurate, reliable and thorough manner. This could be done by recording, classifying and disclosing the methods of analysis with efficient detail that will enable the reader to determine which procedure is trustworthy. Based on the above descriptions, the results of the study are stipulated below:

- **Interview responses from the Municipal level**

From the municipal level the researcher interviewed the Municipal Manager, the LED Manager, the ward committee and the traditional leader.

Question 1, 2 and 3, respectively: What are the major LED initiatives run by Port St Johns municipality in Swazini Administrative area? How do rural women benefit from the initiative? To what extent are women able to participate in the initiatives?

One participant out of four participants highlighted that the municipality is looking at revamping the town focusing on the waterfront. Whilst three out of four of the participants indicated that even though ward nine has quite a few economic activities going on, unfortunately, there exist no LED initiatives within Swazini Administrative area. However, the municipality identified two economic sectors that are growing the economy of PSJ being agriculture and tourism; with agriculture dominate in rural areas. One of four participants further highlighted that there is one project that deals with agriculture (working for water) that is owned by an NGO that assists women in eradicating poverty. One participant out of four participants stated that from the NGO that exists there is skills transfer. Whilst one out of four participants participant

indicated that women are encouraged to start their own LED initiatives that will allow them to be the main beneficiaries of the LED initiative. The remaining participants highlighted that since there are no LED initiatives within the Swazini administrative area, question 2, 3 is irrelevant to them.

Question 4 and 5: What role do women play in the socio-economic growth and well-being of the society? What is the major role played by the initiative in stimulating Port St Johns local economy?

- All the participants indicated that women are the bedrock of the society; some women are leaders of their own family when men are away, and in many instances, women become key in generating the economy. One out of four respondents further added that, though many women within Swazini administrative area are solely dependent on social grants, they can support their families.

Question 6: What is the role played by local government (Ward Councillor, traditional leader) in ensuring that rural women participate in LED, are empowered and equally benefit?

One of four participants indicated that there a LED unit and a special programs unit that focuses on LED with the aim to empower and cater for the disadvantaged more especially the women. One of four participants indicated that the municipality operates as a facilitator within the LED. On the other hand, another participant responded that, “*ndiyaxelelwa qho xa sikwindibano yethu, nam ndiyababona oomama xa belandwa besiya kula NGO yakwa agriculture-* we hold meetings and I am given feedback on any development taking place within the area”. The other responded that every now and then they meet up with the women to plan on LED initiatives. Another respondent highlighted that it is crucial to understand that for a project to be executed there exists five stages that project needs to follow, start, preparation, implementation, monitoring and the closing. So, before a project is executed, communication is made with the Ward Councillor of the area and the traditional leader to notify societies of a development that is going to take place in their area. It is up to them (community) to then disagree or agree with the project. “We discuss issues like who will be employed, how the certain development will benefit the economy and things of that nature”.

Question 7 and 8: What is the nature of the role played by the national, provincial and other departments in ensuring that LED initiatives are implemented? Is the support by the National and Provincial sphere of government efficient?

When it comes to the role played by the national, provincial and other departments in ensuring that LED initiatives are implemented, all four respondents responded that the municipality does receive funding in the form of grants from the national government. With one out of four participants adding that within the rural areas of Port St Johns there is an involvement on the Department of Agriculture that assists the rural women by providing seeds to plant and encouraging women to start their own initiatives. Though there is funding that is received from the national government it is not enough to carry out the LED projects. On the other hand, another participant highlighted that within the Swazini Administrative area, no LED initiatives have been implemented and that, *“the politicians do not consider the traditional leadership or give feedback to them- oh! Hayi ipoliticians zakomasipala azisibali nosibala sizi traditional leaders, abasiniki nengxelo le “*. Hence the respondent highlighted that there he has no knowledge of the question.

Question 9, 10, and 11: What training and development programs does the municipality have in place? Are rural women aware of these programs? Are rural women within Swazini administrative area benefiting from the training and development programs?

All four participants were of the view that the Municipality does conduct training workshops in projects within the municipality. And women benefit immensely. There has been LED training session within ward nine which assist women. LED had a focused training system that identifies projects happening in the municipal space. However, as it was stated before there are no LED projects that are supported by the municipality within the Swazini Administrative area. With one out of four respondents arguing that Department of Agriculture does train and develop women on how to plant seeds in their gardens and so forth, and that there are NGOs that assist women on how to plough and take of the garden plans.

Question 12: Is there support provided by the government to facilitate women owned businesses after the training programs have been implemented?

Two out of four participants responded that the municipality does facilitate the training programmes. They identify with the assistance of a Ward Councillor projects that are running that will need people to be trained and developed. They identify the

need to train the participants. The other two responded that the municipality doesn't train the women within the municipality.

Question 13 and 14: What are the key socio-economic factors that affect women that may hinder training and development on LED? What are the challenges facing the municipality as far as promoting women involvement in LED initiatives?

All four respondents highlighted that unemployment and poverty is at its highest prevalence amongst women. Several women have sought greener pastures in urban areas. There is an unending battle of corruption, lack of communication within the municipality and traditional leaders and Ward Councillors, inadequate resources to facilitate LED initiatives. Slow pace of development due to inadequate operation between the Ward Councillor, traditional leader, and the municipality.

Question 15 and 16: What communication channels are in place that ensures the dissemination of information to rural women on LED initiatives? Does the municipality, Ward Councillor and traditional leader provide feedback to the women on challenges incorporated whilst implementing LED initiatives?

*“Ufike kukho imbizo, kukho unondlu no sibonda uqhakamshekwano lenzeka phakathi kwabo”*, as you can see we had just had an izimbizo, we do communicate through them. The other three out of four participants highlighted that they broadcast their developments in radios and newspapers.

- **Interview response from small owned business owners owned by women**

Question 1: Is there any training that you receive from the municipality? Elaborate

The two out of two participants highlighted that they do not receive any form of training from the municipality. They are self-thought. *“ezingobozi ndizenzela ngokwam andincedwa mntu ndothi ndakugqiba ndizithengise ,ndigxotho ikati eziko-* I do not receive any training from government, the buckets you see are handmade and self-thought I sell them as means to eradicate poverty.

Question 2: If there is any training received, what do you gain?

This question was irrelevant to the respondents as they highlighted that they are self-thought and have never received training from the municipality.

Question 3: What are the major challenges that the rural businesses owned by women are facing?

The two respondents started that the issue of poverty has a major impact in their businesses. One out of two respondents further highlighted that crime and infrastructure is also an issue. Unemployment drives people to resort to crime. The other further stated that there is no training given to them on how to operate business. “*Andifundanga, kodwa ndiyazizamela ngezandla zam, akhoncedo ndilufumanayo-* I am illiterate, I only use my hands to make these handmade baskets.

Question 4: What mode of communication do you use to communicate with the municipality (Ward Councillor, traditional leaders)?

The two respondents highlighted that often they hold izimbizo with the traditional leaders. *Imbizo iyasinceda isidibanisa nomasipala wethu nakunye noceba notata uNkosi sitsho sikwazi ukuveza izinto ezidla umzi (Izimbizo help us to meet with the municipal authorities, the Ward Councillor and iNkosi (Traditional leader) we are then able to communicate important issues pertaining to any development)*”. The traditional leader provides feedback on issues as faced by the women. However, there has been no communication on how to improve their businesses and so forth. The two respondents highlighted that there has been no communication from the municipalities on how to operate business. The two respondents have confirmed that their businesses operate legally, and the Ward Councillor is aware of them. However, one of two respondents highlighted that she is not registered, she weaves her baskets and sells them in her house with no intervention from the municipality and due to age, she cannot attend any meeting, hence this question she couldn’t answer.

