

CHAPTER 5

EMPIRICAL RESEARCH FINDINGS OF THE STUDY

5.1. INTRODUCTION

The preceding chapters two, three and four focused on the theoretical background of community empowerment and community empowerment programmes.

Since the goal of this study is to evaluate the impact of the Community Based Public Works Programme (CBPWP) on rural communities, the researcher conducted a combination of qualitative and quantitative study by utilising a quasi-experimental design, namely, the comparison posttest-only design to obtain that goal.

The first section of this chapter discusses the research methodology utilised in this study. The second section discusses the empirical results of the study.

5.2. RESEARCH METHODOLOGY

In this study, two samples of five rural communities each were drawn from the two sampling frames. The two groups represented the experimental group (those who received the CBPWP) and the control group (those who did not receive it). Ten groups contributed six of their steering committee members each as the respondents of the study. The respondents for this study totalled sixty.

5.2.1. RESEARCH PROCEDURE AND STRATEGY

This study utilised the focus group interviewing research methodology for data collection. Focus group interviewing was described as “a purposive

discussion of a specific topic or related topics taking place between eight to ten individuals with similar background and common interests” (Schurink, Schurink & Poggenpoel in De Vos, 1998:314). De Vos and Fouché in De Vos (1998:90) maintain in their statement that “in essence this method is an open group discussion between specifically selected persons under the leadership of a group leader who is trained and experienced in handling group dynamics.” Focus group interviews as their name suggests focus discussions on topics that are relevant to the study.

A group leader was trained into focus group interview methodological observation. Moser and Kalton (1971:246) advise that “it was necessary as a preliminary to train investigators to observe accurately.” They were supported by Lehmann and Mehrens (1971:84) who stated that “observers have to be well trained on what to observe and what to ignore in order to do their job correctly.”

A group leader, in this study called observer, observed and recorded the focus group interviews on a score form. A score form is included as appendix A. Ten focus group interviews took place with sixty respondents who were exposed to six qualitative questions which were formulated around the six objectives of the CBPWP, namely;

- What are your impressions regarding your community participation during your project?
- How successful do you think were the methods of creating jobs for the people when implementing your project?
- What feelings do you have towards education and training that was introduced through the CBPWP project?
- What do you think about the management and maintenance of your project?
- How do you feel about targeting of the most needy within your community during the CBPWP project?
- What do you think about the sources of funding for your project?

5.2.2. RESEARCH DESIGN

The researcher utilised a quasi-experimental design to conduct this evaluative study.

The type of the quasi-experimental design utilised in this research study is called the comparison group posttest-only design or the static group comparison design (Leedy, 1989:222). Suchman (1967:94) and Fouché and De Vos in De Vos (1998:218) explain that, under the comparison group posttest-only design, we have two groups of respondents, the one exposed and the other not exposed to the programme.

In a static group comparison design, Tripodi (1981:218) writes, "one group is the experimental group, which is exposed to the independent variable (X). The other group, the comparison group, is not exposed to X." In this study, the experimental group was exposed to the CBPWP (independent variable X) and the control group/comparison group was not exposed to the CBPWP.

The comparison group posttest-only design was chosen above other designs because it does not expose the respondents to harmful effects for the study purpose. In this regard, the control group was not purposefully denied of the CBPWP for the interest of this study (compare Strydom in De Vos; 1998:25). Hedrick, Bickman and Rog (1993:38) support the choice of a design by stating that "selection of a design affects the credibility of the research, its usefulness, and its feasibility."

5.2.3. TYPE OF RESEARCH

The type of research utilised is an evaluative research which according to De Vos (1998:367), is "the systematic application of social research procedures for assessing the conceptualisation, design, implementation and utility of social intervention programmes."

For Bless and Higson-Smith (1995:47), evaluation research is a method of social science which is used to assess the design, implementation and usefulness of social intervention. Programme evaluation research was discussed into detail in the previous chapter.

This study was conducted to investigate through both the literature and an empirical studies the impact of CBPWP on rural communities. Hedrick, Bickman and Rog (1993:29) support by maintaining that impact question “requires the development of a comparison base, that is, an estimate or measurement of what would have been the case if the causal entity had not been present.”

5.2.4. POPULATION, SAMPLE AND THE SAMPLING METHOD

In this study, forty eight communities in the Phalala district of the Bushveld region in the Northern Province who applied for the CBPWP form the population.

In consideration of the limitation of the available resources for this study such as time, finance, expertise and distance to be covered when collecting the data, a sample of ten communities, comprised of five experimental and five control groups each, was drawn from the population for the empirical study purpose.

