

**Provincial Department of Agriculture Extension Services and the Needs of  
Women's Clubs in Relation to Departmental Policies and Practices in  
Hlanganani District, KwaZulu-Natal**

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## **ABSTRACT**

The purpose of this study was to compare the needs of women's clubs to the services offered by the KwaZulu-Natal Department of Agriculture and Environmental Affairs (KZNDAEA) at Hlanganani district. This study forms part of extension programme planning for the districts and it should feed into the management and policy making systems of the KZNDAEA to enable appropriate extension service provision that will help improve the operation of women's clubs.

The surveys were conducted between May 1999 and August 2000. Four hundred and eighty five (485) women from thirty seven (37) women's clubs in the Hlanganani district, South East region, KwaZulu-Natal were included in the study. Questionnaires, small group discussions and observations were used to collect data from the women's clubs. To assess the services offered by the KZNDAEA, documents and reports of service provision from six districts in two agricultural regions, i.e. South East and South West, were studied. Departmental policies of the National Department of Agriculture (NDA) and KZNDAEA were also reviewed to give insight into the services that the KZNDAEA should provide. The services provided were compared to the needs identified by the women's clubs of Hlanganani district.

There were differences in the interpretation of policies by different KZNDAEA regions. The main activity in the districts served by KZNDAEA was generally community gardens. KZNDAEA tries to reach too many women's clubs with very limited resources, resulting in few KZNDAEA visits per club. The study revealed that while the main problem facing the women's clubs was lack of empowerment, the clubs themselves perceived lack of equipment to be the main problem. Women identified their training needs as being sewing, cookery and baking courses, motivated by the desire to increase incomes. KZNDAEA service provision did not meet women's clubs' expressed needs for training, organisation and empowerment.

It is recommended that districts should concentrate on effectively serving fewer women's clubs. KZNDAEA needs to review its current service delivery, perhaps pilot changed service delivery on a smaller number of clubs to focus on efficient and appropriate services to meet the needs of women. This research was on the needs of women as groups in women's clubs. Further research should focus on the needs of rural women as individuals rather than groups which are the main clients of the KZNDAEA if this Department is to deliver appropriate services. Forums or workshops involving different agricultural regions should be held where departmental policies are reviewed, communicated and interpreted in order to ensure uniformity in their interpretation and implementation. It is also recommended that KZNDAEA should look at ways of providing women's clubs with equipment and materials at least on a once-off basis instead of providing physical structures only.

## DECLARATION

This study presents the work of the author. Where use has been made of other's work, this has been indicated in the text.



R.N.Ndlela

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## **LIST OF ABBREVIATIONS**

KZNDAEA	:	KwaZulu-Natal Department of Agriculture and Environmental Affairs
NDA	:	National Department of Agriculture
KZN	:	KwaZulu-Natal
ADT	:	Agricultural Development Technician
HOD	:	Head of District
H Ec	:	Home Economics
RTWG	:	Regional Technical Working Group
DTT	:	District Task Team
PPC	:	Projects Planning Committee
NGO	:	Non Governmental Organisation
HEAA	:	Home Economics Association For Africa
SASAE	:	South African Society For Agricultural Extension
OED	:	Operations Evaluation Department
UWP	:	Uhlmann, Witthaus and Prins
FAO	:	Food and Agriculture Organisation

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# CHAPTER 1

## 1.1 Introduction

The aim of this study was to compare the needs of women's clubs at Hlanganani District, KwaZulu-Natal with the services offered by KwaZulu-Natal Department of Agriculture and Environmental Affairs (KZNDAEA). The needs investigated were: training, club organisation and empowerment needs of the clubs, to assist the Hlanganani district (in particular) and other districts to develop appropriate extension programmes for women's clubs. This study forms part of extension program planning for KZNDAEA districts. Research has shown that projects that do not address the real needs of the people, have high failure rates (Mlambo 2000, Kodua-Agyekum 1997, Fenwick 1995, Leonard 1995, May 1987). This particular study can also feed into the management and policy making systems of the KZNDAEA to enable appropriate service provision that will help improve women's clubs.

The study also investigated the nature of services offered by KZNDAEA Districts to women's clubs in their areas. This was done by studying the annual reports from KZNDAEA Districts, Ndwedwe, Maphumulo and Umbumbulu from South East Region as well as Vulindlela and Umvoti from South West Region (see figure 1.1). The women's clubs investigated were from Hlanganani district, one of the three districts in the South West Region. Four hundred and eighty-five women from 37 women's clubs were studied. The clubs studied were from different wards under Hlanganani District. These wards are Amakhuze, Impendle (Nxamalala), Memela, Maphephetha (Macala Gwala), Bhidla, Zashuke and Amangwane (refer to figure 1.2). In order to get more insight into KZNDAEA offerings, departmental policies were assessed and compared to the services offered by the districts. Women's clubs were targeted by KZNDAEA because rural women are the backbone of rural society and they play an important role in poverty alleviation and income generation.

There is an urgent need to address the situation of women if rural poverty is to be alleviated. Extension programmes can only hope to alleviate poverty if real problems related to the needs of women are identified and acceptable innovations for rural women can be introduced by the departments responsible for poverty alleviation programmes. The aim of all who try to bring about effective change in farming systems of developing countries should be to introduce an acceptable combination of innovations or programs and improved management techniques in the appropriate order of priority, to meet the actual needs of any given rural community (Brydon and Chant 1989, Mann 1984, May *et al* 1994).

Both the National Department of Agriculture (NDA) and KZNDAEA policies emphasize consultation with farmers and equitable distribution of resources (NDA White Paper 1995, KZNDAEA White Paper 1998a). Consultation should start from the planning of projects by the KZNDAEA through to monitoring and evaluation. This in itself calls for the assessment of needs in consultation with the target communities. In Southern Africa, the small-scale farming sector is characterized by general lack of institutional support, such as operational agricultural policies, credit, marketing, farming inputs, research and extension. There is a general agreement, according to the NDA and KZNDAEA policies, that agricultural extension is necessary to uplift the standard of life of rural people and stimulate their economic growth (KZNDAEA 1998a, NDA1995). To be successful, agricultural extension needs to support and implement national and provincial policy, and match the needs of the clients. This study looks at KZNDAEA service provision in comparison to the needs of women's clubs at Hlanganani District, KwaZulu-Natal.

NDA and KZNDAEA policies set out objectives, priorities and methods of operating for extension services. They also give information on activities that need to be carried out. Home economics is the part of agricultural extension that deals with women's clubs, therefore the two terms (home economics and agricultural extension) will be used interchangeably in this paper to mean one and the same thing. The activities of women's clubs, reasons for the existence of the clubs and their needs will also be studied. The study will later compare the needs of the women's clubs to the services offered by KZNDAEA to see if there is a match between the two.

Enhancing women's income earning capacity, especially where they control economic activity, is central to the empowerment for many women. Women often lack skills to compete in the labour market (Hurley 1990). Traditional women's skills such as sewing or cooking can be lucrative in some circumstances, but it is the awareness of these circumstances which is important. Therefore, if training for the women's clubs by KZNDAEA is not consciously aimed at enabling women to generate income, then it is only by accident that it will do so (Hurley 1990).

The reason why this study focuses on women, is because women in rural areas (such as Hlanganani) are responsible for feeding their families and for general community development (Mlambo 2000, Kodua-Agyekum 1997, Saito 1994, Bembridge 1991, World Bank 1989). Hlanganani women's clubs are involved in agricultural production, for example crop and vegetable production, chicken rearing, looking after livestock, sewing and handicrafts. They are engaged in these activities in order to provide food for their families and are selling surplus produce to supplement income. This needs assessment compared the services offered by KZNDAEA to the needs of women's clubs in order to see if there was a match between the two, thereby assisting the Hlanganani district and the KZNDAEA with their extension programme planning in order to provide appropriate services.

The main reason for the existence of extension services of the KZNDAEA is to assist women's clubs and other target groups, such as farmers, to engage in development projects that will promote food security and independence. In order to provide appropriate KZNDAEA programmes, there is a need to examine the real and felt needs of the existing women's clubs so as to address issues that really matter to the clubs being serviced. Addressing the felt and real needs of women's clubs should ensure that poverty in rural areas is alleviated. This study will evaluate whether district programmes offer what women's clubs need, rather than imposed programmes which KZNDAEA thinks ought to be delivered.

If KZNDAEA is to render appropriate services and implement its policies as laid down by both the national and provincial Departments, then women could improve the food security of their families and generate some income by producing food and commodities for their families and sell the surplus. Successful training, coupled with extension support, could result in active participation of women in terms of project planning and implementation in order to ensure sustainable projects. Capacity building support should result in empowerment and improved self esteem for women (Kodua-Agyekum 1997). This is important for further development, for if women are confident that they can achieve something, they are more likely to be enthusiastic in embarking on other development projects. Training, organization and empowerment are investigated in this study because they are suggested as necessary for the success of women's clubs.

If KZNDAEA does not render effective service delivery to women's clubs, income generation will be hampered. If food production and income generation projects in particular are not supported by KZNDAEA, there is a danger of the incidence of malnutrition and other illnesses increasing, as well as the general economy of those communities declining. Rural women are meant to get support from the KZNDAEA and other government Departments and NGOs in order to be able to improve their food production and also generate income for their families (Mlambo 2000, Kodua-Agyekum 1997). If women from rural areas, where employment opportunities are scarce, are not assisted with income generating projects, they will not be able to send their children to school, and afford nutritious foods. This would result in greater high school drop out numbers and illnesses, leading to more unemployment and criminal activities. This would jeopardize not only the local economy but will have a wider impact as well. Mlambo (2000) states that "the social and moral conditions of the society would be destroyed".

## **1.2 Statement of the problem**

Does the KZNDAEA Agricultural Home Economics service provision fulfill the needs of women's clubs in Hlanganani District, KwaZulu-Natal?



### **1.3 Research sub-problems**

#### **Subproblem 1:**

To determine the training, organizational and empowerment needs of women's clubs in Hlanganani District, South West Region, KwaZulu-Natal.

#### **Subproblem 2:**

To determine the nature of services offered by the KZNDAEA to the women's clubs in the Hlanganani district, South East Region.

#### **Subproblem 3:**

To compare the services provided by the KZNDAEA with the needs of the women's clubs with regards to organisation, training and empowerment.

### **1.4 Study area**

Data on the services that are offered by KZNDAEA have been gathered from six districts from two different regions, these being Hlanganani, Umvoti, Vulindlela (South West Region), Umbumbulu, Ndwedwe and Maphumulo (South East Region) (refer to figure 1.1). Data on the needs of women's clubs have been gathered from all the existing women's clubs in Hlanganani district (Polela) in the South West Region (see figure 1.2).

### **1.5 Study limits**

The following are the limits of this study :

The investigation of the needs of women's clubs was done in one of the six KZNDAEA districts, therefore the results of this study cannot be generalized to the needs of the clubs throughout KwaZulu-Natal. The women's clubs in other districts were not investigated to find out their needs and could have different needs.



	South East Region
	South West Region
●	South East Region's Districts
●	South West Region's Districts

**Figure 1.1 : Map of KwaZulu-Natal, Agricultural boundaries (Geographic Information Centre, Cedara)**

The investigation on the services that are offered by KZNDAEA to the women's clubs was based on the Districts' Annual Reports which may not always reflect the true status of affairs.

The women's groups studied are only those that were serviced by the KZNDAEA in the South West Region, Hlanganani district (see figure 1.2). There could be other women's clubs within Hlanganani that are not serviced by the KZNDAEA, for example church and burial clubs.

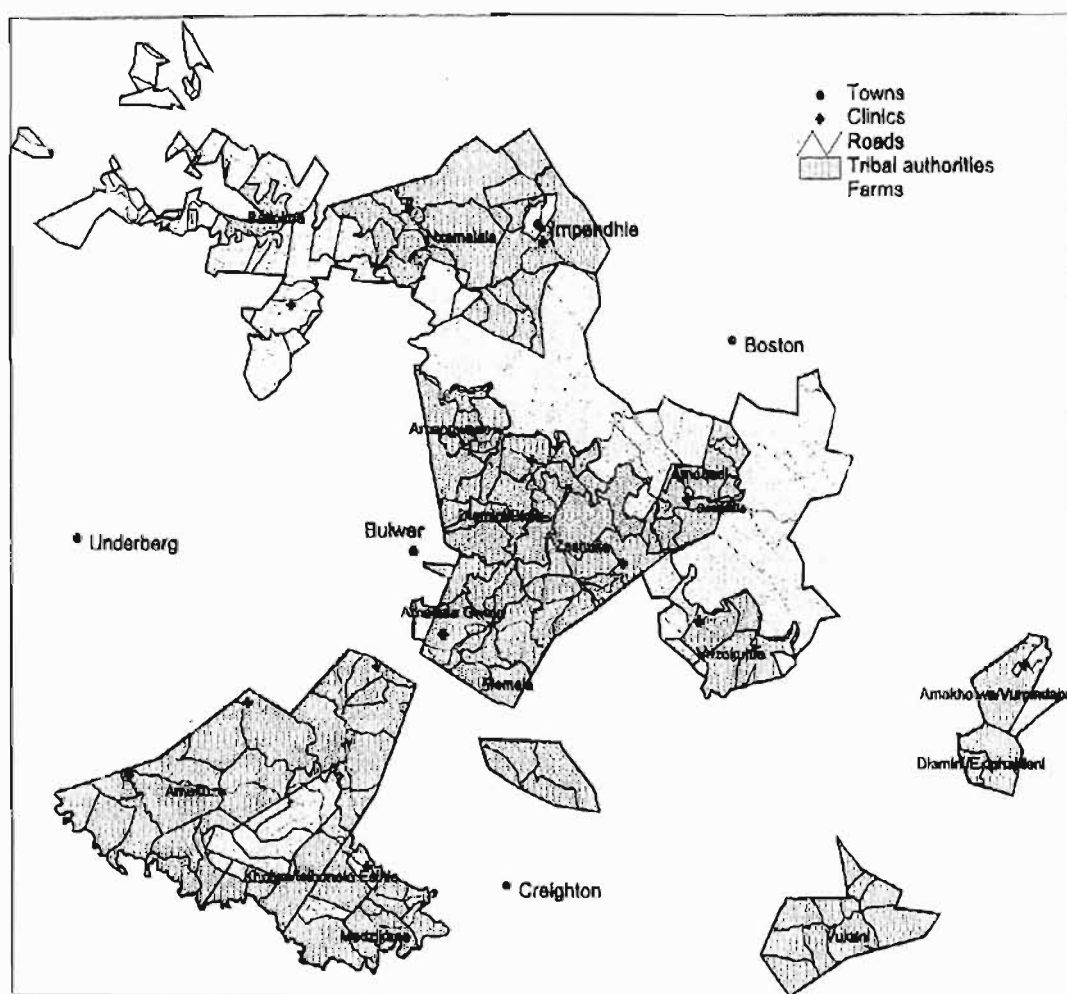


Figure 1.2: Map of Hlanganani (Natural Resources Section, Technology Development and Training KZNDAEA, Cedara, January 2001)

The study was undertaken at a time when the KZNDAEA was in the process of reviewing its policies. Therefore, some of the policies may have changed from the time this study was undertaken (1999).

## **1.6 Assumptions**

It is assumed that the KZNDAEA's contribution is necessary for the women's clubs to succeed. The variables used are assumed to measure training needs of the women's clubs. The questionnaire used for the women's clubs was based on the "training" needs of the clubs. The women's clubs were therefore conditioned to think primarily of training and not of other needs that they have.

## **1.7 How the rest of the document is structured**

Chapter Two discusses related literature reviewed in terms of agricultural extension (policies, goals and services), women's clubs (purpose and activities, organization, needs) and needs assessments to illustrate the match between what services should be offered according to the policies and the actual services as reflected by the needs of the women's clubs.

Chapter Three will discuss the research methodology. This includes how the social survey was conducted, how the KZNDAEA reports were analyzed and how the services provided by KZNDAEA were compared to the needs that were identified from the women's clubs from Hlanganani district. Data treatment and the analysis of the data will also be discussed.

In Chapter Four the results of the study will be presented and discussed. This will include discussing the study area, description of the survey, the needs of the women's clubs, how ratings were given based on the researcher's observations, and lastly, the small group discussions results.

Chapter Five will discuss the assessment of the services offered by KZNDAEA by looking at the reports from the six districts studied. These will be later compared to the needs of the clubs in Chapter Six. Finally, conclusions and recommendations will be presented.

## **CHAPTER 2**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter will review the goals of national and provincial policy on agriculture and how these are translated into policy priorities and enacted agricultural extension. Only those policies that have a direct impact on the work of the women's clubs are discussed. It is assumed throughout this discussion that the motivation for such policies is to promote prosperous communities as the KZNDAEA's mission suggests. The purpose of this study is to compare the needs of the women's clubs to the services offered by KZNDAEA. The broader roles, activities and organization of the women's clubs will be reviewed. If services provided match the real needs of women's clubs, it is assumed that the clubs would be more productive.

#### **2.2 Agricultural extension**

The ultimate goal of extension is to improve the quality of rural life as well as to improve the quantity of a country's food, fibre and forestry production (Bembridge 1991:18, Baum and Warren 1985:71). Agricultural extension is meant to teach people about new farming ideas in their own context and life situations and how to identify and assess their own farming needs and problems. It should also help rural people to develop leadership and organisational skills. Farmers should be assisted to acquire the knowledge, technical and managerial skills required to cope effectively with their needs and problems (Saito and Wedmann 1990, Bembridge 1991, Baum and Warren 1985).

Available evidence points to the prevalence of poverty in rural areas of South Africa (May 1994, Bembridge 1991, World Bank 1985). Policy addressing issues of rural poverty is urgently required. The main objectives of agricultural development in South

Africa are poverty alleviation, food security, employment creation and sustainable management of natural resources (National Department of Agriculture 1995). Agricultural extension is a requirement for sustainable agricultural development. The mission of agricultural extension in KwaZulu-Natal is “to improve the quality of rural life and increase the quality and quantity of a country’s food, fuel and forestry production” (Hendriks & Green 1999 citing Bolliger *et al* 1992, Bembridge 1991:89), possibly through development of rural farm and non-farm industries to stimulate the economy (Saito and Wedmann 1990). The KZN Department of Agriculture and Environmental Affairs (KZNDAEA) sets out to facilitate the establishment of viable agri-industries by responding to requests received from the clients and implementing approved projects (KZNDAEA 1998g:16).

### **2.3 NDA and KZNDAEA policy on agriculture**

“The desire to change policies in order to improve the distribution of living standards in a society is an important motive for policy intervention” (Ravallion 1990:3). Development policy which attempts to address the issues supporting the well-being of rural people has to take cognisance of the interlocking concepts of food security and rural incomes (May *et al* 1994).

According to the White Paper on Agriculture for KwaZulu-Natal (KZNDAEA 1996), the KZNDAEA is expected to perform its functions in line with the policy of the National Department of Agriculture (NDA) (see table 2.1 for the comparison of NDA and KZNDAEA policies). This is because provincial Departments are supposed to implement programmes on behalf of the national Department and provincial operations should therefore be in line with national objectives ). The White Paper on Agriculture for KwaZulu-Natal (KZNDAEA 1996) also sets out the aims and strategies to be followed in order to achieve Departmental goals. It stipulates some basic principles with regard to the functions of the Department. Only those principles that are relevant to this study are discussed, namely training, empowerment and club organisation.

Table 2.1. The comparison of NDA and KZNDAEA policies (KZNDAEA 1996, NDA 1995)

Comparative points of the Agricultural Policies		
National Department of Agriculture (NDA) Policy	KZNDAEA Policy	Comments
Services to farmers will be rendered in an equitable manner	All farmers should be served in an equitable manner	Both policies acknowledge that all groups including women should be serviced equally.
Appropriate and effective extension and training must be ensured	There should be effective service delivery.	Communities should be able to use services provided . It is not clear how effectiveness of services will be measured.
Improvement in the quality of life of rural and urban people	Improvement in the quality of life	This is general and does not explain in what way and how lives should be improved.
National food security and household food security must be addressed	Household food security	Food production is recognised as the main responsibility of Agriculture.
Equitable access to appropriate and effective extension and training must be ensured.	Skills of farmers must continually be improved	The two policies mention training that is accessible and effective. This requires assessment of training needs
Broadening of the economic and social options of rural and urban people	Effective farmer institutions (for example committees, associations and co-operatives) should be established	Broadening economic options means supporting income generating projects. Establishing farmer institutions shows that KZNDAEA is aware of its role in satisfying the organisational needs of farmers including women.
Rural economic growth	Building the economy	Importance of economic growth realised by both, which means support must be given for income generating activities
Government and para-statal services to farmers will be determined by needs in order to be appropriate and efficient	Programmes must meet basic needs	The importance of carrying out needs assessments is inferred in both policies

According to both policies, equitable access, effective extension and training services, improved quality of life, national and household food security ensured, economic growth, institution building, resource allocation, and meeting of farmers' needs are all important functions of the Department of Agriculture and Environmental Affairs (KZNDAEA 1996, NDA 1995) (see table 2.1). This means that clients must be part of the identification, planning, and implementation of their projects. It is clearly stated that by communicating with communities and individual farmers at grassroots level, the Department will establish client needs. For needs to be met, they have to be identified by the communities using professional support. As many needs may be identified, it is important to prioritise these so that the most urgent ones according to the community are attended to first (KZNDAEA 1996).

