

**SURVIVAL STRATEGIES USED BY UNEMPLOYED
RURAL WOMEN IN CALAIS VILLAGE: MARULENG MUNICIPALITY IN
MOPANI DISTRICT**

by

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DEDICATION

This work is dedicated to all my family members, my husband Molate Simon (Joe), my two children, Zellow (Malesela) Morwa Madila and Mmakoma (Moratlatla) Tumelo for their support during my studies and for courageous words they gave me. Without you guys I would not have come thus far. Thank you for standing by my side when things got tough.

DECLARATION

I, Mmangoako Julia Malekutu, declare that the mini dissertation hereby submitted to the University of Limpopo, for the degree of Master in Adult education has not previously been submitted by me for a degree at this or any other University, that it is my work in design and execution, and that all material contained herein has been duly acknowledged.

Julia Mmangoako Malekutu

Date

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SUMMARY OF THE STUDY

The purpose of this study was to investigate the survival strategies used by unemployed rural women in Calais village.

The study was conducted at Calais village in Maruleng Municipality in the Limpopo Province. The aim of the study was to investigate the survival strategies used by unemployed rural women at Calais Village.

In order to achieve the aims outline above, I have formulated the following research question:

- What are the survival strategies used by unemployed rural women at Calais village?

With the study I wanted answers to the above question so that the department of social welfare can help in investigating further how unemployed rural women survive.

In order to answer the question above, I decided to conduct a qualitative research by doing fieldwork at Calais village. I will also discuss about how to identify unemployed rural women, causes of unemployment and the challenges women from rural areas are faced with. I will also discuss the history of education in South Africa.

In chapter two I outlined the theoretical framework of the study. The following key concepts were defined: unemployment, empowerment, social exclusion, strategy, and social grant. From the relevant literatures, I found out that the issue of survival strategies used by the unemployed rural women need to be taken into consideration. I also defined the following concepts, unemployment, empowerment, social exclusion, strategy, and social grants. The study found that unemployed rural women are surviving from child grants and hand-outs, food security, subsistence farming, EPWP and street vendor.

Chapter three has to do with the design of the study. The main focus was to discuss

the fieldwork as a track I used for data collection. The fieldwork track was divided into four phases of data collection. I gave an explanation and discussion of the instruments that were utilised when the data was collected from the different role play players in various phases of data collection. The data was analysed by using qualitative method. I concluded the chapter by discussing the stages of data collection.

In chapter four I presented the findings of the study. The strategies that might be useful for unemployed rural women to survive were discussed. I have also outlined in detail the views of the interviewees in relation to the assumptions of this study. I concluded the chapter discussing the findings of the observations based on the study. I also discussed about issues to be considered in ethical considerations.

In the final chapter which is chapter five I presented the final conclusion and recommendations of the study. I also discussed about the recommendations for further studies. In the chapter I further integrated the information from the previous chapters in discussing the survival strategies that can be employed by unemployed rural women. I concluded the chapter by discussing the reflections, which are to do with my difficulties and learning experiences when I conducted the research.

LIST OF ACRONYMS

ABET:	Adult Basic Education and Training
AIDS:	Acquired Immune Deficiency Syndrome
CSG:	Child Support Grant
EU:	European Union
EPWP:	Expanded Public Work Programme
FTE:	Full time employment
GCIS:	Government Communication Information System
HIV:	Human Immune Virus
NGO:	Non Governmental Organisation
NSNP:	National School Nutrition Programme
OECD:	Organisation for Economic Cooperation and Development
PALC:	Public Adult Learning Centre
SASSA:	South African Social Security Agency
SA:	South Africa
SSA:	Statistic South Africa
SMME:	Small, Medium and Micro Enterprises

UK: United Kingdom

WFP: World food programme

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CHAPTER 1: INTRODUCTION AND BACKGROUND

1.1 Introduction

In this chapter an outline of the background of the study will be outlined and this will form a basis for the understanding of the mini dissertation. There is description of the history of education in South Africa, how the unemployed rural women were identified and the causes of unemployment. The challenges faced by unemployed rural women will also be discussed in this chapter. This chapter will also outline the aims and the objectives of the study. A description of research questions of the study will also be given.

1.2. The History of education in South Africa

The practice of apartheid existed in South Africa for more than 40 years and came to an end when Nelson Mandela was elected president in 1994. During those 40 years control of the power and wealth by the white minority was systematically increased through laws enforced with enthusiasm, resulting in extreme repression of the majority native African population. As the world community became more aware of the abhorrent practice of the white oligarchy, a chorus of condemnation and approbation resulted in local international actions designed to force change.

Central to the ambitions of the oppressive minority government was the use of enabling technology such as computer hardware and software. The case of apartheid's use of technology is unusual in several respects, the small minority of the population was striving to control so many people so completely, to an extent that most people in the rural areas did not or received little education (Boucher and Loveday: 2000).

More money is always needed to address the huge backlogs left by 40 years of apartheid education. Under that system, white South African children received a quality schooling virtually for free, while their black counterparts had only "Bantu Education", a keystone of overall apartheid system.

During the apartheid legislation half of all students in higher education institutions were white, 40% were black, 6% were coloured, and 7% were Indian (SA info reporter, 11 April 2011). During the years prior 1994 many people were living in poverty especially those who lived in rural areas. This was attributed to high unemployment rate, lack of resources, illiteracy and other factors. The government did not take the problem of poverty into consideration as it never planned to come up with mechanisms of alleviating and eradicating poverty (Boucher and Loveday: 2000).

1.2.1 Identifying the Unemployed rural women

According to Burnett (1994) unemployment can strike unequally but not randomly. His view is that age is the principal determinant, the young and the old being especially vulnerable. High youth unemployment rates are caused by their enhanced wages, their lack of skills and qualifications or training for the type of jobs available. Older workers have long been at a disadvantage in the labour market because of technical changes. Marriage and family formation effectively remove younger rural women from the labour force and tradition also has marginalised rural women in the past. He further states that in a multiracial society, colour has become an important determinant of employment.

1.2.2 Causes of unemployment

The rise in the European Union (EU) unemployment rate from 3 percent in 1973 to more than 10 percent today has been in marked contrast to the experience in the rest of the Organisation for Economic Co-operation and Development (OECD). Throughout OECD the, there has been a dramatic rise in unemployment in the 1980s and 1990s. The problem has been more severe in some countries than others and has not been evident in a minority of economies (notably Japan and the US). There is thus an increasing awareness of the need to tackle this serious economic, social and political problem. Before successful policies can be formulated and introduced, however, there is a need to be fully aware of what the problem being treated is

(<http://www.maths.tcd.ie>). In particular, an in-depth knowledge of the causes of the disease is needed so that the illness rather than merely its symptoms is treated.

The most common theoretical explanation of unemployment is that the real wage is fixed in the labour market. This means that "price movements" will not adjust the excess supply in the labour market so that the resulting unemployment will remain until the self-equilibrating process of the labour market is restored. There are two possible explanations for this. First, firms may not be able to adjust the wage downwards because of pressure from trade unions and because of the way the wages are determined. The other explanation is that employers may maintain wages at a high, non-clearing level in an attempt to reap efficiency gains for the firm. The prime reason for rigid real wages in the labour market is that insiders, represented by a trade union, bargain with the employers for higher wages (<http://www.maths.tcd.ie>). The labour market can also be classified as inflexible because labour demand does not automatically react to changes in the real wage or in labour supply. This is because there are exogenous factors influencing the hiring decision. Two such factors are employment protection legislation and the influence of activities in the product market. The existence of employment protection legislation is thought to dampen the rate of job creation in an economy. This is because much of the legislation involves the imposition of rigid regulations and high firing costs.

The central problem is that, while employment protection legislation aims to protect the jobs of those who are employed, it discourages firms from hiring new staff. Labour supply responds to factors that are exogenous to the labour market. These factors reduce the flexibility of the labour supply and dull its reactions to changes in the real wage and/or labour demand. One of the most frequently discussed and most significant factors are the level and duration of unemployment benefits. Unemployment benefits directly influence an individual's decision to work. The influence is particularly strong for those whose after-tax average wage is very close to the unemployment benefit. Increasing marginal tax rates and improved benefit levels in the 1970s and early 1980s increased the number of people who fell into this category. One of the reasons for the existence of unemployment benefits is to provide some security for the unemployed so that they can undertake an effective job search. If the benefits are excessive, however, the search becomes overly "choosy". The only

job search comes from the minority who are not eligible for the benefits but the offsetting effect of this is minimal (<http://www.maths.tcd.ie>). Some causes of unemployment result from the seasonality of agriculture and its effects on agribusiness. The most serious unemployment in terms of both the amount and duration is cyclical unemployment, which is due to the irregular ups and downs of aggregate economic activity in modern market economies. During recessions few or no jobs are created for entering the labour market.

Another cause of unemployment is structural and is due to the fact that change is continuous in wants, resources and technologies in market economies and reduces the number of jobs in other sectors. Structural unemployment is caused by mismatch between the skills that the employers require and the skills that the employees offer. In addition labour does not move quickly or easily from where jobs are disappearing to where they are more available. Temporarily they are unemployed. Reemployment may require either geographical reallocation or learning a new trade (<http://www.google.co.za>). Socio-economic activity causes unemployment too. The smallest mechanism in the closure of an organization or part of a unit can cause unemployment.

Because of the way in which rural women can employ different strategies to survive, the theory of family resilience has been used in this study. Family resilience is when the family has the ability to withstand and rebound from adversity. It has become an important concept in mental health theory and research over the past 2 decades. It involves a dynamic process encompassing positive adaptation within the concept significant adversity, like the case in survival strategies used by unemployed rural women (Luther, Cicchetti, & Bekker, 2000). A family resilience framework can serve as a vulnerable conceptual map to guide prevention and intervention efforts to support and strengthen vulnerable women and their families in crisis. Family resilience involves more than managing stressful conditions, shouldering a burden, or surviving an ordeal.

Many unemployed people practice subsistence living (Government Communication Information System (GCIS), 2004). Limpopo exports primary products and imports manufactured goods and services. According to the 2001 Census, 33.4% of the

population aged years or more had no formal school education 49% of those in the age group 15-64 years were unemployed and 33% of those who were employed were in elementary occupations (Statistics South Africa (SSA), 2003). Over six to ten persons lived below the national poverty line in 2002.

Limpopo province has the unemployment rate estimated at 26.8%. The following are Central Challenges to Economic Development in Limpopo.

- Poverty, unemployment and Illiteracy rates
- High HIV/AIDS levels
- Rural nature of the Province
- Huge backlogs infrastructure development (roads and schools)
- Brain Drain
- Lack of appropriate skills
- Environmental degradation
- Migrant Population

1.3 Challenges faced by unemployed rural women

The unemployed women are faced with challenges such as illiteracy, poverty, unemployment and the risk of being infected with HIV/AIDS which is a serious concern in South Africa. South African National Report on the Development and State of the Art of Adult Learning and Education (2008) indicates that there are according to estimation nearly 5.6 million people living with HIV/AIDS in South Africa. It is said that South Africa has the fastest growth of HIV infection in Africa and one of the fastest growth rate in the world.

Unemployed rural women are viewed to be at more risk because of their vulnerability to look for employment. Unemployed rural women are therefore encouraged to exploit all the possibilities for survival and adapt to rapid development in their communities.

1.4 Statement of the problem

As an educator around Calais village I have realised that most women in Calais village are unemployed. I would like to find out about their survival strategies. Apartheid government contributed to the distraction of family and community life in various ways. For example rural women illiteracy, unemployment, lack of skills and so on. Calais village is one of the poorest rural communities dominated by unemployed women. There is also a lack of information amongst unemployed rural women on how they can apply social grant. Because of their low level in education most of them cannot be absorbed in the labour markets. Their nearest town which is Tzaneen is 47km away. There are no tarred roads and their means of transport is a bus which comes twice a day. This makes it difficult for the women to go and market as domestic workers in town.