A sample is a portion of the population which is selected for the study and its purpose is to “give us an accurate understanding of what groups and individuals are like” (Mark,1996:104). A sample is a subset of the population.

Twenty one (21) rural communities who received the CBPWP and twenty seven (27) who did not receive the CBPWP in the Phalala district of the Bushveld region in the Northern Province, respectively, formed two sampling frames. Five communities were selected from each of the sampling frames by a method known as “lottery” or the “bingo game” (Philliber, Schwab & Gloss, 1980:87; Moser & Kalton, 1971:81-82; Nigel, 1993:87). According to the

lottery method, communities in the two sampling frames were represented by numbers which were written on small card and mixed into two bowls. Selection was conducted by drawing one card after another without looking into the bowl, until the right number of the representatives, five in this regard, was obtained.

Sampling frame is according to Philliber, Schwab and Gloss (1980:73) and Rose (1982:51), a process of assigning a number to every member of the population. Sampling frame procedure ensures that every unit of analysis is recorded and known to the researcher.

Each five groups drawn from each sampling frame contributed its six steering committee members as respondents for the study. As mentioned above, the total number of respondents were sixty.

5.2.5. DATA COLLECTION AND ANALYSIS

An evaluation of the impact of the CBPWP on rural communities was achieved through focus group interviews by asking the respondents six qualitative questions which were formulated around the objectives of the programme, namely; strong community participation, labour intensive methods of construction, education and training, management and maintenance of the assets once they are completed, targeting the most needy within communities and sources of funding.

Questions were translated into a mixture of N. Sotho and Tswana which is the language medium spoken in that district.

Poggenpoel in De Vos (1998:335) explains that qualitative analysis are "usually in the format of textual narrative (transcribed interviews), written descriptions of observations (field notes) and reflections (ideas and conjectures recorded in the researcher's diary). These records are voluminous."

Data which were written on score forms and recorded on tape recorder were transcribed. An example of a transcription is included as appendix B. In order to reduce data into a manageable form, coding procedure was employed.

According to De Vos and Van Zyl in De Vos (1998:271), "coding represents the operations by which data are broken down, conceptualised and put back together in new ways." Creswell (1994:154) adds by stating that "the researcher takes a voluminous amount of information and reduces it to certain patterns, categories or themes and then interprets this information by using some schema."

Different steps in coding data were obtained from Poggenpoel in De Vos (1998:343-344), Victor (1996:98) and Creswell (1994:155), and the researcher tried to get a sense of the whole by reading through all the transcriptions, selecting interviews one after another, recording topics in categories of major topics, sub-topics and left-overs, looking for the new emerging categories and turning the most descriptive words about the topics and their sub-topics into categories.

The coding procedure enabled the researcher to reduce the data which will be presented in the final part of the second section of this chapter.

5.3. BIOGRAPHICAL PROFILE OF RESPONDENTS

The researcher trained a research assistant into the compilation of an attendance register which was designed for capturing the biographical information of the respondents. The attendance register had columns which required respondents to furnish the researcher with information regarding their sex, age, highest educational qualification, language, occupation, position in the steering committee and project type.

An attendance register is included as appendix C.

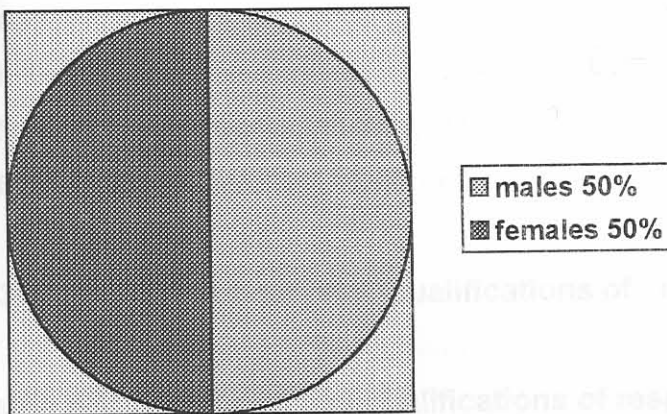
It has been mentioned in the beginning of this chapter that this study will make use of two groups (experimental and control groups) to compare responses of respondents regarding the objectives of the CBPWP.

The five experimental and five the control groups contributed six members each as respondents of the study. The study had sixty respondents, with 30 (50%) from each of the experimental and control group.

Characteristics of respondents were as follows:

5.3.1. Sex of respondents

Figure 5.1: Sex of respondents



From Figure 5.1, it is reflected that both males and females were equally represented with the scores of N=30 (50%) each.

5.3.2. Ages of respondents

Ages of the respondents were grouped according to Papalia and Olds (1992), who maintained that ages are categorised into adolescence (12-20 years), young adulthood (21-40 years), middle adulthood (41-65 years) and late adulthood (65 years and above).