Question 5: Are you aware of the training and development initiatives provided by the municipality that can assist you in your business?

The two respondents stated that they are not aware of any form of assistance that could be provided to them by the municipality. They have never been informed or heard about any initiatives that could assist them into developing their businesses.

Question 6: Does the municipality provide feedback on the training and development initiative and information on how to improve your skill set further?

This question was deemed irrelevant to the respondents as they highlighted that they currently do not receive any training from the municipality.

- **Interview response from the general women**

Question 1, 2: What are the major LED initiatives present in Swazini administrative area? How do you benefit from this initiative as women?

Five out of nine participants highlighted that they are involved in projects where-by they plant vegetables that they sell in town. Four of nine participants stated that they have no knowledge of any LED initiatives. The five participants that stated that they run projects so that they can be able to provide for their families once they have sold the vegetables. In the same fashion, they are then able to curb the issue of unemployment and poverty. One participant stated that they can sell and donate to the disabled people within their area. The respondents further stated that their active role in non-agricultural activities is often without success or in vain in some cases. They argued that, improvement of the economic opportunities for women in Swazini may be an effective way of addressing the capabilities and income of household members.

Question 3, 4: How does the municipality choose participants for a LED project? What is your role in this project?

The respondents could not answer this question as they indicated that they receive assistance from NGOs, and the Department of Agriculture and no assistance from the municipality.

Question 5: What role does the municipality together with the traditional leader play in order to ensure that development takes place within Swazini administrative area?

The nine respondents asserted that the Ward Councillor and traditional leader understand the importance of development within the area. Development alleviates unemployment and poverty, which are some of the major issues faced by women in Swazini. However, development within the area is at its slowest pace.

Question 6; According to your own understanding, what is the role played by other stakeholders in ensuring LED takes place?

Three of nine of the respondents stated that for their projects to be operational they get assistance from the Department of Agriculture and different NGO. With one out of nine participants stating that they receive assistance from other farmers. The women asserted that the NGOs through supporting their projects allows them to provide income to the women, sustain their families, and educate their children through taking them to school.

Question 7, 8: Does the municipality train and develop you for any possible LED initiatives within existing or still to exist LED projects? How do you benefit from the training? If not are you aware of any training and development initiatives provided?

The four of nine respondents highlighted that they have never received any training from the municipality. Amongst which some highlighted that the only training received is from an NGO where the women are trained on how to plant and grow vegetables. From there they acquire skills. The skills acquired assist them to be able to plant and grow vegetables on their own. The respondents stated that they are not aware of any training workshops or anything of that nature that is provided by the government within their area. The rest of the respondents stated that they have never received any training on LED for any possible projects that may take place within Swazini administrative area.

Question 9: What are the major issues that may hinder development within the area?

The respondents stated that amongst the challenges, poverty, unemployment, crime, illiteracy stands out. However, in trying to combat poverty majority of the women within the area have planted vegetables in their gardens which they consume. In many cases the traditional leader gives women vegetable seedlings allowing them to plant them at their home gardens. One participant out of nine stated that she is involved in beadwork that brings in income at home.

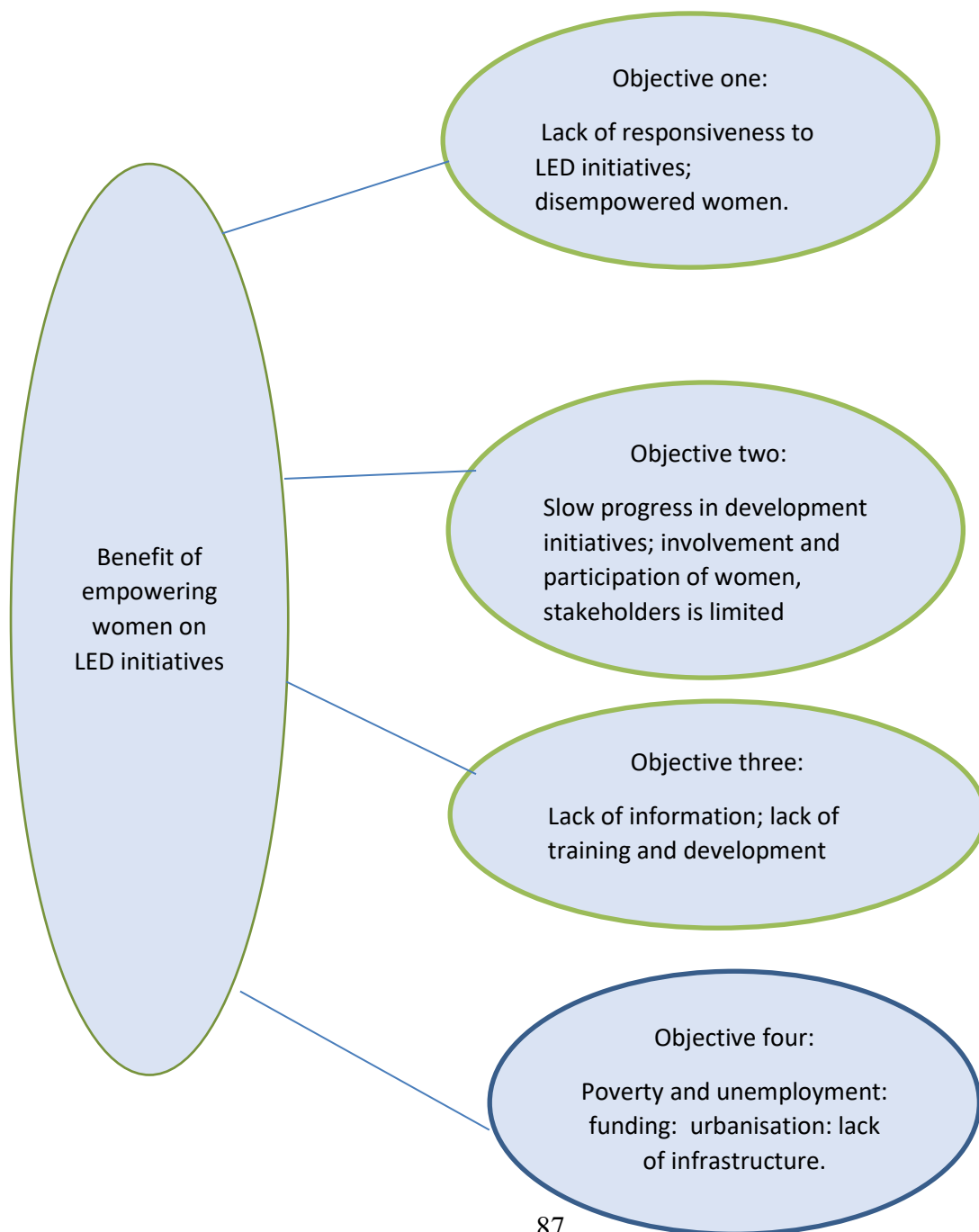
Question 10: What are the forms of communication between the municipality and women?