There are a number of farms which used to absorb most women but they are closed because the former owners claimed their land back. These former owners do not make use of the land fruitfully as it was used before. Therefore there are no more job opportunities for them. There is only one farm far from them and a minority of these women are employed there. The income they receive is too little to support their family sizes. The families are huge because of the high rate of teenage pregnancy which impact negatively on their children. There is one Public Adult Learning Centre and six small centres for Khari Gude which teach old people how to read and write. But attendance is poor as most of the women keep themselves busy with subsistence farming, cutting of woods and grass to sell to the outsiders.

There are other women who keep themselves busy in one centre by baking breads and scones to sell to the community and school children. Other women sell snacks in the schoolyard and at the street corners.

1.5 Aim of the study

The main aim of the study is to investigate the survival strategies used by unemployed rural women in Calais village.

1.6 Objectives of the study

- To gain insight on how unemployed rural women survive on their daily lives.
- To contribute towards improving the present situation of unemployed rural women.
- To make sure that unemployed rural women are capacitated in terms of income generating projects.
- To make sure that unemployed rural women are able to fend for themselves in the future.

1.7 Research questions

The main research question of this study is as follows:

- What are the survival strategies used by unemployed rural women at Calais village?

From this research question, the following sub-questions will be asked:

- What is the educational background of unemployed rural women?
- Which skills do the unemployed rural women possess?
- What could Adult Basic Education and Training (ABET) do to contribute to survival strategies of the unemployed rural women?
- Does the government capacitate unemployed rural women with better training so that they can be able to start their own businesses?

1.8 Significance of the study

The study will help the unemployed rural women to acquire knowledge on possible survival strategies towards poverty alleviation. The study will bring awareness to unemployed rural women to help one another in coming up with clear strategies on how to survive. The study will help policy makers to come up with poverty alleviation programmes. In particular it will evoke the debate towards formulation of policy on survival strategies for unemployed rural women and social services provision in a sustainable way. The study will contribute to the body of knowledge around survival strategies used by unemployed rural women. The result of the study will be of beneficial to service providers in social development practice by informing decision makers on which intervention strategies would be appropriate in rendering service to women in the specific rural area. The findings will be useful in the future planning.

1.9 Delimitations of the study

The study will be conducted in Calais village at Maruleng Municipality. The focus of the study will be unemployed women who are staying at Calais village. The village is situated 8 km north-west of Trichardtsdal and 47 km east of Tzaneen. Calais village has been selected for this study as it is presumably a typical settlement of Maruleng Municipality settlements. The community is situated in the deep rural areas, characterised by poverty, poor health services and high rate of unemployment. A minority of women are working in nearby farms, sell woods, grass and other small items like sweets to survive. There are no tarred roads, no sanitary facilities and the majority of the population strive for attainment of basic needs. As a researcher the problems of roads may also limit my study as they are no go areas especially during rainy days.

1.10 Conclusion

In this chapter I have established the following points:

- The chapter has provided an introduction to the study by highlighting the motivation, problem statement, aim and objectives.
- Several research questions have also been specified to guide the research.
- It has been shown that unemployment in South Africa is a major concern for the majority of rural women.
- The history of education in South Africa was also discussed.
- The causes of unemployed have also been discussed.
- The challenges which the unemployed women are faced with are also discussed in this chapter.

Overall, the chapter has provided a comprehensive background indicating the nature and the purpose of the investigation. This chapter also indicated the main research question. The next chapter turns to the presentation of the literature review.

CHAPTER 2: THEORETICAL FRAMEWORK

2.1 Introduction

This chapter will explore various literature studies which may bring enlightenment in all issues related to survival strategies used by unemployed rural women in Calais in Maruleng Municipality. The chapter continues by defining the important key concepts. Special attention will be given to the survival strategies used by unemployed rural women.

2.2 Definition of key concepts

2.2.1 Unemployment

Unemployment as defined by the International Labour Organisation occurs when people are without jobs and they have actively looked for work within the market in the last 4 weeks and are available to start work in the next 2 weeks or out of work, has found a job and are waiting to start in the next 2 weeks (Statistics South Africa, 2009). Unemployment is an important statistics used by the government to gauge the health of the economy (Libenberg, 1997).

Unemployment is a universal problem with which the political leadership of almost every country has to wrestle. Even the United State of America, which has emerged as the dominant economy of the global village, is forced to invest considerable resources in job creation and economic development programmes aimed at reducing institutional unemployment. This matter has become so significant in the global economy that the guardians of the global economic system, the World Bank and the international monetary fund, rely on the institutional unemployment figure as the indices of the socio-economic well-being of countries (Gallie, 1994). Whereas the question of institutional employment is a significant consideration in countries in the developed world, it must be considered as being of critical importance in emerging economies and underdeveloped countries. The rationale for this view is that there is clearly a very direct relationship between the well-being of the economy of a country and the levels of institutional unemployment because of the available jobs increase in

a growing economy and, conversely, a decrease in a declining and stagnant economy. Relying on this indicator, the state of the South African economy must be a matter of grave concern as in the order of one million job opportunities have been lost in South Africa since the early 1980s.

Furthermore Allen and Thomas (1992) define unemployment as being without work or not doing paid employment. Burnet (1994) further adds to the definition of unemployment when he asserts “unemployment essentially refers to those who have to sell their labour in return for a wage or salary”. According to Moller (1992), a very common definition of unemployment is the work-seeker, particularly the frustrated work-seeker whose efforts to find employment are continually thwarted by the lack of job opportunities. In this research project the word unemployed will be used to refer to people at Calais Village in the Limpopo Province who, being 16 years and older, are/have:

- ◆ not been in paid employment a week preceding the conduct of interviews
- ◆ available for paid employment during the reference week
- ◆ taken specific steps during the 4 weeks preceding the interview to find paid employment.
- ◆ have the desire to work and to take employment.

For the purpose of the study the concept of unemployment means to be generally restricted to the wage economy. It means being without work, for example neither not in paid employment, nor self-employment (performing some work for profit or family gain) but currently available for employment and seeking. (Libenberg, 1997) also stated that unemployment is a universal problem with which political leadership of almost every country has to wrestle.

2.2.2 Empowerment

Empowerment in this case means to equip rural women, with relevant knowledge and skills. For example, the acquisition of literacy, numeracy and life-skills may lead to a better life (Malicky, Katz, Norton, and Norman, 1997). These skills can emancipate rural women and make them aware of their capabilities to bring about positive

changes in their families and communities. Empowered women will be able to engage themselves in entrepreneurial activities. According to Malicky, et al (1997) to empower is to enable those who have been silenced to speak and to enable them to participate fully as members of the community.

Empowerment is also a multi-dimensional social process that helps people gain control over their own lives. It is a process that fosters power in people for use in their own lives, their communities and in their society, by acting on issues they define as important. Empowerment is a process that challenges our assumptions about the way things are and can be. It challenges our basic assumptions about power, helping, achieving and succeeding. To begin to demystify the concept of empowerment we need to understand the concept broadly in order to be clear about how and why we narrow our focus of empowerment (Huang, 2009).

Understanding empowerment became a critical issue for us as we grappled with the task of sharing the People Empowering People program with Extension to faculty across the country. The concept of empowerment also depends upon power that can expand our second stated requirement. Empowerment is a construct shared by many disciplines and arenas: community developer, psychology, education, economics, and studies of social movements and organizations, among others.

Kirst-Ashman and Hull (2006) defines empowerment as taking charge, being in control, and participation of people in their own development, be it in a group, individual or community level. Malicky, et al (1997), also highlighted that, to empower is to enable those who have been silenced to speak, to enable the self affirming expression of experiences mediated by ones' history, language and traditions and, to enable those who had been marginalised economically and culturally to claim in both respects a status as full participating members of a community. If women are empowered they will be able to have a voice in unpaid labour, try to solve problems that concern them and their families, use sustainable strategies to survive, they will also engage themselves in community development programmes to uplift their standard of living.

The Expanded Public Works Programme (EPWP) has the following goals:

- Increasing the labour intensity of government funded infrastructure projects
- Creating work opportunities in public environmental programmes (e.g Working for Water)
- Creating work opportunities in social programmes e.g (community care workers)
- Utilizing general government expenditure on goods and services to provide the work experience component of small learner ship programmes.

2.2.3 Social Exclusion

Social exclusion refers to situations where individuals are unable to participate fully in social activities which require a certain level of literacy. In this study it will refer to women who are unemployed but taking care of their children. Rampedi and Zeeleen (1998) explains social exclusion as situations involving precarious in terms of poverty, being on the margins or out of the support or out of the market with limited prospects of securing a foothold in it, experiencing housing and community environment equally typified by impoverished economic and social opportunities.

Mabasa (2008) further state that for people who are excluded from this process or those who are willing to participate, the generalisation of lifelong learning may only have the effect of increasing their isolation from the world of knowledge-rich. Important consequences are economic, under-used human capacity and increased welfare expenditure, and social, in terms of alienation and decaying social infrastructure. Considering the work -and living conditions of Marling municipality with for instance the high rate of unemployment and high level of illiteracy, the proportion of people who are socially excluded is very large.

In terms of Employment, socially exclusionary employment is intertwined with the effects of exclusionary housing and education. In developed countries, explicit exclusion in employment has gone largely underground, especially for large – scale

employers. But smaller businesses may still rely on a supply of workers with minimal education and low aspirations (Paterman, 2004).

In the United Kingdom (UK) policy makers have recently focused much attention on problems associated with social exclusion and marginalization of significant numbers of people from mainstream. The main cause of social exclusion has been linked or traced to unemployment and joblessness. Social exclusion happens when the ruling party denies political, economic and social opportunities to certain groups. Reasons for such disenfranchisement include race, ethnicity, gender, religion and political enforcement. This was also the case in South Africa during the apartheid era when blacks were excluded.

2.2.4 Strategy

It is the direction and scope of an organisation over a long term. The long term plan of action is designed to achieve a particular goal. It will mean long term plans that are used by unemployed rural women (Lewis, 2007).

Strategy is a set of decisions and actions that result in the formulation and implementation of creative plans designed to achieve a goal, aim or objective. In this research it is the plan that children use to support their siblings so that there is food on the table (Rand Afrikaans Univesiteit (RAU): 1999).

2.2.5 Social grants

Social Assistance Act No 13 of 2004 serves to provide for the rendering of Social Assistance Act to persons. The provisions of the Act are in line with the Constitution of the Republic of S.A (Act No 108 Of 1996) which provides that everyone has the right to have social security. The beneficiaries of Social assistance are individuals who are unable to support themselves and their dependents. Social assistance obliges the state to take reasonable legislative measures within its available resources, to achieve the progressive realisation of each of those rights.

According to Social Assistance Act, social grant means a support grant, a disability, a care dependency grant, foster child grant, an older person's grant, a war veteran's grant and a grant-in-aid. According to South African Social Security Agency (SASSA) Strategic Plan, 2008-2010, Social Assistance Act, 2004 defines the role of SASSA as that of ensuring the administration and payment of social assistance transfers to eligible poor and vulnerable adults.

Social Assistance was set up as a safety net for white (relatively) poor who, in the wider South African context, were not the poorest. In contrast, the safety net for other groups was non-existent, but as apartheid became diluted through the decades, benefits gradually extended to other race groups. The main aim of introducing social grant was to support vulnerable groups and individuals affected by poverty.

Unemployed women or parents qualify for CSG if their child is under the age of 17 or born after 31 December 1993. On the 1st of January 2012, the grant will be extended to primary caregivers with the children under 18. The amount for the grant from January 2012 was R270.00 per child and in 1st April 2012 the grant will be R280.00. (<http://www.Paralegaladvice.org.za/docs/chap07.html>). In this study social grants refers to the money which the unemployed rural women of Calais village who have children under the age of 17 years receive to help support them.

2.3 The unemployed rural women

2.3.1 Survival strategies used by unemployed rural women South Africa

Unemployment is one the most important challenges facing the poor people in our country. Women represent approximately 56 percent of Survivalist Company. This has been made worse by the last two decades, the formal economy has been shedding jobs and many workers were retrenched. Furthermore, every year hundreds of thousands of new job seekers join the army of unemployed.