Equity means that all groups of people from subsistence to large scale farmers, women, youth and farmers from different social, cultural, religious and political affiliations should be serviced equally. Continued evaluation of all farmers' skills is necessary in order for them to be improved and for any changes to be effected. These would enable the KZNDAEA to channel its resources appropriately to recognised client structures while on the other hand, farmers and community members would be in a better position to raise their needs and concerns as a unified group.

Farmers should be helped through training and extension to produce foods and home industry items of high quality and quantity that can be marketed at reasonable prices. The important role of women is acknowledged and efforts are made to support them. Women in rural KwaZulu-Natal, in particular, are the major clients of the extension services. They are generally members of community gardens, poultry production and other home industry groups (KZNDAEA 1996: 2-10).

As mentioned earlier, in KwaZulu-Natal, Home Economics is the section of agricultural extension that deals with training, organisation and empowerment of women's clubs. The policy on Home Economics Equipment Requirements states that equipment purchased by the Department will be used for demonstrations and training of club members but it is not provided directly to clubs (KZNDAEA 1998c:60).



The policy on Home Economics Equipment Requirements mentions sewing and cookery equipment only i.e. the sewing machine, over-locker, steam iron, ironing board and sewing kits. The cookery equipment mentioned includes portable stove, cookery utensils, pots and a cookery kit. Policy asserts that sewing and cooking is what the home economists are expected to teach the women's clubs (KZNDAEA1998c: 60-65).

The policy on funding of movable capital items and equipment required for project implementation facilitates funding of the items and equipment necessary to make projects a success (KZNDAEA 1998e:48) In the past, groups, whether farmers or women's groups, were expected to find funds from outside KZNDAEA for the purchase of necessary equipment for their projects, but the reality is that it is almost impossible for these groups to secure loans from financial institutions without any collateral.

The objectives of the policy on funding of movable capital items and equipment required for project implementation policy are, "to identify the groups with the potential to make a success of the project, to assist these groups to purchase moveable capital items and equipment necessary to make projects sustainable and to monitor progress of these groups". The strategies suggest that implementing this policy includes ensuring that the groups identified are the ones interested in the implementation of projects. Each group is expected to have a constitution, bank account and identifiable markets. Once these requirements have been met, an application for funding must be made through the Regional Technical Working Group (RTWG) process as laid down by the Department (KZNDAEA 1998d:82-85).

Capacity building embodies educating, training, advising and assisting people, either individually or in formal or informal groupings, so that they can develop knowledge and skills to participate actively in projects aimed at them, contribute meaningfully to projects from their own knowledge and skills base and identify their own needs

(KZNDAEA 1998 a). It is also concerned with enabling them to interact actively with the broader economic and socio-political fabric of the society and to identify a meaningful position for themselves within society. Developing skills so that people can initiate and drive projects of their own with minimal outside support and hence become self sufficient in satisfying their needs is part of capacity building. It is also about assisting people to access avenues of education, training, advice and support available to them (KZNDAEA 1998a: 20-23). This means that the policy acknowledges that extension programmes should give farmers capacity to take charge of their projects.

The KZNDAEA policy on capacity building further states that the regions need to specify capacities among clients that need to be built. Regions are expected to identify projects and programmes which would build capacity, plan, approve and implement such projects and assist in conducting social impact studies linked to specific projects. Communities are called upon to indicate their needs, build community social structures representative of the community, and supply representatives to actively participate in needs identification, project planning and the implementation of projects and programmes. Communities should also actively participate in projects initially, and later, take over the responsibility for projects and eventually develop their own projects.

Apart from the NDA and KZNDAEA White Papers, the KZNDAEA is also guided by the "Batho Pele: People First" document (Department of Public Service and Administration 1997). This is a policy framework and practical implementation strategy for the transformation of Public Service Delivery. The Batho Pele policy calls for consultation. Citizens should be consulted about the level and quality of public services they receive, and wherever possible, should be given a choice about the services that are offered. The services rendered should be of high standard and citizens should be told what level and quality of public services they will receive so that they are aware of what to expect. There should also be equal access to the services to which citizens are entitled. Citizens should be treated with courtesy and consideration and they should be given full, accurate information about the public services they are entitled to receive. There should be openness and transparency and public services should be provided

economically and efficiently in order to give citizens the best possible value for money. Lastly, if the promised standard of service is not delivered, that problem should be redressed (Department of Public Service and Administration 1997). The Batho Pele principles also show the intent by the government to identify and meet the people's needs.

Food security is part of poverty alleviation, the main objective of agricultural development in South Africa generally and in KZN in particular. The community gardens that are supported by KZNDAEA give opportunities to people, especially women who otherwise would not be able to produce food for their families because of lack of fencing and irrigation materials. The gardens assist people in achieving household food security, help develop skills and expose people to the rudiments of business activities and resource management (KZNDAEA 1996). The KZNDAEA policy on community gardens stipulates the minimum number of people to participate in a community garden (5 individuals) and the minimum size of the garden (2500 square metres). This means that a community garden of 2500 square metres can be divided amongst 5 individuals each working a 500 square metre plot.

The garden is to be managed by a committee which must have a constitution and a bank account, and have a recognised agreement or arrangement which would grant them permission to use the land for a minimum period of five years. Financial assistance for the establishment is provided for the irrigation, soil conservation works, fencing, liming, land preparation and access roads on a once-only basis. Once the community garden has been established, the responsibility of the Department is to provide training and ensure that community gardens conform with resource conservation principles and regulations of KZNDAEA (KZNDAEA 1998b:23-27).

The KZNDAEA policy on the provision of physical infrastructure allows for the provision of buildings and fixed facilities for the handling of products or animals, including service centres and marketing facilities in communal areas (KZNDAEA 1998f:66-72). All projects must be identified by the community and communicated to the local Agricultural Development Technician who then presents them at the District Task Team (DTT)

meeting for discussion and recommendation. The DTT is the forum where community needs and problems are communicated. If the project is recommended by DTT, the Project Planning Committee (PPC) is then constituted which then visits the proposed project to assess the feasibility and make recommendations. The project is then presented at the RTWG meeting by the Head of District (HOD). Depending on the PPC report, whether the project is in line with Departmental policies, and the availability of funding, the project can either be recommended or declined. It is only after this stage that a project can be implemented. The district can then start with the implementation by submission of requisitions for funds to purchase materials and other necessities of the project. All funds are approved at regional office before any orders can be issued. This project development process is referred to by KZNDAEA as the RTWG system (KZNDAEA 1998d:82-85).

Efficient agricultural extension will only be provided if women in rural areas have access to physical infrastructure which they can use to develop their projects. For example, poultry projects need buildings, vegetables and crops must be sold in covered structures to protect the vegetables and crops from wilting and to preserve quality. Women also need buildings where they can meet and teach each other skills, hold their meetings and market their products.

## **2.4 Extension in African countries with reference to Southern Africa**

Agricultural extension services operate in all developing areas of Southern Africa and constitute a basic tool in government programmes and projects to bring about changes in agricultural production and raise rural living standards (HEAA 1993:29, Bembridge 1991:18, World Bank 1989: 71). Few African countries have effective nationwide extension services (Saito and Wedmann 1990, World Bank 1989). Mechanisms for supplying farm inputs are required but largely lacking. This means that farmers cannot get inputs because of the lack of credit facilities (in most cases), transportation problems and poor road conditions which makes it impossible for heavy deliveries to take place. There is a tendency to separate extension service delivery according to the gender of people being serviced. Men are given information on agriculture, while

women are given information on home economics, but in reality, women are also actively involved in agricultural activities, either as workers or as farmers in their own right (HEAA 1993, Saito and Wedmann 1990, World Bank 1989).

According to Baum and Warren (1985: 24-38), agricultural extension in Southern Africa generally has some major limitations that have to be addressed if extension services are to be effective. One of them is the absence of a national objective for research and extension and a clear commitment to achieve that objective. A mechanism and the ability to provide policymakers with evidence to back up their support (or lack of support) for research and extension and to relate the input into research and extension with other inputs in agriculture is also lacking. On a local level, local leadership and village organizations are generally not developed or geared to promoting agricultural production.

Small scale farmers collectively have very little say or political influence in agricultural development. There is often inadequate infrastructural development in terms of water supplies, roads, fencing, schools, health and shopping facilities (Bembridge 1991: 38, World Bank 1989:103). Extension programmes are unlikely to succeed if the above mentioned limitations are not addressed. Those likely to succeed are those compatible with national priorities. For example in India, Indonesia, Kenya, Mali, Morocco, Nigeria, Sudan, Turkey, Thailand and Brazil programmes that succeeded were those that were compatible with national priorities at that time, which were food production and poverty alleviation (Baum and Warren 1985 :25).

According to the World Bank (1989:95 ), “most extension systems are preoccupied with immediate technology transfer particularly to the commercial farm sector in line with very limited concern for broader human and rural development concerns that continue to face developing countries”. This results in many communities who cannot adopt nor afford new technologies being left out of the system. Extension education assists farmers in adopting an attitude conducive to acceptance of technological change.

Most farmers are largely risk adverse and afraid to take risks that will involve them in great financial loss, unless they are convinced beyond all doubt that the improved technology which the extension agents are asking them to adopt will be of benefit to them (Bembridge 1991:146). Extension education should ultimately assist farmers in problem solving, looking at alternatives and finding sources of information aimed at making individuals and organizations self-reliant. It is meant to provide a link between research and the farmer and to disseminate to the farmers the results of research and the transfer of farmers' problems back to the research. Farmers are assisted to gain managerial skills to operate in a commercial economy through the provision of training and guidance in problem-solving and decision making. Extension education is also used to promote the conservation and best use of natural resources, especially soil, vegetation and water, and to inculcate a conservation consciousness among both rural and urban communities (Duvel 1999, Bembridge 1991:149, Saito and Wedmann 1990).

According to Bembridge (1991: 207-208), extension programmes which include women should encourage key enterprises such as vegetable production, poultry, pigs and goats which can make a substantial difference to family welfare. Programmes should be designed to suit seasonal agriculture and work cycles and should be incorporated into overall extension strategies and not exist as separate programmes. In planning extension programmes, attention should be given to important issues such as subsistence level production, off- farm employment and household management, all of which influence agricultural production. Field days, demonstrations, conferences, field trips, panel discussions, seminars, short courses, symposiums, workshops, drama and roleplays are all methods of agricultural extension than can be used to train farmers in order to improve their production (Bembridge 1991:208, Baum and Warren 1985:37).

## 2.5 Agricultural extension services to women's clubs

Because of the increase in the number of female headed households in rural KwaZulu-Natal, there is need for greater involvement of rural women in agricultural extension programmes (Hurley 1999:3, Saito *et al* 1994, Bembridge 1991:207, World Bank 1989:103). The motivation behind starting women's clubs should be to enhance women's income earning capacity, especially where they control the economic activities. Skills learned in projects can also be used by women in managing their homes.

Groups have the advantage of making the best use of the government's and their own scarce resources, therefore women's clubs are established in order to mobilize resources and to access training from the service providers (Bembridge 1991:95, Baum and Warren 1985:79). Groups also act as a link among people and organizations and social institutions. Bembridge (1991: 173) further suggests that women's groups need to be fostered. They could be used, not only as contacts for extension services, but also for channeling credit for the purchase of inputs.

The low ratio of extension officers to farmers (one extension officer to two thousand farmers) (Bembridge 1991:193) makes it impossible to reach a large number of farmers through regular individual visits. By using group methods one brings together farmers with similar problems requiring concerted action. One of the functions of extension is the formation of target groups. These are "segments of the farming population which could benefit from various types of extension training, knowledge and skills" (Bembridge 1991:205).

Agricultural research and extension systems need to be responsive to needs of women (World Bank 1989:104). This is because women's involvement in agricultural work and decision making can vary widely within a single district as a result of different farming systems, levels of income or stages in the family life cycle. These differences call for careful planning in the design of extension messages, the use of communication

methods and the selection of target groups. Rural women therefore need to be recognised as a target group with specific extension and training needs (Saito *et al* 1994, Bembridge 1991, Food and Agriculture Organisation (FAO)1989 , World Bank 1989, Baum and Warren 1985).

Agriculture is the major employment sector for the rural women (NDA1999, Bembridge 1991). The role of women in agriculture is recognized by the National Department of Agriculture as an important one in feeding the nation and contributing to economic growth and entrepreneurship in South Africa (NDA 2000: 1, NDA 1999:3). One of the important functions of KZNDAEA is to serve women's clubs (KZNDAEA 1998c). Home economics extension services specifically assist rural women to recognise their potential, develop and manage their resources and to attain satisfying lifestyles or livelihoods. Women are helped to adapt to the transition from subsistence economy to cash economy by the home economists. There is an increasing need for cash everywhere, therefore women should be taught marketable skills (HEAA 1993:10). According to the KZNDAEA policy on home economics, technicians working in this field should play a role in promoting access to sufficient, nutritious, affordable and safe food, consumer education, family management, affordable home improvement, viable home industries and youth clubs. They should do this through training of the women's clubs as well as of youth clubs.

Special attention should be given to promoting self reliance, independence, empowerment and organisational building. The KZNDAEA policy on Home Economics clearly states that the government will render services which are in the interest of the community, are generally of a long term nature and which are not rendered for profit. This policy means that government services are provided on a non-profit basis, but some extension officers interpret it as meaning that women are not expected to make profit out of their enterprises. Surely, for any enterprise to have continuity, profits must be generated in order to grow and sustain that enterprise. The same policy further states that the government will render more extensive services during the initial stages of development provided they are based on community involvement and needs (KZNDAEA 1998c: 53-56).



## 2.6 Organisation of women's clubs

The motivation for the government's policies both provincially and nationally behind organising women into clubs is very important to consider. It may be to keep them together or to give them useful skills for managing their homes. The way in which the clubs are organised is very important in the effective functioning of the clubs. According to Salmen (1992:13) local organisations (such as committees) act as monitors on the performance of government programmes. They also provide the institutional framework within which the energies of the poor may be given effective voice and form. A major contribution to sustainability of agricultural projects comes from the development of grassroots organisations (Salmen 1992:13 citing Hurley 1990, Baum and Warren 1985:79). Women's clubs should select their own leaders. These can help facilitate contact between the village farmers and the extension workers (Bembridge 1991:207, Saito and Wedmann 1990). If women's clubs are able to organise themselves into committees, that ensures that there is potential for leadership among the groups. The role of agricultural extension should therefore be to help women's clubs to organise themselves into meaningful structures. Women should also be trained in leadership skills in order to ensure that the clubs function even when the extension officers are not available in their particular areas.

Women's clubs often start with small numbers of participants and later grow into bigger clubs (Mlambo 2000, NDA 2000, NDA 1999, Bembridge 1991). The clubs generally have committees consisting of the chairperson, secretary, treasurer and additional members. They often contribute some money into the starting of different income generating projects such as sewing, vegetable production and baking. External support in the form of equipment, inputs or materials necessary to start projects helps the clubs to start off with their projects. External development agents play an important role in co-ordinating development activities of the women's clubs. They are not members of the clubs themselves but work closely with the members of a committee. They also work as advisors and trainers of the women's clubs (Mlambo 2000:13, Duvel 1999:22, NDA 1999, Salmen 1992:86, Hurley 1990:30, Carr 1989:81). A local Agricultural Development Technician (home economics) can play the role of both a co-ordinator and trainer for the local women's clubs.

Members' financial contributions towards the project are also very important for the club to get started. The monies contributed by members in the form of joining and subscription fees can be used to purchase inputs and equipments to start projects. Contributing some money into the club's fund should not only ensure that the members have a start up capital, but also give them a feeling of ownership of the project (NDA 1999, Carr 1989:69).

## **2.7 Activities of women's clubs**

The activities that women pursue are usually linked to their agricultural activities. They require little working capital, are compatible with the time they have available, and provide income which they control. Training of women's clubs is one of the main activities of agricultural extension (home economics). This training should be aimed at bringing about change (Bembridge 1991:197). Women's clubs must receive proper training for the types of activities in which they want to be involved in (Carr 1989:66, Hurley 1990:87, Bembridge 1991:204). This ensures that they produce quality goods that can be sold in order to increase their income. Education of women therefore needs to be expanded, since people with higher levels of education have been shown to achieve higher increases in output from new technology (World Bank 1989:104). Through training, the women's clubs are helped to improve the quality of work that they produce and to generate income.

Rural women in particular are the most neglected component of South African society. Many are responsible for the provision of food for their families, for the education of their children and care for family members. Employment in South Africa's rural areas is very scarce. This is because there are no industries and rural people often do not have enough formal education to be employed by Government Departments and other professional organisations. They should therefore be supported in activities aimed at alleviating poverty and generating income. The National Department of Agriculture has undertaken to render support to farmers and agricultural communities through extension services, training and financing (National Department of Agriculture 1995).

Table 2.2. **Some common activities of women's clubs**

Activity
sewing
baking
vegetable production
crop production
broiler production (poultry)
weaving
trading in food and clothing
block making
beer brewing

One of the common activities that women's clubs are engaged in is sewing (Mlambo 2000, Kodua-Agyekum 1997). It is common for women's clubs to be involved in a range of activities. For example, the Masibambane women's club in Umtata is involved in baking, sewing, block making and community food gardens. Tholulwazi women's club from Ermelo and the Thabang Group from Krugersdorp in the West Rand are involved in vegetable production and operates a 4,2 hectare garden to produce spinach, beetroot, onion, green beans, cabbage and potatoes (NDA 1999).

There is also high interest in broiler production, for example Sikhulele Chicken enterprise in the Free State and the Khutlela Hae Community project in Harrismith are women's clubs involved in broiler production. Chickens are reared and sold alive or slaughtered. Other activities include crop production, for example the Zava community project near Giyani in the Northern province produces winter and summer crops. In Zambia, for example, women brew beer, weave mats, make and sell snacks, perform casual work on large farms, and trade in vegetables, pulses and root-crops (Anon 2001). In Northern Central and Southern provinces, fishing, fieldwork on the fields of others, and trading in food and clothing are important sources of income for rural women (Saito and Wedmann 1990).

There is a need for women's clubs to be empowered through skills and capacity building training to produce good quality produce in order to be able to compete with others. There is also a need to match services provided by KZNDAEA with the needs and activities of the target communities. Successful extension and the fulfilling of policy objectives should be based not only on addressing the needs of the people, but also on developing the assets like infrastructure, and equipments of the people in order to ensure that the projects are sustainable.

## **2.8 Needs Assessments**

The extent to which the project responds to the real needs identified by the community itself is very important in the functioning of women's clubs. Concentrating on a specific need which has been identified by beneficiaries as a priority, rather than launching immediately into complex integrated programmes can have negative effects in the development programmes of women. The success of the Grameen Bank for example, is partly attributed to the fact that it started with the most immediate need of the rural landless- credit and later started to add on other components (Carr 1998:66, World Bank 1989:63).

Agricultural or rural development programmes are directed at communities. Therefore, understanding the circumstances surrounding them is an important aspect of accurately assessing their needs. Needs and their identification are important and vital for the agricultural programming process because a priority - oriented, purposeful, effective and efficient approach which focuses on the land user's behaviour or management is critical for sustainable production (Bembridge 1991:201).

Needs assessment is useful in distinguishing between the felt and real needs of different communities. Analysed community needs often form the basis for setting programme goals (Clarke 1999:30). It is highly unlikely to find decisions about the future of the programmes taken purely on the basis of the results of a single evaluation study, but evaluation findings do have an influence in making decisions relating to development programmes (Mapetla 1999:6). The information provided by the study of needs assessment can serve as a warning that something is going wrong.

For example if early research findings suggest that some groups are not receiving the expected services then corrective action can be taken before the situation worsens. Evaluation findings can provide guidance for improving a programme and can offer re-conceptualisation (a new way of looking at a familiar problem). Evaluations can also have impact on budgets or lead to changes or adjustments to the internal structure of a programme (Mapetla 1999, Abot and Guijt 1998).