The respondents highlighted that generally, they communicate through izimbizo. And sometimes things are broadcasted in the radio.

#### 5.4. DISCUSSION AND ANALYSIS OF THE FINDINGS

This section outlines the analysis of the findings. It also gives the interpretation of the data. As stipulated before, no alterations were done to the study; the researcher analyzed the data qualitatively, using a thematic analysis. After analyzing the data, the researcher developed themes from the raw data. The researcher utilized a thematic map to organize codes and themes that assisted the researcher to organize the data into codes into potential themes and these are discussed latter. Figure 5.1. Shows the thematic map

**Figure 5. 1 : Thematic map that indicates the process of the analysis**





**Source: Author's contribution, 2018**

**a) Lack of responsiveness to LED initiatives by the municipality officials and traditional leaders**

Meyer and Venter (2013) stress that remote areas ruled by traditional leaders must develop strategies to assist traditional leaders to partake in the development of LED initiatives. In addition, the Constitution of the Republic of South Africa section 211 mandates traditional leaders to govern over rural communities. With the White Paper stating that traditional leaders should work with municipalities in its endeavors to develop rural areas. Though legislation has been put in place the author, Dlungwana (2004) state that traditional leaders are rather people orientated and not services orientated as municipal structures. According to Nxumalo (2012), the issue still faced by the municipalities is that of incorporating traditional leadership in the governments' development programmes and initiatives.

Traditional leaders have the role of disseminating information on government policies and programmes. Through izimbizo and consultation, public officials and traditional leaders may discuss issues as they affect the community. George and Binza (2011) further argue that even though the Constitution of the Republic of South Africa makes provision for the roles of traditional leadership and municipalities in rural areas, traditional leader's role in governance and development became unclear after the introduction of local government in 1995/1996. There exists a gap between the legislation and practice of traditional leadership. Rugege (2009) further states that in rural areas municipalities have municipal powers and functions that cover-up to the powers and functions of those practiced by the traditional leaders. This disagreement arose because a number of rural municipalities are under the jurisdiction of rural areas. Rugege (2009) adds that traditional leaders fear if municipalities are fully operational in their areas this could have a negative impact on their role as traditional leaders.

Whilst conducting interviews, the researcher gathered that about eight respondents partake in izimbizo and are actively involved in izimbizo (community gathering). In addition, one participant from the municipal level stressed that *"the politicians do not take into account the traditional leadership or give feedback to them- oh! Hayi ipoliticians zakomasipala azisibali nosibala size traditional leaders, abasiniki nengxelo le"*. One participant stated that for a project to be identified and supported by the municipality the Ward Councillor needs to

identify projects within their area that need assistance be it financial or operating assistance. With the other participant stating that there often exists a gap in roles between the Ward Councillor, traditional leader and the municipality. This may then suggest that there is lack of openness to issues raised by communities. There is lack of communication between the traditional leader and the municipality. Lack thereof of communication relatively results to lack of information dissemination on LED initiatives to the rural women. Since this data is the representation of a large population of Swazini administration area, it may be possible that there is a misunderstanding between the roles and responsibilities of the traditional leader, Ward Councillor and municipalities. This resulting in women being unaware of developmental programmes within the area. Arguably, this may lead to inappropriate development programmes, due to lack of consultation with women. In addition, the traditional leader must be able to fulfill the role of identifying and initiating projects within their area, ensuring participation in the initiative.

**b) Disempowered women.**

Duflo (2012) empowerment accelerates development. Vyas (2018) states that women empowerment means giving them (women) the freedom or power to live the way they want. It allows them to identify their skills, knowledge and abilities to make their own decisions. It is a dynamic and growth process for women which includes awareness, attainment and actualization of skills. For the socio-economic development of any society, women empowerment is essential. It is important for women to identify themselves with self-confidence and esteem. The main aspect of empowerment is to give a sense of internal strength to them - to control their lives. The confident smile on the faces of women is the measurement of their empowerment.

Vyas (2018) states that women empowerment means giving them (women) the freedom or power to live the way they want. It allows them to identify their skills, knowledge and abilities to make their own decisions. It is a dynamic and growth process for women which includes awareness, attainment and actualization of skills. For the socio-economic development of any society, women empowerment is essential. It is important for women to identify themselves with self-confidence and esteem. The main aspect of empowerment is to give a sense of internal strength to them - to control their lives. The confident smile on the faces of women is the measurement of their empowerment. Women empowerment involves the act of improving the status of women through literacy, education, training and creating

awareness. Thus, women empowerment is about ensuring that women are equipped to make choices that will improve their standard of living.

From the participants' responses, the researcher gathered that several women are illiterate, are exposed to poverty and some depend on social grants to make a living. The researcher further gathered that, the women that operate their businesses are self-taught and with no training from the municipalities on how to successfully carry out their roles. The researcher further gathered that most of the women depend on their spouses. About three of the respondents stated that they solely depend on their husbands as they are unable to find work. Though it is evident that several women strive to better their standard of living, a lot still needs to be done within Swazini administration that will allow women to better their standard of living. Be able to provide for their socio-economic needs. The researcher further gathered that no real economic activities exist for most women within the area. This may suggest that Swazini administration area rural women enjoy less support from government institutions when it comes to fostering an enabling environment that is conducive to create and facilitate access to appropriate tools and support mechanisms to enable LED development capacity.

### **c) Slow progress in development initiatives**

Nel and Rogerson (2016) argue that LED has been viewed as a strategy with the ability to address local development backlogs and improve the standard of living for the communities through promoting socio-economic development. Khambule (2018) states that South Africa views LED as the cornerstone to addressing developmental issues, such as poor socio-economic conditions by refining local development solutions and employment opportunities. There is a striving need for the formation of a contemporary democratic development state with the ability to address the triple down constraints (poverty, unemployment and inequality) challenging South Africa. With chapter thirteen of the South African National Development Plan (NDP) stressing that a capable developmental state is essential for decreasing socio-economic ills.

Piet (2011) is of the view that LED initiatives are lawfully mandatory for all municipalities in South Africa, as it forms a crucial part in every municipality IDP. The achievement of LED projects in South Africa have created sustainable job opportunities in cases where the entities are registered as legal entities. Though, a number of these projects need continual support of public funding to survive. Mensah *et al.*, (2017) are of the view that the benefits of LED are

linked to job opportunities. Local initiatives form part of the crucial means of survival for the marginalized.

The Swazini Administrative area is situated under ward nine of the municipality. Though women from Swazini administrative area are still striving to make ends meet, the ward has successfully carried out projects that have benefited women amongst which the Majola area has a Magwa tea estate where women produce tea and employ people within the Majola area which is in the same belt as Swazini administrative area. Another success story within the ward was that a structure was built for a woman who showed commitment in selling her produce. The participant further stated that the source of income for the community is through agriculture and grants. The municipality has identified fruit cluster as a means of developing the rural area. The municipality has also supported small-scale projects existing that target to eliminate poverty and creating employment.