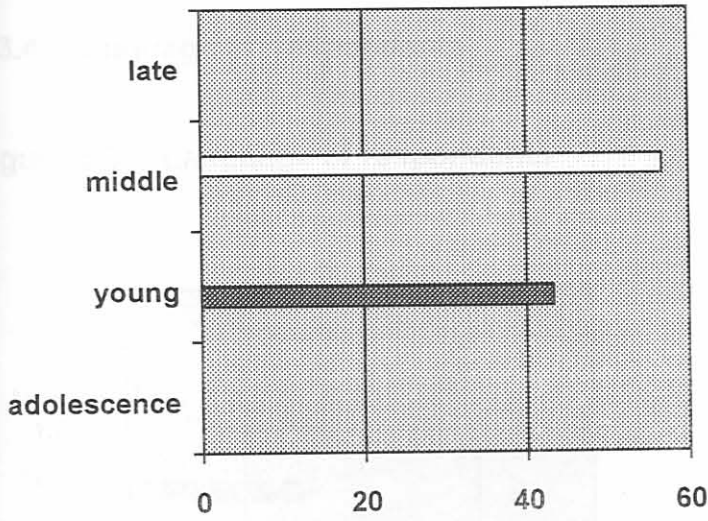
Figure 5.2: Ages distribution of respondents

Figure 5.2 depicts the age distribution of the respondents by means of a graph. The highest concentration of respondents were of the middle adulthood (41-65 years) with a score of N=34 (56.7%). Young adulthood (21-40 years) was represented by N=26 (43.3%). The adolescence and late adulthood ages were not represented.

5.3.3. Highest educational qualifications of respondents

Table 5.1: Educational qualifications of respondents

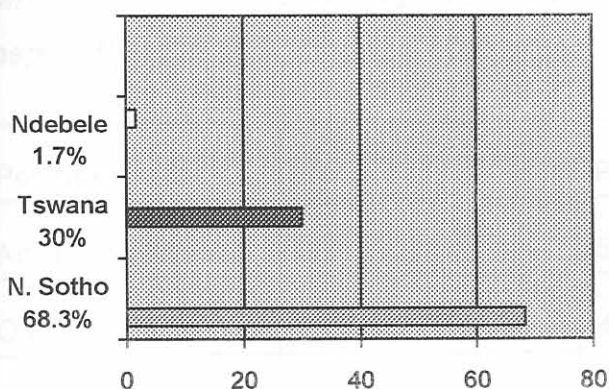
Educational Qualifications	Respondents	Percentage
Standards 0-5	21	35%
Standards 6-8	14	23.3%
Standards 9-10	24	40%
Tertiary	1	1.7%
Total	60	100

From Table 5.1, it is indicated that the highest number of respondents have passed between standard 9 and 10 with a score of N=24 (40%), followed by those between standard 0 and 5 with a score of N=21 (35%), standards

between 6 and 8 with a score of $N=14$ (23.3%), and those who obtained a tertiary education with a score of only $N=1$ (1.7%).

5.3.4. Language of respondents

Figure 5.3: Language of respondents



According to Figure 5.3, the majority of the respondents, namely; $N=41$ (68.3%) were Northern-Sotho, followed by $N=18$ (30%) Tswana and $N=1$ (1.7%) Ndebele speaking.

5.3.5. Occupations of respondents

Table 5.2: Occupational backgrounds of respondents

Occupation	N=	Percentages
Unemployed	42	70%
Teachers	11	18.3%
Labourers	1	1.7%
Self-employed	4	6.6%
Pensioners	1	1.7%
Politicians	1	1.7%
Total	N=60	100%

Table 5.2 indicates that rural communities had a highest concentration of respondents in the unemployed category, with a score of $N=42$ (70%).

Respondents who were employed were teachers, labourers and the self-employed, with scores of N=11 (18.3%), N=1 (1.7%) and N=4(6.6%) respectively. The pensioners and the politicians were represented by one member each with 1.7%, respectively.

5.3.6. Positions held by respondents in the steering committees

Table 5.3: A grouped frequency distribution of positions held by the respondents in their steering committees.

Positions	N=	Percentages	Cumulative %
Additional Member	35	58.3%	58.3%
Official	25	41.7%	100%
Total	60	100%	100%

Information from Table 5.1 above reveals that additional membership dominated the representation of respondents with a score of N=35 (53.3%). Office bearers such as a chairperson, vice chairperson, secretary and treasurer were represented by an N=25 (41.7%) score.

Additional membership is comprised of respondents who do not hold accountable positions in their steering committees.