Needs assessments are used in a variety of programmes like programme planning and evaluation. In programme planning for example a needs assessment would be carried out to identify the real needs to be addressed by the programme (Abbot and Guijt 1998, Apel and Camozzi 1996, Neuber 1980), In programme evaluations, they would be carried out to assess the programme outcomes. The important thing is using the information generated by this process to draw appropriate programmes.

Planning involves the rational analysis of information with a focus on setting goals and priorities, and directing decision making which pertains to the delivery of services. This can be particularly true if the information needed to make decisions is made available to the decision makers. One of the important elements of programme planning is conducting a needs analysis, the term which is used interchangeably with situation analysis in some literature. This is looking at the circumstances, dilemmas or contexts in which no single course of action is apparent (Abbot and Guijt 1998). These analyses and interpretations are made in relation to desired values and criteria and are intended to improve the programme developer's judgements and decisions about needs, goals, obstacles and methods. Situation analysis or needs analysis is useful in that it helps the community developer or agency to determine needs by learning the difference between where the communities are and analysing a situation will provide insight to the desired state(s) of affairs, the current conditions and the differences between them in the community, group or among individual members (Abbot and Guijt 1998, Blackburn 1994).

Situation analysis is about comparing the situation before and after the development intervention or comparing the actual with the desired situations (Abbot and Guijt 1998, Apel and Camozzi 1996, Blackburn 1994). A key product of the situational analysis should be an identification of and the description of the public needs. It is not unusual for community developers to engage in needs assessment exercises before implementing programmes. Needs assessments are in some cases carried out to assess the viability of projects in relation to the population and physical resources of those particular communities. The contractors, Uhlmann, Witthaus and Prins (UWP) (1997) were appointed by Mvula Trust, a project implementing agent for the Department of Water Affairs to carry out a preliminary survey at the Escourt area of KwaMkhize to examine the viability of a bulk water supply scheme (UWP 1997). Their study illustrates mainly the importance of accuracy and reliability when doing surveys particularly in programs that are going to require large financial resources. UWP had to check the accuracy of the survey and make allowances for possible population growth.

Needs assessment has also been widely used in designing programmes for adult learning in order to discover what groups really need to learn, what they already know, what aspects of the course that has been designed really fit into their situations (Reviere *et al* 1996). Therefore listening to learners' needs helps to shape a program that has immediate usefulness to adults. The questions about what is exactly needed by different groups of learners and who defines the needs are important in needs identification.

It is often common to apply more than one technique and method in assessing needs for a research study (Mapetla M 1999, Fenton and Heffron 1987). Many studies apply different methods and techniques to achieve optimum results. They often combine descriptive surveys, a diagnostic approach which links specific problems to needs, proportional sampling techniques and structured interviews (Fenton and Heffron 1987). One technique might be inadequate for a particular situation, for example in some studies a descriptive survey could be used to collect data about the demographic characteristics of the population. If that is seen not to be enough, a different method could be applied to collect quantitative data for analysis (Kiondo 1999, Mapetla M 1999, Fenton and Heffron 1987).

## 2.9 Selected techniques of assessing needs

Various approaches can be used to carry out a needs assessment. The approach used will depend on the nature of data to be collected. This section will discuss the various approaches that can be used, the types of data that can be collected using particular approaches and some research studies that have been carried out using certain approaches.

The primary goal of needs assessment is “to generate usable information and the primary goal of community-oriented needs assessment is to facilitate community input into human service delivery” (Neuber 1980 p 19). The value of a needs assessment is therefore to define the needed services by providing information that will assist in ensuring that the development programmes that are put in place address the felt and real needs of the target communities. The information generated from the needs assessment is to be used as a basis for the planning of development programmes aimed at addressing the identified needs of the communities.

McKilip (1987 cited by Reviere, Berkowitz, Carter and Ferguson 1996) define needs assessment as a process of ordering and prioritising community needs, a process that is population specific and that extends beyond data collection and analysis to cover the utilization of the findings. Needs assessment is further described as a systematic and ongoing process of collection and analysis of data as inputs into the resource allocation decisions with a view to discovering and identifying goals and services the community is lacking in relation to the generally accepted standards. It is also suggested that there should exist some consensus as to the community's responsibility or their providing usable and useful information about the needs of the target group to those who can utilize it to make judgements about policy and programmes.

Needs assessment is also “a process which determines the key needs to be addressed by the programme. Once identified, these needs are translated into programme goals that are eventually turned into specific attainable objectives” (Isaac and Michael 1981:19). The word “process” seems to be common in all the definitions given above.

This means that needs assessment is something that should be done over time, probably because people's needs change over time. This also implies that it should be ongoing and carried out step by step until the desired goals have been met. The process of assessing needs by the Agricultural technicians should lead to setting of objectives. This then shows that it is not an end in itself but a means to an end. Addressing the needs of the people should result in participants taking ownership of the project and therefore ensuring that their project is sustained.

## **2.10 Summary**

The Hlanganani District extension service under South West region of the KZNDAEA exists to support the development activities of all groups (including women's clubs) involved in agriculture in the district. This study could ensure that the KZNDAEA extension services offer what women's clubs really need, rather than impose programmes that KZNDAEA thought should be delivered.

The policies on capacity building, project development and home economics are evidence that the KZNDAEA is aware of its role in terms of training, organisation and empowerment of its clients, most of whom are women. These concepts are based upon KZNDAEA policy statements and also describe what KZNDAEA extension services should do. The policy on project development clearly states that the clients must be organised by having committees, constitutions and bank accounts, but it does not precisely mention the role of the Department of Agriculture in ensuring that these things are in place. Institution building was mentioned as a necessity but not as a training role of the Department of Agriculture and Environmental Affairs in either NDA or KZNDAEA policies.



## CHAPTER 3 : METHODOLOGY

### 3.1 Introduction

This survey was based on the presupposition that women's clubs have certain needs. These were conceived to be training, organisational and empowerment needs. District offices under the KZNDAEA should identify and analyse the specific needs of the women's clubs in their areas, give extension support and capacity building programmes as directed by government and / or Departmental policies (KZNDAEA 1996). If the districts were to identify and analyse the real needs of women's clubs, the organisational needs of the clubs would be met and that would be reflected in the way that the clubs are organised and operate in terms of time keeping, record keeping and suitability of the places they use as their meeting and working places. Secondly, if their training needs are met through extension support, the KZNDAEA districts would offer skills training to ensure that good quality work is produced by the club members. The club members would be motivated to participate actively and maximally in the Department's programmes, resulting in sustainable projects.

Lastly, if the empowerment needs of women's clubs are met through capacity building programmes, the clubs would be in a better position to draw up their own constitutions to guide them through their organisation's activities. Besides acquiring problem solving skills, individual club members would be better able to understand their respective roles.

In order to assess the needs of the women's clubs in relation to the offerings of the KZNDAEA, a social survey was conducted. The study was conducted in the form of a social survey of the population of the women's clubs of Hlanganani District, KwaZulu-Natal. Hlanganani District Office of the KZNDAEA provides agricultural and home economics related services to all individuals and groups including women's clubs operating within Hlanganani Magisterial District. Small group discussions provided greater insight into the needs of women's clubs in Hlanganani district. KZNDAEA reports were analysed to show the link between what is needed and what is actually offered by KZNDAEA.

### 3.2 Women's clubs needs assessment

Different methodologies of needs assessment were examined in order to assess the most appropriate techniques and methods that could be applied to an evaluative study of the needs (organisational, training and empowerment) of the women's clubs. Related methodologies for conducting needs assessments are documented in Chapter 2, Section 2.9. Primary data was collected using questionnaires, observations and small group discussions.

Hlanganani is the largest district in the South West Region of KZN with a variety of agricultural related activities. It is made up of seven tribal wards i.e. Amakhuze, Impendle (Nxamalala), Memela, Maphephetha (Macala Gwala), Bhidla, Zashuke, Amangwane (refer to figure 1.2). Studies on large districts like this one should give a wider and more generalised view of the situation in the districts as compared to studies which may be done in smaller districts.

All thirty seven existing women's clubs supported by KZNDAEA at Hlanganani district were studied during the research period to determine their needs. Data was collected in group sessions when members were gathered for their usual club activities or meetings. All literate members were given questionnaires to complete, those who could not read and write were taken through the same questionnaire and responses were recorded by the researcher at the same time.

Questionnaires were collected by the researcher on the same day. The process of data collection took about two to three hours per club. At a later stage small group discussions with a quarter (8) of all the women's clubs selected randomly were held to determine the extent and quality of Department of Agriculture's involvement in the work of women's clubs. All data was coded and entered into a spreadsheet and, where necessary, tables were compiled to compare different sets of information. During small group discussions, responses were recorded by the researcher at the same time. These were later also coded and entered into tables.

### 3.3 Survey

All women's clubs in the wards and sub-wards of the Hlanganani District were included in the study. The aim was to include all existing clubs and all members of the clubs, but only a few had a 100% attendance during data collection sessions. All members present were given questionnaires to complete.

The first step was to identify existing clubs in Hlanganani District. This was done with the help of the KZNDAEA agricultural extension workers, also known as Agricultural Development Technicians (ADTs), who introduced the researcher to the women's clubs. Only those women's clubs that were supported by the KZNDAEA, Hlanganani district were identified and included in the study. The clubs identified did not necessarily receive funding from KZNDAEA. The researcher attended club meetings when the clubs were busy with their usual activities. At these meetings the researcher introduced the study to the club members and set dates for data collection.

Data collection from the women's groups was carried out in two phases. The first phase was that of completing questionnaires with each club. Once data had been collected from all the clubs, the responses were examined and small group discussions were held with approximately one quarter (eight) of the clubs. These clubs were selected at random depending on the researcher's work programme. This was because the researcher was employed by KZNDAEA, Hlanganani district to do home economics work with the Hlanganani women's clubs at that time. The second round involved small group discussions about the issues that arose from the first round of data collection. This ensured that issues and questions that were not properly addressed or covered in the first round were revisited in depth.

In cases where very few members attended the meeting, questionnaires were left for the absent members to complete and a date was set for the researcher to collect those questionnaires. The process of data collection took about two hours per club.

### 3.4 Questionnaire

Questionnaires were used to provide descriptive data pertaining to individual club members, for example age, education levels, position of member in the club and information about training experience. They also included assessment schedules designed to measure the quality of the work produced by the clubs, organisation of the club in terms of their keeping of time, attendance, suitability of their working places, accessibility of their areas, knowledge of roles and availability of electricity. The questionnaire related to matters of the women's clubs' activities and applied to both individual club members and the clubs as groups (See Appendix A for women's clubs studied).

The first part of the questionnaire (questions 1-7) consisted of personal details of the individual club members. These were directly related to the question of training needs. The age, education level and the availability or lack of previous training were included in order to help the districts to determine the level of training programs to be developed for the clubs. This part of the questionnaire enabled the researcher to assess the characteristics of women who participated in the activities of the clubs.

The second section (questions 8 - 18) asked about club details. It provided data on the clubs themselves, for example names of clubs, when the club was established, membership, whether the club had a constitution and whether it had a bank account. This was included in order to examine the extent of the club's organisation. The third section (questions 19 - 21) was on club training. This part would also reveal the club's skills as well as the relationship between the quality of work produced by the club and training received or not received. The section was also related to the empowerment question. Clubs that operated their own bank accounts, had constitutions, and knew their roles well would be viewed as more empowered than their counterparts. Lack of empowerment would indicate the need for capacity building programs to empower the women's clubs.

The last section (questions 22 - 24) included general questions about problems that the clubs encountered in their daily work, their expectations from the KZNDAEA and any other ideas that could improve the functioning of their clubs. This was aimed at examining the empowerment levels of the clubs. The extent to which the club members could identify their own problems and come up with possible solutions was to be used as a measure of the level of empowerment of the individual clubs (See Appendix B for questionnaire).

### **3.5 Small group discussions**

The data collected from the first round of data collection was examined. There were questions and issues that needed to be clarified with the clubs. Based on that, further questions for discussions were developed to be used with the small groups. Women's clubs for small group discussions were chosen randomly.

Members from each club were asked to put themselves into small groups of five or six members. This was done by asking each member to call a number from one to five or six depending on the size of the club. Members who called the same number formed one group and a group leader was elected by other members to facilitate the discussions. The groups discussed questions given to them (see Appendix C for discussion points for small groups). Within these small groups, women shared their ideas with the others and one group member recorded all the responses. The group leaders then reported to the other members afterwards. This stimulated the discussions and gave the researcher the opportunity to observe the nature and quality of work produced by the clubs. While the discussions were happening, notes were taken down by the researcher about the degree of participation in the discussions and the topics that included most members in the discussion. Completed written records by the group leaders were also collected on the same day by the researcher after group discussions.

The groups addressed the needs that they had identified in the first round of the questionnaires. The questions were the same for all the eight women's clubs. Where groups mentioned training as their important need, there were questions relating to what they would do with the knowledge. This would provide guidance to the programme planners so that they would know what the training programmes to be developed would have to include. Research has shown that women are not good at identifying their own problems (Mlambo 2000, Kodua-Agyekum 1997). To counteract this problem, women were encouraged to discuss their needs. They were also asked to discuss what they thought would go wrong if those needs were not met. In that way, they were indirectly led into discussing their problems. The responses were recorded according to the number of similar responses to a particular question. The discussions that resulted from the small groups helped the researcher to assess the level of satisfaction or lack thereof with the services offered by KZNDAEA and the general interpersonal relationships among club members themselves.

### **3.6 Observations**

Observations were recorded by the researcher while data collection (completion of questionnaires as well as during discussions) proceeded. They were used in order to complete the assessment schedules which were the researcher's subjective ratings of the situations / conditions of the clubs (see Appendix D for ratings). This enabled the researcher to make judgements based on her systematic observations of the nature and quality of work produced by the clubs, how the clubs were organised and how they ran their meetings.

During data collection the researcher observed the quality of work produced by the club members. For example, if the club was involved in sewing, she assessed the garments that they were working on and those that they had completed, where available. During observations the researcher gave ratings to the quality of work produced in the scale of one for very poor, two for poor, three for good and four for very good. These were based on the researcher's judgement (see explanation of ratings in appendix D).

The same scale was used for all other activities (refer to Appendix D). For the groups that did cookery and baking the researcher observed if recipes were followed, correct cooking methods used to preserve nutrients and also the correct use of measurements. Availability of necessary equipment was also observed for example the number of sewing machines in the case of sewing clubs, stoves for those who were involved in cookery and baking and the availability of any other equipment.

This was important because availability of equipment or lack of it was thought to be important for the women's clubs to start their projects or develop the existing ones. The nature of the club's organisation was also assessed in terms of keeping time for starting and finishing meetings, the suitability of the meeting place for the type of activities that they were engaged in, and the number of members attending meetings in relation to the number of enrolled participants. The organisation of the club during the one visit in terms of time keeping, suitability of the meeting place and attendance were each rated at a scale of one to three. One being poor, two being average and three being good. Equipment was given a number, for example if the club had four sewing machines, the number four was given. Member's knowledge of their different committee roles was also rated by observing the ways in which meetings were conducted. Accessibility of the area was also observed by assessing the road conditions, whether the road was tarred, well maintained gravel road, poor gravel or very poor gravel road. All these were evaluated individually and ratings were given on structured scales per club.

All these observations were relevant to the study in the sense that it was assumed that they would have an influence in the functioning of the clubs. The researcher would also be able to compare the responses given in the questionnaires and in small group discussions to what the researcher observed.

### **3.7 KZNDAEA districts' annual reports**

The KZNDAEA annual reports came from the districts and the figures in them were generated by Agricultural Development Technicians (ADTs) and compiled by the Heads of Districts (HODs). These reports were analysed by comparing activities as

presented in the Hlanganani report with those of five other districts in order to assess whether there was any difference between the delivery by Hlanganani district and the others. Delivery was analysed in terms of services provided and time spent in each activity type. These were selected so that the intensity of the service could be determined in relation to the need identified. All the reports were also compared to the policies of the department to investigate whether the districts delivered what was expected of them.

### **3.8 Reliability and validity checks**

To make sure that the information given by the subjects was valid, the researcher put some controls in place. The first control was that of involving all identified clubs to ensure that a true reflection of the state of affairs was obtained. Another control was to question all individual members present at meetings to ensure that all members gave their perspectives. Another control measure was to use small group discussions for more in-depth information about identified needs. For example, if most respondents cited training in sewing as their most important need, they were later asked in the group discussions to elaborate as to what they were going to do with the sewing knowledge.

Asking similar questions more than once ensured that people responded truthfully to intended questions, and leading questions were avoided. Using different tools and methods such as questionnaires, group discussions and observations also ensured reliability of data collected and greater accuracy of measurement. To investigate the services that were offered by KZNDAEA, agricultural districts from two separate regions i.e. South East and South West were studied to reduce bias (See figure 1.1 for the map of KwaZulu-Natal).

### **3.9 Data treatment**

Data collected was coded and checked for accuracy. Tables were compiled to compare different sets of information. Because of the non-parametric and qualitative nature of



much of the data, some of the analysis was qualitative. In the analysis, data items that were identified as being of great concern to the subjects were identified by averaging the ranking for each item in each of the areas of concern (See interpretation of codes in Appendix E).

The needs of the women's clubs were also compared to the services provided by KZNDAEA. This was done by studying reports from the six districts and counting how often different services were rendered. These were then compared to the needs of the women from Hlanganani district as identified by the women during data collection. The services were averaged to investigate how much time was given to the provision of particular services. This gave an indication of whether or not the services needed by the women's clubs were rendered by KZNDAEA.

### **3.10 Summary**

Documentary evidence of policy and strategies were systematically analysed using KZNDAEA policy documents (KZNDAEA 1996) and annual reports of six districts. The KZNDAEA services were compared to the needs identified. The methodology followed in this study was that of using questionnaires, small group discussions and observations.

## **CHAPTER 4**

### **RESULTS**

This chapter will present results of the survey of women's clubs and their needs. The chapter will begin with a brief overview of the district to contextualise the results of the survey. These are used in the last section of the chapter as indicators of training, organisation and empowerment needs of the women's clubs. This chapter will shed light on the results and discussions that follow regarding the felt needs of the clubs compared to services offered by the KZNDAEA.

#### **4.1 Description of Hlanganani District**

Hlanganani district is a communal area situated in the south western part of KwaZulu-Natal, near Bulwer, a village approximately 80 kilometres west of Pietermaritzburg. The Hlanganani district is divided into seven wards i.e. Amakhuze; Impendle (Nxamalala); Memela; Maphephetha (Macala Gwala); Bhidla; Zashuke and Amangwane (refer to figure 1.2). The seven wards are further divided into a number of sub-wards with 17 amakhosi (traditional leaders) responsible for Hlanganani district wards and sub-wards. In addition to these wards, there are also farms which were previously privately owned but which now belong to the state, such as Ncwadi and Deepdale. These farms are not under amakhosi but are part of the farm resettlement scheme and are also serviced by KZNDAEA. The study included women's clubs from these farms.

Apart from Pietermaritzburg, the next closest town to Hlanganani is Ixopo. Other smaller towns are Underberg, Creighton, Bulwer, Boston and Impendle. Bulwer is central and closest to most of the wards (refer to figure 1.2). Bulwer has two supermarkets and a few smaller shops, an Ithala bank branch, a post office, one service station, a police station, a hotel, a farmer's hall, two schools (Polela High School and Bulwer Primary School), and a mini bus taxi rank. The other towns are similar to Bulwer, with a few shops and one or two bank branches. Many informal businesses sell fruits and vegetables and sometimes cooked meals in the streets.

assess the socio-economic characteristics of tribal and private farmers in the district, the majority (75.3 percent) of farmers in tribal farms produced crops for own consumption, and a few (24.7 percent) grew crops for both selling and consumption. Naledzani *et al* (1989) also revealed that agriculture at Hlanganani was dominated by elderly farmers, mostly women, operating arable lands of less than one hectare.

Traditional agriculture in rural areas contributes little to family income, with the bulk of household earnings being derived from off-farm wage remittances and state pensions (Saito and Wedmann 1990:24, Cobbett 1987:68; Stewart and Lyne 1988:191 cited by Naledzani *et al* 1989). While 38 percent of the women at Hlanganani are primarily dependent on their husbands (commuters) for cash income, 18 percent are dependent on state pensions and casual work, such as selling fruits and vegetables in the streets of Bulwer village, selling clothes, aprons and food produce at pension points, as well as selling foods at schools during lunchbreaks (Naledzani *et al* 1989).