Meyer and Venter (2013) state that LED initiatives in the local sphere has emerged as a major tool in economic development, both in urban and rural areas. Municipalities have tried various projects such as culture-tourism, agricultural processing, business incubators and skills development programmes. The Port St Johns municipality focuses on revamping the town focusing on the waterfront. In addition, the municipality has identified two sectors that grow the economy of Port St Johns, being agriculture and tourism, with agriculture being dominant in rural areas. Even though ward nine has quite a few economic activities going on, unfortunately, there exist no LED initiatives supported by the municipality within Swazini Administrative area. The municipality operates as a facilitator for local economic development through many of the participants indicated that mostly their projects are assisted by the NGOs and the Department of Agriculture with the limited intervention of the municipality. The Ward Councillor and traditional leader understand the importance of development within the area. Development alleviates unemployment and poverty, which are some of the major issues faced by women in Swazini. However, development within the area is at its slowest pace.

#### **d) Involvement and participation of women is limited on LED initiatives**

Masuku *et al.*, (2016) expresses that for LED to be fruitful, municipal LED teams must embolden LED activities that ensure that all role players coordinate systematically, adequately and effectively and perceive the best ways to enhance the local economy and

organise the environment to attract outside investors. Since LED is a complex procedure, it needs the dynamic incorporation of different partners from different associations which are concerned about the local economy.

The author Moyo (2014) is of the view that active participation involving the rural community in welfare issues is a fundamental factor that leads all developmental procedures aimed at improving the standard of living for the community. Possibly so, active participation ensures that the communities' needs are met. People participate by being informed of what will take place or what has already taken place (Masiopa and Wotela, 2017). Dormant participation refers to citizens that do not partake in the planning and implementation of local development initiatives (Masiopa and Wotela, 2017). According to Bayeh (2016) for any development initiative, it is important for men and women to contribute and equally benefit from the initiative. ILO (2010) further states that when the LED initiatives are being planned it's important to ensure that women and men are provided equal opportunities to be directly in the LED process and should be given the chance to express their needs and opinions concerning the development of their area.

Within the Swazini administrative area, *iNkosi* (traditional leader) holds *imbizo* (community gatherings). Then provides feedback on issues as faced by the women. However, there has been no communication on how to improve their businesses and so forth. The respondents highlighted that there has been no communication from the municipalities on how to operate a business. The respondents have confirmed that their businesses operate legally, and the Ward Councillor is aware of them. However, one respondent highlighted that she is not registered, she weaves her baskets and sells them in her house with no intervention from the municipality and due to age, she cannot attend any meeting.

Since this is a representation of women, it might be possible that the women of Swazini Administrative area are dormant residents and passive residents. Where they are uninformed of the developments of their area and challenges faced by the municipality and the traditional leader that may hinder the development of an area. Leaving them (women) to not equally benefit and participate in and contribute to and benefit from all the dimensions of development to bring sustainability. Lack thereof communication between the women and the stakeholders, lack of transparency and accountability and lack of empowerment may lead the women to lose interest in participating in development.

**e) Lack of information**

Mazibuko (2017) is of the view that, the concept capacity building emphasizes that people can shape their own change through a learning process that strives to build the abilities of beneficiaries of development to facilitate their own development. Mazibuko (2017) further state that capacity building ensures that people have access to information and knowledge which are in turn beneficial for their participation. In addition, the author Muluka (2012) asserts that “capacity building is the attainment of knowledge, skills, and attitudes by people that is essential in the design, development and maintenance of organizational and operational infrastructure and processes that are locally meaningful”.

The researcher gathered that within the Swazini administrative area, most of the women are unaware of available assistance from the municipality. They are unaware of the avenues that could assist them in being productive and being able to make income for the betterment of their lives. Though they legally operate their business and projects, they are not registered with the municipality. Some women cannot initiate businesses or projects because of their level of education. One project within the area that was run by disabled people had to close because they were not aware of the possible assistance at their disposal. The desire to extend their knowledge and participate in boosting the economy and standard of living for them as women is striving.

**f) Lack of training and development**

Mininni (2017) states that social and cultural constraints in remote rural areas alienate women and limit their human development. However, there is potential for engagement in educational and economic activities to support their empowerment and the achievement of wider development goals. Local government through co-operating with different stakeholders has the potential to empower women by providing training workshops, mentoring and coaching and disseminating information to women on development (International Labour Organization, 2014). Skills development and training enables people more especially rural women to take advantage of and benefit from development. Lack of skills and training may result in the ability to promote the LED initiative. Human, Marais, and Botes (2008) claim that there is no real skills development taking place in municipalities. Women run projects without the necessary business and technical knowledge to facilitate the project. Women entrepreneurs, mostly in remote areas, are often exposed to challenges accessing financial support and services as a result of lack of appropriate products, information, understanding of

their needs and security. LED services are not easily accessible in several remote areas where there is low population density. Where they do exist, women may not access them due to low literacy, education, time, cost and mobility constraints or because these services do not serve their specific needs (de Villard (FAO), 2008).

Women from Swazini administrative area have never been trained by the municipality. They have not been mentored and have ever attended a workshop on LED as provided by the municipality. The only training has been from the NGOs. There is further no training provided for women who desire to start their own local economic development initiatives. This is evident by one of the statements made by the researcher of which she stated that “*Andifundanga, kodwa ndiyazizamela ngezandla zam, akhonedo ndilufumanayo*- I am illiterate, I only use my hands to make these handmade baskets”. A number of reasons are possible for women not to be trained. The researcher deems that amongst the reasons is municipal officials and leaders lack knowledge and understanding about local government LED issues. The municipality lacks the capacity to monitor the quality of the initiatives in place. The project focus is unrealistic targets.

#### **g) Poverty and unemployment**

According to Nkwinika and Munzhedzi (2016), one of the main issues faced by the municipality is the never-ending pressure to alleviate movements of the poor from the rural areas to urban due to lack of job opportunities and lack of improved standard of living. Due to this poverty and unemployment has a negative impact on economic development. Equally so, this leads to municipalities unable to aid LED innovations through funding and skilling them, and the local economic will be affected. Many women in Swazini administrative area are exposed to poverty and unemployment. With some solely dependent on government grants. Women in the area are the cornerstone of the societies well –being. A number of the women have become heads as the spouse is deceased or has left to find greener pastures. Through observation, the researcher gathered that there are no economic activities in the area. There are no community projects, to assist women in curbing poverty.

#### **h) Lack Funding**

Rodríguez-Pose and Wilkie (2017) state that in a world in which subnational tiers of government are gaining power, local and regional governments are increasingly the makers or breakers of economic dynamism and welfare. From a South African perspective, three distinctive, mutually dependent and interconnected tiers exist. These are the national, provincial and the local spheres of government. The Constitution of the Republic of South Africa assigns government roles on either exclusive or shared roles (RSA, 1996). Local government has been mandated by the Constitution of the Republic of South Africa (RSA, 1996) to deal with certain issues whilst the national and provincial oversee others. The municipality participants highlighted responded that there are limited funding resources received by the municipality and limited financial assistance given by the national and provincial spheres. This is to say the Port St Johns has been exposed to weak intergovernmental support in terms of financial support and are unable to accommodate by assisting all projects existing and non-existing projects. Though a number of projects within the municipality have been identified and women are trained for the upliftment of their lives, Swazini administrative area is amongst the areas in ward nine being lagging in terms of development. Relatively so, lack of intergovernmental relations could be the result of women being unable to assist women with their programmes in Swazini.