It is accepted worldwide that the development and growth of small, micro and medium enterprises (SMMEs) can play an important role in turning this situation

around. Policies and programmes to support the development of SMMEs are therefore an important part of the democratic government's programme to create a better life.

The National Small Business Act divides SMMEs in the following categories:

- Survivalist enterprises
 - Operates in the informal sector of the economy
 - Mainly undertaken by unemployed persons
 - Income generated below the poverty line
 - Little capital invested, not much assets
 - Not much training
 - Opportunities for growing the business very small

- Very small enterprise
 - Part of the formal economy, use technology
 - Less than 10 paid employees

The National Small Business strategy, since its inception sought to target women. However, women continue to make up the bulk of the survivalist sector of SMMEs and of the poor. The above strategies do not fit well to the unemployed women in the rural areas because they do not have a lot of information on who to approach.

2.3.2 Survival strategies used by unemployed rural women in Limpopo

Limpopo Province is the northernmost province of the country, having international borders with Botswana, Mozambique and Zimbabwe. Limpopo is a typical developing area, with many rural people practising subsistence farming. LP is one of the poorest provinces in S.A where people live in abject poverty (South African National Report Development). Recent analysis indicated that Limpopo had its highest average real economic growth rate at 3.8% (GCIS, 2004). Community, social and personal services, agriculture forestry and hunting, and the wholesale and retail trade are largest economic sectors among the employed age 15-65 years (SSA, 2003).

Citrus, tomatoes, table grapes, sunflowers, maize, cotton, peanuts, bananas, litchis, pineapples, mangoes, pawpaws, tea, and coffee are grown on a commercial basis.

Limpopo Province has 18% extent poverty, an unemployment rate which is above 46% which is the second highest unemployment rate (Boucher and Loveday 2000). Most people in this Province suffer from the highest dependency rate as they rely on the government's social grants. 47% has access to social grants (South African National Report Development, 2008).

Many unemployed people practice subsistence living (GCIS, 2004). Limpopo exports primary products and imports manufactured goods and services. According to the 2001 Census, 33.4% of the population aged years or more had no formal school education 49% of those in the age group 15-64 years were unemployed and 33% of those who were employed were in elementary occupations (SSA, 2003). Over six to ten persons lived below the national poverty line in 2002.

About 48 percent of the people living in the Limpopo province have had little or no education (Labour force survey, March 2006). Some of the causes of high rate of illiteracy are: Human Immune Virus (HIV), poverty and unemployment and the past education provisioning for the blacks. Illiteracy has a profound socio-economic impact on rural families, perpetuating cycles of poverty due to limited productive capacity, a lack of skills needed to formal employment, an inability to educate children, insufficient access to basic social services and a high prevalence of HIV/AIDS. Media South Africa, 2008 has indicated that high rates of illiteracy and unemployment among most adult South Africans are the result of the segregationist apartheid policies and lack of development in rural areas.

The following are Central Challenges to Economic Development in Limpopo.

- Poverty, unemployment and Illiteracy rates
- High HIV/AIDS levels
- Rural nature of the Province
- Huge backlogs infrastructure development (roads and schools)

- Brain Drain
- Lack of appropriate skills
- Environmental degradation
- Migrant Population

2.3.3 Survival strategies used by unemployed women in Maruleng Municipality

The socio-economic profile of the municipality provides an indication of poverty levels of and development prospectus. At Maruleng municipality about 2056 families receive foster care grant and 223994 children receive child support grant (SASSA, 2012). The unemployed rural women in Maruleng municipality where my study is to be conducted are surviving mainly on the child support grants which the department gives to them. They are also engaging in illegal businesses so that they can meet their daily needs. It is assumed that in Maruleng municipality there are more shebeens than schools. The Provincial government has declared “War” on poverty and Maruleng municipality where my study is conducted is one of them.

Table 1: The reconciled total population of Maruleng is as follows:

RURAL	URBAN	FARMING	TOTAL POPULATION
95,162	2,494	9,591	107,247
88,73%	2,32%	8,94%	100%

2.3.2 Critical factors.

2.3.2.1 Social grants and hand-outs

Unemployed rural women who have children receive social grants from the Department of Social Welfare to help support their children until they are eighteen years old (South Africa Yearbook, 2004). Some live with old age pensioners and therefore benefit from their grant. At times some depend on Child Support Grant

(CSG) for their survival. Some of these women also receive food parcels from the NGO's depending on the number of children who are qualifying to receive the grant. Those who do not have children receive hand-outs from relatives and good Samaritans.

2.3.2.2 Food security

Food security is provided to unemployed rural women with insufficient income or no income (South Africa Yearbook, 2004). The distribution of food parcels is a temporary measure to assist the unemployed and poor people spending less than R300 per month on food. Most of the people who receive food parcels are identified by the NGOs and the government (May, 1999). The Government has allocated R1.2 billion towards the Food Emergency Scheme from 2003 to 2006 (South Africa Yearbook, 2004). Its aim is the development of comprehensive food-production and trade schemes to enhance the setting up of communities to produce food for themselves through the setting up of households and communal food gardens (South Africa Yearbook, 2004).

2.3.2.3 Odd jobs

Most unemployed rural women are doing odd jobs in the village. This is in a form of doing washing for those who are employed, ironing for them and looking after their children. They are then paid a little income to help them survive for a while. It is assumed that odd jobs has changed lives of thousands people. Their livelihood is increasingly understood to comprise diverse activities such as baking, sewing, beading and so on. Lack of information, resources and lack of education against the rural women are the most contributing factors to make them unemployable (Millenium Project, 2000). As a result it is assumed that the only place where they can be absorbed is on farming and odd jobs.

2.3.2.4 Subsistence farming

Most unemployed rural women depend on subsistence farming for survival. They grow maize for maize and vegetables like spinach, green-pepper, tomatoes and so on.

They also have animals like sheep, goats and cows for meat and milk purposes. Unemployed rural women at Calais village organise themselves and start growing vegetables to sell to the community. But because of lack of agricultural knowledge and information they do not produce efficiently.

The income they get is too little to carry the daily expense of their families. Other women generate income by collecting the fruit during the marula season after which they extract kernels by cracking the very hard nut and selling it to the villagers (Millennium Project, 2008). The unemployed rural women also brew marula beer and sell to the community. The selling of any food crop, is seen by some unemployed rural women as a route to growth, diversification and prosperity (Devereux & Maxwell, 2001).

2.3.2.5 Expanded Public Works Programme (EPWP)

EPWP is one of the government arrays of programme aimed at providing poverty and income relief through temporary work for the unemployed to carry socially useful activities. Most unemployed rural women at Calais are involved in this programme, working for the Reconstruction and Development Programme (RDP) houses, working for water, construction of roads and so on. They are also involved in slashing grasses along the main roads (Devereux & Maxwell, 2001). EPWP are short term employment opportunities.

EPWP was launched in April 2004 to promote economic growth and create sustainable development. The immediate goal of the EPWP Phase 1 was to help alleviate unemployment by creating at least 1 million work opportunities, of which at least 40% of beneficiaries will be women, 30% youth and 2% people with disabilities.

The EPWP phase 2 was launched in April 2009 at the University of the Western Cape. The goal of EPWP phase 2 is to create 2 million full time equivalent (FTE) jobs for poor and unemployed people in South Africa so as to contribute to halving unemployment by 2014 through the delivery of public and community services.

2.3.2.6 Street vendor

Street vending is when business people sell their wares in open air rather than in a shop or store; the vendor either has a small stand that can be secured when not in operation (Wikimedia project, December 2010). This is another ways of making or generating income by those who are not employed at Calais village. Most of the unemployed rural women are selling vegetables at the corners for the community and they also go to schools to sell for the learners and educators. Street vending can involve the sale of a number of different products. Street food vendors may offer commercially packaged snacked, items such as candy bars, hot dogs, sausages and heads and feet. They do this to supplement the money they receive from their social grants.

Informal trading is seen as a sign of under developed and primitive-a sign of weakness. Most of the informal traders are illiterate and poor. Vendors offer everything from fruits to haircut. An International Labour Organisation report estimated in 2000 that the country had 500 000 vendors. A South African Government survey estimated the number had already doubled to 987 000 in 2007.

2.4 Conclusion

We have learnt from the chapter that survival strategy is a broader concept underlying the unemployed rural women in Calais village.

- It is thus essential to take into consideration those strategies that unemployed women employ for their survival.
- It is important to check if those strategies are legal or not so that the whole community can be helped to live their lives with things that might not lend them in jail.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

In chapter two, survival strategies used by unemployed rural women at Calais village were outlined. It was found from the literature that women survive from social grants, odd jobs, subsistence farming, food security, EPWP and street vending. As a researcher my focus is in investigating how the strategies employed by these women help them to survive. This chapter will therefore focus on the research methodology, design and data collection in order to seek, explore and discover answers to the research questions of this study. My plan of action and how I will apply the methods in the investigation, respondent groups will be outlined.

3.2 Design of the study

According to Neuman (1997), research is a way of going about finding answers to questions asked. In the study, the researcher investigated the survival strategies employed by unemployed rural women at Calais Village. This study is a social research and embarked on an explorative kind of design. It is chosen in order to investigate the survival strategies used by unemployed rural women in Calais village. The primary purpose of this research was to bring out a detailed picture, or presenting a profile in words and numbers of people who held a particular view or engaged in specific behaviours (Neuman, 2006). De Vos, Stydom, Fouche, & Delport (2005) asserts that explorative research presents a picture of the specific details of a situation, social setting or relationship, and focuses on “how” and “why” questions.

Of two well-known orientations towards research, namely qualitative research and quantitative research, I will embark on qualitative research. The qualitative research method enabled the researcher to gather the appropriate information. In order to follow this design, I conducted an investigation as a strategy of inquiry as only a limited number of units of analysis was studied intensively, namely, the survival strategies used by unemployed rural women at Calais Village. In the study I used the exploratory research design. Exploratory research provides insights into and comprehension of an issue or situation (Terreblanche and Painter, 1999:44).

Exploratory research often relies on secondary research such as reviewing available literature, or qualitative approaches such as informal discussions (Phillip K and Gary A, 2006). When I conducted the interviews I got information from the participants. The main aim of exploratory research was to break new ground on the survival strategies used by unemployed rural women in Calais village. Exploratory design is also aimed at providing a beginning familiarity with a particular topic. This applies to studies of new interest, when the subject of the study is relatively new. The survival strategies used by unemployed rural women in Calais village is a relatively new phenomenon particularly in South Africa.

The main purpose of qualitative research is to provide evidence to make evident the characteristics of an experience Polkinghome (2005). A qualitative researcher has a role to choose the data gathering technique that will provide qualitative data that will be in the form of descriptions that increase an understanding of human life as lived. The qualitative method has 3 types of data collection strategies, which are:

- Interviews: These are either individual or focus group interview, which are open-ended in nature, interviews produce first-hand accounts of the experience.
- Direct Observation: Henning (2004) asserts that direct observation means that the observer performs some of the everyday actions on site and also observes what participants do to survive.
- Documents: Documents written sources about an experience. Documents that are relevant to the research questions can be of value to the study in question. In this study it was the documents of beneficiaries who receive social grants and those who have applied for social grants.

The study has one path of data collection, namely: fieldwork. The fieldwork paths will be divided into four phases of data collection. The first phase was more of an introductory phase, the second phase was an extensive fieldwork and it has been

divided into three stages of data collection. The third phase dealt with observation and the fourth phase dealt with focus group interview.

3.3 Data-collection

Various forms of data have been utilised in this research. They are in different forms, such as written documents, observations, interviews and audiovisual material (Leedy & Omrod, 2005). In this envisaged qualitative research, data has been collected through interview methods, specifically semi-structured interviews. I made an appointment with all the participants to introduce the research project and to pave way for the interviews. I saw it necessary to make participants understand the topic in advance in order for them to give an informed consent. I used this opportunity to deliver letters for requesting them to participate in the study and at the same time requested participants to complete a form of agreement to give me permission to interview them as per agreement.