5.3.7. Organisations of origin for respondents

Organisations of origin for respondents means community based organisations that the respondents are affiliated to within their communities.

Table 5.4: Distribution of the respondents on their organisations of origin

Organisation of origin	Respondents	Percentages
School governing bodies	40	66.7%
Civic Associations	10	16.7%
Churches	3	5%
Political Parties	5	8.3%
Traditional leaders	2	3.3%
Total	N=60	100%

From Table 5.4, forty respondents (66.7%), reported that their organisations of origin were the school governing bodies. A score of N=10 (16.7%) was represented by the civic associations, N=3(5%) by the churches, N=5 (8.3%) by the political parties and N=2 (3.3%) by the traditional leaders.

5.3.8. Project types of respondents

Project type of respondents means the type of projects that their respective communities have implemented.

Table 5.5 : Distribution of the respondents on the types of projects

Type of Project	N=	%
Pre-Schools	48	80%
Schools	12	20%
Total	60	100%

Table 5.5 above indicates that the pre-schools were represented by a score of N=48 (80%). The schools were represented by the remaining N=12 (20%).

5.4. EMPIRICAL DATA FINDINGS

5.4.1. INTRODUCTION

This second section of this chapter presents the empirical research findings of the study. Since this study is about the attitudes, feelings and impressions of the respondents towards the objectives of the CBPWP, this section will present their responses to the focus group questions.

In this section, respondents' answers will be presented as if they belong to the groups they represent. Steering committees will therefore in themselves, in this section, be regarded as the respondents of this study. The total number of respondents will thus be ten (10), five from the experimental and the control groups, respectively.

5.4.2. THE STRUCTURE FOR THE PRESENTATION OF THE EMPIRICAL DATA FINDINGS

The researcher has designed a structure through which the empirical data will be presented. The structure is made up of five steps, namely; objectives of the CBPWP, conceptualisation of the objectives, questions for the focus group interviews, graphical presentation, and the interpretation of the empirical data.

5.4.2.1. Objectives of the CBPWP

The researcher will present each of the six objectives of the CBPWP individually. In this step, important theoretical background of the objectives will be discussed as well.

5.4.2.2. Conceptualisation of the Objectives

The objectives will be defined and discussed in detail. Conceptualisation means that the researcher defines the problem that is under investigation in more detail. Bless and Higson-Smith (1995:36) defines conceptualisation as “the definition of a concept by a set of other concepts.” De Vos (1998:111) writes that “we label concepts with words, Schuurman continues, and this allows us to think about them and communicate them to other people. We call the process of categorising and labelling conceptualisation.” When objectives are finally conceptualised, they become understandable to people other than the researchers alone.

5.4.2.3. Question for the focus group interviews

Questions for the focus group interviews were formulated around the objectives of the CBPWP. These questions are qualitative in nature, allow for the spontaneous responses from the respondents and are well designed. Schurink, Schurink and Poggenpoel in De Vos (1998:318) comment that “because questions are the heart of the focus group interview, they must be carefully selected and phrased prior to the focus group interview in order to elicit the maximum amount of information.”

5.4.2.4. Graphical presentation

Empirical data will be graphically presented through diagrams and tables. Nigel (1993:218) states that data are organised through whichever modern technology that is available in order to facilitate our understanding of their meaning. Graphic presentation is according to De Vos and Fouché in De Vos (1998:209), a “great help in enabling us to comprehend the essential features of frequency distribution and in comparing one frequency distribution with another.”

5.4.2.5. Interpretation

After data were put into categories, and presented as such, the audience still need to be explained why it is thus so. This calls for interpretation of data. De Vos and Fouche in De Vos (1998:203) reiterate that “the analysis of research data, however, does not in itself provide the answers to research questions. Interpretation of the data is necessary. To interpret is to explain, to find meaning.” Interpretation is about the explanation of data.

The researcher will also under this step report some of the statements that were extracted from the transcriptions which he feels they strongly support the responses given by the respondents.

During the presentation of the empirical data findings, the researcher will make a comparison of both the experimental and the control groups by stating the points and their respective percentages each of them has scored when responding to a particular topic.

5.5. EMPIRICAL DATA: OBJECTIVES OF THE CBPWP

This part of the section presents the data regarding the six objectives of the CBPWP, their conceptualisation, questions for the focus group interviews, graphical presentations and interpretation.