#### **i) Urbanisation**

The performance levels of local government are also recognized in the Medium-Term Strategic Framework (MTSF) of 2014–2019. The framework gives recognition to the advances made by the local government in meeting service delivery challenges and stimulating local economies, particularly where infrastructure programmes and projects have been implemented. However, these advances are overshadowed by the rapid pace of urbanisation and migration. Women in the area of investigation have left the area to find greener pastures due to the fact that there exist no real economic activities that will benefit the women by providing them with employment and curbing poverty. The municipality is exposed to the pressure to alleviate movements of the marginalized from the rural areas to urban due to lack of job opportunities and lack of improved standard of living.



#### **j) Lack of infrastructure**

The ultimate result of economic development is greater prosperity and higher quality of life; however, these goals can only be realized through sustained innovation, activities that lower transaction costs through responsive regulation, better infrastructure, and increased education and opportunities for more fruitful exchange (Feldman *et al.*, 2016). Some of the women stated that they operate their projects in other people's garden. One project is run in the yard of the ward committee member. One other project had to shut down because they could not have material to fence the area. Many times, they plant vegetables and often they find cows in the garden making it all in vain for the project to operate. Women argue that there is no land for them to initiate developmental projects. One lady who owns a project stated that she operates her weaving basket project in her house; she struggles with space as they cook and sleep in the same room.

#### **5.5. CONCLUSION**

This chapter stressed the findings that were obtained from the interviews that were conducted by the researcher in Swazini administrative area and representatives of Port St Johns municipality. All participants had to respond to the questions asked by the researcher. The researcher then extracted relevant data and aligned them with the objectives of the study. This chapter further discussed the breakdown of the participants. The results and the researcher further discussed and interpreted the findings linking to literature. The following chapter concludes the study.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATION**

#### **6.1. INTRODUCTION**

This is a conclusion and recommendations chapter. The researcher highlights and presents the findings of the study and later makes recommendations and conclusions. The study sought to understand the benefits of empowering rural women on LED initiatives in Port St Johns municipality focusing in Swazini Administrative area. The aim of this research was to: a) assess the benefits of empowering women through LED initiatives in the rural settings of Port St Johns; b) assess the major projects run by the municipality that are beneficial to women; c) assess the capacity at which the municipality is able to empower women through training and development for effective participation in LED initiatives in PSJ; d) Evaluate the challenges associated with the implementation of LED initiatives in PSJ. Developmental institutions must promote the empowerment of women on the agenda of all their developmental projects and introduce innovative ways to promote gender equality. Women empowerment on LED will improve the status of women through literacy, education, training and creating awareness. Thus, women empowerment on LED will ensure that women are equipped to make choices that will improve their standard of living.

#### **6.2. SUMMARY OF FINDING**

The researcher gathered the following:

##### **From the municipal level**

- One of four participants highlighted that the municipality is looking at revamping the town focusing at the waterfront. Whilst three of the participants indicated that even though ward nine has quite a few economic activities going on, unfortunately, there exist no LED initiatives within Swazini Administrative area. However, the municipality identified two economic sectors that is growing the economy of PSJ being agriculture and tourism, with agriculture dominate in rural areas. One participant further highlighted that there is one project that deals with agriculture (working for water) that is owned by an NGO that assists women in eradicating poverty. One of four participants stated that from the NGO that exists there is skills transfer. Whilst one participant indicated that women are encouraged to start

their own LED initiatives that will allow them to be the main beneficiaries of the LED initiative.

- All the participants indicated that women are the bedrock of the society; some women are leaders of their own family when men are away, and in many instances, women become key in generating the economy. One respondent further added that, though many women within Swazini administrative area are solely dependent on social grants, they can support their families.
- One of four participants indicated that a LED unit and a special programs unit exists that focuses on LED with the aim to empower and cater for the disadvantaged more especially the women. One participant indicated that the municipality operates as a facilitator within the LED. On the other hand, another participant responded that “*ndiyaxelelwa qho xa sikwi ndibano yethu, nam ndiyababona oomama xa belandwa besiya kula NGO yakwa agriculture*-we hold meetings and I am given feedback on any development taking place within the area”. The other participant responded that every now and then they meet up with the women to plan on LED initiatives. Another respondent highlighted that it is crucial to understand that for a project to be executed there exists five stages that the project needs to follow, initiation, planning, execution, controlling and the closing. So, before a project is implemented, communication is made with the Ward Councillor of the area and the traditional leader to inform people of a certain development that is going to take place in their area. It is up to them (community) to then disagree or agree with the project. “We discuss issues like who will be employed, how the certain development will benefit the economy and things of that nature”.
- When it comes to the role played by the national, provincial and other departments in ensuring that LED initiatives are implemented, the four respondents responded that the municipality does receive funding in the form of grants from the national government. With one participant adding that within the rural areas of Port St Johns there is an involvement by the Department of Agriculture that assists the rural women by providing seeds to plan and encouraging women to start their own initiatives. Though there is funding that is received from the national government it is not enough to

carry out the LED projects. On the other hand, another participant highlighted that within the Swazini Administrative area, no LED initiatives have been implemented and that, “the politicians do not consider the traditional leadership or give feedback to them- *oh! Hayi ipoliticians zakomasipala azisibali nosibala size traditional leaders, abasiniki nengxelo le*”.

- The four participants responded that the Municipality does conduct training workshops in projects within the municipality. And women benefit immensely. There has been LED training session within ward nine which assisted women. LED had a focused training system that identifies projects happening in the municipal space. However, there are no LED projects that are supported by the municipality within the Swazini Administrative area. With one responded arguing that the Department of Agriculture does train and develop women on how to plant seeds in their gardens and so forth and that there are NGOs that assist women on how to plough and take care of the garden plants.
- Two of the four participants responded that the municipality does facilitate the training programmes. They (municipality) identify the individuals from projects, (with the assistance of a Ward Councillor) that are running that will need people to be trained and developed. They identify the need to train the participants. The other two responded that the municipality doesn't train the women within the municipality.
- The four respondents highlighted that unemployment and poverty are at its highest prevalence amongst women. Several women have sought greener pastures in the urban area. There is an unending battle of corruption, lack of communication within the municipality and traditional leaders and Ward Councillors, inadequate resources to facilitate LED initiatives. Slow pace of development due to inadequate operation between the Ward Councillor, traditional leader, and the municipality. Participants highlighted that they broadcast their developments in radios and newspapers.

### **From small owned business owners owned by women**

- The two of two participants highlighted that they do not receive any form of training from the municipality. They are self-thought. *“ezingobozi ndizenzela ngokwam andincedwa mntu ndothi ndakugqiba ndizithengise, ndigxothe ikati eziko-* I do not receive any training from the government, the buckets you see are handmade and self-thought. I sell them as means to eradicate poverty”.
- The two respondents’ stated that the issue of poverty has a major impact on their businesses. One further highlighted that crime and infrastructure is also an issue. Unemployment drives people to resort to crime. The other further stated that there is no training given to them on how to operate a business. *“Andifundanga, kodwa ndiyazizamela ngezandla zam, akhoncedo ndilufumanayo-* I am illiterate, I only use my hands to make these handmade baskets”.
- The two respondents highlighted that often they hold izimbizo with the traditional leaders. *“Imbizo iyasinceda isidibanisa nomasipala wethu nakunye noceba notata uNkosi sitsho sikwazi ukuveza izinto ezidla umzi (Izimbizo (community gathering) help us to meet with the municipal authorities, the Ward Councillor and iNkosi (Traditional leader) -we are then able to communicate important issues pertaining to any development)”*. The traditional leader provides feedback on issues as faced by the women. However, there has been no communication on how to improve their businesses and so forth. The two respondents highlighted that there has been no communication from the municipalities on how to operate a business. The two respondents have confirmed that their businesses operate legally, and the Ward Councillor is aware of them. However, one of two respondents highlighted that she is not registered, she weaves her baskets and sells them in her house with no intervention from the municipality and due to age, she cannot attend any meetings. The respondents stated that they are not aware of any form of assistance that could be provided to them by the municipality. They have never been informed or heard about any initiatives that could assist them in developing their businesses.