As already indicated above, I classified the data collection process into one track. In the track I did field work and I also embarked on focus group interview. The focus group interviews will be discussed in detail later on the study.

3.3.1 Fieldwork

Fieldwork gave me an opportunity to work closely with the respondents and to acquire hands- on experience before I came up with the recommendations (Leedy & Omrod, 2005). I had interview sessions with different groupings of people at Calais village. Data collected in one phase formed the basis for further interview questions that were asked in the following phases.

The fieldwork track was divided into four phases namely:

3.3.1.1 Phase 1: The introductory phase

In this phase I had to do an exploratory visit to the village. It was a pre-visit to the village on the day when the social grants are received. I did it in order to obtain

firsthand information of how the unemployed rural women spend the money they received from the social welfare. The purpose of fieldwork was to collect primary data, by using methods such as face to face interviewing and direct observation (www.businessdictionary.com/definition/field-research.html). This approach is supported by De Vos et al (2005) when he state that the intent is to end up with a description of the programme as it exists. I also provided the principal, the local councillor and the educator with letters to ask permission to conduct research in their projects. I asked permission from the principal because I wanted to conduct research at his institution. During the process I also gave them a copy of my research proposal with an intention to enable them to have a clear picture of what my study is all about.

3.3.1.2 Phase 2: The extensive fieldwork phase

This phase was divided into three stages of data collection and I had interview sessions with various groupings of people at Calais village. The data which has been collected in one stage formed the basis for further interview questions that were asked in the following stages.

a. Stage 1: The local councillor

In this stage I interviewed a local councillor of Calais village. It helped to understand the survival strategies used by unemployed rural women in Calais village. The interview technique in this study was one-to-one semi-structured, it was an essential technique for many knowledge-acquisition methodologies. The local councillor was interviewed about the survival strategies employed by unemployed women.

A semi-structured interview combined a highly structured agenda with the flexibility to ask subsequent questions (De Vos, et al, 2005). Semi-structured interview encouraged two-way communication. In this way it functioned as an extension tool. This kind of interview confirmed what was already known but also provided the opportunity for learning.

This stage was more empowering for me as meeting with the councillor gave me insight into the survival strategies that are used by the unemployed rural women in the

village. The information I obtained from semi-structured interviews provided not only answers, but the reasons for the answers (De Vos, et al, 2005).

b. Stage 2: The unemployed rural women

In the second stage of data collection I interviewed five unemployed women in a focus group interview. I also used open-ended questions in order to understand their point of view. I allowed them to share their views and ask question of clarity where necessary. The unemployed women were free to ask follow up questions. This view of interviewing the unemployed rural women provided me with reliable information. The questions allowed me to understand how they are surviving and what they do in raising their children. Interviewing the unemployed rural women allowed me to understand their background, level of education and their skills (De Vos, 2005). Henning, (2004) further supported the view when he indicated that open-ended interview has the following advantages:

- Enable the interviewer to test the limits of the research participants
- Encourage co-operation and help establish rapport
- Help the researcher to redirect discussion in case direction is lost
- Are flexible and,
- Result in unexpected answers that may suggest a hitherto unthought-of relationship.

c. Stage 3: The children

In the third stage I interviewed five children of the unemployed rural women to find out how they survive while their parents are not working. I had an in depth interview with the children to understand the survival strategies employed by their mothers and to check if their mothers are free to share the survival strategies with them. This view is supported by (Patton, 1990) when he states that In - depth interviewing probes beneath the surface, soliciting detail and providing a holistic understanding of the interviewee's point of view.

3.3.1.3 Phase 3: Observation

Observation is a way of gathering data by watching behaviour, events, or noting physical characteristics in their natural setting. It can be overt (everyone knows they are being observed) or covert (no one knows they are being observed and the observer is concealed) (<http://learningstore.uwex.edu/pdf/G3658-5PDF>). My observation was known to everyone because of ethical problems related to concealing my observation.

In this stage I did observation on the living conditions of the unemployed rural women. I conducted qualitative observation to gather a lot of information I needed for the topic being studied. This kind of fieldwork helped me to see what the unemployed rural women do to survive and I had a chance also to study their environment. The first intention of this phase of data collection was to do site visits in order to obtain first-hand impressions of how the unemployed women at Calais village survive on the employed strategies. Evidence from observation was often useful in providing additional information about the topic studied (Maxwell, 2005). This view was also supported by (Patton, 1990) when he indicated that observing what happens in a group, variations in activities, what the women say what they do, how they interact, and the nature of the physical setting are all important during data collection.

Seeing the place or the environment where something takes place has increased my understanding on the number of issues related to unemployed rural women in Calais village like the houses they live in, the place they store their food, the place they do their laundries etc.

As I went to Calais village for data collection I observed the following issues:

- The venue for the interview
- The venue they receive their social grants
- The houses they live in

- The food they eat
- The place where they store their food
- The place where they cook their food
- The place where they fetch water
- The place where they do their laundry
- The type of clothes they wear
- Size of the family

3.3.1.4 Phase 4: Focus group Interview

I had also a focus group interview with five unemployed women and five children of Calais village. The session was scheduled for 14H30 in the afternoon and it was never delayed because when I reached there at the venue all the women and the children were there. I did the focus group interview on two different days.

Litoselliti (2003) defines a focus group as a small structured group with selected participants, normally led by a moderator. They typically consist of between six and ten participants, but the size can range from as few as four to as many as twelve, depending on the research purposes.

The effective of focus group interviews depend on how it was planned. Morgan & Kruger in (De Vos: 2005) are of the idea that planning of focus group interviews consists of four stages which are planning, recruiting, conducting the group and analysing and reporting. I had invited five unemployed women and five children to discuss the survival strategies used by the unemployed rural women. I worked with one educator from the village to organise 10 women and 10 children. I wrote focus

group on five small papers and nothing on the other five papers. Those who picked papers written focus group were interviewed.

During the interview I ensured that individuals are able to express their individual views and experiences, and are not inhibited from doing so by peer pressure or other dominant individuals.

The advantages of focus group interview according to Merton & Kendall (in Tutorial letter 103/2002: 17) are:

- Focus group is conducted as an open conversation in which each participant is free to participate actively.
- The groups engaged in the discussion are of a homogeneous nature. The group involved are all staying in the same village.
- The actual interview focused on the subjective experience of the people who have been exposed to the situation. In this case, the participants are unemployed.

3.4 Data analysis

Data analysis is a process of resolving data into its constituent components to reveal their characteristics themes and pattern. Analysis of data consists of examining categories, recombining the evidence to address the initial proportions of the study. It entails the systematic coding, grouping or summarising the descriptions provided by the respondents (Neuman, 2000). In analysing the data I read the transcribed interviews and personal notes from the participatory observations and personal journal carefully to get a sense of the whole research story. As the interviews were conducted in Sepedi, I translated the transcribed interviews into English in order to subtract the recurring themes.

Data collected from semi- structured interview was summarised thematically and analysed (Donovan-Hall, 2006). The data that was documented during observation at Calais was also summarised thematically and then analysed. The data which was collected from open ended interview with the unemployed women and children were

analysed and synthesized using data matrix. The data I have collected from the introductory phase has enabled me to have a clear understanding of how unemployed rural women in Calais village survive. The extensive fieldwork has helped me to interview the councillor, the children and the unemployed rural women. Talking to them has enabled me to understand the educational background of unemployed rural women, the skills the unemployed rural women possess, what Adult Basic Education and Training (ABET) does to contribute to survival strategies of the unemployed rural women and how the government capacitate unemployed rural women with better training so that they can be able to start their own businesses.

In analysing this data, I was also guided by the assumptions from the theoretical framework.

Neuman (2000) also indicated that it is essential during data analysis to avoid errors, false conclusions and misleading inferences. He further outlines the following methods of data analysis as follows:

- Successive appropriation
- Analytical comparison
- Domain analysis
- Ideal types
- Event-structure analysis
- Software for qualitative data

From the interview with local councillor I was able to understand the availability of the programmes which help unemployed rural women to survive. And from the interview with the rural women I was able to understand their background, education and the level of skills they possess. Interviewing the children helped me to understand if they (children) are aware of the survival strategies their mothers are employing to raise them and if they are able to satisfy their basic needs.

After all the information has been gathered, thematic analysis was used as the technique for content analysis in this study. This kind of analysis shares many of the

principles and procedures of content analysis. It aims to ‘understand’ rather than to ‘know’ the data. It is therefore less interested in the frequency of occurrence (Donovan-Hall, 2006). All the interviews were documented and transcribed in full. It involved a straight transcription of all utterances, with added symbols to capture extra-linguistic information. After transcription, analysis was done. Interesting or significant subjects were noted at the margin used to make very brief notes. The data which were collected and documented from the semi-structured interviews, and focus group interviews were summarised thematically and analysed (Donovan-Hall, 2006).

Questions were analysed separately. First, the relevant sections from the separate transcripts were combined to produce documents containing all the responses to a particular question. Potential themes emerged and, main themes were chosen. The researcher then established connections between them, which led to the essence of the data to be finally gathered and help the Department of Social Welfare to come up with solutions to help the unemployed rural women (May,1999).

Quotes from the participants served as support base and illustration of data from participants. Opinions picked during focus group interviews were consolidated into variable information of the study. The last step in qualitative data analysis is for the researcher to write what he had heard, read, observed and now understand to create the harmonic sound of data coming together in narrative form to make sense of the phenomenon under study.

Table 2: The following is an example of data matrix used in this study:

Variables	Councillor	Unemployed women	Children
Age			
Number of children			
Educational background			
Unemployment period			
Views about unemployment status			
Number of schools			
Existence of clinics and hospitals			

PALC			
Social grants			
Income			
Date of payment			
Money spend on groceries			
Survival strategies			
Challenges			
Government initiative			
Food security			
EPWP			
Subsistence			
Availability of land			
Products			
Market			
Training			
Farms			
Odd jobs			
Mode of payment			
Street vendor			
Gambling			
Crime			
Social clubs			
Number of projects			
Is there marula tree at the village			

3.5 Ethical considerations

Any study involves human beings has to be conducted with ethics considerations about the fairness and justice of the research process and its results. I used all possible strategies to prevent violation of the rights of the participants. I made sure I had written consent from all the participants before I conducted the research. Participants were not forced to partake, this was voluntarily. Bless and Higson (1995) emphasised the issue of privacy, confidentiality and anonymity and therefore the participants participated voluntarily and were free to refuse to share information they may find too intrusive. Their real names were not used in the research. Efficient record of the study will be kept and be made available to participants and authorities on demand.

3.6 Conclusion

This chapter of data analysis is the most important part of the research as it brings meaning to the collected information. The findings of the study as obtained from the respondents selected to partake in the study was presented. Categories and themes were identified guided by the research questions and the purpose of the study. The data analysis process is described and interpretations made by the researcher presented.

CHAPTER 4: SURVIVAL STRATEGIES USED BY UNEMPLOYED RURAL WOMEN AT CALAIS VILLAGE

4.1 Introduction

As described in the previous chapter, qualitative fieldwork was used as a research method to achieve the purposes and objectives of the study. The results discussed in this chapter emanate from the interview conducted in Calais village, under the jurisdiction of Greater Tzaneen Municipality. In this study, respondents were interviewed face to face using open-ended questions. The main aim was to find out the survival strategies used by unemployed rural women in Calais village as outlined in Chapter 1. It also intends to provide answers to the following research questions.

The main research question is as follows:

- What are the survival strategies used by unemployed rural women in Calais village?

From this research question, the following sub-questions were asked:

- What is the educational background of unemployed rural women?
- Which skills do the unemployed rural women possess?
- What could Adult Basic Education and Training do to contribute to survival strategies of the unemployed rural women?
- Does the government capacitate unemployed rural women with better training so that they can be able to start their own businesses?

The results are presented in the description from quoting what participants alluded during the individual and focus group interviews. The local councillor, five unemployed women and five children were interviewed. The results of the study are presented in the following sections.