5.5.1. OBJECTIVE NO.1 OF THE CBPWP: STRONG COMMUNITY PARTICIPATION

The first objective of the CBPWP to be discussed is strong community participation. Strong community participation means the involvement of every sector within the community that has a reasonable interest on the project. Musandiwa (1997:2) and the *Draft White Paper on Social Welfare* (1995:5) state that strong community participation means the heterogeneity of the group representing the entire community, whilst Horton (1992:13) and

Triegaart (1993:10) on the other hand, stress the importance of the inclusion of the grassroots in the community steering committees.

* CONCEPTUALIZATION OF THE STRONG COMMUNITY PARTICIPATION OBJECTIVE

Conceptualisation of the concept strong community participation is that the projects are made possible by the involvement of community members themselves, and that the steering committees should be represented by the legitimate stakeholders, namely, grassroots, government departments and/or funding institutions and the social/technical consultants.

* QUESTION OF THE FOCUS GROUP INTERVIEWS

What are your impressions regarding your community participation during your project?

* GRAPHICAL PRESENTATION

Table 5.6: Distribution of the respondents on the types of the community participation during the implementation of their projects

Types of Groups	Actual Construction	Contributions	Meetings
Experimental	5(100%)	4(66.7%)	2(66.7%)
Control Group	0	2(33.3%)	1(33.3%)
Total	N=5	N=6	N=3

* INTERPRETATION

From Table 5.6 above, N=5 (100%) of the respondents in the experimental group reported that they participated in their projects through the actual construction of the assets.

N=4 (66.7 %) of the respondents in the experimental group reported that they participated through contributions in the form of funds, tools and equipment.

N=2 (33.3%) of the respondents in the experimental group reported that they contributed furniture and held regular community meetings.

Supportive statements extracted from the transcriptions are as follows:

Our community participated by contributing R100 per family towards the project

After we learnt that our project will be funded, we started buying chairs for our children

Some members participated in the actual construction of the project, without them really it would not be there.

The communities did not employ building contractors to do the construction of their projects, instead they involved their own members to do the construction.

N=2 (33.3 %) and N=1 (33.3%) of the respondents in the control group reported that they only participated through contributions and holding of regular community meetings, respectively.

Their statements were captured as follows:

Public Works has not yet assisted our community financially, we will do something after they have given us money

We invited one another for meetings and we co-operated to one another

5.5.2. OBJECTIVE NO.2 OF THE CBPWP: LABOUR INTENSIVE METHODS OF CONSTRUCTION

The second objective of the CBPWP to be discussed is labour-intensive methods of construction .

A community empowerment approach is about redressing the socio-economic conditions that continue to stress communities, especially poverty which is exacerbated by unemployment in the South African context. Community empowerment programmes should therefore be designed in such a way that they are able to engage a number of individuals, thereby ameliorating the problem of unemployment. Machinery is identified as the main cause of limiting the opportunities of individuals into gaining employment.

*** CONCEPTUALIZATION OF THE LABOUR INTENSIVE METHODS OF CONSTRUCTION**

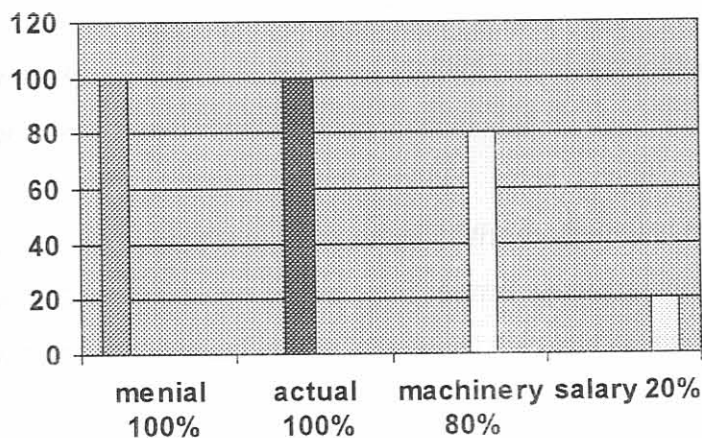
Conceptualisation of the concept labour intensive methods of construction maintains that machines should as much as possible be replaced by human resources.

*** QUESTION OF THE FOCUS GROUP INTERVIEWS**

How successful do you think were the methods of creating jobs for the people when implementing your project?

* **GRAPHICAL PRESENTATION**

Figure 5.4 : Methods of creating jobs for the experimental group communities



* **INTERPRETATION**

Figure 5.4 reflects through histogram that N=5 (100%) of the respondents in the experimental group created jobs for their community members by tasking individuals to do menial work such as cleaning the yards, clearing the project site and fetching sand.

All the respondents in the experimental group (100%) , reported that their community members were involved in the actual construction of the project.

A statement said:

We felt we should create as many jobs as possible to absorb the destitute who sleep without a meal" to do the construction of the project themselves.