## Response from the women

- Five of nine participants highlighted that they are involved in projects whereby they plant vegetables that they later sell in town. Four of the nine participants stated that they have no knowledge of any LED initiatives. The five participants that stated that they run these projects as means to provide for their families once they have sold the vegetables. They also stated that, they are then able to curb the issue of unemployment and poverty. One of nine participants stated that they sometimes sell and donate to the disabled people within their area.
- The nine respondents asserted that the Ward Councillor and traditional leader understand the importance of development within the area. Development alleviates unemployment and poverty, which are some of the major issues faced by women in Swazini. However, development within the area is at its slowest pace. Three of the nine respondents stated that for their projects to be operational they get assistance from the Department of Agriculture and different NGO. With one participant stating that they receive assistance from other farmers.
- The four of nine respondents highlighted that they have never received any training from the municipality. Amongst which some highlighted that the only training received is from an NGO where the women are trained on how to plant and grow vegetables. From there they acquire skills. The skills acquired assist them to be able to plant and grow vegetables on their own. The respondents stated that they are not aware of any training workshops or anything of that nature that is provided by the government within their area. The rest of the respondents stated that they have never received any training on LED for any possible projects that may take place within Swazini administrative area. The respondents stated that amongst the challenges, poverty, unemployment, crime, illiteracy stands out. The respondents highlighted that generally, they communicate through *izimbizo* (community meetings). And sometimes things are broadcasted in the radio.

### **6.3. RECOMMENDATIONS**

Informed by the aim, literature and findings of the research, the researcher recommends the following for the municipality:

#### **6.3.1 Recommendation 1: Invest in rural women**

The municipality must invest in rural women of Swazini administrative area. As the possibility of developing the area rests upon them. Women's participation in local economic development within the area has the potential to speed up development and will eliminate poverty, unemployment. The municipality must create an enabling environment for women, this will enable them to take charge of their lives and relatively improve their standard of living.

#### **6.3.2 Recommendation 2: Introduce training and development workshops**

The municipality must train existing and striving projects on how to survive. The municipality must have meetings through izimbizo where they could teach women on the available ventures for funding, starting a project, types of business amongst other things. The municipality must further mentor and coach. This will equip women, providing them with skills and allow them to be more knowledgeable about the projects that they are involved in as well as empowered in business information. The municipality can, for instance, visit projects every three months, to monitor the progress. Rural women need to be empowered in order to actively participate in the community. Participation and empowerment are key elements of community development because, without empowerment, participation becomes ineffective.

#### **6.3.3 Recommendation 3: Form partnerships with other stakeholders**

The municipality must collaborate with other stakeholders. Since the NGO and Department of Agriculture have been more dominant in LED initiatives and improving the standard of living for the people, the municipality as the facilitator of LED must further converse with the traditional leader and the Ward Councillor to find common grounds on how to boost the economy of the area and how to get the women to actively participate. Initiate projects that target women that will alleviate poverty and unemployment.

#### **6.3.4 Recommendation 4: Train officials on LED empowerment**

Empowering the officials will enhance their knowledge of LED and thereby assisting them to be able to carry out training and development works. LED must be regarded as a crucial tool within the municipality that will address the economic issues faced by women.

#### **6.3.5 Recommendation 5: Enabling women to design their own desires and strategies for LED projects**

It is essential to ensure that women have direct control over what happens within their areas. Active participation of women is important as part of ensuring good governance and accountability, transparency and ensuring that women are able to have direct influence in LED initiatives. Assisting women to be able to gather information and understanding on LED will have a great impact on their basic lives and lead to an improved standard of living.

#### **6.3.6 Recommendation 6: Be more transparent and encourage participation on LED**

Transparency amongst the municipality, traditional leader and the Ward councillor will ensure that the process of LED is clear. Increased levels of transparency encourage awareness of duties. The municipality must adopt programmes that aim to improve the standard of living for the women. The municipality should also set long and short-term development support. The municipality should ensure that the programmes link with the objectives set in the LED plan, and aim to increase employment opportunities.

For future studies, the researcher recommends that future research should consider conducting a study whereby they evaluate the mechanisms employed to report implemented projects or programs. What mechanisms does the Port St Johns municipality employ to report implemented projects or programs?

### **6.4. CONCLUSION**

South Africa's developmental history is suppressed by the apartheid regime which led to a strict style of governing. This regime excluded the majority of South Africans, more especially the black populace, from the fundamental right to make political, social and economic decisions. The black populace was regarded as impassive recipients of development and had no direct influence in their own development. Post 1994 a new democratic government was voted into place and this government was aligned with the principles of democratic governance. New legislation was developed and plans of action were



put into place with the aim to improve the standard of living for the previously marginalised population. The policies heartened participation, community empowerment and the involvement of communities in their developmental processes. With the goal of advancing these policies, the South African authority's structure mandated municipalities to strengthen socio-economic growth at the local level. Despite the development the country has accomplished since the democratic dispensation, the government nevertheless faces obstacles that deprive the improvement of the country, limitations among others, together with the triple constraints of improvement which might be: unemployment, poverty and inequality.

Whilst trying to lessen racial and spatial disparities through enhancing the development of the previously deprived regions, there has been an advent of LED. LED is a multi-disciplinary area of studies that calls for a complete and rigorous engagement of the various disciplines in setting up LED programmes. LED has been viewed as an initiative that has the capacity to address the local socio-economic issues and to promote local growth and development. Importantly so, developmental institutions have been mandated among different things to promote the empowerment of women on the agenda of all their developmental tasks and introduce revolutionary methods to promote gender equality. This is to say that, women empowerment on LED will improve the status of women via literacy, education, training and creating awareness. Thus, women empowerment on LED will make certain that women are equipped to make choices as a way to improve their standard of living. The researcher gathered that despite the strands of development enjoyed in the country, Port St Johns municipality is still faced with major constraints that possibly hinder development, these are: of lack of LED initiatives, adequate funding, insufficient training and lack of responsiveness by municipal officials.

Despite the existence of the LED strategy in Port St Johns Local municipality, women are still exposed to poverty and unemployment as there are no real economic activities in the municipality that empower women. Several women from Swazini Administrative area lack awareness and knowledge, are unemployed and exposed to poverty. Within the Swazini administrative area, women continue to lack the required necessities, for instance, tertiary education, advanced skills and experience, to acquire well-paying jobs and promote LED projects. The women within the area have enjoyed less financial and infrastructural support from the government that will enable them to relatively improve their standard of living. The area remains a rural area with broken dreams and limited access to information and the ability

of women to participate in LED initiatives. For this reason, the study recommended that the municipality must form active partnerships with various stakeholders to detect economic activities that may benefit women with employment opportunities. Moreover, the study recommended that there be active roles of traditional leaders and councillors to work progressively towards formulating projects for women empowerment.