Figure 1: A photo showing Calais area pay point area.



This building is used as a pay point for those who receive social grants, foster care grants and old pension. It does not serve any other purpose than that. It is looked

after by a person who was chosen by the induna of the village. It has four rooms and next to it is the hall which the municipality has built for the community gatherings.

This building was build by the then Department of Development Aid as the offices for their employees in 1990. After 1994 when the departments was restructured it was then used as a pay point station. The building is also used by the community to hold other gatherings called by the induna or the municipality.

Figure 2: A photo showing women waiting for the pay master at the pay point.



This picture shows women who are waiting for the pay master to give what is due to them. They came here as early as seven o'clock but the cars for the money will arrive from 10H00 and sometimes at 11H00.

4.2. Calais village

4.2.1 Introduction

Calais is a tiny village situated near Trichardtsdal in the Limpopo province of South Africa. It was named after the Officers Colonial Land Company and formed by demobilized British and Indian army officers after the First World War. The Officers' Colonial Land Company purchased the ground for settlement along the Selati River in 1920. The settlement is 43 km south-east of Tzaneen. These retired officers managed to make a reasonable living by cultivating citrus and sub-tropical fruit. The shared facilities of the original Trichardtsdal are long gone. Descendants of the original officers still live in the district and are proud of their heritage. The current Ofcolaco is basically a roadside service centre with a fueling station, farm equipment suppliers, liquor store, groceries store and a local market.

The village is a mixture of Northern Sotho, Southern Sotho speaking, people with the Tsongas, and have the dialects of Sepedi, Khelobedu and Sekhutšwe from Sekororo side. The reason for these people to get along is the fact that they had nowhere to reside than grouping themselves together. Currently these geographical grouping has adopted the Sepedi as their language variety. The village is situated near the farm that is why the whites have named it this way. The residents from Calais village travels more than 30km to reach town and even the hospitals are far from the village. Momentarily the village is under the Sekororo leadership and falls under Maruleng municipality.

4.2.2 Location

Coordinates of the settlement is: **24°04'49''S 30°23'42''E** **24.0802°S 30.395°E**. The people that reside at Calais village were farm workers for the whites during those times. The village is in Mopani District Municipality in Limpopo Province of S.A. Mopani is surrounded by the republic of Zimbabwe to the north, the republic of

Mozambique to the east. Mopani district has the following local municipalities, Maruleng Municipality where I did the study, Greater Tzaneen Municipality (GTM), Greater Giyani Municipality (GGM), Greater Letaba Municipality (GLM) and Baphalaborwa Municipality. Maruleng municipality has a population of 98550. The dominant language is Sepedi.

4.2.3 Characteristics

The village has fewer hospitals, schools and industrial job opportunities. There are no tarred roads and sanitary places. The infrastructural underdevelopment means there are poor educational and health services in the area. It is characterised by high level of unemployment, poverty and crime. There are a lot of shebeens and spaza shops occupied by the Nigerians. Most people are illiterate because they left school to go and work in the nearby farms.

4.2.4 Groupings of people

Calais is a densely populated rural village surrounded by abundant farms. Most of the villagers are from The Downs next to Mafeke village. Most of them speak Sepedi and they have a minority number of Zimbabwean people. There are about five to ten people in one family.

4.3 Critical factors

As indicated in chapter two, this study is aimed at investigating the survival strategies used by unemployed rural women. These strategies are employed by women to survive on daily basis. They are social grants and hands-out, food security, odd jobs, subsistence farming, EPWP and street vendor.

Based on the introductory, and interviewing of the participants through fieldwork and focus group interview in chapter three, I discovered that there are more factors that contribute to the survival strategies employed by unemployed women in Calais village in addition to those ones suggested above. They came when the children and the women were interviewed together. On the basis of this discovery, I then decided

to also investigate issues related to gambling and social clubs as other possible factors that might contribute to the survival strategies used by unemployed women in Calais village.

4.3.1 Social grants and hand-outs

It was discovered from all the respondents I interviewed that the majority of the unemployed women receive social grants, foster care grants, some receive old age pension and hand-outs from other people for survival. The councillor, women and children acknowledged that their main source of income is through the social grants. They indicated that the procedure for applying the social grants is through the social worker and both the primary and secondary schools where their children are attending. They said the schools neither fill the forms to acknowledge that the child is still at school and if he/she is no longer at school the money stops. It was therefore discovered from the study I conducted that social grants play a major role to the unemployed rural women. It was also discovered that the birth rates at rural villages is high as women want to receive social grants for more than one child. The councillor indicated that there are also those who receive hand-outs from their relatives. The unemployed women and the children indicated that the amount of social grant should be increased.

Their feeling is that the social grants should be increased from R270.00 to R1000.00 per child. They indicated that the money is not enough because they need grocery every month and sometimes they must buy clothes. The unemployed rural women together with the children further highlighted that the food is expensive. The women also said that the children from other families are troubling their parents with social grant money.

The children agreed and further indicated that:

“It is our money and we buy anything that we want with it”.

The children uttered the above statement indicating that they buy anything they want with the money because it is theirs and their parents know that.

4.3.2 Food security

From the respondents I interviewed they were of the view that food security was one of the government's arrays to relieve poverty. But from the councillor and the unemployed rural women, it was clear that the people who were vulnerable used to receive food in the past to help them survive but now the government and the NGO have stopped providing them. The unemployed women said they used to receive maize-meal, beans, soup, oil, peanut butter and samp.

One of the unemployed rural women indicated that:

“We think the government is not doing enough because when they canvas they promised us many things and at the end they do not fulfil their promises”.

She said the above statement to indicate that the government was not doing enough from the promises they made during the elections. She said she was not happy about the status quo of the department.

From the focus group with learners and unemployed rural women they said they think the government is not doing enough to help their families.

They even said:

”Why did the government stop providing us with food security while we needed it so much”.

It was an indication that the food parcels they used to receive made an impact on their lives. They also indicated that they enjoyed receiving those food parcels.

The children however highlighted that the government pays their school fees, give them free stationery and provide them with food at school. They said at home their parents are trying to make ends meet because they are unemployed.

4.3.3 Odd jobs

From the interview with the councillor it was found that some of the unemployed rural women do odd jobs. Three of the unemployed women that I have interviewed said they are doing odd jobs and two of them said they are not doing it. The councillor and the women indicated that they are paid daily, weekly, fortnightly and monthly. The children indicated that they are aware that their parents are doing odd jobs but they do not know exactly when they are paid and how much. The kind of work they do include hoeing, laundry and looking after the children of those who are working.

The women said they are earning between R600.00 and R800.00 depending on the number of days they worked. They said they are working between three to four days a week. Most of them indicated that there is only one PALC in the village and only one of the women I interviewed is attending.

One of the women indicated that:

“We are not attending because we think it is a waste of time, where will we find jobs”?

The unemployed rural women think that it is better to keep themselves busy by selling on the street because they will bring something home. The women further said that the government has provided them with drop in centres where the sick are taken care of and some women are helping there and are compensated at the end of the month.

From focus group with the children they indicated that their parents do odd jobs and indicated that in the past they used to work in the nearby farms during holidays to get pocket money. They indicated that their parents also used to work in the near farms but now that the farms have closed they are no longer employed there. The children said they think the money that their parents were receiving was enough for them since they did not know how much their parents want.

4.3.4 Subsistence farming

Of the five unemployed women I interviewed in a focus group interview, all of them had enough space to plough in their yard and at the nearby fields. With face to face interview the councillor said that the women do not cultivate the same crops. He said they cultivate beans and tomatoes and some cabbage, green pepper and spinach. The unemployed women said they plough maize, beans, tomatoes, green pepper and ground nuts. All the respondents indicated that the women are making enough for their daily consumption and they sell the rest. The women even said sometimes they make enough money and can even bank the rest.

The councillor and the women indicated that they had been capacitated with skills from the previous owners of the farms and from the department of agriculture. The respondents indicated that they no longer work in the nearby farms because the farms have closed down since the community demanded their land back. The farms which were once able to employ the community members are redundant and their buildings are dilapidated.

The children said in a focus group that their parents have enough space in their yard to plough vegetables and ground nuts. They indicated that during the other season they plough maize. They said their parents plough for home consumption and sell the rest. They said their parents leave some money for the following year's seeds.

The children said:

*“Our parents had skills from the
previous farmers where they used
to work and from the government?”*

With the above statement the children emphasized that their parents used to work in the nearby farms which are now closed. Their parents acquired certain skills while they were working there.

Figure 3: A photo showing some of the products the unemployed women plough at their homes.

The picture below shows the left over of what most of the unemployed women has ploughed in their yard. They have enough space to plough crops and maize. From their yards they are able to take some of the maize to companies that make maize-meal.



4.3.5 Expanded Public Work Programme

The councillor indicated that he is aware that there are expanded public work programme in the area and they offer temporary job opportunities to the unemployed women. He said in a face – face interview that those employed are receiving a stipend every month. He further indicated that since November 2011 to February 2012 the employees did not receive their stipends.

In a focus group with the unemployed women they have also indicated that there are expanded public work programme in the area and most women were employed there. They indicated that their duties are to cut grasses along the roads and sweeping the streets. In general the unemployed rural women were happy to be employed there because they were able to supplement their income. They said they were earning between R60.00 and R70.00 per day. They indicated that there are months that they did not get their monies and do not even know if they will still receive their outstanding monies or not.

In a focus group with the learners they indicated that:

“We do not know what EPWP is but we think that it is the programme that gives work to the unemployed people”.

They said they see some women and men slashing or cutting grasses, bushes and even sweeping the streets and picking up papers. The children said they do not know how much the workers are paid and cannot even say if they have signed the contracts.

4.3.6 Street vendor

Figure 4: A photo showing women displaying their products for selling



In a face to face interview with the councillor he indicated that there are unemployed women who sell on the streets for the passerby and at the school yards for learners and educators. He said:

“I think some have been selling their food for the past fifteen years”

He further indicated that they are selling tomatoes, onions, and fat cakes to the community members and they sell fat cakes, cheese snacks, potato chips, juices and sweets to the learners and educators. The councillor said the unemployed women are sometimes doing enough to support their families.

Most of the unemployed women I interviewed in a focus group indicated that they do not sell on the streets and said those who are selling, sell simba chips, sweets, juices and fat cakes at the school. The women who sell said their challenge is those who buy their products on credit and later refuse to pay them. They also said that they enjoy selling on the streets.

4.3.7 Gambling

The councillor, the unemployed women and the children indicated that they are aware of women who gamble at the village. Even some of the children indicated that they play dice and cards. The councillor, unemployed women and children said those who play can do this during the day and can proceed until the night. The players can bet between R10.00 and R50.00 for one round. Those who are involved in gambling are aware that it is illegal but continue playing. They are sometimes caught by the police and pay an amount of R100.00 fine. The women who play indicated that they will never stop playing because they are able to buy what they want with the money they made from gambling.

4.3.8 Social clubs

In a face to face interview with the councillor and focus group with the women and the children all indicated that there are social clubs taking place in the village. They indicated that an amount between R150 and R200.00 is contributed by the women every month. The councillor further indicated that the women loan the money to other women inside the club at 20% interests, and for those outside the club the interest is 30%. All the respondents said the unemployed women share the money at the

beginning of December. The unemployed women and the councillor said the women can share between R2000.00 - R2500.00 at the end of the year. The councillor and the women also said that the women use the money to buy groceries and clothes for their children. The children said they are not sure how much their parents are sharing at the end of the year.

The children also said:

*“During December we have plenty
of groceries in the house because
of the social clubs”*

The councillor mentioned that he think the money is enough for December period because the unemployed women’s children also get a chance to look like the other children from wealthy families.