According to an earlier study at Hlanganani most residents belong to community organisations either community gardens, farmer's associations, or women's clubs (Naledzani *et al* 1989). There are two women's club associations in the district, Intambo and Hlanganani Women's Associations. Women's clubs subscribe to these associations by paying an annual membership fee of approximately R20 per club, which entitles them access to information, training and other development programmes organised by the women's associations. More recent information on Hlanganani was not available.

The Hlanganani Women's Association was established in July 1999 and is co-ordinated by the KZNDAEA home economists in Hlanganani District. Intambo, the older association, is co-ordinated by Turn-Table Trust, a local NGO. All 37 women's clubs included in this study are members of the Hlanganani Women' Association. Almost 50 percent of these clubs also subscribe to Intambo Women's Association. Some women from Impendle area mentioned that they were once members of Zenzele Women's Association but that the Association was no longer active in the area. Other organisations that are active in the area are church organisations, burial clubs and stokvels. These clubs are not included in this study.

**4.2 Description of respondents and clubs**

This section will present the personal details (age, education levels, position in club, how long women have been members of their clubs) of women of Hlanganani. This will help determine what types and levels of training are suitable for the women of Hlanganani. Club details (i.e when the club was established, membership, activities, availability of constitution and club bank accounts) will also be discussed. Club training (i.e whether any training was received and type of training needed), problems, solutions and expectations as well as the club's ratings will be discussed. These variables will help to assess the training, organisation and empowerment levels and needs of the women's clubs.

**4.2.1 Characteristics of the members of sampled Hlanganani women's clubs**

In total, 485 women from 37 women's clubs in Hlanganani were included in the study. The most common age group (30.1 percent) amongst the women interviewed was between 36 and 45 years , implying that the most productive age group of 36-45 years in terms of physical ability was well represented, which augers well for the club potential (Mapetla 1999).

Table 4.1.     **Age distribution of women in women's clubs in Hlanganani district, August 1999**  
(n = 485)

<i>Age</i>	<i>Frequency</i>	<i>Percentage</i>
25 years and under	63	13
26 - 35	136	28
36 - 45	146	30.1
46 - 55	73	15.1
above 55	67	13.8
TOTAL	485	100

Just over one third (38%) of the women had not finished primary schooling i.e 2-3 years of schooling, 52.7% did and 8.9% had no schooling at all (refer to table 4.2). This is confirmed by the results of Naledzani *et al* (1989) for tribal farmers.The implication is

that very few members had completed high school and therefore the programmes of KZNDAEA should be directed towards those with primary schooling or less education. Approximately one third of the sample had high school education, which could mean that there may be a potential for further training amongst the groups. Education levels of the women would inform the KZNDAEA on the types and levels of training that should be offered to the women's clubs.

Table 4.2. Education levels of women in clubs of Hlanganani district, August 1999

(n = 485)

<i>Education level</i>	<i>Frequency</i>	<i>Percentage</i>
None	43	8.9
Primary unfinished	186	38.4
Primary finished	75	15.5
Some High School	139	28.6
Matric completed	40	8.2
Post Matric education	2	0.4
TOTAL	485	100

Thirty five percent of the sample women held portfolios in their clubs (see table 4.3 for results). This shows that some women's clubs did not have full committees in place.

Table 4.3. Portfolios of committee members in the women's clubs of Hlanganani district, August 1999

(n = 485)

<i>Portfolio</i>	<i>Frequency</i>	<i>Percentage</i>
Chairperson	36	7.4
Vice chairperson	19	3.9
Secretary	30	6.1
Vice secretary	25	5.2
Treasurer	25	5.2
Additional Members	34	7
Non. committee members	316	65.2
TOTAL	485	100

The average size of the women’s clubs in Hlanganani is twenty members. Of the women studied, 71.3 percent of the sample had not been through any training while 28.2 percent had been through some training. Sewing courses were the most commonly attended training (see table 4.4). The majority of trained women (21.2 percent) had been through a sewing course. The training courses offered were not necessarily offered by KZNDAEA, Hlanganani district nor through membership of Hlanganani Women’s Association.

**Table 4.4 : Types of Training received by members of the women’s clubs of Hlanganani district, August 1999 (n = 485)**

<i>Training Type</i>	<i>Frequency</i>	<i>Percentage</i>
None	346	71.3
Sewing	103	21.2
More than one training	12	2.5
Crocheting / Knitting	10	2.1
Farming	5	1.1
Other	3	0.6
Cookery/Bakery	2	0.4
Committee / Business skills	2	0.4
Concrete block making	2	0.4
TOTAL	485	100

No training courses had been offered on leadership or on how to run a project. Only 0.4 percent of the women had been through some committee or business skills course. Women with some training (36.0 percent) reported being recently trained (1999) and 27.2 percent of the women were trained between 1997 and 1998 (refer to table 4.5). The types of training indicated in this table does not necessarily reflect KZNDAEA offerings.

Table 4.5. **Periods during which members of the women's clubs of Hlanganani District had received some training, August 1999**

( n = 139)

<i>Year of training</i>	<i>Frequency</i>	<i>Percentage</i>
1999	49	35.3
1997 - 1998	37	26.6
1995 - 1996	27	19.4
1992	11	7.9
1993 - 1994	12	8.6
Don't know	3	2.2
TOTAL	139	100

This reflects that the government Departments, despite a policy emphasis, did not regard training as an important element of their function. Of all the women who had received some training, only seven had completed training courses offered by KZNDAEA, Hlanganani district. The other government Department that was reported to have offered some training was the Department of Welfare.

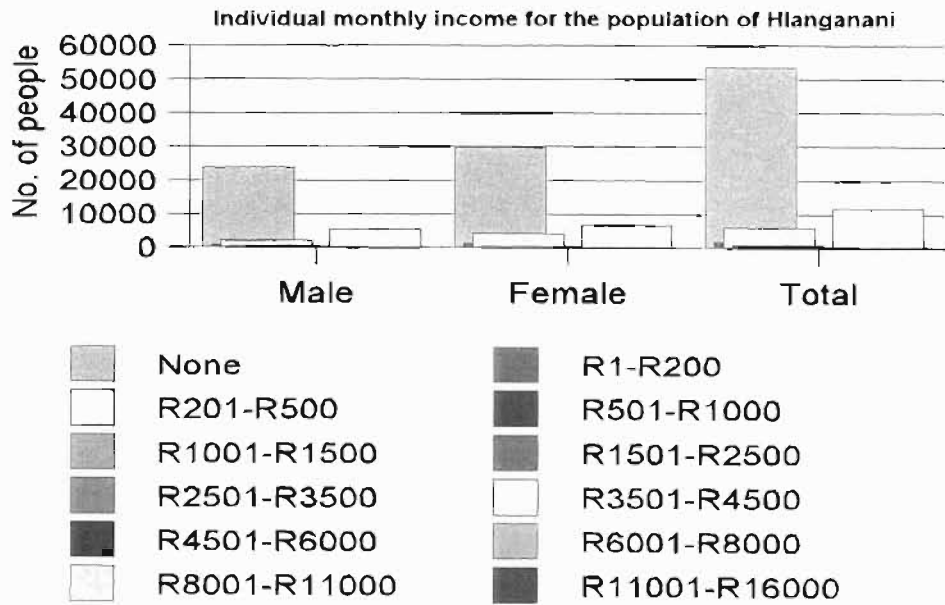


Figure 4.1: **Individual monthly income for the population of Hlanganani District, 1996** (Gilmour H 1993).

In a report on economic development strategies for region E, written by Gilmour and submitted to Seneque Smit and Maughan Brown and Data Research Africa by the INR (1993) (see Figure 4.1) Hlanganani generally is depicted as a poor district. The majority of people as indicated in the totals column, do not get any monthly income. Most of those with some income (yellow bars) earn between R201 -R500, probably as state pensions or grants (Gilmour H 1993).

Forty-six percent of the sample women in Hlanganani clubs were fairly new in their respective clubs. They had been members for a few months, often these were newly formed clubs established during 1999 - 2000. The longest membership period was since 1992 (11.8 percent) while 24.5 percent of women had been members since 1997, 9.5 percent since 1993 and 7.8 percent had been members of their clubs since 1995.

#### **4.2.2 Characteristics of the sampled Hlanganani women's clubs**

Selected characteristics of the sampled clubs are reported to inform questions regarding training, organisation and empowerment needs of the women's clubs. These characteristics are used as indicators of the clubs training, organisation and empowerment levels as indicated by the quality of work that they produce, their ability to keep time for meetings, suitability of their venues, attendance, knowledge of roles, availability of constitution and club bank account, and lastly the availability of equipment. For example, questions on when the club was established, membership during the establishment and current membership, would reveal whether the club was organised enough to keep members together and to maintain membership over a period of time. Questions on whether the club had received any training, the organisation that did training and the type of training received would address the question of training needs. The ability of the clubs to identify their training needs would reveal their level of empowerment.

The newest club was formed in January 2000. Seventeen (45.9 percent) of the thirty seven clubs were formed either in 1999 or 2000. The oldest women's club was formed in 1976. This was followed by a club that was formed in 1985, however, no survey participants had been founding members of the older clubs.



A decrease was seen in the membership of clubs from the initial membership. Twenty four (64.8 percent) clubs saw a decrease in membership of between 5 to 54 percent. For seven clubs the membership remained static, these were often the newly formed clubs. One club had stable membership since its formation in 1997. Six clubs (16 percent) had experienced increasing membership since formation.

Table 4.6. Organisations that offered training to the women’s clubs of Hlanganani District, August 1999 (n = 139)

<i>Training Organisation</i>	<i>Frequency</i>	<i>Percentage</i>
NGOs	103	74.1
Other	26	18.7
KZNDA	5	3.6
Don't know	3	2.2
Other Government Departments	2	1.4
TOTAL	139	100

The majority of women (74.1 percent) who had been through some form of training were trained by Non-Governmental Organisations (NGOs), mostly the local NGO, Turn-Table Trust. There was no relationship or co-operation between Turn-Table Trust and Hlanganani District, KZNDAEA during the study period. The Hlanganani District had to offer training even though the NGO was available because they did not know what was offered and what was not offered. Other women were trained by organisations in the Pietermaritzburg area and a few were trained in Durban. Very few (4.9 percent) were trained by either the KZNDAEA or any other government department as reflected in Table 4.6.

**Table 4.7. Training needs identified by the women's clubs at Hlanganani district, August 1999 (n = 921)**

Type of training needed	Frequency	Percentage
cookery/baking	307	33.3
sewing	297	32.2
Manufacturing of household products	127	13.8
farming	68	7.4
money saving	39	4.2
block making	30	3.3
crocheting/knitting	28	3
other	23	2.5
committee/ business skills	2	0.3
TOTAL	921	100

With regards to the needs of the women's clubs, multiple responses were given to the question on the training needs of the clubs (see question 21 on Appendix B). The most perceived training need expressed by women was for cookery and bakery, followed by sewing and then manufacturing of household products such as Eno, Vaseline and candles. Income generation also came out strongly as a motivation for wanting to be trained in cookery and baking. There was also a feeling among the women studied that learning these skills would improve the opportunities for domestic employment. These results and those of other studies indicate that women prefer to be taught the skills related to their traditional roles, for example, cooking and sewing (Hurley 1990, Kodua-Agyekum 1997).

Many (32.4 percent) women's clubs at Hlanganani were engaged in sewing lessons, teaching each other with the assistance from the KZNDAEA home economists. Some clubs (5) that were originally community garden members, had diversified into home economics activities as well. Money saving clubs (10.8 percent of the sample) met once a month to collect money that was saved in the club's savings bank account to be divided among the members of the club at the end of the year.

These clubs differ from stokvels in that stokvels put emphasis on lending out money to its members in order to raise interest. Money lending is discouraged in the savings clubs. Some clubs (8.1 percent) were initiated but had not begun any activities as they were saving to buy fabrics and other inputs for various activities. Other clubs combined money saving with sewing, cookery, handcrafts or community gardening (see table 4.8).

Table 4.8. **Dominant Activities of the women’s clubs at Hlanganani District, August 1999.**  
(n = 37)

Number of clubs (%)	Activities undertaken
32.4	Sewing and household products
13.1	Gardening only. Planning to begin home economics activities
10.8	Money saving only
8.1	None. Newly established clubs, still organizing themselves, collecting money in order to buy fabrics to start sewing lessons
5.4	Sewing and money saving
5.4	Knitting only
5.4	Sewing of school uniforms
2.7	Sewing and cookery
2.7	Sewing and handcrafts
2.7	Community gardening and money saving.
2.7	Sewing (duvets, curtains), handicrafts, for example, beadwork.
2.7	Block making, sewing aprons and children’s clothes, knitting, crocheting, beadwork and mats.
2.7	None.

### 4.3 The needs of women's clubs

During the survey women identified their training needs from which a list of needs was compiled for coding and analysis. This study revealed that women at Hlanganani had a variety of training needs including sewing, cookery and bakery. There was also a need for training in the manufacturing of household products such as candle making, "Vaseline", "Vicks", floor polish and soap making. Many women were keen to learn to make products they used in their households. For example, 63.2 percent of women wanted to learn cookery and baking while 61.2 percent wanted to learn sewing skills. Others saw business opportunities in learning these manufacturing skills.

Some women (26.1 percent) mentioned that they would like to make "Vaseline" and "Vicks" for selling, especially during the winter months as Hlanganani is very cold in winter. The popular product (Vicks) which they made out of eucalyptus oil, menthol and white Vaseline, was said to be used to rub the chest, nose and soothe throats during the cold winter months to fight flu and colds. Vaseline on the other hand was made from wax oil and perfumes to be used as a body lotion that protects the skin from cracking as a result of cold.

Women who wanted to learn candle-making raised a concern that wax and wicks were difficult to find. Although the local NGO, Turn-Table Trust, did sell some, it was reportedly too expensive. Other training needs identified were farming skills (10.0 percent), such as crop and vegetable production and also chicken rearing. A few women (6.1 percent) wanted to be trained in concrete block-making, while 5.8 percent wanted crocheting and knitting and 4.7 percent wanted other training such as catering and food processing. Only a small percentage (0.4 percent) wanted training in business and committee management skills.

The clubs that had constitutions, operated their bank accounts, could identify their needs and problems, could come up with possible solutions, had a clear understanding of their roles, had the necessary equipment for the types of activities or project that they were engaged in, and were able to produce good quality work that could sell were

regarded as empowered (Mlambo 2000, Kodua-Agyekum 1997). Many individual members responded well to the questions about the problems that their clubs encountered by listing all sorts of problems that they thought hindered their progress. Women were also asked general questions about the problems that the clubs encountered, solutions perceived, what the clubs expected from the KZNDAEA, and lastly, whether the clubs had bank accounts and constitutions. Multiple responses were given by the subjects with regard to the problems that the clubs encountered.

Table 4.9. **Problems identified by the women’s clubs at Hlanganani District, August 1999**  
(n=600)

Problem	Frequency	Percentage
lack of equipment	156	26
none	130	21.7
poor payments/lack of money	68	11.3
lack of suitable meeting/ working place	66	11
no response	63	10.5
poor attendance	48	8
other	43	7.2
lack of training	16	2.7
lack of markets for selling produce	10	1.6
TOTAL	600	100

The problems identified came from the group discussions with the women. Those women who could not identify any problems tended to be new club members.

Table 4.10. **Solutions to identified problems as suggested by the women’s clubs at Hlanganani District, August 1999** (n = 485)

Solution	Frequency	Percentage
none / no response	210	43.3
sponsorship	203	41.9
training	43	8.9
other	29	5.9
TOTAL	485	100

Many women (43.3 percent) did not suggest any solutions to the perceived problems of the clubs. This could be because they could not think of any ideas or perhaps they simply did not know what to say.

**Table 4.11. Expectations of the women’s clubs of Hlanganani District from KZNDAEA, August 1999**

(n = 595)

Expectations	Frequency	Percentage
To provide equipment	290	48.7
To provide training	122	20.5
To provide materials (fabrics, ingredients, etc)	62	10.4
To build meeting / working place	53	8.9
To provide funding	51	8.6
Other (eg. To motivate the group to attend meetings and pay necessary fees)	17	2.9
TOTAL	595	100

Nearly half of the respondents expected KZNDAEA to provide them with equipment such as sewing machines and stoves. As many clubs were newly formed, they would not be able to start their different activities without the necessary equipment. Many women expected to get some training. Others expected the department to build meeting venues, provide materials and provide funding to buy fabrics for sewing projects. There is a close fit between the needs expressed by the women in this study and the KZNDAEA (1998e) policy document on the provision of movable equipment required for the implementation of projects. According to the policy (KZNDAEA 1998e) women’s clubs should be provided by KZNDAEA with equipment necessary for the implementation of projects funded by the KZNDAEA.

Most women’s clubs had club bank accounts and constitutions. Few clubs (16.2 percent) had constitutions and no bank accounts, 8.1 percent had bank accounts but no constitutions. The money deposited into the club bank accounts was reportedly collected from members’ subscription fees. Most clubs reported being guided by KZNDAEA home economists in drawing up their constitutions and opening club bank accounts. The women reported being transported to the nearest banks and assisted in filling necessary forms in order to open bank accounts. This could be an indication that the club members were empowered and that the KZNDAEA was guiding and supporting the women’s clubs in this regard.

Table 4.12. **Bank accounts and constitutions held by the women’s clubs at Hlanganani District, August 1999**

(n = 37)

	Clubs with bank accounts and constitutions		Clubs without bank accounts or constitutions	
	Frequency	Percentage	Frequency	Percentage
Bank account	27	72.9	10	27
Constitution	29	78.4	8	21.6
Clubs with constitution but no bank account			Clubs with bank account but no constitution	
	Frequency	Percentage	Frequency	Percentage
	6	16.2	3	8.1

#### 4.4 Comparison of levels of Training, Organisation and Empowerment

During the visits to the clubs the researcher observed the quality of work that was produced by the club members, how they managed their time, suitability of the venue for the type of activity, attendance, availability of equipment, knowledge of roles by club and committee members, availability or lack of availability of electricity and access road conditions. Ratings were given on a scale of one to three or one to four from very poor; poor; good or very good according to the researcher’s subjective judgement (refer to table 4.13 for scores and to Appendix D for the explanation of ratings).

Nineteen women’s clubs (51.3 percent ) scored good ratings for the quality of hand work produced. The work produced ranged from sewing, cooked /baked products, handcrafts, beadwork and mats. These were rated according to different criteria (see Appendix D). The clubs that scored good ratings for quality of work were regarded as having received better training and those that produced poor quality work were regarded as having a greater need for training. Six clubs (16.2 percent) had not produced any hand work. Twenty six clubs (70.0 percent) scored good ratings for time keeping and eighteen (48.6 percent) scored good for attendance. These were rated as organised clubs.

Table 4.13. **Averages of Training, Organisation and Empowerment levels of Hlanganani women’s clubs, August 1999** (n = 37)

Training (%)		Organisation (%)				Empowerment (%)					
Quality		Time		Venue		Attendance		knowledge of Roles	Const	bank acc	
none	16.2	poor	0.0	very poor	45.9	poor	24.3	no	0.0	yes 78.3	yes 73.0
very poor	8.1	average 29.7		poor	45.9	average	27.0	sort of no 5.4		no 21.6	no 27.0
poor	24.3	good 70.2		good	8.1	good	48.6	sort of yes 91.9			
good	51.3			very good	0.0			yes 2.7			
very good	0.0										

Venues used by the clubs were generally poor. Seventeen (45.9 percent) women’s clubs venues were inappropriate for the types of activities carried out. Only three (8.0 percent) clubs had suitable venues. A good venue is spacious enough for the number of people using it, has enough light and ventilation and enough tables and chairs for the number of participants. A general lack of equipment was observed. For example, a knitting club comprising 12 members was found to have one knitting machine. The number of sewing machines per club ranged from one to six machines with memberships of between ten and forty four. On average each women’s club had four sewing machines. Although thirty five (94.5 percent) of women’s clubs did have sewing machines, the number of sewing machines in relation to the members was too small.



Only five (13.5 percent) of the thirty seven clubs had electricity in their meeting places. The access road conditions were particularly poor in most parts (72.9 percent) of Hlanganani (see plate 4.1). Most roads were poorly maintained gravel roads which are difficult to navigate in a small vehicle (refer to table 4.14).

The fact that most women's clubs scored good ratings for attendance and time keeping was an indication that they were fairly well organised. As mentioned earlier, 51.0 percent scored good ratings for the quality of work produced, this shows that there was a potential for income generation within the district. A general lack of infrastructure and equipment was observed among the clubs.