Empowerment theorist asserts that underdevelopment and poverty are a result of rural women being powerless and with lack of capacity to have direct influence to make choices that will, in turn, improve their standard of living. Empowerment theory stresses the need for participation, capacity building, economic improvement, democracy and transparency, which are regarded as essential components of LED. Empowerment stimulates the mind of the human being and the environment in which they live. Empowerment involves capacitating community members in a way to improve the standard of living. Empowerment enables communities to actively participate in development. Once empowerment occurs within the local level, it can be deduced that women have been empowered within an area. One can view the empowerment theory as the core of the theoretical work guiding LED. It could be argued that empowerment is not only about developing programmes that will empower women but rather it involves creating and increasing partnerships with other stakeholders to reduce illiteracy and skills shortage. This has the potential to enable women to be more knowledgeable about their economic development responsibilities and will enable them to add value in the LED process. This can also be enhanced by developing infrastructure support. At the heart of good governance rests empowerment which is essential at ensuring that the standard of living has been improved.

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## APPENDIX A- GATEKEEPERS LETTER

OFFICE OF THE MUNICIPAL MANAGER  
PORT ST JOHNS MUNICIPALITY  
EASTERN CAPE PROVINCE OF RSA

PO Box 2, Port St Johns, 5120 – Erf 257, Main Street, Port St Johns, 5120

Enq: Ms F.A. Mshiywa at 0843930041

The Supervisor  
Discipline of Public Governance  
University of Kwazulu Natal  
Durban  
South Africa

Attention: Mr J. Nyawo  
Cc: Ms Snazo Fodo

Dear Sir,

### RE: PERMISSION TO CONDUCT RESEARCH IN PORT ST JOHNS (SWAZINI VILLAGE)

Your letter dated 09 June 2017 regarding the above mentioned subject matter has been received.

Port St Johns Municipality welcomes your request to conduct a research in the area of Eswazini as identified and it is a pleasure to advise that the permission is granted on condition that the student will approach the target audience for acceptance and understanding the program.

Secondly, the program must not violate the rights of others as contained in the constitution of the Republic of South Africa.

For any further enquiries please liaise with Ms Msumpa (LED Senior Manager) at 0825778991 or email at [masumpazama9@gmail.com](mailto:masumpazama9@gmail.com)

Yours in Developmental local Government

**N. Pakade**  
Municipal Manager

Date: \_\_\_\_\_

---

ALL CORRESPONDENCE MUST BE DIRECTED TO THE OFFICE OF THE MUNICIPAL MANAGER

Tel: 0475641207/8 Fax: 0475641206 Email: [fmshiywa@psjmunicipality.gov.za](mailto:fmshiywa@psjmunicipality.gov.za)

[www.psjmunicipality.gov.za](http://www.psjmunicipality.gov.za)

15 May 2018  
**APPENDIX B- ETHICAL CLEARANCE**

**Ms Sinazo A Fodo 211559421**  
**School of Management, IT and Governance**  
**Westville Campus**

Dear Ms Fodo

**Protocol reference number: HSS/0242/018M**

**Project title: Assessing the benefits of empowering rural women through local economic development initiatives in Port St Johns Municipality.**

**Full Approval – Full Committee Reviewed Application**

With regards to your response received on 02 May 2018 to our letter of 19 April 2018, the Humanities and Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted FULL APPROVAL.

**Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.**

**Please note: Research data should be securely stored in the discipline/department for a period of 5 years.**

**The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.**

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully



**Dr Shamila Naidoo (Deputy Chair)**

/px

cc Supervisor: Mr JC Nyawo  
cc Academic Leader Research: Prof I Martins  
cc School Administrator: Ms A Pearce

---

**Humanities & Social Sciences Research Ethics Committee**

**Professor Shenuka Singh (Chair)**

**Westville Campus, Govan Mbeki Building**

**Postal Address: Private Bag X54001, Durban 4000**

**Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: [ximbap@ukzn.ac.za](mailto:ximbap@ukzn.ac.za) [snymahm@ukzn.ac.za](mailto:snymahm@ukzn.ac.za) [mohunp@ukzn.ac.za](mailto:mohunp@ukzn.ac.za)**

**Website: [www.ukzn.ac.za](http://www.ukzn.ac.za)**

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## APPENDIX C- APPLICATION FOR ETHICS (IN ISIXHOSA)

### UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE (HSSREC)

#### APPLICATION FOR ETHICS APPROVAL

Umhla:

Molo,

Igama lam ndingu Sinazo Fodo ndingumfundi waseDyunivesity yakwa Zulu Natal. Ndenza izifundo zemfundo ephakamileyo kwizifundo zolawulo lukarhulumente phantsi kwe Management, Information Technology and Governance, kwicandelo le Public governance. Uyamenywa ukuba uthathe inxaxheba kwisifundo luphando, isihloko esithi **“Ukuhlolwa kwenqubo zakwamasipala wase Port St Johns ekufundiseni abantu basetyhini ngophuhliso loqoqosho lwengingqi (LED) kwilali yase Swazini”**. Abantu abalindeleke ukuba bangathatha inxaxheba koluphando bangamashumi amabini. Koku kubandakanya u : Mphathi wakwa Masipala wase Port St Johns, Umphathi wecandelo lwezophuhliso luqoqosho lwezengingqi, Inkosi yendawo, Uceba welali , abantu abasetyhini abane abanamashishini nabantu abasetyhini abangamashumi anesibini. Umhlohli uzothi asebenzise uhlobo lemibuzo ezothatha ixesha eliqikelelwa ukuba ngaphantsi okanye ngaphezulu kwamashumi amane anesihlanu yemizuzu.

Kubalulekile ukuba wazi ukuba esisifundo asinabungozi kwaye uzokuthatha ingxenye ngokuthanda kwakho. Esisifundo sibalulekile kumasebe ezoburhulumente nakunye nabanye abantu abanganomdla kwesisifundo.uRhulumente uyakuqoda ukubaluleka kophuhliso lweqoqosho lwengingqi (LED) kunye nemicela mingeni ejongene nabahlali, kwaye izincomo zemiceli mngeni izobekwa.

Esisifundo sivunyiwe kwi Dyuniversity yakwa Zulu Natal Humanities and social science research ethics committee ( .....). Ukuba unemibuzo okanye ufuna ukucaciselwa ngokubanzi ngesisifundo ungatsalela umxeba mna okanye kumphathi wami kwezinombolo:

Researcher (student)	Supervisor
Ms Snazo Fodo 073 547 0257 <a href="mailto:makrancolo@gmail.com">makrancolo@gmail.com/</a> 211559421@stu.ukzn.ac.za	Mr. J.C Nyawo 031 260 7403 Nyawoj1@ukzn.ac.za

## HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: [HSSREC@ukzn.ac.za](mailto:HSSREC@ukzn.ac.za)

Ukuthatha kwakho inxaxheba koluphando ayisosinyanzeliso kwaye unikeza imvumo kumphandi ukuba asebenzise impendulo zakho. Unelungelo lokurhoxa kwelophando. Akukho nzuzo yamali ozoyifumana ngothatha inxaxheba kwesisifundo. Umnyango wesikolo iManagement, Information Technology and Governance sizowugcina inkcukacha zakho zogcinwa ziyimfihlelo. Kwaye ulwazi luzokugcinwa iminyaka emihlanu emva koko icinywe.