4.4 Observation

I made observation in the village for a number of issues around the survival strategies used by the unemployed women at Calais village. This is the report of observations based on the study from the village. The following were categories for observations, namely:

4.4.1 Venue for the interview

The first interview session took place at the school where the local councillor was working. The interview session took place in the office of the senior teacher. We were given two chairs with a table to sit on and I asked the senior teacher to take the notes when the councillor was answering the questions. The interview with the children took place in the clerk’s office. Both the venues were clean and there were sufficient chairs and tables. The interview with the unemployed women took place at the house of one of the local educators. She has arranged a number of chairs for the interviewees and a table for the scribe and the researcher.

4.4.2 Venue where they receive their social grants

The unemployed women receive their grant in the local building which was build as offices for the then Department of Development Aids. The building is no longer clean as it was before. Most of the days it is not used and there were trees and lawn outside the building. Since they were not taken care of the lawn turned into bushes. Outside the building there are lot of grasses and there is no sufficient parking. The hawkers are outside the yard selling their goods and it was difficult for one to pass on the road as there were lots of cars even on the streets. There were lot of people waiting for the pay master at the hall. Some were sited because they have been waiting for some time. There was one security man at the gate. There was also a man who keeps the keys for the rooms at the halls. Hawkers were busy loading their things to display to their customers. The cars parked haphazardly and it was difficult for one to find a way out.

4.4.3 The houses they live in

Figure 5: A photo showing some of the houses the unemployed rural women are living in.



Most of the unemployed women live in the RDP houses and the houses they built themselves. Some of the houses have been built by zink and looks like they can fall any time. Some of the houses have only one small kitchen, dining room and two bed rooms. Most of the children's bedrooms have no beds. The houses have no fancy furniture's. The rooms are not closed on top and you can hear what is happening in the other rooms. Some of the houses are dilapidated and have been built with mud and

they are not cleaned up to the standard. Their yards are spacious and have grown maize and ground nuts. The houses have curtains that do not fit well on the wall.

4.4.4 The food they eat

Their stable food is porridge and morogo and they seem to be enjoying them. They also eat fried fishes, samp and beans. Sometimes they eat food from the gardens and they do not cook porridge. They also eat pumpkin for supper which is cooked without being peeled. Meat is normally eaten on weekends and special days. They do not cook during the day because they believe the children will eat at the school during the day since the department of education is providing them with food from the National School Nutrition Programme (NSNP).

4.4.5 The place where they store their food

The unemployed women store their food at the kitchen and a few of the have managed to buy kitchen schemes through social clubs. There are those who store their food in the boxes. The room is not that much clean especially where they stored their food. Some use the very same room to bath their kids.

4.4.6 The place where they cook their food

Some of the unemployed women cook their food in an open space, some in their kitchens and some cook in an open space which has got only a roof to protect them during rainy days. The place where they cook outside is not hygienic because it is open and the food they cook can be contaminated with germs. Few houses use electricity stoves for cooking but most of them use wood for cooking because they are able to fetch it from the field, they think electricity is expensive for them.

Figure 6: The following picture shows were the unemployed women cook their food.



4.4.7 The place where they fetch water

Most of them fetch water from the taps which are at the corners of the streets. Some of the community members have made illegal connections and they have taps in their yards. They have enough water to water their crops and they have a reservoir nearby where they do their laundries.

4.4.8 The place where they do their laundry

The unemployed rural women do their laundry at the nearby river and their children also swim and bath there during summer. Some also use taps in their yard to do their laundry, but most of them prefer to wash with water from the river. It is assumed that their laundry is brightened by water from the river. At their home I checked the area where they do their laundry and found that it is not clean. There were clothes that were kept in the water for some days and some dirty clothes were hanging by the wall.

4.4.9 The type of clothes they wear

Most of the unemployed women and their children wear the clothes that are not expensive. They wear just ordinary clothes they buy from the Indians shops. They really need to be exposed to projects that can help them to generate income.

Figure 7: The photo showing the type of clothes an unemployed rural woman is wearing



4.4.10 Size of the family

The size of the family here at Calais village ranges from six to eight people. Most of the families are headed by single parents. There are however children who are having children. Children from 14 years are mothers and this adds to an increase in the number of children the unemployed women should support.

4.5 Conclusion

Chapter 4 was about the findings and analysis of the study. It provided an overview of the survival strategies employed the unemployed rural women. The findings were gathered from the fieldwork track. A description has been made about things that keep the unemployed women surviving.

The chapter further established that this study was aimed at investigating the survival strategies used by unemployed women. The chapter has further managed to answer all the research questions.

CHAPTER 5: CONCLUSSIONS, RECOMMENDATIONS AND REFLECTIONS OF THE STUDY

5.1 Introduction

The study was about the survival strategies used by the unemployed women in Calais village. The aim of the study was to investigate the survival strategies used by unemployed rural women in Calais village. The study was qualitative in nature. Interviews were the main sources of collecting data from the respondents. 11 respondents were interviewed.

The research findings revealed that the majority of the unemployed rural women were people between the ages of 27 and 57. Most of the unemployed women's level of education is from standard five (grade 7) to standard 10 (grade 12). They have been unemployed for the past six months or more. Unemployment at Calais was mostly caused by the fact that most women are not educated and do not have places nearby and farms where they can be employed.

It is also important to note that the majority of the unemployed women at Calais are adults since they fall between 27 and 57 years. This may point to three serious social problems widespread in rural South Africa. The first one deals with the problem of people dropping out of school before acquiring the necessary skills and education. The second problem relates to the women becoming pregnant so that they can receive social grants for many children. The third problem relates to the negative effects of the extended family support system. Access to the family supports allows unemployed women to survive or to be catered for by family members through handouts. Some women believed that food security was playing a major role in their families because it was supplementing what they could not buy with their social grants. Some also believed that odd jobs relieved them of the burden their families uncured because of their unemployment status.

5.2 Conclusion

5.2.1 Social grants and hand-outs

The issue of social grants and hand-outs is important to the unemployed women at Calais as indicated in chapter four of the study. The Department of Social Welfare is providing money for those women who have children under the age of eighteen and who do not have employment. The study revealed that the municipality suffer from the highest dependency rate and they rely on the government's social grants.

5.2.2 Food security

Food security also played a major role in the lives of the unemployed women in the past. The Department and the NGO's used to help the poor by putting food on their table. It was good because the food they were providing was balanced diet and had all the nutrients for a healthy body. The Department must continue giving the unemployed women food security every month. The introduction of income-generating projects was aimed at alleviating and eradicating poverty, reducing the high rate of unemployment by creating jobs and providing food security for the needy.

5.2.3 Odd jobs

There are unemployed women who did odd jobs to get some money to buy food and help to take care of their families. Even though they did not earn much but they were able to make ends meet with the little money that they got from the odd jobs.

5.2.4 Subsistence farming

The unemployed women also kept themselves busy with subsistence farming. Subsistence food is for the family consumption. But since the women have enough space at their backyard they are also able to sell some of the products and keep the rest. Some of the women had little skills from the Department and the former owners of the farms. They use the skills to help themselves in their homes. Some of these

women even know how to use manure in their land and how to prepare the land before they start ploughing. They do not have big machines to help them such as tractors but they do it with their hands and they seem to be enjoying what they are doing.

5.2.5 Expanded Public Work Programme

This is the programme which was introduced by the National Department of Works in 2004 to combat crime, poverty and unemployment. It helps to offer temporary employment to youths, women, men and the disable. But from the study it is clear that in some areas it is not doing well. It was revealed from the study that people who were employed at Calais never received their salaries for three months. People have worked hoping to get paid but they were never paid from September 2011 to December 2011. The people are now confused whether to continue working or not because there is no one who gives them the right answer when they will get what is due to them.

The Department of Public Works has promised that by 2014 the EPWP will offer permanent job opportunities for those who are not employed. If it does happen most unemployed women will be relieved of their burden. Sustainable income generating projects benefit the participants and their families a lot, together with the communities where they operate.

5.2.6 Street vendors

The study has also indicated that there are some women who sell on the street and at schools for the learners. They make sure they prepare food that the learners at school can buy such as simbas, fried chips, fat cakes etc. Even though the learners from rural schools do not have enough pocket money the unemployed women are making a living out of what they get there. It shows from the study that the community also support the women who sell on the streets.

5.2.7 Gambling

It is also clear that some of the unemployed women are engaging in illegal gambling to generate fast income. The problem is that they are sometimes caught by policemen and fined a certain amount. The other problem is that their learners are not taught good morals, as they also might practice gambling. Their children will be exposed to crime because if they do not have money to play dice and cards they will steal. Their children will also not concentrate at school because there are days when the cards are played for the whole night. There are children at these families where they rotate to play cards.

5.2.8 Social clubs

Social clubs have also been used at the study by the unemployed women. I think the means of social clubs help the women about budgeting. The unemployed women learn the skill of calculating and adding interests. They learn how to save for the future and what to do with the money they saved for the whole year. The money helps them to overcome the challenges that are there during the festive seasons. Their children also enjoy Christmas because they too have plenty of food at their homes.

5.3 Recommendations

5.3.1 Social clubs and hand-outs

The amount that the beneficiaries of social grants receive per child is too little. Therefore it is recommended that the national finance minister should review the amount given to these people. This in turn will help all South Africans to live a better life. Families also should use the spirit of Ubuntu by helping one another.

5.3.2 Food security

The Department of health through the NGO's has stopped the issue of food security. It is therefore recommended that food security should be a sustainable relief to the unemployed.

5.3.3 Odd jobs

The study showed that few unemployed women engage themselves in odd jobs. People are making a living through odd jobs. I therefore recommend that those who are working should not just fold their arms and wait for the department of labour to deliver, they should be willing to do jobs for those who are working so that they can be paid.

5.3.4 Subsistence farming

The department of agriculture needs to do intensive training to skill those who have enough land to practice subsistence farming. There is also a need to show them how to package and import their products to big markets. They should be taught how to make their farming sustainable. The government should further help women to be more involved in agricultural farming.

5.3.5 EPWP

The department's strategy to do programmes for the unemployed is something that should be taken seriously by policy makers so that they can know what they should add to help those who cannot help themselves. As indicated in the study EPWP can be of assistance to the unemployed women because they are kept busy with small jobs that can give them money.

5.3.6 Street vendor

Our government policy-wise is lacking in terms of recognising street vendors. It seems like the government does not want to acknowledge their existence. The local government seem to have not taken into account that there is a crisis at the moment, they (municipality) are selling public spaces and then try to throw out the people trading in these spaces.

5.3.7 Gambling

South Africa is busy trying to combat crime in the country but if most people are not working they will keep engaging themselves in illegal activities. Chapter four of my study has shown that there are a number of unemployed women who are engaged in illegal activities because they think it is the fastest way to make money. From the very same chapter it is clear that this act is not good because even the children are involving themselves.

5.3.8 Social clubs

From the study it is clear that social clubs is also playing a major role in the lives of unemployed women. The unemployed women must be skilled on how better they can sustain social clubs in their area and to make them grow bigger. From the study I have noticed that most of the unemployed women are trying for survival. Therefore a lot of information is required for them so that they can perform better. The issue of ABET is a real concern because through it they can be taught certain skills which will make them not to look at child grants as the only income for the unemployed people.

5.4 Recommendation for further study

According to Social Assistance Act, 2004 social grant means a support grant given to the unemployed women in South Africa. Currently the finance minister increased it by R10.00 or R20.00 during his budget speech. I did this study on survival strategies used by unemployed women to get insight on how they survive through child support grant. This study will help those in the department of welfare to do intensive checking to check if the money is enough for those who are unemployed.

There is a need to do more research that will give more insight into the survival strategies used by unemployed women. It is also necessary to further do a research to find out why some of the strategies have been employed and to make sure that the unemployed women are able to fend themselves in future. The National department should make sure that the present status of the unemployed rural women is improved.

It is also necessary to make sure that different municipalities are aware of the need needs to capacitate unemployed women in terms of income generating projects. The service providers in social development should inform policy/decision makers on which intervention strategies would be appropriate in rendering service to women in the specific rural area and how to come up with poverty alleviation programmes

Unemployed rural women should be taught about production skills, trading, communication, problem solving, developmental and how to make the skills sustainable.