Four groups of respondents in the experimental group (80%), reported that they created jobs through the avoidance of machinery in the construction of their projects by involving members into fetching water with tins and drums instead of paying for the connection of waterlines towards their projects, painting of planks with insecticides instead of purchasing ready-prepared timber, mixing mortar manually instead of buying ready-mixed mortar, and brick-making instead of buying ready-made bricks.

Respondents said the following:

In order to hire a number of individuals, we avoided to utilise machines for our project

We employed them, a number of them, they will collect water, mix mortar and will clear the bush in the yard, some were painting, some painted the planks with that chemical which kills ants, they did all sorts of things

20% of the respondents in the experimental group reported that they created jobs by lowering the workers' salaries.

One of them stated:

To be able to hire a number of people we concentrated on lowering their wages, we paid minimal wages (LAUGH) very minimal wages

All the respondents in the control group (100%), reported that they did not receive funds from the CBPWP and as a result they did not employ people.

A respondent mentioned:

In our community we did not hire people, we are unable to do so, with what shall we wash (pay) their hands

The CBPWP projects satisfied the prerequisite of labour intensive methods of construction objective.

5.5.3. OBJECTIVE NO.3 OF THE CBPWP: EDUCATION AND TRAINING

The third objective of the CBPWP to be discussed education and training.

Nkuhlu (1994:6) and Cheetham, Fuller, McIvor and Petch (1992:6) categorise education and training under capacity building whilst Freire (in Mondros & Wilson; 1994:15) terms it conscientization to denote a “ learning to perceive social political and economic contradictions and to take action against the oppressive elements of reality.” Education and training entails the enhancement of community knowledge, attitudes and skills through training.

*** CONCEPTUALIZATION OF THE EDUCATION AND TRAINING OBJECTIVE**

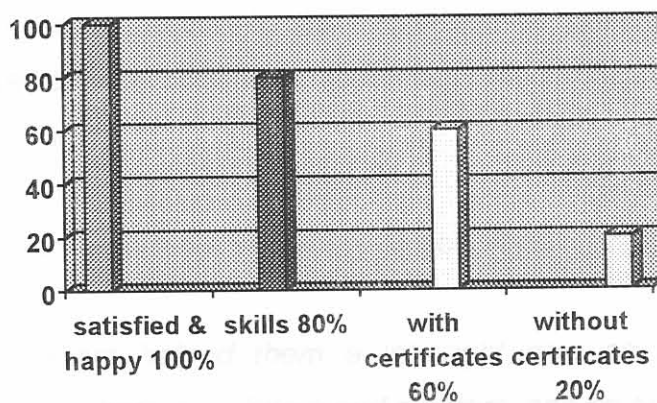
Conceptualisation of this concept includes that communities should receive vocational and/or technical management skill training and their members should be certificated after the training in order to enable them to pursue employment elsewhere after the completion of their projects.

*** QUESTION OF THE FOCUS GROUP INTERVIEWS**

What feelings do you have towards education and training that was introduced through the CBPWP project?

* GRAPHICAL PRESENTATION

Figure 5.5: Feelings of the respondents towards education and training that was introduced by the CBPWP



* INTERPRETATION

Figure 5.5 indicates through a bar graph that all the respondents in the experimental group (100%), reported that they were satisfied and happy for having received the education and training that was introduced by the CBPWP in their communities.

A statement extracted from one of them says:

We are very pleased Public Works has collected our youth and trained them at Polokoane (Pietersburg), that education they have received could assist them in obtaining jobs elsewhere, they collected some certificates after that training

Four groups of the respondents in the experimental group (80%), reported that their members received technical/vocational and social management skills training on bricklaying, carpentry, plumbing, electrical wiring, and bookkeeping, supervision and security service administration.

One stated:

Training was very helpful because some of us could be employed somewhere, some are security officers, some work at the RDP project as builders, some as painters, we are thankful

Three (60%) respondents in the experimental group reported that their members had already obtained jobs through the certificates that they received from the training institutions.

The researcher captured a statement which says:

Yes those papers helped them a lot, right now as we speak they are employed somewhere as builders and painters, and so on

One group of the respondents (20%) in the experimental group, reported that their two trainees did not receive certificates even though they have passed their courses.

A respondent stated:

We are very happy for the training that was introduced by Public Works to our community, our only problem is that two of our trainees did not receive their certificates even though they passed

All the respondents in the control group (100%), reported that education and training was not introduced to their communities because they were not funded by the CBPWP.