**Plate 4.1 : Typical Road Conditions at Hlanganani (main road at Zashuke ward)**

Many women's clubs (51.3 percent) received good ratings for the training levels as measured by the quality of work they produced, an indication that they may have had training or experiences in what they did. Many (70.2 percent) clubs also scored good ratings in organisation as measured by their time keeping and attendance of meetings (48.5 percent). Few clubs (8.1 percent) scored good ratings for suitability of their

venues, which shows that many clubs did not have venues that were suitable for the activities that they were engaged in. With regards to empowerment, good ratings (91.9 percent) were obtained for members' knowledge of roles, 78.3 percent of the clubs had constitutions and 73.0 percent had bank accounts (refer to Appendix D).

#### **4.5 Summary of small group discussions**

Eight of the 37 women's clubs were randomly selected for small group discussions. (See Appendix F for the list of clubs selected for small group discussions). The discussion points were raised from responses given by club members during the interview sessions. The primary motivation for women wanting to learn different skills was to make money. However they needed funds to buy equipment and materials for various club activities. Therefore training programs should incorporate some business skills so that members will be able to produce and sell products. Women offered a range of reasons for wanting training. Most clubs (99.0 percent) stated that they would like to use their sewing, cooking and handcrafts skills primarily to sell their produce and also to produce goods for their own families. This may indicate that women still feel they need to fulfill their traditional roles as wives and mothers.

Many women could not identify their own problems and motives for wanting training, indicating a lack of capacity to identify and even address problems. Generally, sponsorship was seen as the only solution to club's problems. Women stated that if sponsorship was not obtained, they would have to use what few resources they had or ask other departments for sponsorship. Some would do nothing without sponsorship, while no mention was made of taking loans. Again, this showed a need for empowerment programs that would enable women to address their own problems without being dependent on sponsors. Only one group seemed to be influenced by peer pressure to conform to what everybody else thought, because everyone in that one group agreed to the same answer, namely "no problem".

#### 4.6 Summary of findings

Members of women's clubs were found to be mostly middle aged women (36-45) who are semi-literate (some primary education). Most of them were new club members and had no training in sewing, cookery and manufacturing of household products. Most women wanted to be trained in sewing and cookery. There was a general lack of infrastructure and equipment. The roads were in poor condition and few areas had electricity. All the women's clubs expressed a need for assistance in terms of equipment such as sewing machines. Sponsorship was seen by the women as the main solution to their problems. Women were involved in the women's clubs in order to learn certain skills such as sewing and make money from selling products. However women lacked capacity to identify and address their problems and expected much assistance from KZNDAEA. They expected mainly sponsorship with equipment and materials as well as training in different skills.

During the small group discussions, many women stated that they wanted to learn different skills in order to sell the products made and earn some money (see table 6.1 for comparison of the women's needs and services that were offered by KZNDAEA). There was a general trend in all the six districts studied (Hlanganani, Umvoti, Vulindlela, Maphumulo, Ndwedwe and Umbumbulu) of not providing equipment necessary for project implementation to the women's groups. The KZNDAEA provided training to women's clubs but on a small scale as shown in table 4.6. None of the districts provided materials, for example, sewing machines and cookery utensils necessary for the projects to the women's clubs. Some districts did build service centres for the women's clubs. No mention was made of women's clubs exposure or experience of marketing services that were reportedly offered by the districts.

Clubs perceived the main problem facing women's clubs of Hlanganani district to be lack of equipment. For example, some clubs had eighteen members with only two sewing machines. While the community gardens were subsidised with fencing and irrigation material, sewing and other income generating projects were not assisted through provision of equipment and materials. There was also a general problem

relating to the lack of money for purchasing materials and inputs for implementation of projects. Another problem identified was the lack of markets in which to sell products. For example, some members had made school uniforms but stated that some local people preferred to buy school uniforms in the shops in town. This could be because of the superior quality of uniforms from shops, or high prices charged by manufacturing clubs. Women mentioned that they would like KZNDAEA to help with marketing of their products. Another need that came out strongly was that of being provided with appropriate physical structures to use as training, working and meeting places. The observations indicated a general lack of infrastructure and equipment.

In general, clubs were found to have good time keeping and attendance. Few clubs had meeting places that were suitable for their activities. The small group discussions revealed that women were interested in learning different skills. This was so that they would be able to sell their products and earn some income in order to support their families. The KZNDAEA was seemingly not making enough efforts in this regard.

There are prospects for development at Hlanganani. That was shown by the motivation of women and the number of women's clubs that existed within the district. The fact that the women's clubs had organised themselves into groups, formed committees, opened bank accounts and drew up constitutions, proved that they were willing to take charge of their own development, yet concerningly, they perceived the necessity for external sponsorship. Women need to be self reliant, but they cannot achieve this without being supported in starting income generating projects.

The picture that is presented by the KZNDAEA policy document is that the needs of rural communities are known and that all communities have similar needs. The policies also suggest that the regions and districts have no reason for not offering the services that are in line with the policies, nor for not following the recommended process.

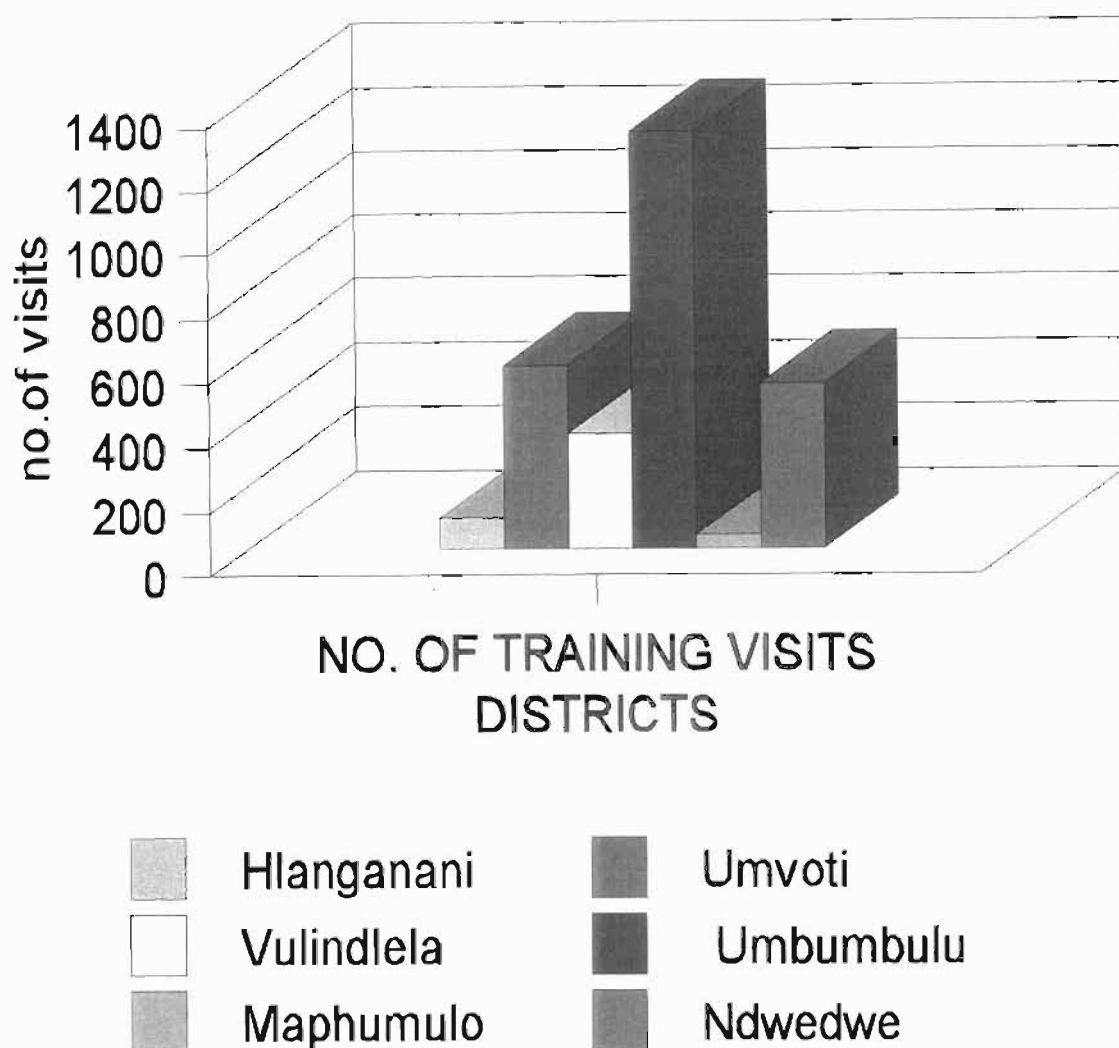
## **CHAPTER 5**

### **ASSESSMENT OF THE SERVICES OFFERED BY KZNDAEA**

The services offered by KZNDAEA were assessed by evaluating the department's activities reported in the districts' annual reports for the 1999/2000 year. The summary of common services offered and how much time was spent by the KZNDAEA with the women's clubs is presented below. The nature of services offered and the number of staff (Home Economists) that were involved in the activities were also assessed.

In order to give a broader view of the activities of the KZNDAEA and to assess whether there was uniformity between the different regions, three of eight districts from the South East and all three from the South West regions were investigated in terms of the services provided to the women's clubs during March 1999 to February 2000. The three districts from the South East region were Umbumbulu, Ndwedwe and Maphumulo (refer to figure 1.1). These were chosen because their circumstances were found to be similar to the districts of the South West region, of which Hlanganani is one district. The South East region districts were similar to the South West region districts included in the study i.e. Hlanganani, Umvoti and Vulindlela.

For all the districts studied, the activities assessed were those that involved women's clubs serviced by KZNDAEA home economists. Hlanganani, Umvoti (South West) and Maphumulo (South East) districts each have two home economists per district, while Vulindlela (South West), Umbumbulu and Ndwedwe (South East) have three each. The figures presented below were gathered from the Annual reports of the districts. In total, 2884 visits were made to women's clubs for training in different skills (as reflected in Figure 5.1). In addition 412 visits were made to women's clubs for extension and savings meetings (also shown in Figure 5.1). Umbumbulu district clubs received the highest number of training visits (1301), followed by Umvoti with 570. Ndwedwe district had 513 training visits in 1999 / 2000, Vulindlela 357, Hlanganani 99 and Maphumulo 44. Umvoti had 330 visits for extension meetings in addition to their training visits.



**Figure 5.1: Training visits to women's clubs in different districts by KZNDAEA, home economists, February 1999 to March 2000**

Extension meetings were meetings where the clubs planned and discussed their activities. For example, they would meet to collect money to buy materials, elect committees, draw constitutions, arrange womens' days or discuss how they would market their products (see plate 5.1). From the explanation given by Mr Khoza, Head of District (HOD) of Umvoti, "extension meetings were often held with KZNDAEA staff present to give advice and support to the clubs" (Khoza 2001). Hlanganani received 82 visits for savings meetings in addition to their 99 training visits.



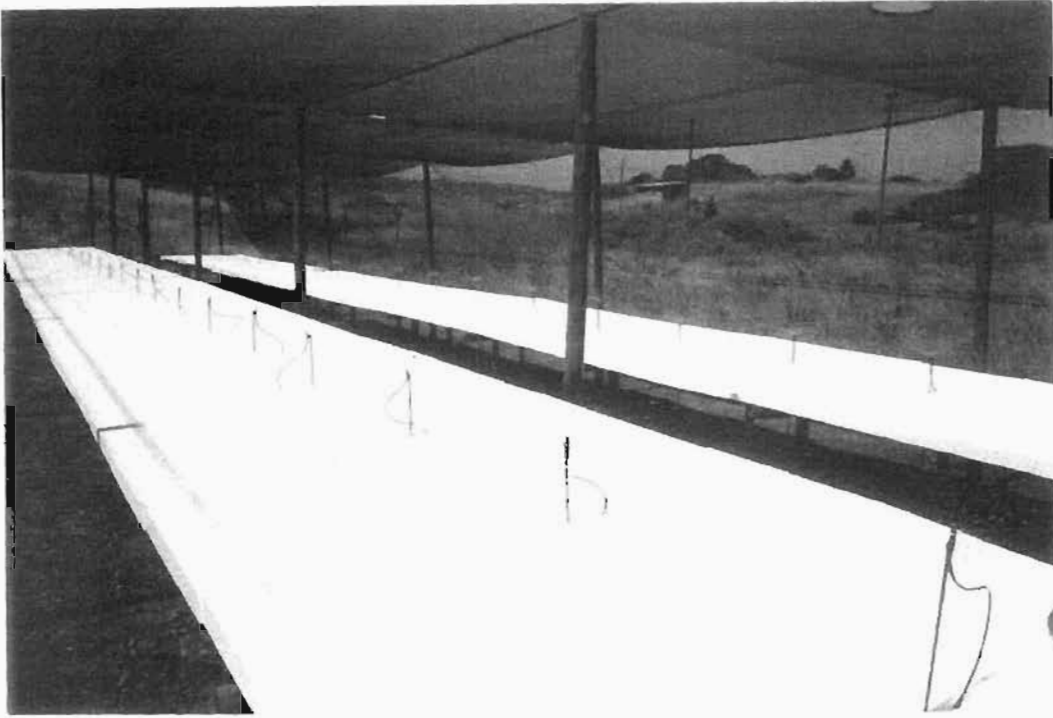
**Plate 5.1 : Thandokuhle Women's Club of Zashuke, Hlanganani District holding a savings meeting, August 1999.**

Community gardens and poultry projects seemed to be the main activities in all six districts, but are not part of this study. The community gardens were all fenced, had irrigation schemes and were ploughed and limed by KZNDAEA. The project participants contributed labour during the digging of trenches, erection of fences and installation of irrigation systems. No inputs such as seeds and fertilizers were provided by KZNDAEA. Poultry houses were built by KZNDAEA in all the districts. The same occurred with regards to poultry projects, where houses were built but no equipment was provided (see plate 5.2 below).



**Plate 5.2 : A completed poultry house at Umbumbulu North, August 1999.**

Nurseries to grow seedlings were also erected in some of the districts. Inside the nurseries, trays in which seedlings are grown as well as irrigation systems were provided but the seedlings had to be purchased by the women for whom the nurseries were erected (see plate 5.3).



**Plate 5.3 : A completed nursery at Umnini, Umbumbulu District, 1999 / 2000**

Service centres, also referred to as sewing or Agricultural Development Centres (ADCs) were also built by KZNDAEA in Hlanganani, Umvoti, Umbumbulu, Maphumulo and Ndwedwe districts and were intended for use by the women's clubs for training purposes. For these projects, no equipment and materials were provided by KZNDAEA. According to the information received from HODs from different districts, the reason for not providing training equipment and materials was that the Departmental policy on the provision of equipment for the women's clubs was still under review (Khoza 2001, Molefe 2001, Tenza 2001, Gumede 2001, Goqo 2001, Mavimbela 2001). Lessons and demonstrations on sewing and cookery were given by the home economists in all six districts.

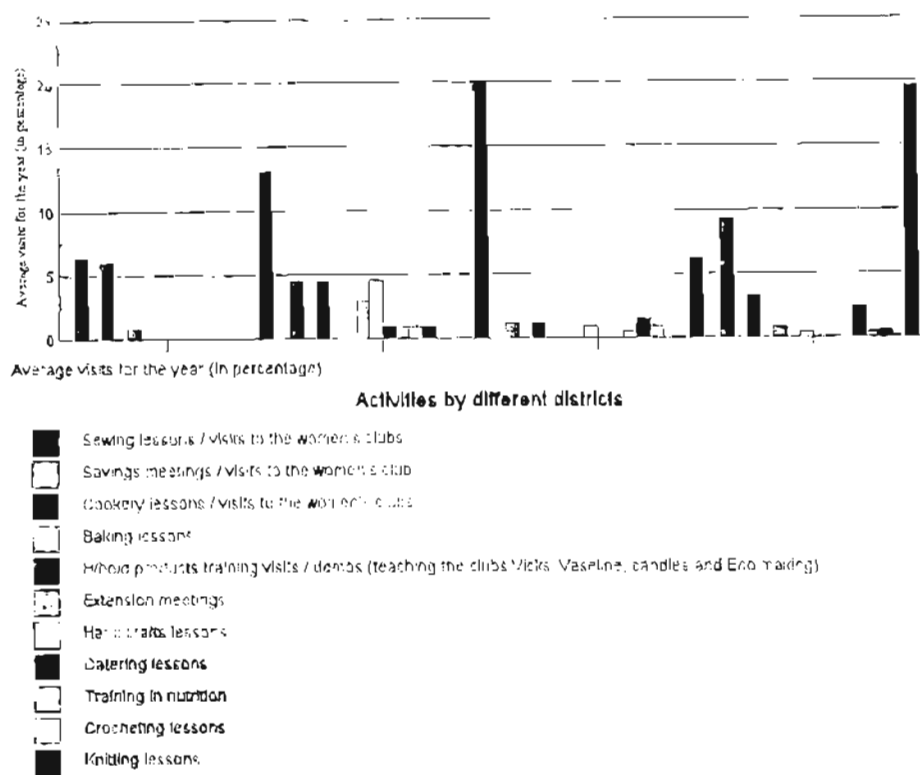


According to informal discussions held with one of the Hlanganani District ADTs , projects referred to" those activities which had received funding from KZNDAEA after their business plans were presented and recommended at the District Task Team (DTT) and later approved at Regional Task Team (RTWG) meetings" (Ntshangase 2001). The project participants were expected to form a committee, have a constitution, bank account and permission to occupy the piece of land earmarked for the project in order for KZNDAEA to consider the project for funding. Apart from what was expected from the participants, the proposed project had to be within the policy framework of KZNDAEA, which means that there had to be a policy that supports the implementation of that type of project.

The figures presented below illustrate the total number of visits per year to the women's clubs by home economists from the six districts studied. In all six districts, on average 71,6 percent total time was spent by KZNDAEA home economists visiting women's clubs for different activities. While one district reported extension meetings for women's clubs, others did not report any meetings except for savings clubs. It is assumed that KZNDAEA home economists spent the rest of their time attending staff meetings, District Task Team (DTT) meetings, training courses and workshops. At Hlanganani each women's club was visited about five times over a year, of 185 visits made to all the clubs. Five days per club was spent on sewing and cookery lessons by the home economists. Other activities were given by home economists less than one day on average for each women's club. At Umvoti each women's club was visited approximately twenty times during 1999/2000 for different activities. They were visited about three times for extension meetings, four to five days for sewing, cookery and handcrafts. Other activities were given about one day per club at Umvoti.

Figure 5.2 shows the extent to which certain activities were given more time than others. For example, overall, cookery lessons were given more time than other activities. These were followed closely by sewing and then handicraft lessons. The graph represents different activities by different districts. For example, at Vulindlela each woman's club was visited six times on average for knitting, cookery, food

preservation, handcrafts, beadwork and crocheting lessons. Vulindlela had more women's clubs (55) than other districts and could not adequately attend to all of them. They had three home economists who spent only 6.2 percent of their total work time with women's clubs.



**Figure 5.2 Average visits per club by KZNDAEA H Ec for different activities (Feb 1999- Mar 2000)**

At Umbumbulu, each woman's club was visited by the home economists approximately twenty times for sewing, cookery, crocheting, knitting, candle-making, fabric printing, food preservation, handcrafts and beadwork and wire-making. Nine visits per club were made by KZNDAEA home economists in sewing demonstrations and cookery demonstrations (about 3 visits per club). About two days in a year were spent doing knitting and crocheting demonstrations. The rest of the activities were given very little time by KZNDAEA home economist (on average less than one day per club).

At Maphumulo district, the activities of the women's clubs were given very little time by KZNDAEA home economists. On average each of the forty four clubs was visited only once in a year for sewing, cookery, knitting and baking lessons. This district attended equally to different training types.

At Ndwedwe, each woman's club was visited by home economists about 12 times. About 4 visits in a year were made for sewing demonstrations by KZNDAEA home economics. Between 2 to 3 days per club were used for food preservation lessons. Cookery lessons were given 1 to 2 days and the rest of the activities were given very little time (less than one day). This shows that the main activities at Ndwedwe district were sewing demonstrations followed by food preservation and cookery.

In general, Hlanganani district was similar in functioning to the other five districts in that it offered similar training as the other districts. All six districts were involved in training of women's clubs. On average 557 lessons were given by KZNDAEA in each of the five districts. The Hlanganani district received far less training (99) than the other districts. This is because there had been no home economists to take care of the women's clubs before May 1999.