I also recommend that the Department of Social Welfare should intervene by checking whether the recipients of social grants are using the money profitably to support their children or not. This should be done because the study has shown that some of the unemployed women are using the money to gamble.

5.5 Reflections

In this study there are two types of important reflections. I will like to share with you my dear readers of this report that I came across during this research journey. I had some negative experiences that were deliberately caused by participants and lessons that I learnt for future use or applications in research planning. They are discussed hereunder.

5.5.1 Difficulties

The venues for the interviews were far from my working place. It was difficult to get permission from my supervisor to leave work before time on three occasions. There were lots of workshops conducted in our circuit and that I was bound to attend to because they were for the new curriculum started in grade R-3 for 2012. I had to secure hours with the local councillor and the principal because I wanted to conduct the research at the school where the councillor was employed before. Interviews for my respondents were planned for different days.

I also had to secure another appointment with the other local educator who is a woman in the primary school to organise the unemployed women. The respondents were afraid and thought I was going to use their names in the research. Some even said I want to earn money through them whilst they are not going to benefit. I had to convince them that I was doing the study to contribute to the body of knowledge nationally and internationally not to expose them to their community members. I also told them that the study will help their local municipality to make sure that there are sustainable projects to help them survive. I finally gained their cooperation. It was also not easy to get some of the children since I was not employed there. I had to make use of the school clerk to convince them to participate. I bought all the respondents cold drinks after the interviews.

5.5.2 Learning experiences

In this study even though I experienced difficulties, I accumulated wealth of experiences through interaction with different intellectuals. It was confirmed to me that accessing the study field needs a convincing power, patience, good human relations and sacrifice. I learned that in the qualitative approach there is no easy way to go through the process of data collection and data analysis. It all depends on the type of respondents and their perceptions about the phenomenon or phenomena and the context at which the research is taking place.

The pre-scheduled interview questions can change along the process, it is advisable that when a researcher decide to use a qualitative approach he or she takes into consideration to add ample time for delays, changes and re-scheduling of the research process.

5.6 Conclusion

This chapter contained the conclusion and recommendations of this mini dissertation. It further discussed recommendations of this research topic. The chapter concludes with the discussion about recommendations for further study.

In conclusion, it is good that in South Africa, Limpopo Province and Maruleng municipality there are programmes like the EPWP which are working to address poverty and unemployment faced by unemployed rural women. The EPWP is meant to equip the unemployed with skills training so that they may be economically productive individuals. The National School Nutrition Programme is also doing well at schools because learners are fed and those who are from poor families get the opportunity to have food in their stomach. They get the opportunity to learn without hunger.

This research has further shown that unemployed rural women are working towards helping their families in terms of survival. This is shown by the way the social clubs are contributing to their lives. In line with the main aim of the study, this research project has enabled me to have insight into the survival strategies used by the unemployed rural women.

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APPENDICES

Appendix 1: A letter of request to conduct research at your school/institution

Rita Primary school
Private Bag X 1405
Lenyenye
O857
Email: majulies@webmail.co.za

To: The Principal
Calais secondary
From: Mrs Malekutu M.J
Principal & Student: Adult Education

Date: 12 February 2012

Subject: Request to conduct research in your school/institution

I Mmangoako Julia Malekutu student number 200304206 hereby request permission to conduct research activities in your school with the local councillor in order to complete my M.Ed studies.

I wish to conduct a research project entitled: Survival strategies used by unemployed rural women in Calais village. My aim is to investigate the survival strategies used by unemployed rural women in Calais which might be useful when developing sustainable projects to help unemployed women in Marling municipality.

I have also attached a copy of my research proposal for more information.

Yours truly,
Malekutu Mmanoako Julia

Appendix 2: A letter of request to conduct research with you

Rita Primary school
Private Bag X 1405
Lenyenye
O857
Email: majulies@webmail.co.za

To: The Councillor
Calais Village
From: Mrs Malekutu M.J
Principal & Student: Adult Education

Date: 12 February 2012

Subject: Request to conduct research in your school/institution

I Mmangoako Julia Malekutu student number 200304206 hereby request your permission to conduct research activities with you at Calais Secondary school in order to complete my M.Ed studies.

I wish to conduct a research project entitled: Survival strategies used by unemployed rural women in Calais village. My aim is to investigate the survival strategies used by unemployed rural women in Calais which might be useful when developing sustainable projects to help unemployed women in Maruleng municipality.

I have also attached a copy of my research proposal for more information.

Yours truly,

Malekutu Mmanoako Julia

Appendix 3: A letter of request to conduct research at your house/home

Private Bag X 1405

Lenyenye

O857

Email: majulies@webmail.co.za

To: The Owner

Calais house number 1512

From: Mrs Malekutu M.J

Principal & Student: Adult Education

Date: 18 February 2012

Subject: Request to conduct research in your school/institution

I Mmangoako Julia Malekutu student number 200304206 hereby request permission to conduct research activities in order to complete my M.Ed studies.

I wish to conduct a research project entitled: Survival strategies used by unemployed rural women in Calais village. My aim is to investigate the survival strategies used by unemployed rural women in Calais which might be useful when developing sustainable projects to help unemployed women in Marling municipality.

I have also attached a copy of my research proposal for more information.

Yours truly,

Malekutu Mmangoako Julia

Appendix 4: Letter from the principal granting permission to conduct research

Private Bag X 388
Trichardsdal
0890

To: The Researcher
Rita primary school

From: Mlangeni C

Date: 14 February 2012

Subject: Permission to conduct research at our institution

I the principal of Calais secondary school hereby grant you permission to conduct research at our institution. We hope the results will benefit the school and the community at large.

Yours Faithfully

Mlangeni C (Principal)



Appendix 5: Letter from the councillor granting permission to conduct research

Private Bag X 388
Trichardsdal
0890

To: The Researcher
Rita primary school

From: Matjokotja P.P

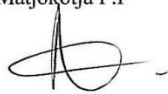
Date: 14 February 2012

Subject: Permission to conduct research with me

I the councillor of Calais village hereby grant you permission to conduct research with me at Calais secondary school. I hope the results will benefit the village and the municipality at large.

Yours Faithfully

Matjokotja P.P



Appendix 6: Letter from the educator granting permission to conduct research

Private Bag X 388
Trichardsdal
0890

To: The Researcher
Rita primary school

From: Matlopela C.D

Date: 20 February 2012

Subject: Permission to conduct research with me

I Chitelo Dinah Matlopela the owner of house no 1512 hereby grant you permission to conduct research at my place. I will also assist you by organising unemployed women to come to this special event. I hope the results will benefit the village and the municipality at large.

Yours Faithfully

Matlopela C.D

D. Matlopela

Appendix: 7 INTERVIEW GUIDES FOR THE COUNCILLOR

FACTS AND FIGURES

1. How long have you been the councillor at Calais?
2. For how long have you been staying here?
3. Which projects are available for the unemployed women?
4. What are your views and feelings about unemployment rate at Calais?
5. Do you think the department is doing enough to help the women?
6. What challenges are you experiencing in the community due to unemployment?
7. How do you think the municipality can address the challenges you have?
8. Do you think the municipality is doing enough to capacitate the unemployed rural women in your area?
9. Do you enjoy being the councillor for this community? Elaborate

SOCIAL GRANTS

1. Do you think social grant is a relief to unemployed rural women?
2. How do the women apply for a social grant?
3. Is there any challenge during pay day?
4. If yes, how do you address those challenges?
5. What are your roles as the councillor at the pay point?
6. Are there those who give them hand-outs?
7. What type of hands-out do they give to the unemployment?
8. Do you think the women are you enjoying them (the hand-outs)?

FOOD SECURITY

1. Are you one of those who benefit from food security?
2. What type of food do the people receive?
3. Do you think the food is enough for the community?

4. Who qualifies for the food?
5. Do you think the government is doing enough to help the unemployed rural women?
6. What else does the government do to help the community?

ODD JOBS

1. Are there women doing odd jobs at this village?
2. Do you think they are earning enough to support their families?
3. How are they getting paid?
4. Who is offering jobs to these women?
5. For how many days are most unemployed women working?

SUBSISTENCE FARMING

1. Are there women doing subsistence work?
2. Do you think they are producing good products?
3. Are they selling the products to the community?
4. Which products are being cultivated?
5. What do you do to capacitate women in this community?
6. What else do the women do to get income?

EXPANDED PUBLIC WORK PROGRAMME (EPWP)

1. What do you know about EPWP?
2. Are there extended public work programme in this area?
3. Who are employed?
4. How are they paid?
5. Are they paid the same amount of money?

6. For how long are the people employed there?

STREET VENDOR

1. Are there women who sell on the street at this village?
2. What type of food are they selling?
3. Do you think they are doing enough money to provide food for their families?
4. For how long have they been doing this?
5. Who are the people who buy from them?

GAMBLING

1. Are there people who gamble at this village?
2. What type of gambling are they involved in?
3. Are unemployed women one of those people who play cards?
4. How much are they betting?
5. When do they play those cards?
6. Where do they play the cards?
7. Are they aware that it is illegal?

SOCIAL CLUBS

1. Are there social clubs in the area?
2. Who are involved?
3. When and how much do they contribute?
4. When do they share the money?
5. How much do they share?
6. Do you think it is enough for their families?

Appendix 8: INTERVIEW GUIDES WITH UNEMPLOYED WOMEN

FACTS AND FIGURES

1. For how long have you been staying here?
2. How old are you?
3. What is your educational background?
4. How many children do you have?
5. How many are at school?
6. From when were you unemployed?
7. How do you support your families?
8. How much do you spend on groceries?
9. How do you feel about your status?
10. Who is helping you to raise your children?
11. Are there those who give you hand-outs?
12. What type of hands-out do they give to you?

SOCIAL GRANTS

1. Do you receive social grants?
2. How much do you receive from the social grants?
3. For how many children are you getting paid?
4. When do you receive the grants?
5. What do you buy with the money you receive?
6. Where else do you get support in terms of food and money?
7. Do you think the social grant money is enough for your survival?
8. Do you have a pensioner at home?
9. Is there any member in your family receiving social grants?
10. Does your household falls under the category of those who receive food parcels?
11. What type of food parcels do you receive?

12. How often do you receive them?

FOOD SECURITY

1. Are you one of those who benefit from food security?
2. What type of food do you receive?
3. Do you think the food is enough for your family?
4. Who qualifies for the food?
5. Do you think the government is doing enough to help the unemployed rural women?
6. What else does the government do to help you?

ODD JOBS

1. Are there any other opportunities of making money?
2. How much do you earn?
3. When are you getting paid?
4. How many days in a week are you working?
5. Where do you work?
6. Are there any Public Adult Learning Centres in your community?
7. Are you also attending?
8. How many projects are available?
9. Are there any job opportunities in your area?

SUBSISTENCE FARMING

1. Do you have enough space where you can plant vegetables?
2. Which kinds of vegetables do you plough?
3. Is there a market for your business? Elaborate
4. Who is controlling the money you made from the vegetables?
5. Have you been taught about ploughing skills?

6. Why are you people not employed in the nearest farm?
7. What else do you do from home to supplement what you have?

EXPANDED PUBLIC WORK PROGRAMME

1. Are there extended public work programme taking place in this area?
2. Are you also employed there?
3. When were you employed?
4. What were you doing?
5. How much were you earning?
6. For how long have been employed there?
7. Did the boss pay you what you were promised?
8. Did you sign the contract for the job?
9. Is the money enough for your family?

STREET VENDOR

1. Are you one of those people who sell on the street?
2. What type of food are you selling?
3. Are you doing enough money to provide food for your family?
4. For how long have you been doing this?
5. Who are the people who buy from you?
6. Do you enjoy working there?

GAMBLING

1. Are there people who gamble at this village?
2. What type of gambling are they involved in?
3. Are you one of those people who play cards?
4. How much are you batching?
5. When do you play those cards?
6. Where do you play the cards?

SOCIAL CLUBS

1. Are there social clubs in the area?
2. Who are involved?
3. When and how much do you contribute?
4. When do you share the money?
5. How much do you share?
6. What do you use the money for?
7. Do you think it is enough for you and your family?