This response was captured by a statement which says;

We are only desperate to receive funds, and thereafter the question of education shall be solved

5.5.4. OBJECTIVE NO.4 OF THE CBPWP: MANAGEMENT AND MAINTENANCE OF THE ASSET ONCE IT IS COMPLETED

The fourth objective of the CBPWP to be discussed is management and maintenance of the asset once it is completed.

President Mbeki on his opening speech, *Mbeki: Opening of Parliament (1999:9)* and *White Paper on Public Works (1997:15)* stressed the integration of community development projects between different government departments. The *White Paper on Public Works (1997:15)* stated that “although assets created through public works programmes are ultimately supposed to be maintained by line function departments, it has never been clear who actually assumes responsibility for maintaining the finished assets and many assets run the risk of falling into disrepair.”

The line functional government departments should continue to manage and maintain the assets after they were completed by the CBPWP.

*** CONCEPTUALIZATION OF THE MANAGEMENT AND MAINTENANCE OF THE ASSET ONCE IT IS COMPLETED OBJECTIVE**

Conceptualisation of the concept management and maintenance of the asset once it is completed possesses in itself the following attributes; the asset is fully utilised for its intended purpose and that it is managed and maintained by the line functional government departments and/or institutions.

*** QUESTION OF THE FOCUS GROUP INTERVIEWS**

What do you think about the management and maintenance of your project?

* GRAPHICAL PRESENTATION

Table 5.7: Distribution of the nature of management and maintenance of assets after their completion, for the experimental group

Nature of management and maintenance of assets after their completion	Respondents	Percentages
Community cleaning the project	1	20%
Community enrolled its children to fully utilise the asset	1	20%
Project closed down	4	80%
Project do not have security, teacher and children	4	80%
Project occasionally vandalised	1	20%
There is no user department to take over the management and maintenance functions of the projects	5	100%

* INTERPRETATION

From Table 5.7 above, one group of the respondents in the experimental group (20%), reported that they are maintaining their asset by cleaning it regularly.

Twenty percent of the respondents in the experimental group, reported that they enrolled their children to fully utilise the asset.

Four groups of the respondents in the experimental group (80%), reported that their projects have closed down due to different reasons. Two out of four projects (50%), reported that their projects have closed down due to the introduction of Grade Reception in the schools. One respondent (25%) in the experimental group reported that their project has closed because very few children were enrolled in the pre-school. One respondent (20%) in the experimental group reported that their project has closed down due to the lack of a teacher.

Respondents mentioned as follows:

The pre-school is no longer working, the teachers at the real school have taken over its functions, we do not know what to do with our building

We cannot afford to pay the salary of a teacher, we will get one soon and the classes will resume

Eighty percent of closed projects respondents reported that they do not have security to look after their assets.

One of these projects (20%) , was reported to have been occasionally vandalised.

To support , one mentioned as follows:

The pre-school is occasionally vandalised, we are concerned but cannot do anything to save it

Five groups of the respondents in the experimental group (100%), reported that they have trained the security officers during their project implementation but were unable to employ them after the assets were completed.

A statement says:

They are running around the village with nothing to do, who will pay them for looking after our project

Five respondents in the experimental group (100%), reported that there is no user department to take over the management and maintenance function of their projects once they were completed by the CBPWP.

This condition is mentioned in a statement:

There is no hope my son, if the department for the pre-schools (Education) could assist us, but they are quite, they say nothing

Five respondents in the control group (100%), reported that they do not manage and maintain their projects because nothing was built with the CBPWP funds in their communities.

One respondent said:

Public Works did not give us money to erect a structure

Three respondents in the control group (60%) , reported that they will in future employ the security officers, teach the community how to look after the projects after they were completed and will enrol their children to make the fullest utilisation of the projects after they were funded by the programme.

5.5.5. OBJECTIVE NO.5 OF THE CBPWP: TARGETING THE MOST NEEDY WITHIN A COMMUNITY

The fifth objective of the CBPWP to be discussed is targeting the most needy within a community.

Lombard (1991:205-206) maintains that community empowerment programmes are meant to improve “the quality of life of the individual and the community on the physical, social, economic, and political terrain.” Rappaport,

Swift and Hess (1984:3) and Horton (1992:9) add that community empowerment programmes should instil power to the marginalized by placing women in the leadership positions and address the conditions of the youth.

According to the CBPWP, the most needy within communities are women with families, the youth and the disabled who are unemployed.

* **CONCEPTUALIZATION OF TARGETING THE MOST NEEDY WITHIN A COMMUNITY OBJECTIVE**

Conceptualization of the concept targeting the most needy within a community includes the attributes as follows; the women with families, youth and the disabled who are without employment should be targeted by the CBPWP projects.

* **QUESTION OF THE FOCUS GROUP INTERVIEWS**

How do you feel about the targeting of the most needy within your community during the CBPWP project?