Although all the districts focused their training on sewing and cookery, there seemed to be some specialisation from different districts. This means that some districts gave training that others did not give. Umvoti, for example put more emphasis on extension meetings. Vulindlela did more knitting than the other activities, Umbumbulu did more crocheting and knitting, The Ndwedwe district was the only district that had many lessons on food preservation. This is because different women's clubs have different training needs, and also because the home economists in the districts preferred teaching those particular skills over others. The activities reported here are what the home economists did together with the women's clubs during their visits.

## CHAPTER 6

### COMPARISON OF THE CLUB NEEDS AND SERVICES OFFERED BY KZNDAEA

This chapter compares the needs as identified by the Hlanganani women's clubs with the services offered by KZNDAEA. The needs assessed are training, club organisation and empowerment needs of women.

Table 6.1 : **Comparison of the needs of women's clubs at Hlanganani and services offered by KZNDAEA**

Need identified by the Hlanganani women's clubs	Related Activities by the KZNDAEA Districts	Comments
<b>Training needs</b> Training in cookery, baking, sewing, and making of household products	Women's clubs were trained in cookery, baking, sewing, household products and hand-crafts	Few visits per year were made by Hlanganani and other districts to the clubs for training.
<b>Organisational needs</b> Lack of proper meeting place  Lack of markets	Some sewing centres were built at Hlanganani Umbumbulu, Umvoti, Ndwedwe and Maphumulo  The districts studied did not help the women's clubs with the marketing of their products. No markets were built nor any marketing initiatives introduced	The ADCs built were still not enough for the number of clubs in the Districts. Most of them were not in use because there was no furniture (tables and chairs) nor equipment inside.
<b>Empowerment needs</b> Provision of materials Provision of equipment Leadership skills	No materials were provided No equipment was provided No empowerment programmes were in place	The clubs are usually far away from towns, which makes it difficult for them to get the materials they need. Most clubs do not have money to buy materials and equipment.

Based on the districts' annual reports of services offered by KZNDAEA to the women's clubs, it is evident that women are not helped to develop managerial, technical or organisational skills by the home economists. By not providing these skills, development programmes possibly confirm and entrench existing biases against poor women, i.e. that women are supposed to stay at home and depend on men for financial support.

KZNDAEA has policies that should be adhered to with regards to project implementation. The study revealed that although different agricultural regions used the same policies, the regions interpreted them differently. This resulted in lack of uniformity in terms of the types of services offered to the women's clubs. For example, while some districts provided service centres (ADCs) for the women's groups, others did not. The reason cited by the Heads of Districts (HODs) in those districts that did not provide equipment was that the provision of equipment was not in their departmental policy. This is however contrary to the KZNDAEA policy on the provision of moveable equipment necessary for the implementation of projects (KZNDAEA 1998e).

There was some confusion about the definition of the women's clubs. For example, many groups of women who were engaged in community gardening were not reported as women's clubs by both KZNDAEA technicians and other women. The reason is that these women's groups were assisted mostly by the male ADTs. The same was however observed with the groups of women who were engaged in money saving. In some cases they were also reported separately from the women's clubs although they were assisted by the home economists.

Looking at the number of times that each club was visited and the number of women's clubs in different districts, it is evident that the districts were trying to reach many women's clubs but did not have enough resources to do so. This resulted in too many clubs that did not receive adequate support from KZNDAEA. Instead of encouraging rural women to develop leadership and organisational skills, KZNDAEA was found to focus more on food production and skills training than empowerment programmes.

After thoroughly studying the KZNDAEA policies, it is obvious that KZNDAEA assumes that community needs are known to policy makers and general public and that they are constant for all communities. The policies do not leave room for addressing the needs of communities that were not covered by the policies. Inadequate departmental policies means, the department cannot deliver services efficiently. Some policies were found

to be unclear and non-specific. For example, the policy on provision of movable equipment, did not specify what exactly should be provided and what should not (KZNDAEA 1998e). Another example is the policy on home economics, which does not state precisely how home economists should provide the services that they were called upon to provide (KZNDAEA 1998b).

Generally, the KZNDAEA has promoted subsistence and inevitably dependence among women's clubs instead of helping them to be self reliant. For example, at Hlanganani district it was reported that the women's clubs were active during the 1996 -1997 when there were Home Economists in the district but once those officials were transferred out of the district, activities of the clubs came to a standstill. Most clubs identified during the study period were newly established clubs, formed after new home economists were employed by the district in April and May 1999.

Departmental policy on capacity building stated that people should be helped so that they were eventually able to develop their projects and take responsibility for them. The women's clubs at Hlanganani district did not take responsibility for their own projects, they were entirely dependant on KZNDAEA for continuation of their projects. The policy on home economics states that government would render more extensive services not for profit. If people cannot make extra money from their activities, they will always depend on the service providers. Surely for people in any type of activity or project to grow and have sustainable projects, they must make some profit in order to buy inputs and materials to continue with their activities.

## **CHAPTER 7**

### **CONCLUSIONS AND RECOMMENDATIONS**

The purpose of the study was to determine the training, organisational and empowerment needs of the women's clubs in Hlanganani (South West Region, KwaZulu-Natal) and compare these with the services offered by KZNDAEA. The study investigated the activities of women's clubs at Hlanganani district and the services offered to clubs in six districts in the South East and South West Regions. Data on the needs of women's clubs was collected from members of the clubs during their usual meetings. Questionnaires, small group discussions and observations were used to collect data. Data on the services rendered by KZNDAEA was collected from districts' annual reports as well as telephone discussions with the Heads of Districts (HODs) from those districts included in the study. Data was analysed by comparing different sets of information.

Hlanganani women's clubs expressed the need for training in sewing, handcrafts and other skills. Women also expressed a need for assistance with provision of appropriate venues for meetings and materials as well as equipment for income generating projects. KZNDAEA offers training in sewing, cookery, handcrafts and other skills through district home economists. However, service provision is inadequate because not enough time is spent with each women's club and not all existing clubs were assisted. KZNDAEA does not satisfy the empowerment needs of women's clubs. Women need to be coached in leadership, problem solving and committee management skills in order to run their clubs effectively. The district practices do not always match Departmental policy recommendations. KZNDAEA often does not support income generating projects. Some extension officers interpret the providing services on a non-profit basis from the KZNDAEA policy on home economics as meaning that women are not expected to make profit out of their enterprises.

#### **7.1 Conclusions**

The perceived needs of women's clubs did not match the services provided by KZNDAEA. Lack of consistent interpretation of policy and strategy implementation was found. The study revealed that the women's clubs perceived lack of equipment as their

main problem. While lack of equipment was observed at Hlanganani, the researcher felt that the real problem faced by the women's clubs is lack of self-reliance. If the clubs can be empowered in that regard, they would be able to raise funds, write and present funding proposals to various funding agencies and purchase the equipment and material that they need. Women identified their training needs as being sewing, cookery and baking courses. The motivation behind the women wanting to learn different skills was to make money. KZNDAEA service provision did not meet women's clubs expressed needs for training, organisation and empowerment. There were differences in the interpretation of the same policies by different KZNDAEA Regions. The main activity in the KZNDAEA was generally community gardens. KZNDAEA was trying to reach too many women's clubs with very limited resources. This was indicated by the number of times that the KZNDAEA officials had visited each club over a year.

## **7.2 Recommendations for policy and practice**

It is recommended that the districts should find a system to serve the needs of women's clubs more effectively. This may be implemented in a few pilot clubs or other systems could be investigated for collective training or meetings of more than one club. The women's clubs in rural South Africa generally should get some form of support from either government Departments, NGOs or church organisations in the form of equipment or grants for purchasing equipments and inputs for their projects.

It is also recommended that the districts engage more in capacity building and leadership training to ensure that women's clubs are better able to continue with their work whether or not home economists are available to assist them. If officials are themselves lacking in appropriate skills or experience, it will be difficult for them to train women in capacity building and empowerment skills. The starting point should be to ensure that the technicians themselves are well trained in capacity building and women empowerment skills so that they can be better able to train their communities.



Although community gardens are a major focus of the department, other income generating projects should also be considered for support by KZNDAEA, to enhance women's income earning capacity and thereby promote empowerment. The KZNDAEA should also ensure that there is consistent and accurate interpretation of policy and implementation of the existing strategies.

Business, leadership, project management, conflict resolution and negotiation skills are needed by the women's clubs. The KZNDAEA should consider addressing the marketing problems facing rural enterprises. There is also a need for a clear definition of women's clubs by KZNDAEA in order to ensure that all women's clubs have equitable access to available resources and information.

Forums or workshops involving different agricultural regions should be held where departmental policies are reviewed, communicated and interpreted in order to ensure uniformity in their implementation. The findings of this study should contribute to a wider understanding of women's needs. This study will be made available to KZNDAEA management and the Cedara library.

Building physical structures without providing equipment and materials for club activities is a waste of public finance. Rural communities often cannot afford equipment for projects funded by the department. The physical structures which are erected may be under-utilised due to lack of equipment and materials. The department should explore policies and strategies to provide equipment and materials for women's clubs, at least for implementation of projects. Although most rural women do not have income, giving them hand-outs will not solve their problems. Minimal fees must be charged for equipment and materials provided to them. This will reduce dependence on the service providers such as KZNDAEA and others. Knowing that they use something which they paid for will improve their self esteem and ensure proper usage and maintenance of that equipment. Policy specific to women's clubs should be formulated to ensure that the needs of women's clubs are addressed within the framework of departmental policies.

### 7.3 Notes for further research

Women's groups included in the study should be diverse, unlike in this study where only women's groups serviced by KZNDAEA and residing in one district were studied. Women's groups from different regions and districts should be involved in future studies to ensure fair representability of women. Annual reports as a source of information are not enough to give a fair representation of the activities that the department offers. They may not be necessarily true and are often difficult to follow. More research on the needs of rural women from different settlement patterns (rural, urban, informal settlements) as the main clients of the KZNDAEA should be carried out if this department is to deliver appropriate services to its clients. This can give more insight into the plight of women generally. If the primary objective of a project is to provide a service, the aim should be a sustainable service, that does not depend for its continuance on the development agents (government departments or NGOs).

This study has revealed that rural women are interested in income generation and that more research into how women can access markets could assist in re-focussing women into businesses within their own communities instead of migrating to cities in search of markets.

There is also a need for further research on support options that can be made available in order to enable women to access materials and equipment. For example studies on credit facilities, subsidy schemes and equipment hiring services are needed. Such research can assist in developing mechanisms of enabling women's clubs to obtain equipment and materials and take ownership of their activities.

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## **APPENDIX A**

### **LIST OF WOMEN'S CLUBS STUDIED**

## HLANGANANI WOMEN'S CLUBS STUDIED

Club name	Ward	Sub-ward
Siyadideka	Amakhuze	Ngcesheni
Siyancenga	Memela	Sizananjana
Zizamele	Memela	Ngudwini
Zamokuhle	Memela	KwaSokhela
Hlathikhulu	Hlathikhulu	Hlathikhulu
Sungulani	Maphephetha	Maphephetha
Siyazama	Sandanezwe	Sandanezwe
Uthando lomama	Sandanezwe	Sandanezwe
Mzamweni	Maphepbetha	Njobokazi
Zimisele	Amakhuze	Hlabeni
Sthembakuye	Bhidla	Nkelabantwana
Siyaphambili	Maphephetha	Mkwezela
Siyaphambili	Amakhuze	Bazini
Thuthuka gomane	Impendle	Gomane
Masibumbane	Nxamalala	Smilo bar
Ikhwezi	Impendle	Stoffelton
Zamokuhle	Lotheni	Mahlotsheni
Dumisani	Impendle	Impendle
Thandokuhle	Zashuke	Fikesuthi
Vukukhanye	Impendle	Impendle
Khombindlela	Impendle	Impendle
Masibambane	Impendle	Phindangene
Khuthalani Mazulu	Memela	Nkwezela
Zenzeleni	Amakhuze	Emadwaleni
Zuzulwazi	Amakhuze	Ezidwini
Sizakancane	Amakhuze	Nsimbini
Thandokuhle	Amakhuze	Madzikane
Thandokuhle	Amakhuze	Centocow
Imizamo	Amakhuze	Mdubini
Siyathuthuka	Amangwane	Amangwane
Siyaphambili	Bhidla	Half my right
Siyathuthuka	Amakhuze	Mashayilanga
Sizanokuhle	Zashuke	Libomvana
Lihlithemba	Amakhuze	Okhetheni
Sthembele	Impendle	Nguga
Jabulani	Impendle	Nkothweni
Zithuthukise	Bhidla	Mkhohlwa

## **APPENDIX B**

### **SURVEY QUESTIONNAIRE**

## NEEDS ASSESSMENT QUESTIONNAIRE

DEPARTMENT : Agriculture  
DISTRICT : Hlanganani  
WARD : \_\_\_\_\_  
SUB-WARD : \_\_\_\_\_  
RESEARCHER : \_\_\_\_\_

The aim of this study is to assess the training needs of the women's clubs. We are trying to find out what is it that the women's clubs need to be trained in, what training have they already received and lastly, skills that they were taught but would like to get more training on. This research is very important in the District's programme planning. We would like to offer project types that will address the real needs of the women's clubs so that there will be active participation and co-operation from the part of the clubs that we will be servicing.

### Personal Details

- 1.Name and surname \_\_\_\_\_
- 2.Age \_\_\_\_\_
- 3.What is your highest education level? \_\_\_\_\_
- 4.What is your position in your club? \_\_\_\_\_
- 5.Briefly describe your functions as a committee member (if you are in the committee) or as a member of the club (if you are not a member of the committee?)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6.Have you ever received any training before? yes / no

If yes what type of training did you receive? \_\_\_\_\_  
\_\_\_\_\_

When were you trained (year)? \_\_\_\_\_

Who offered your training? (Govt. Department, NGO, or any other, specify)

7.How long have you been a member of this club? \_\_\_\_\_

**Club details**

- 8.Name of the club \_\_\_\_\_
- 9.When was the club established?\_\_\_\_\_
10. What was the initial membership?\_\_\_\_\_
11. What is the current membership?\_\_\_\_\_
- 12.What do you think is the cause of increase/decline in membership?
- \_\_\_\_\_
- \_\_\_\_\_
13. During which day/s do you meet? \_\_\_\_\_
14. At what time do you start your meetings?\_\_\_\_\_
15. Where do you hold meetings? \_\_\_\_\_
- 16.Does the club have a constitution? ( Yes / no) \_\_\_\_\_
17. Does the club have a bank account? (Yes / no) \_\_\_\_\_
- 18.What activities are you engaged in at the moment?
- \_\_\_\_\_
- \_\_\_\_\_

**Club training**

- 19.Have your club received any training before? (Yes / no) \_\_\_\_\_
20. What training has the club received before, that you feel should be redone?
- \_\_\_\_\_
- 21.What is it that you would like your club to be trained in (training your club has never received before)?
- \_\_\_\_\_



**General**

22.Are there any problems that you encounter as a club?    Yes / no \_\_\_\_\_

If yes, what are they (specify)

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List your proposed solutions to the problems listed above.

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23.What assistance or services do you expect to receive from the Department of Agriculture (specify)?

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24.What other suggestions do you have that can help improve the work of your club?

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Thank you for your co-operation

UCWANINGO LWEZIDINGO

DEPARTMENT : Agriculture  
DISTRICT : Hlanganani  
WARD : \_\_\_\_\_  
SUB-WARD : \_\_\_\_\_  
RESEARCHER : \_\_\_\_\_

Inhloso yalolucwaningo ukuthola ukuthi yikuphi izinhlangano zomame ezingafisa ukufundiswa kona. Sizama nokuthola ukuthi yiluphi ulwazi lwemisebenzi asebake baqeqeshwa kulona. Lolucwaningo lubaluleke kakhulu emnyangweni wezolimo ukuze uhlele izinhlelo zomphakathi ezihambisanayo nezidingo zompahakathi. Sifisa imisebenzi ethulelwa umphakathi kube yileyo efeza izidingo zomphakathi ngqo ukuze omame bazinikele emisebenzini abayenzayo futhi kube nokubambisana okuhle phakathi kwezinhlangano zomame nomnyango wezolimo.

Imininingwane ngomuntu

1. Igama nesibongo \_\_\_\_\_  
2. Iminyaka yobudala \_\_\_\_\_  
3. Wagcina kuliphi ibanga esikoleni? \_\_\_\_\_  
4. Ngabe siyini isikhundla onaso enhlanganweni yakho? \_\_\_\_\_  
5. Ake usichazele ngomsebenzi owenzayo ngokwesikhundla sakho ekomidini. Uma ungelona ilunga lekomidi, chaza ukuthi ubona kuyini imisebenzi okufanele uyenze njengelunga lenhlangano? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Likhona uqeqesho owake waluthola ngaphambili? Yebo / cha

Uma impendulo ithi “yebo”, hlobo luni loqeqesho lolo owaluthola?

\_\_\_\_\_

Kwakunini uthola uqeqesho lolo? \_\_\_\_\_

Lwalwenziwa obani uqeqesho lolo? (Umngango othile kahulumeni, Inhlango ezimele, njll., yisho ngegama) \_\_\_\_\_

7. Usunesikhathi esingakanani uyilunga lalenhlango (yisho unyaka owajoyina ngawo)?

\_\_\_\_\_

**Imininingwane yeclub**

8. Igama leclub. \_\_\_\_\_

9. Yasungulwa nini lenhlango (yisho unyaka)? \_\_\_\_\_

10. Yayinamalunga amngaki isungulwa leclub? \_\_\_\_\_

11. Inamalunga amngaki njengamanje? \_\_\_\_\_

12. Ucabanga ukuthi yini edala ukuthi isibalo sikhule (uma sikhulile) noma sehle (uma sehlile)? \_\_\_\_\_

\_\_\_\_\_

13. Nihlangana ngaziphi izinsuku? \_\_\_\_\_

14. Niyiqala ngasikhathi sini imihlangano yenu? \_\_\_\_\_

15. Nihlanganela kuphi nendawo (eholo, esontweni, enkantolo yesizwe, emzini womuntu, kwenye indawo, cacisa)? \_\_\_\_\_

16. Inhlango yeni inawo umthethosisekelo? Yebo/ cha

17. Inhlango yenu inayo iakhawunti yasebhange? Yebo / cha

18. Yimiphi imisebenzi eniyenzayo njengamanje?

\_\_\_\_\_

\_\_\_\_\_

**Uqeqesho lwenhlangano**

19. Inhlangano yenu lukhona uqeqesho eseyake yaluthola ngaphambili? Yebo / cha
20. Ngabe iluphi uqeqesho esenake naluthola ongafisa niveselelwe kulona?

\_\_\_\_\_

21. Yikuphi ongafisa nifundiswe kona eningakaze nikufunde?

\_\_\_\_\_

**Okuxubile**

22. Zikhona izinkinga eninazo njengenhlangano ? Yebo / cha
- Uma impendulo ithi yebo, yiziphi, zisho ngamagama.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Yimaphi amasu obona ukuthi angasetshenziswa ukuze kuxazululeke lezinkinga ozibale ngenhla?

\_\_\_\_\_

\_\_\_\_\_

23. Yiluphi usizo olindele ukuthi umnyango wezolimo uninike lona (Cacisa)?

\_\_\_\_\_

\_\_\_\_\_

24. Yimiphi eminye imibono onayo obona ukuthi ingasiza ukuthuthukisa umsebenzi wenhlangano yenu?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Siyabonga ngokubambisana nathi.

## **APPENDIX C**

### **DISCUSSION POINTS FOR SMALL GROUPS**

# DISCUSSION POINTS FOR SMALL GROUPS

Club no : \_\_\_\_\_  
Date : \_\_\_\_\_  
Activity of the day : \_\_\_\_\_

1.What are you going to do with knowledge of sewing you've gained?

Response	Number of responses
sew for own children	
sew for friends	
sew to sell	
sew to order for others	

2.Some of you did not answer the question on problems faced by the club, why was that?

Response	Number of responses
was afraid to mention them	
do not know of any problems	
did not know how to put it	
could not think of anything	

3.What are you going to do with the baking skills you have learned?

Response	Number of responses
bake for own family	
bake for friends	
bake to sell	
bake to order for others	

4.Some members said they expect D.O.A to provide the club with funds, what will you do with those funds?