Ozithobileyo

Sinazo Fodo (Ms.)

Isivumelwano

Mna, ..... Ndiyavuma yaye ndiyayiqond into equlathwe kwesisifundo, kwaye ndiyavuma ukuba yinxalenye yesisifundo. Ndiyayiqonda ukuba kusezandleni zam ukuqhubeka nesisifundo kwaye ndiyayiqonda ukuba ndingayeka ukuzibandakanya xa imeko ingavumi naninia.

Ndiyavuma ukuba olulwazi lwam lunga rhexhodwa .....

Hayi andivumi ukuba olulwazi lwam lunga rhexhodwa .....

.....

.....

Ukusayina

Usuku

## **APPENDIX D- APPLICATION FOR ETHICS ( ENGLISH)**

UKZN HUMANITIES AND SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE  
(HSSREC)

### **APPLICATION FOR ETHICS APPROVAL**

For research with human participants

Information Sheet and Consent to Participate in Research

Date:

Greetings,

My name is Sinazo Ayabulela Fodo (211559421) currently registered for Master of Administration from the University of KwaZulu-Natal within the Discipline of Public Governance.

You are invited to participate in this study which aim to assess the benefits of local economic development initiatives in empowering rural women within eSwazini Administrative area in Port St Johns Municipality. The study is expected to include twenty participants. This includes: Municipal Manager, LED Manager, Traditional Leader, Ward Councillor, four small businesses owned by women and twelve general women of Swazini Administration area. For data collection purposes, the researcher will make appointments with the relevant participants, and face-to-face semi-structured interviews will be used. The duration of the interviews will be approximately +/- 45 minutes.

The study does not pose any risk to the participants. Your participation in this study is voluntary. The research is important for government and the community who show similar interest in the study. Government recognizes the importance of local economic development and the challenges faced by the rural dwellers, therefore the recommendations to the challenges will be provided.

This study has been ethically reviewed and approved by the UKZN Humanities and Social Sciences Research Ethics Committee (approval number\_\_\_\_\_). In the event of any problems or concerns/questions you may contact the researcher or supervisor or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Researcher (student) Supervisor

Ms Snazo Fodo

073 547 0257

makrancolo@gmail.com/ 211559421@stu.ukzn.ac.za

Mr. J.C Nyawo

031 260 7403

Nyawoj1@ukzn.ac.za

#### HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

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Private Bag X 54001

Durban 4000 KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557- Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Your participation in the study is voluntary and by participating, you are granting the researcher permission to use your responses. You may refuse to participate or withdraw from the study at any time with no negative consequence. There will be no monetary gain from participating in the study. Your anonymity will be maintained by the researcher and the School of Management, I.T. & Governance and your responses will not be used for any purposes outside of this study.

All data, both electronic and hard copy, will be securely stored during the study and archived for 5 years. After this time, all data will be destroyed





## CERTIFICATE OF EDITING

BLN provides English & isiZulu language editing, transcription, and translation services to students across the universities.

This is to certify that the paper titled “Assessing the benefits of empowering rural women through LED initiatives in Port St Johns Municipality” commissioned to BLN by Fodo Sinazo Ayabulela has been edited for English language, grammar, punctuation, and spelling.

A handwritten signature in black ink, appearing to read 'Bongiwe', is positioned above a horizontal line.

**BONGIWE LYDIA NGWANE**  
Industrial Psychologist/ Researcher/Writer & Editor  
✉ Bongyngwane@gmail.com  
☎ 0747476857

## **APPENDIX F- INTERVIEW SCHEDULE (MUNICIPAL LEVEL-OFFICIAL AND TRADITIONAL LEADER)**

1. What are the major LED initiatives run by Port St Johns municipality in Swazini Administrative are?
2. How do rural women benefit from the initiative?
3. To what extent are women able to participate in the initiatives?
4. What role do women play in the socio-economic growth and well-being of the society?
5. What is the major role played by the initiative in stimulating Port St Johns local economy?
6. What is the role played by local government (Ward councillor, traditional leader) in ensuring that rural women participate in LED, are empowered and equally benefit?
7. What is the nature of the role played by the national, provincial and other departments in ensuring that LED initiatives are implemented?
8. Is the support by the National and Provincial sphere of government efficient?
9. What training and development programs does the municipality have in place?
10. Are rural women aware of these programs?
11. Are rural women within Swazini administrative area benefiting from the training and development programs?
12. Is there support provided by the government to facilitate women owned businesses after the training programs have been implemented?
13. What are the key socio-economic factors that affect women that may hinder training and development on LED?
14. What are the challenges facing the municipality as far as promoting women involvement in LED initiatives?
15. What communication channels are in place that ensure the dissemination of information to rural women on LED initiatives?
16. Does the municipality, Ward Councillor and traditional leader provide feedback to the women on challenges incorporated whilst implementing LED initiatives?
17. To what extent does the municipality achieve accountability and transparency of LED processes?

## **APPENDIX G- INTERVIEW SCHEDULE (SME)**

1. Ingaba lukhona uqeqesho olufumana kurhulumente ? naba
2. Ukuba lukhona , uzuza ntoni kulo?
4. Ingaba yeyiphi imiceli mingeni enijongene nabo ningabantu basetyhini abanamashishini?
5. Ingaba loluphi uhlelo eninxibelelana ngayo norhulumente?
6. Ingaba unalo ulwazi mveshe ngendlela zokufumana uqeqesho ngaphantsi kukurhulumente?
7. Ingaba urhulumente uyabuyela kuni nengxelo zezo phuhliso luqoqosho lwengingqi? naba

## **APPENDIX H- INTERVIEW SCHEDULE (WOMEN )**

1. Ingaba loluphi olona phuhliso elenziwa ngurhulumente wasemakhaya iPort St Johns kwinginqi yase Swazini?
2. Luluncedo njani oluphuhliso kubantu basetyhini?
3. Loluphi uhlelo elisetyenziswa ngumasipala ukukhetha abantu basetyhini abazothatha inxaxheba kwintlelo zophuhliso?
4. Nxaxheba yini edlalwa ngabantu abasetyhini koluphuhliso?
  
6. Nxaxheba yini edlalwa zinkosi kunye norhulumente ekuqinisekeni uphuhliso luqoqosho lwengingqi luyenzeka, kwaye abantu basetyhini bathatha inxaxheba?
7. Ngokolwazi lwakho amanye amasebe adlala indima yini ukuqinisekisa ukuba uphuhliso lwezoqoqosho lwengingqi luyaqhuba?
8. Ingaba urhulumente wasemakhaya uyaniqeqesha ngophuhliso luqoqosho lwasemakhaya?
9. Ingaba niyazi ngoluqeqesho?
10. Nzuzo ni efunyanwa ngabantu basetyhini koluqeqesho?
11. Yeyiphi imiceli mingeni enijongene nayo ningabantu basetyhini engenza ukuba impuhliso ingangaqhubeki?
12. Lwenzeka njani unxibelelwano phakathi kwenu ningabantu basetyhini no rhulumente ?
13. Nenza njani ukuze nigxothe ikati eziko?