* **GRAPHICAL PRESENTATION**

Table 5.8: Sections within the experimental group communities who were targeted as the most needy within the community during the CBPWP projects

Sections who were targeted the most needy	Respondents
Those who do not work	N=3 (60%)
Those who are from poor family backgrounds	N=2 (40%)
Youth (average boys and girls)	N=3 (60%)
Older women	N=3 (60%)
Breadwinners who do not work	N=2 (40%)
Women in need of food	N=2 (40%)
Men in need of food	N=2 (40%)
Orphans	N=1 (20%)

* INTERPRETATION

The matrix in Table 5.8 above reflects the sections within the experimental group communities who were targeted the most needy during the CBPWP projects.

Respondents in the experimental group reported that the most needy within their communities who were targeted were individuals who do not work, youth (average boys and girls), and older women, each with a score of N=3 (60%), respectively.

N=2 (40%) respondents in the experimental group reported individuals from poor family backgrounds, breadwinners who do not work, women and men in need of food, were targeted in their projects.

Some of their statements are as follows:

We looked for the youth because age was our determining factor, and the aged especially older women

The poor got an opportunity of being employed, they received salaries to feed their families, those who are staying home with nothing to do were employed

We concentrated on employing members of families who were breadwinners especially old women who have families and had no jobs at all

One respondent in the experimental group (20%), stressed the importance of including older women in their category of the most needy within the community by saying:

Poor old women, we cannot throw them away

One respondent in the experimental group (20 %), reported that they targeted orphans when employing individuals for their CBPWP projects.

One said:

We said people lets hire those orphans who do not have a plate for the night, and we hired them all

Respondents reported that they improved the lives of the most needy within their communities by providing them with paying jobs.

All respondents in the control group (100%), reported that they did not have incidents of targeting the most needy within their communities because they were not funded by the CBPWP.

A statement says:

We won't say anything about employing (people) in our project, because Public Works did not help us, we are still waiting

5.5.6. OBJECTIVE NO.6 OF THE CBPWP: SOURCES OF FUNDING

The sixth objective of the CBPWP to be discussed is sources of funding.

Even when the *Community-Based Public Works Programme* (1994:41) has stated that "CBPWP wants to give money to communities who cannot get money from other sources," proponents of the community empowerment school of thoughts, Musandiwa (1997:6), Rubin and Rubin (1992:394) and Lombard (1991:156) still maintain that leveraging is the best method that makes good community empowerment programme. By leveraging it means that communities should be encouraged to contribute certain resources towards their projects implementation.

* **CONCEPTUALIZATION OF THE SOURCES OF FUNDING OBJECTIVE**

Funding for the implementation of projects should be obtainable from the funding institutions, in this regard the CBPWP, community contributions and others.

* **QUESTION OF THE FOCUS GROUP INTERVIEWS**

What do you think about the sources of funding for your project?

* **GRAPHICAL PRESENTATION**

Table 5.9 Distribution of sources of funding for both the experimental and the control groups

Types of funding sources	Experimental group	Control group	Total
CBPWP funds	5	0	5
Contribution in the form of local money	4	3	7
Contributions in the form of building materials and furniture	5	2	7
Total	14	5	19

Sources of funding are reflected in Table 5.9 above.

* **INTERPRETATION**

Five groups of respondents in the experimental group (100%), reported that they received CBPWP funding .

Some said as follows;

We applied for funding from Public Works, they assisted us

We only received money from Public Works

We did not get money from elsewhere except Public Works

Five groups of the respondents in the control group (100%), reported that they did not receive the CBPWP funding.

One stated:

Public Works did not give us anything

Seven groups of the respondents in both the experimental and control groups (70 %), reported that they contributed money towards their projects.

One remarked as follows:

We requested each household to contribute R100 towards the project, we deposited the money in the bank, it is waiting for more funds from Public Works

Seven groups of the respondents in both the experimental and control groups, reported that they contributed building materials such as bricks, zinc, planks and poles, and furniture towards their projects.

A statement remarked:

We did not buy bricks with Public Works money, we had bricks already

Two groups of the respondents in the experimental group, reported that their CBPWP funds were insufficient and that they applied for additional funds from the programme.

Supporting statement remarked as follows:

They first gave us R242 000 and it was insufficient, then we requested for additional R50 000 to complete it, and we were given

5.6. CONCLUSION

This chapter explicated the research methodology which was implemented in this study. It discussed both the quantitative and qualitative data findings. Data were presented through the diagrams and were interpreted.

In the proceeding chapter 6, the researcher will discuss the conclusions and recommendations regarding the study.