Responses	Number of responses
buy materials and ingredients	
buy material	
keep it in the bank	
buy equipment	

5. Some mentioned sponsorship as the solution to their problems what do you want to be sponsored with?

Responses	Number of responses
equipment (eg machines)	
material (eg fabrics, etc)	
infrastructure	
inputs for planting	

6. If you do not get any sponsorship what will you do to solve your problems?

Responses	Number of responses
use what we have	
ask from other departments	
nothing	
contact Ithala for a loan	

7. Researcher's comments on discussions

## **APPENDIX D : RATINGS**



RATINGS											
CLUB	EQUIPMENT										
	Qual. of wd	Time keep	place suit.	Attendant	sewing ma	Knitting m	stoves ove	stoves no	Roles	electricity	Road
1	3	2	4	2	4	0	1	2	2	2	3
2	3	3	3	3	3	0	0	1	2	2	3
3	3	2	3	2	3	0	2	5	2	1	3
4	2	2	4	3	2	0	0	2	2	2	2
5	2	2	4	2	2	0	0	1	2	2	4
6	2	3	2	3	0	0	0	2	2	2	2
7	2	3	3	2	3	0	1	1	2	2	3
8	2	2	3	3	0	0	2	1	4	2	3
9	2	3	3	2	4	0	3	2	2	2	2
10	2	2	2	2	5	0	2	4	2	2	3
11	2	2	2	2	6	0	1	1	3	1	2
12	2	2	2	3	6	0	3	5	2	2	2
13	2	2	3	3	1	0	0	1	2	2	3
14	2	3	2	4	5	0	2	2	2	1	2
15	0	2	3	1	2	0	1	1	2	2	3
16	3	2	2	2	3	0	1	2	2	2	3
17	2	2	2	3	5	0	2	3	2	2	3
18	1	2	2	2	6	0	1	1	2	1	1
19	3	3	3	2	4	0	0	0	2	2	3
20	3	2	2	2	3	0	1	1	2	2	3
21	2	2	2	3	4	0	1	1	2	2	3
22	0	3	2	2	5	0	4	2	2	2	2
23	1	2	3	2	6	0	2	3	2	1	3
24	2	3	3	3	5	0	2	3	2	2	3
25	3	2	2	1	5	0	2	4	2	2	3
26	2	2	3	2	5	0	2	2	3	2	3
27	2	2	3	3	6	0	3	3	2	2	3
28	2	2	3	1	5	0	2	4	2	2	3
29	0	2	3	1	3	0	0	1	2	2	3
30	0	2	2	1	3	0	0	2	2	2	3
31	3	3	2	4	4	0	2	1	2	2	3
32	1	2	3	1	1	1	1	1	2	2	3
33	2	2	3	2	5	0	3	2	2	2	2
34	3	3	2	2	3	0	1	3	2	2	3
35	0	3	2	4	6	0	1	1	2	2	3
36	0	2	2	2	3	0	2	2	2	2	3
37	2	2	3	2	4	0	1	5	2	2	3

## EXPLANATION OF RATINGS

NB: This part is to be filled by the researcher not the club members

### Ratings according to the researcher's observations

Quality of work -This will be rated at the scale of zero to four as follows:

none	very poor	poor	good	very good
0	1	2	3	4

Suitability of the working place - will be rated at a scale of 1- 4 as follows:

very poor	poor	good	very good
1	2	3	4

Knowledge of roles - will be rated at a scale of 1- 4 as follows:

no	sort of no	sort of yes	yes
1	2	3	4

Organisation of the club - will be rated at a scale of 1- 3 with different categories as follows:

Time keeping	poor	average	good
	1	2	3
Meeting place	poor	average	good
	1	2	3
Attendance	poor	average	good
	1	2	3

Availability of electricity - yes (1), no (2)

Availability of equipment:

Type of equipment	Number
sewing machines	
stoves with oven	
stoves with no oven	
other equipment	

## **APPENDIX E**

### **INTERPRETATION OF CODES FOR RATINGS**

## INTERPRETATION OF CODES

### Personal details

Age - The number (1) will be given for ages twenty five and below, (2) for ages between 26 and 35, (3) for ages between 36 and 45, (4) for ages between 46 and 55 and (5) for ages above 55.

Education levels - The education levels will be given grades from grade one to twelve. For subjects with no education the number (0) will be given, (1) will be for primary school unfinished, (2) for primary school finished, (3) for some high school, (4) for matric completed and (5) for post matric education.

For the position in the club numbers will also be given as follows:

Chairperson	= 1
Vice chairperson	= 2
Secretary	= 3
Vice secretary	= 4
Treasurer	= 5
Additional member	= 6
Other	= 7

The question on the knowledge of roles and responsibilities will be coded as follows

No (meaning the member knows the roles well)	= 1
Sort of No (meaning the member knows but not well)	= 2
Yes (meaning the member does not know the roles)	= 3
Sort of Yes (meaning the member does not know the roles but has a slight idea)	= 4

For individual training the number (1) will be given for yes (meaning a member has received some training outside formal schooling). The number (2) will be given for no (meaning the member has never received any training outside formal schooling). For the type of training the numbers will be given for different topics as follows:

none	= 0
sewing	= 1
crocheting/knitting	= 2
cooking/Baking	= 3
Committee/business skills	= 4
Sewing and Household chemicals	= 5
Farming (planting, chicken rearing, etc)	= 6
block making	= 7
other	= 8
more than two training	= 9

The question on which institution offered training will be coded as follows:

Department of Agriculture	= 1
Other Government department	= 2
Non Government organization	= 3
Other	= 4

For the length of period since the member joined the club the coding will be as follows:

less than one year (1999 and earlier)	= 1
one to two years (1997/8)	= 2
three to four years (1995/6)	= 3
five to six years (1993/4)	= 4
more than five years (1992 and earlier)	= 5

**Club details**

The names of the clubs will be given numbers from 1 to 37 as per number of the clubs

When the club was established will be coded s follows:

1999 and earlier	= 1
1997/8	= 2
1995/6	= 3
1993/4	= 4
1992 and earlier	= 5

The number of club members will be given a numbers for example 30 for thirty

For the question on whether the club has a constitution (1) will be given for yes, (2) for no and for the club that is still in the process of drawing a constitution and (3) will be given

**Organizational training**

For the question on whether the club has ever received any training responses will be coded as follows:

yes	= 1
no	= 2

## **APPENDIX F**

### **LIST OF CLUBS FOR SMALL GROUP DISCUSSIONS**

# CLUBS FOR SMALL GROUP DISCUSSIONS

Club name	Ward	Sub-ward	Club Number
Zenzeleni	Amakhuze	Emadwaleni	24
Siyadideka	Amakhuze	Ngcesheni	1
Siyancenga	Memela	Sizananjana	2
Zizamele	Memela	Ngudwini	3
Zamokuhle	Memela	KwaSokhela	4
Khuthalani Mazulu	Memela	Nkwezela	23
Lihlithemba	Amakhuze	Okhetheni	34
Siyathuthuka	Amakhuze	Mashayilanga	32

## **APPENDIX G**

### **RAW DATA, PERSONAL DETAILS OF CLUB MEMBERS**



PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
1	1	34	2	3	7	2	0	6	5	1
2	1	21	0	3	7	2	0	6	5	1
3	1	33	2	2	2	2	0	6	5	1
4	1	40	2	2	5	1	1	3	4	1
5	1	29	2	3	7	2	0	6	5	1
6	1	31	2	3	3	2	0	6	5	1
7	1	20	1	3	7	2	0	6	5	1
8	1	26	2	1	6	2	0	6	5	1
9	1	37	2	3	1	2	0	6	5	1
10	1	20	1	3	7	2	0	6	5	1
11	1	27	2	3	4	1	1	4	3	1
12	1	34	2	0	7	2	0	6	5	1
13	1	33	2	2	7	2	0	6	5	1
14	1	39	2	1	7	2	1	5	3	1
15	1	30	2	2	7	2	0	6	5	1
16	1	30	2	3	7	2	0	6	5	1
17	1	46	4	0	7	2	0	6	5	1
18	1	21	1	3	7	2	0	6	5	1
19	2	30	2	3	3	1	1	2	3	3
20	2	30	2	2	4	1	1	2	3	3
21	2	32	2	3	5	1	1	2	3	3
22	2	26	2	1	6	1	1	2	3	3
23	2	29	2	1	6	1	1	2	3	3
24	2	35	2	1	7	1	1	2	3	3
25	2	35	2	1	7	1	1	2	3	3
26	2	29	2	1	1	1	1	2	3	3
27	2	45	3	1	7	1	1	2	3	3
28	2	59	5	0	7	1	1	2	3	3
29	2	46	4	0	7	1	1	2	3	3
30	2	35	2	0	7	1	1	2	3	3
31	3	37	2	1	1	1	1	3	3	1
32	3	36	2	1	7	2	0	6	5	1
33	3	46	2	3	3	2	0	6	5	1
34	3	23	2	1	6	2	0	6	5	1
35	3	42	3	2	4	2	0	6	5	1
36	3	29	3	0	2	2	0	6	5	1
37	3	45	2	2	7	2	0	6	5	1
38	3	34	2	1	5	2	0	6	5	1
39	3	29	2	1	7	2	0	6	5	1
40	3	36	2	2	7	2	0	6	5	1
41	4	33	2	4	7	1	1	5	4	1
42	4	39	2	3	1	1	1	4	4	1
43	4	34	2	3	2	1	1	3	4	1
44	4	30	2	3	5	2	0	6	5	1
45	4	33	2	3	7	2	0	6	5	1
46	4	30	2	3	3	2	0	6	5	1
47	4	35	2	3	4	1	1	5	3	1
48	4	43	3	2	7	1	1	5	4	1
49	4	36	2	3	7	2	0	6	5	1
50	4	58	5	1	7	2	0	6	5	1
51	5	21	4	1	2	1	1	5	1	4
52	5	29	2	1	5	1	1	5	3	4
53	5	58	5	0	1	2	0	6	5	4
54	5	26	1	2	3	2	0	6	5	1
55	5	38	2	2	7	2	0	6	5	4
56	5	47	2	2	4	1	1	5	6	4
57	5	22	2	2	7	2	0	6	5	4
58	5	39	1	3	7	2	0	6	5	2
59	6	60	5	0	7	2	0	6	5	2
60	6	57	5	2	7	2	0	6	5	2
61	6	58	5	2	7	2	0	6	5	2
62	6	64	5	3	7	2	0	6	5	2

PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
63	6	65	5	1	7	2	0	6	5	2
64	6	62	5	1	7	2	0	6	5	2
65	6	26	2	4	7	2	0	6	5	2
66	6	30	2	4	7	2	0	6	5	2
67	6	25	2	4	7	2	0	6	5	2
68	6	40	2	4	5	2	0	6	5	2
69	6	38	2	1	7	2	0	6	5	2
70	6	36	2	1	7	2	0	6	5	2
71	6	36	2	1	7	2	0	6	5	2
72	6	37	2	1	7	2	0	6	5	2
73	6	36	2	3	1	2	0	6	5	2
74	6	54	4	2	7	2	0	6	5	2
75	6	55	4	4	2	2	0	6	5	2
76	6	47	4	1	7	2	0	6	5	2
77	6	45	3	2	7	1	1	2	3	2
78	6	20	1	4	7	2	0	6	5	1
79	7	29	2	3	3	1	1	2	3	3
80	7	30	2	1	4	1	5	2	3	3
81	7	32	2	0	7	1	1	2	3	3
82	7	25	4	0	6	1	5	2	3	3
83	7	50	2	2	6	1	5	2	3	3
84	7	29	2	2	7	1	5	2	3	3
85	7	25	2	2	6	1	5	2	3	3
86	7	46	4	2	1	1	5	2	3	3
87	7	54	4	2	7	1	5	2	3	3
88	8	49	4	4	7	2	5	6	5	5
89	8	42	3	2	3	1	1	2	3	5
90	8	39	2	1	7	2	0	6	5	5
91	8	23	1	1	7	2	0	6	5	5
92	8	48	4	1	1	1	3	4	4	5
93	8	57	5	1	2	2	0	6	5	5
94	8	43	3	1	7	2	0	6	5	5
95	8	43	3	1	7	2	0	6	5	5
96	8	42	3	1	7	2	0	6	5	5
97	8	37	2	2	4	2	0	6	5	5
98	8	70	5	0	7	2	0	6	5	5
99	8	70	5	0	7	2	0	6	5	5
100	8	59	5	0	7	2	0	6	5	5
101	8	65	5	0	6	2	0	6	5	5
102	8	75	5	0	7	2	0	6	5	5
103	8	58	5	3	7	2	0	6	5	5
104	8	60	5	1	6	2	0	6	3	5
105	8	61	5	2	7	2	0	6	5	5
106	9	45	3	4	7	2	0	6	5	5
107	9	48	4	3	4	1	1	3	3	5
108	9	28	2	3	7	2	0	6	5	5
109	9	40	2	3	7	2	0	6	5	5
110	9	37	2	3	7	1	7	2	2	5
111	9	32	2	3	7	2	0	6	5	5
112	9	36	2	3	7	2	0	6	5	5
113	9	32	2	3	7	2	0	6	5	5
114	9	22	1	3	7	2	0	6	5	5
115	9	23	1	3	7	2	0	6	5	5
116	9	31	2	2	7	1	2	2	3	5
117	9	30	2	2	7	2	0	6	5	5
118	9	42	3	2	3	2	0	6	5	5
119	9	52	4	1	7	1	2	2	4	5
120	9	54	4	1	7	2	0	6	5	5
121	9	50	4	1	7	2	0	6	5	5
122	9	59	5	1	2	1	7	2	4	5
123	9	65	5	1	5	2	0	6	5	5
124	9	44	3	1	1	2	0	6	5	5

PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
125	9	61	5	1	7	2	0	6	5	5
126	10	34	2	1	3	1	5	4	3	2
127	10	58	5	1	1	1	5	4	3	2
128	10	36	2	1	5	2	0	6	5	2
129	10	38	2	1	7	2	0	6	5	2
130	10	59	5	1	7	2	0	6	5	2
131	10	54	4	1	7	1	5	4	3	2
132	10	41	3	1	4	2	0	6	5	2
133	10	45	3	1	7	2	0	6	5	2
134	10	42	3	1	2	2	0	6	5	2
135	10	43	3	1	7	2	0	6	5	2
136	11	37	2	3	3	2	0	6	5	4
137	11	48	4	2	7	2	0	6	5	4
138	11	61	5	0	7	2	0	6	5	4
139	11	57	5	0	1	2	0	6	5	4
140	11	42	3	0	7	2	0	6	5	4
141	11	48	4	1	7	2	0	6	5	4
142	11	38	2	1	7	2	0	6	5	4
143	11	35	2	1	3	2	0	6	5	4
144	11	38	2	1	7	2	0	6	5	4
145	11	38	2	1	7	2	0	6	5	4
146	11	45	3	1	7	2	0	6	5	4
147	11	42	3	1	7	2	0	6	5	4
148	12	32	2	3	7	2	0	6	5	4
149	12	48	4	3	1	1	2	6	5	4
150	12	42	3	3	7	1	5	7	3	4
151	12	22	1	3	7	2	0	6	5	1
152	12	28	2	3	7	1	2	2	4	4
153	12	30	2	3	7	1	2	4	3	4
154	12	34	2	3	3	1	1	5	3	4
155	12	28	2	3	7	2	0	6	5	4
156	12	27	2	3	7	2	0	6	5	4
157	12	37	2	4	7	2	0	6	5	4
158	12	25	2	4	7	2	0	6	5	4
159	12	20	1	4	7	2	0	6	5	1
160	12	39	2	2	7	2	0	6	5	1
161	12	37	2	1	7	2	0	6	5	1
162	12	51	4	1	7	2	0	6	5	4
163	12	46	4	1	7	2	0	6	5	4
164	12	44	3	1	2	2	0	6	5	4
165	12	44	3	1	7	2	0	6	5	4
166	12	43	3	1	7	2	0	6	5	4
167	12	62	5	1	7	2	0	6	5	4
168	12	30	2	0	7	2	0	6	5	1
169	13	27	2	3	7	2	0	6	5	2
170	13	21	1	3	7	2	0	6	5	2
171	13	25	2	2	7	2	0	6	5	2
172	13	49	4	1	7	2	0	6	5	2
173	13	42	3	1	7	2	0	6	5	2
174	13	22	1	1	7	2	0	6	5	2
175	13	35	2	1	4	2	0	6	5	2
176	13	39	2	1	5	2	0	6	5	2
177	13	28	2	1	7	2	0	6	5	2
178	14	63	5	1	7	1	2	5	4	5
179	14	72	5	3	7	1	6	5	3	5
180	14	47	4	2	7	2	0	6	5	5
181	14	64	5	1	7	2	0	6	5	5
182	14	54	4	1	7	2	0	6	5	5
183	14	44	3	1	7	1	2	5	1	5
184	14	45	4	0	7	2	0	6	5	5
185	14	49	3	0	7	2	0	6	5	5
186	14	42	3	1	7	1	2	5	3	5

## PERSONAL DEILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
187	14	44	4	3	3	2	0	6	5	5
188	14	48	3	1	7	2	0	6	5	5
189	14	43	3	3	6	2	0	6	5	5
190	14	42	3	3	7	2	0	6	5	5
191	15	22	1	4	7	2	0	6	5	1
192	15	43	3	1	7	2	0	6	5	1
193	15	20	1	3	7	2	0	6	5	1
194	15	22	1	4	7	2	0	6	5	1
195	15	25	2	4	4	2	0	6	5	1
196	15	25	2	4	7	2	0	6	5	1
197	15	42	3	1	7	2	0	6	5	1
198	15	28	2	3	1	1	1	6	3	1
199	15	40	2	1	5	1	1	6	3	1
200	16	42	4	2	7	2	0	6	5	1
201	16	56	5	1	7	2	0	6	5	1
202	16	48	2	3	1	2	0	6	5	1
203	16	44	3	1	6	2	0	6	5	1
204	16	28	5	0	5	2	0	6	5	1
205	16	26	5	0	7	2	0	6	5	1
206	16	61	4	1	7	2	0	6	5	1
207	16	29	2	1	3	2	0	6	5	1
208	16	48	2	1	7	2	0	6	5	1
209	16	57	2	1	7	2	0	6	5	1
210	17	26	3	1	6	1	1	2	3	2
211	17	59	5	1	5	1	1	2	3	2
212	17	44	2	1	7	1	1	2	3	2
213	17	54	2	1	7	1	1	2	3	2
214	17	61	4	1	1	1	1	2	3	2
215	17	47	4	1	4	1	1	2	3	2
216	17	42	3	1	3	1	1	2	3	2
217	17	57	5	0	7	1	1	2	3	2
218	17	28	5	0	5	1	1	2	3	2
219	18	69	5	3	7	1	1	4	3	3
220	18	38	2	3	7	1	1	4	3	3
3221	18	54	4	3	1	1	1	4	3	3
222	18	75	5	1	7	2	0	6	5	3
223	18	44	2	1	7	2	0	6	5	3
224	18	53	4	1	7	2	0	6	5	3
225	18	48	4	1	7	1	1	4	3	3
226	18	53	4	1	6	1	1	4	3	3
227	18	42	3	1	7	1	1	3	3	3
228	18	39	2	1	2	1	1	4	3	3
229	18	59	5	1	7	1	1	1	1	3
230	18	63	5	1	5	1	1	1	1	3
231	18	29	2	4	7	1	1	1	3	3
232	18	49	4	2	7	1	1	4	3	3
233	18	36	2	2	6	1	1	3	3	3
234	18	26	2	3	3	1	1	1	1	3
235	18	38	2	2	4	1	1	4	3	3
236	19	44	3	3	3	2	0	6	5	1
237	19	60	5	0	7	2	0	6	5	1
238	19	58	2	3	1	2	0	6	5	1
239	19	48	2	3	7	2	0	6	5	1
240	19	27	5	0	7	2	0	6	3	1
241	19	39	4	1	7	1	1	4	5	1
242	19	47	2	3	7	2	0	6	5	1
243	19	29	2	1	7	2	0	6	5	1
244	19	35	2	1	6	2	0	6	5	1
245	19	27	3	3	7	2	0	6	5	1
246	20	22	3	1	1	2	0	6	5	1
247	20	28	1	4	3	2	0	6	5	1
248	20	44	2	2	5	2	0	6	5	1

PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
249	20	27	2	1	7	2	0	6	5	1
250	20	39	2	3	7	2	0	6	5	5
251	21	43	2	2	6	2	0	6	5	5
252	21	29	3	1	1	2	0	6	5	5
253	21	37	3	1	3	2	0	6	5	5
254	21	30	2	3	7	2	0	6	5	5
255	21	41	2	3	5	2	0	6	5	5
256	21	26	2	1	7	2	0	6	5	5
257	22	37	2	1	7	2	0	6	5	1
258	22	30	2	3	7	2	0	6	5	1
259	22	45	3	1	7	2	0	6	5	1
260	22	37	2	2	7	1	1	6	4	1
261	22	34	2	3	7	2	0	4	5	1
262	22	22	1	3	7	2	0	6	5	1
263	22	24	1	3	7	2	0	6	5	1
264	22	30	2	2	7	2	0	6	5	1
265	22	40	2	2	7	2	0	6	5	1
266	22	40	2	1	7	2	0	6	5	1
267	22	35	2	1	7	2	0	6	5	1
268	22	34	2	1	7	2	0	6	5	1
269	22	39	2	1	7	2	0	6	5	1
270	22	52	4	1	7	2	0	6	5	1
271	23	80	5	0	1	2	1	4	5	4
272	23	55	4	0	7	2	0	6	5	4
273	23	47	4	0	7	2	0	6	5	4
274	23	61	5	0	7	2	0	6	5	4
275	23	58	5	0	7	2	0	6	5	4
276	23	48	4	1	7	2	0	6	5	4
277	23	65	5	1	7	2	0	6	5	3
278	23	41	5	1	7	2	0	6	5	3
279	23	59	5	1	2	2	0	6	5	3
280	23	24	1	3	7	2	0	6	5	4
281	23	57	5	3	6	2	0	6	5	4
282	23	29	2	4	3	2	0	6	5	4
283	23	58	5	0	7	2	0	6	5	4
284	23	37	2	1	7	2	0	6	5	4
285	23	55	3	0	7	2	0	6	5	2
286	23	68	5	1	7	2	0	6	5	2
287	23	57	5	1	7	2	0	6	5	2
288	23	46	4	2	5	2	0	6	5	2
289	23	52	4	3	7	2	0	6	5	2
290	23	69	5	3	7	2	0	6	5	2
291	23	32	2	4	7	1	6	4	4	2
292	23	31	2	4	4	1	6	2	3	2
293	24	41	3	3	1	1	1	5	4	2
294	24	29	2	3	6	1	1	1	4	2
295	24	26	2	3	7	1	1	1	4	2
296	24	35	2	3	7	1	1	1	4	2
297	24	47	4	1	5	1	1	2	4	2
298	24	53	4	1	7	1	1	1	4	2
299	24	43	3	1	7	1	1	1	4	2
300	24	31	1	2	7	1	1	1	4	2
301	24	23	1	1	7	1	1	1	3	2
302	24	69	5	1	2	2	0	6	5	2
303	24	62	5	1	7	1	0	6	5	2
304	25	36	2	1	7	2	0	6	5	2
305	25	38	2	1	6	2	0	6	5	2
306	25	30	2	1	6	1	1	2	3	2
307	25	38	2	1	6	1	0	6	5	2
308	25	33	2	1	7	1	0	6	5	2
309	25	38	2	1	7	2	0	6	5	2
310	25	48	4	1	5	2	0	6	5	2

PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
311	25	42	3	1	1	2	0	6	5	2
312	25	24	1	3	7	2	0	6	5	2
313	25	61	5	5	4	2	0	6	5	2
314	25	38	2	0	7	1	0	6	5	2
315	25	31	2	4	7	1	0	6	5	2
316	25	33	2	2	7	2	0	6	5	2
317	25	32	2	3	7	1	0	6	5	2
318	25	28	2	3	3	2	0	6	5	2
319	25	30	2	1	7	2	0	6	5	1
320	25	32	2	1	7	2	0	6	5	1
321	26	52	4	1	7	2	0	6	5	1
322	26	42	2	1	4	2	0	6	5	1
323	25	21	1	2	7	2	0	6	5	1
324	26	44	3	2	7	2	0	6	5	1
325	26	32	2	2	3	2	0	6	5	1
326	26	39	2	1	7	2	0	6	5	1
327	26	59	5	1	5	2	0	6	5	1
328	26	55	4	1	7	2	0	6	5	1
329	26	52	4	3	7	2	0	6	5	1
330	26	20	1	3	7	2	0	6	5	1
331	26	41	3	3	2	1	3	6	3	1
332	26	32	2	3	1	2	0	6	5	1
333	26	43	3	0	7	2	0	6	5	1
334	26	46	4	0	6	2	0	6	5	1
335	26	43	3	0	7	2	0	6	5	1
336	26	20	1	3	7	2	0	6	5	1
337	26	15	1	3	7	2	0	6	5	1
338	27	17	1	3	7	2	0	6	5	1
339	27	47	4	1	7	2	0	6	5	1
340	27	45	3	1	7	2	0	6	5	1
341	27	29	2	3	7	2	0	6	5	1
342	27	27	2	3	7	2	0	6	5	1
343	27	27	2	3	7	2	0	6	5	1
344	27	23	1	4	6	2	0	6	5	1
345	27	20	1	4	4	2	0	6	5	1
346	27	21	1	4	7	2	0	6	5	1
347	27	19	1	4	7	2	0	6	5	1
348	27	38	2	0	7	1	1	4	3	1
349	27	24	1	1	7	2	0	6	5	1
350	27	21	1	2	7	2	0	6	5	1
351	27	15	1	2	7	2	0	6	5	1
352	27	38	2	2	6	2	0	6	5	1
353	27	36	2	2	7	1	1	4	3	1
354	27	34	2	5	7	2	0	6	5	1
355	27	39	2	1	1	2	1	4	3	1
356	27	34	2	1	7	2	0	6	5	1
357	27	25	2	1	7	2	0	6	5	1
358	27	25	2	1	7	2	0	6	5	1
359	27	30	2	1	7	2	0	6	5	1
360	27	29	2	1	7	2	0	6	5	1
361	27	25	2	1	7	2	0	6	5	1
362	27	26	2	1	7	2	0	6	5	1
363	27	30	2	1	7	2	0	6	3	1
364	27	42	3	3	7	1	1	5	3	2
365	27	43	3	3	3	1	1	5	3	2
366	28	42	3	3	6	1	1	5	3	2
367	28	34	2	2	7	1	1	5	3	2
368	28	59	5	2	1	1	1	5	3	2
369	28	50	4	2	7	1	1	5	3	2
370	28	49	4	2	7	1	1	5	3	2
371	28	38	2	1	7	1	1	2	3	2
372	28	49	4	1	7	1	1	5	3	2

## PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
373	28	46	4	1	6	1	1	5	3	2
374	28	49	4	1	6	1	1	5	3	2
375	28	52	4	1	7	2	0	6	5	2
376	28	48	4	1	7	1	1	2	3	2
377	28	42	3	1	7	1	1	5	3	2
378	28	42	3	1	2	1	1	5	3	2
379	28	44	3	1	4	1	1	5	3	2
380	28	30	2	3	7	2	0	6	5	1
381	28	36	2	3	7	2	0	6	5	1
382	28	59	5	3	7	1	1	5	3	2
383	29	36	2	1	7	1	1	4	3	1
384	29	21	1	3	5	1	1	4	3	1
385	29	33	2	3	1	1	1	4	3	1
386	29	31	2	3	7	2	0	6	5	1
387	29	38	2	3	2	2	0	6	5	1
388	29	19	1	3	4	2	0	6	5	1
389	29	22	1	3	7	2	0	6	5	1
390	29	20	1	4	3	2	0	6	5	1
391	29	22	1	4	7	2	0	6	5	1
392	29	36	2	1	7	2	0	6	5	1
393	29	29	2	1	7	2	0	6	5	1
394	30	30	2	3	7	2	0	6	5	1
395	30	52	4	4	7	2	0	6	5	2
396	30	31	2	4	5	2	0	6	5	2
397	30	39	2	3	6	2	0	6	5	2
398	30	53	4	0	7	2	0	6	5	2
399	30	37	2	4	7	1	4	5	3	1
400	30	42	3	1	1	1	1	1	3	1
401	30	53	4	1	7	2	0	6	5	2
402	30	53	4	2	7	2	0	6	5	2
403	30	37	2	2	7	2	0	6	5	2
404	30	29	2	4	3	2	0	6	5	2
405	30	34	2	3	7	1	6	5	3	2
406	30	37	2	2	4	1	4	5	3	2
407	30	55	4	1	7	2	0	6	5	2
408	30	47	4	4	2	1	1	2	3	2
409	31	26	2	1	7	2	0	6	5	2
410	31	37	2	1	7	1	1	2	3	2
411	31	48	4	3	7	1	1	2	3	2
412	31	39	2	2	7	4	1	2	3	1
413	31	36	2	3	7	2	0	6	5	1
414	31	44	3	3	7	2	0	6	5	1
415	31	27	2	3	3	1	1	2	3	1
416	32	33	2	2	7	2	0	6	5	1
417	32	26	2	2	4	2	0	6	5	1
418	32	37	2	1	7	2	0	6	5	1
419	32	40	2	1	7	2	0	6	5	1
420	32	30	2	1	7	2	0	6	5	1
421	32	32	2	2	1	1	2	5	4	1
422	32	27	2	3	2	1	8	2	3	1
423	32	26	2	4	3	0	2	6	5	1
424	32	33	2	2	6	2	0	6	5	1
425	32	24	1	3	7	1	1	4	4	1
426	33	33	2	3	2	2	0	6	5	1
427	33	25	2	3	3	2	0	6	5	1
428	33	27	2	3	7	2	0	6	5	1
429	33	20	1	4	7	2	0	6	5	1
430	33	23	1	3	5	2	0	6	5	1
431	33	28	2	1	7	2	0	6	5	1
432	33	42	3	1	7	2	0	6	5	1
433	33	34	2	0	7	2	0	6	5	1
434	33	31	2	2	7	2	0	6	5	1

PERSONAL DETAILS

Person	Club	Raw age	Age categ	Education	Portfolio	Indiv.tr	Trn type	Year tr	Trainer	Serv
435	33	34	2	3	1	1	8	5	3	1
436	33	40	2	2	7	2	0	6	5	1
437	33	36	2	3	4	1	8	5	3	1
438	33	36	2	3	7	2	0	6	5	1
439	34	40	2	3	1	2	0	6	5	1
440	34	39	2	3	7	2	0	6	5	1
441	34	60	5	2	7	2	0	6	5	1
442	34	42	3	1	7	1	0	6	5	1
443	34	30	2	3	7	2	0	6	5	1
444	34	34	2	1	5	2	0	6	5	1
445	34	36	2	3	3	2	0	6	5	1
446	34	40	2	2	4	2	0	6	5	1
447	35	42	3	0	7	2	0	6	5	2
448	35	44	3	1	2	1	6	5	1	2
449	35	45	3	1	7	2	0	6	5	2
450	35	50	4	1	7	2	0	6	5	2
451	35	50	4	1	7	2	0	6	5	2
452	35	30	2	1	7	2	0	6	5	2
453	35	30	2	3	7	2	0	6	5	2
454	35	23	1	4	7	2	0	6	5	1
455	35	21	1	4	7	2	0	6	5	1
456	35	24	1	3	7	2	0	6	5	1
457	35	25	1	3	7	2	0	6	5	2
458	35	22	1	3	7	2	0	6	5	1
459	36	29	2	3	7	2	0	6	5	1
460	36	30	2	3	7	2	0	6	5	1
461	36	23	1	3	7	2	0	6	5	1
462	36	43	3	3	7	2	0	6	5	1
463	36	43	3	2	4	2	0	6	5	1
464	36	32	2	4	7	2	0	6	5	1
465	36	56	5	2	3	2	0	6	5	1
466	36	65	5	1	1	2	0	6	5	1
467	36	41	3	3	7	2	0	6	5	1
468	36	65	5	1	7	2	0	6	5	1
469	36	19	1	3	7	2	0	6	5	1
470	36	23	1	4	7	2	0	6	5	1
471	36	32	2	2	6	2	0	6	5	1
472	36	30	2	4	6	1	1	3	4	1
473	36	40	2	2	7	1	1	3	4	1
474	37	48	4	2	7	2	0	6	5	1
475	37	48	4	1	7	2	0	6	5	1
476	37	37	2	2	4	2	0	6	5	1
477	37	47	4	1	6	1	1	3	3	1
478	37	49	4	1	6	1	1	3	3	1
479	37	46	4	3	7	2	0	6	5	1
480	37	39	2	3	2	1	1	4	4	1
481	37	49	4	2	3	1	1	3	3	1
482	37	60	5	3	5	2	0	6	5	1
483	37	49	4	1	7	2	0	6	5	1
484	37	42	3	2	1	2	0	6	5	1
485	37	48	4	3	7	2	0	6	5	1



**APPENDIX H**

**RAW DATA, CLUB DETAILS**

CLUB DETAILS

Club	Est.date	Initial membership	Current membership	No. interviewed	Training	Organisation	Trng.type
1	1999	24	18	18	2	5	0
2	1996	16	12	12	1	2	1
3	1999	20	10	10	2	5	0
4	1999	6	14	10	2	5	0
5	1993	18	14	8	1	1	1
6	1997	38	40	20	2	5	0
7	1995	20	11	9	1	2	10
8	1992	49	41	18	2	5	0
9	1985	44	40	20	2	5	0
10	1997	20	12	10	1	1	1
11	1994	25	13	12	2	5	0
12	1994	30	21	12	2	5	0
13	1997	21	17	9	1	1	6
14	1976	24	18	13	1	1	10
15	2000	10	10	9	2	5	0
16	1999	20	19	10	2	5	0
17	1997	15	10	9	2	5	0
18	1996	50	23	17	1	1	1
19	1999	10	10	10	2	5	0
20	1999	5	5	5	2	5	0
21	1992	15	10	6	2	5	0
22	1999	22	14	14	2	5	0
23	1994	22	44	20	2	5	0
24	1997	25	25	11	2	5	0
25	1998	28	18	17	2	5	0
26	1999	21	18	17	2	5	0
27	1999	27	44	28	2	5	0
28	1992	30	20	19	1	3	1
29	1999	11	11	11	2	5	0
30	1999	11	15	15	2	5	0
31	1997	18	18	7	2	5	0
32	1999	16	12	10	2	5	0
33	2000	18	18	13	2	5	0
34	1999	14	12	8	2	5	0
35	1998	70	63	12	2	5	0
36	2000	15	17	15	2	5	0
37	2000	18	18	12	2	5	0

# Training needs

Club	Trng.need1	Trng.need2	Trng.need3	Trng.need4	Trng.need5	Trng.need6	Trng.need7	Trng.need8	Trng need9
1	7	2	3	1	5	2	4	2	0
2	9	0	3	0	0	6	4	0	0
3	10	0	3	0	10	0	0	0	0
4	10	2	3	0	0	0	0	0	0
5	8	3	3	0	0	0	0	0	0
6	14	0	3	0	0	0	0	0	0
7	0	0	3	0	7	0	0	0	0
8	6	0	3	0	11	0	0	0	0
9	17	0	20	0	4	6	0	0	0
10	2	0	4	0	5	1	5	0	0
11	10	2	12	0	1	4	0	0	1
12	0	0	21	1	3	0	3	0	7
13	9	0	8	0	6	1	0	0	0
14	8	1	7	0	0	5	0	0	0
15	9	2	9	0	8	0	0	0	5
16	10	0	6	0	2	1	0	0	1
17	6	0	9	0	3	0	0	0	1
18	0	0	17	0	0	17	0	0	0
19	8	0	5	0	0	0	0	0	0
20	5	0	4	0	0	0	0	0	0
21	4	0	5	0	0	0	0	0	0
22	12	0	13	0	2	0	0	0	2
23	10	3	8	0	0	10	8	0	1
24	11	0	0	0	8	0	1	0	0
25	0	0	17	0	17	0	0	0	0
26	1	0	14	0	14	0	0	0	0
27	15	0	23	0	6	1	0	22	2
28	16	4	18	0	0	0	0	15	0
29	10	1	11	0	0	1	1	0	0
30	13	0	13	0	0	1	0	0	0
31	7	0	5	0	1	0	3	0	0
32	5	5	6	0	5	0	0	0	2
33	8	2	13	0	1	0	0	0	1
34	6	1	8	0	3	4	1	0	0
35	6	0	12	0	0	0	0	0	0
36	13	0	14	0	5	8	0	0	0
37	11	0	12	0	0	0	0	0	0

Expectations, bank accounts and constitutions								
Club	Expect.1	Expect.2	Expect.3	Expect.4	Expect.5	Expect.6	Bank Account	Constitution
1	10	4	9	3	4	5	1	1
2	8	0	2	6	0	0	2	1
3	5	0	4	0	0	0	1	2
4	4	0	5	4	0	0	2	2
5	6	0	2	0	0	0	1	1
6	17	0	0	0	2	0	1	1
7	9	0	3	0	0	0	2	2
8	7	0	10	0	0	0	1	1
9	10	1	3	4	2	5	1	1
10	7	1	4	0	0	0	1	1
11	12	0	0	5	7	0	1	1
12	0	0	4	2	7	1	2	1
13	0	0	3	0	6	0	1	1
14	5	0	0	5	5	0	1	1
15	9	3	2	2	0	0	2	1
16	8	0	4	0	0	0	1	1
17	6	0	2	0	0	0	1	1
18	0	0	0	17	0	0	1	1
19	7	0	4	0	0	0	1	1
20	5	0	5	0	0	0	2	1
21	6	0	2	0	0	0	2	2
22	11	0	1	7	1	0	1	2
23	4	3	4	4	8	3	1	1
24	3	9	6	8	2	0	1	1
25	13	0	17	4	0	0	1	1
26	5	6	0	0	3	0	1	1
27	14	0	11	0	0	0	2	1
28	19	2	0	5	0	0	1	2
29	11	0	11	0	0	0	2	2
30	8	0	2	2	2	0	1	1
31	6	0	0	0	0	0	1	2
32	10	10	0	0	0	0	1	1
33	9	2	0	0	2	3	1	1
34	8	0	3	0	0	0	2	1
35	12	0	0	0	0	0	1	1
36	5	0	2	8	0	0	1	1
37	12	12	0	0	0	0	1	1

## GENERAL

Club	Problems and solutions													
	Problem0	Problem1	Problem2	Problem3	Problem4	Problem5	Problem6	Problem7	Problem8	Solution0	Solution1	Solution2	Solution3	
1	0	11	9	0	11	1	4	0	0	1	11	2	0	
2	0	0	1	0	0	0	0	0	11	11	1	0	0	
3	0	0	0	0	0	0	6	0	0	0	0	6	0	
4	9	0	0	0	1	0	0	0	0	8	1	0	9	
5	0	5	8	0	0	0	0	6	0	3	5	0	0	
6	1	19	0	0	0	0	0	0	0	0	18	0	1	
7	0	0	0	0	0	0	0	0	0	0	0	0	0	
8	10	2	0	0	0	0	0	6	0	13	0	4	3	
9	11	1	0	0	1	0	0	4	6	17	4	0	0	
10	0	10	1	0	4	0	0	0	0	0	10	0	0	
11	1	3	0	0	8	1	0	0	0	0	7	4	0	
12	0	2	0	21	0	0	0	0	0	0	19	2	0	
13	0	0	0	9	5	0	0	0	0	0	4	3	5	
14	0	5	8	0	0	0	0	0	0	8	5	0	0	
15	9	0	0	0	0	0	0	0	0	9	0	0	0	
16	0	5	0	0	0	0	4	0	0	0	9	3	0	
17	0	0	0	0	5	0	0	0	2	0	6	0	0	
18	0	17	0	0	17	0	0	0	0	0	17	0	0	
19	5	7	0	0	0	0	0	0	0	5	7	0	0	
20	0	5	0	0	0	0	0	0	0	0	5	0	0	
21	0	0	0	0	0	0	0	0	6	6	0	0	0	
22	0	0	0	0	0	0	0	0	14	14	0	0	0	
23	10	9	0	0	3	0	0	0	0	0	10	0	0	
24	0	0	8	0	0	8	0	2	1	1	10	3	0	
25	0	0	17	0	0	0	0	0	0	13	4	4	0	
26	0	14	0	15	0	0	2	3	0	0	11	2	8	
27	21	0	0	0	0	0	0	19	0	0	14	0	0	
28	0	19	2	0	5	0	0	0	0	0	16	10	0	
29	10	0	0	0	0	0	0	0	1	11	0	0	0	
30	8	0	0	0	0	0	0	0	7	15	0	0	0	
31	0	2	0	4	0	0	0	0	3	4	1	0	2	
32	10	0	0	0	0	0	0	0	0	10	0	0	0	
33	10	0	0	0	0	0	0	0	0	11	0	0	2	
34	0	8	0	3	4	0	0	0	0	0	8	0	3	
35	0	0	0	0	0	0	0	0	12	12	0	0	0	
36	15	13	0	14	0	5	8	0	0	0	0	0	0	
37	0	12	12	0	0	0	0	0	0	12	0	0	0	