Appendix 9: INTERVIEW GUIDES WITH CHILDREN

FACTS AND FIGURES

1. How old are you?
2. In which grades are you?
3. What time are going to school?
4. Who supports you?
5. Which food do you eat most often?
6. Which food is your favourite?
7. Who cooks the food for you?
8. How many siblings do you have?
9. What would you like to be in future?

SOCIAL GRANTS

1. Are you benefitting from social grants?
2. How much are they receiving on your behalf?
3. What do they use the grant money for?
4. Is the money enough for all your needs?
5. If you are the President of South Africa how much would you give to children?
6. Are there those who give hand-outs to your parents?
7. What type of hands-out do they give to your parents?

FOOD SECURITY

1. Are your parents benefitting from food security?
2. What type of food do you receive?
3. Do you think the food is enough for your family?

4. Do you think the government is doing enough to help the unemployed rural women?
5. What else does the government do to help you?

ODD JOBS

1. Are there places where your mother's work part time?
2. How much do they earn?
3. What do they use they money for?
4. Do you think the money is enough for your needs?
5. For how many days are most of the unemployed women working?
6. Are your parents happy about the job?

SUBSISTENCE FARMING

1. Is there enough space where your parents can plant vegetables?
2. Which kinds of vegetables do they plough?
3. Is there a market for their business? Elaborate
4. Who is controlling the money they made from the vegetables?
5. Have they been taught about ploughing skills?
6. Does the government capacitate them with skills training?
7. Why are your parents not employed in the nearest farm?
8. What else do your parents do at home to help you with money?

EXTENDED PUBLIC WORK PROGRAMME

1. What do you understand by the EPWP?
2. Are there extended public work programme taking place in this area?
3. Who are employed there?
4. When were they employed?

5. What are they doing?
6. How much are they earning?
7. For how long have they been employed there?
8. Are they paid what they were promised?
9. Did they sign the contracts for the job?
10. Is the money enough for all of you in the family?

STREET VENDOR

1. Is your mother one of those people who sell on the street?
2. What type of food is she selling?
3. Is she doing enough money to provide food for you?
4. For how long has she been doing this?
5. Who are the people who buy from her?
6. Do you think she enjoys working there?

GAMBLING

1. Are there people who gamble at this village?
2. What type of gambling are they involved in?
3. Are you also playing?
4. Is your mother one of those people who plays cards?
5. How much are they batching?
6. When do they play those cards?
7. Where do they play the cards?

SOCIAL CLUBS

1. Are there social clubs in the area?
2. Who are involved?
3. When and how much do they contribute?

4. When do they share the money?
5. How much do they share?
6. Do you think it is enough for their families?

Appendix 10: RESPONSE BY THE COUNCILLOR

FACTS AND FIGURES

The councillor is 42 years of old and he has been staying in the village for the past 29 years. He said the unemployed women kept themselves busy by projects such as bricks making, beads, breads and farming. He indicated that the unemployment rate at Calais is very high. The councillor indicated that there are projects like working for water which the department has initiated but the contractors are failing the department because they do not do quality work. He has also emphasised that the government is doing its best to accommodate the unemployed rural women. He added that the government has initiated a school which can benefit those who did not go to school to learn how to read and write (Khari Gude).

“Yes, in my view I think the department is trying to help the unemployment rural women because they came up with different projects”: the councillor indicated.

He said there is a high level of crime, poverty, illegal selling of liquor and drugs because people want to see themselves surviving every day. The municipality must come up with extra projects to help the unemployed and also to capacitate the women with other skills like sewing, how to market their beading work and how to make their businesses sustainable. The councillor is enjoying working for his community because he wants to help them to stand for their rights and be hands on in developing their community. He is even proud that the community respects him and he is willing to serve them.

1. SOCIAL GRANTS AND HAND OUTS

The councillor thinks the grant is a partial relief to the unemployed women. He said they apply through the social worker. The social worker gives them form to take to the primary or secondary schools where the women’s children are attending to be filled by the principals. Then the forms are returned to her and she takes them to SASSA (South African Social Security Agency) offices. He said there is a challenge

because when it rains there is no hiding place at the pay point. The disabled also struggle to reach the pay point. The disabled are transported by their daughters or grand daughters to the pay point. The councillor helps those who encounters problem. “I check if the people receive all that is due to them and to check if there are those whose salary has been cut and try to help them to get new forms”. The councillor also helps those who cannot read and write how to fill bank forms so they can receive their monies through the bank. Some of the unemployed women receive hand-outs from the Good Samaritan. They provide them with foods and clothes. There are churches like the Lutheran which targets families who are more vulnerable and give them tin stuffs and clothes.

2. FOOD SECURITY

The councillor does not benefit from food security. The foods the people receive include maize-meal, beans, soup and oil.

“Hm! the food is not enough since they only give to those whose grant has been cut”: he said.

The government is partially coming up with the strategies to help the unemployed. There are more people who are unemployed and men cannot be excluded when job opportunities are available in the village. The government has since introduced the home care base centre through the NGO’s (Non Governmental Organization) and women are employed there.

3. ODD JOBS

He indicated that there are women who do odd jobs. Some of them are paid to their satisfaction according to how they agreed. But there are still those who are paid less. Some of the unemployed women are paid daily, weekly, fortnightly and monthly depending on the size of the work done.

The councillor indicated that: “some women are doing domestic work at the nearby villages and even at this village and some are employed by the sub-contractors from the department of public works”.

4. SUBSISTENCE FARMING

There are women who do subsistence farming and produce enough for their families and leave some to sell for the community.

“They do not cultivate the same crops, some cultivate beans and tomatoes and some cabbage, green pepper and spinach”: he indicated.

Most of the unemployed women have been trained how to prepare the land, how to spray the chemicals, when to use manure, marketing skills and how to do pricing and budgeting by the NGO’s. “How ever there are those who learnt the skills from the then owners of the farms”. The councillor also said that there are women who extract kernels by cracking the very hard nut from marula and sell it for a living.

5. EXPANDED PUBLIC WORK PROGRAMME

The councillor is aware of the programme and he indicated that it is a programme from the department which helps with temporary job opportunities for the unemployed people. He said there are a few of this programme in the area.

He indicated that: “unemployed youths, women, men and the disabled are employed”.

They are paid a stipend every month and they get the same amount except for the supervisor. But since November 2011 to February 2012 the employees did not receive their stipends and the sub contractors are unable to tell them why. He alluded that there are those women who have been employed for a year now.

6. STREET VENDORS

The councillor said there are unemployed women who sell on the streets for the passerby and at schools for learners and teachers for some time now. "I think some have been doing this for the past fifteen years": he said. The unemployed women sell tomatoes, onions and fat cakes to the community and for schools they sell fat cakes, cheese snacks, potato chips, juices and sweets. The women are sometimes doing enough to keep their families growing. The whole community supports them.

7. GAMBLING

The man indicated that there are people who gamble at this village. The unemployed women are playing cards with those who are employed permanently. They batch between R10.00 and R50.00 each round. The unemployed play during the day and even at night. They rotate from one player's house to another. "Yes they are aware it is illegal because when they see the police they hide but sometimes they are caught and pay R100.00 fine each": he told with a sigh. But they say they will not stop playing since the money helps them to buy food for their children.

8. SOCIAL CLUBS

According to the councillor, unemployed women have social clubs in the village. "Yes most women nowadays have introduced social clubs by grouping themselves and contributing a certain amount of money". They contribute an amount between R150.00 and R200.00 each monthly. They loan the money to other members within and outside the club and charge an interest of 20% if you are their member and 30% if you are not their member. At the end of the year before the Christmas they share the money. If they managed to loan a lot of money they share between 2000.00 and 2500.00 each. The councillor said the money is enough for December period because they use it to buy groceries and clothes for their children. In this way their children also get a chance to be like other children from wealthy families.

Appendix 11: REPOSE FROM UNEMPLOYMENT WOMEN

FACTS AND FIGURES

The majority of the unemployed women have been staying here at Calais for more than 20 years and there is only one who has been staying here for the past six months. The women's ages range from 27 to 57 years. The unemployed women's level of education is from standard five (grade 7) to standard 10 (grade 12). The women have between two to five children. Four of the unemployed women's children have dropped out of school. The women were never employed permanently. They are surviving through odd jobs. The unemployed women supports their families with the money they receive from social grants, social clubs, through their daily selling and from gambling.

Most of the women spend between R200.00 and R600.00 a month for groceries. They said that: "We feel bad about our unemployed status and we think we are not respected by other people who are working". And they also indicated that sometimes they are abused by those who offer them job opportunities. They said that: "The employers give us work but do not want to pay us enough money". The unemployed women further indicated that those who are working take advantage of their status and do not buy their vegetables when they have money, they come to them when they want credits which they do not honour at the end of the month. Some of the unemployed women get financial support from their sisters, husband, children, while others are helped by their mother's pension money.

1. SOCIAL GRANTS AND HAND OUTS

All the women I interviewed in the focus group receive R270.00 per child for social grant and R700.00 for those who receive foster grant. The majority of the women receive the grants for two children and there is one who also receives R700.00 for foster grant. "We receive our grants every first week of the month": the unemployed women indicated. The women use the money to buy groceries and clothes. Some of

the unemployed women get support from food parcels which they receive from the department of social welfare and from the food they grow in their gardens.

The women indicated that the food parcels help them but they are not happy because from the whole of 2011 at their village they did not receive any food parcels from their social workers and they are afraid to ask why. The unemployed said the money they receive from the grants is not enough because the food is expensive. Most of the unemployed women whom I interviewed do not have pensioners who stay with them at their homes, however there are some who live with the pensioners. Most of the women fall under the category of those who should receive food parcels. The department provides unemployed women with 12.5kg maize-meal, 2 litre cooking oil, a 900g of peanut butter, 5kg bag of beans, 5kg bag of sugar, 2kg powdered milk and tea bags. The unemployed women said they used to receive them monthly but now the social worker has stopped to give them.

2. FOOD SECURITY

Most of the unemployed rural women benefit from food security. The unemployed used to receive a bag of maize-meal, beans, samp, soup and cooking oil. The food was not enough but it helped a little bit. “We think the government is not doing enough because when they canvass they promised us many things and at the end they do not fulfil their promises”: they replied. Besides food security, the government introduced projects but cannot absorb all of the unemployed women and some of the requirements need people with grade 12 certificates.

3. ODD JOBS

In a focus group interview three of the unemployed women are temporarily employed elsewhere and two of them do not have jobs. The unemployed women earn between R600.00 and R800.00 depending on the number of days they worked. The unemployed women are paid monthly and they work between three to four days in a week. The unemployed women get their odd job at the nearby villages and at Calais.

“The government is helping us by providing drop in centres where our sick people are taken care of and some of the community members are working there”: the unemployed women said. There is only one (PALC) Public Adult Learning Centre. Of the unemployed women I interviewed, only two are attending at the PALC.

4. SUBSISTENCE FARMING

Of the five unemployed women I interviewed I found that all of them had enough space to plough in their yard and at the nearby fields. They plough maize, beans, tomatoes etc. “We plough for our daily consumption and we sell the extras”: the unemployed women said. They said they also save the money after selling their products. The unemployed women are able to get an income from their products because of the size of the land they plough on.

Those who do not do odd jobs work for the whole day in the land. At the end of the month the unemployed women sometimes bank some of the money they made from their selling. The unemployed women had skills from the previous owners of the nearby farms and the government has capacitated them with skills training. They lack employment at the farms because the farms have closed down since the community demanded their land back. The leaders of the community who controlled the income of the farms did not save the money into the community’s account but pocketed the money. Therefore the farms are now redundant and the buildings are dilapidated.

The unemployed women indicated that they also crack the nut from marula tree and sell it to other members of the community. They also indicated that they sell the marula beer.

5. EXPANDED PUBLIC WORK PROGRAMME

The unemployed women replied that there are expanded public work programme taking place at their village. Some of the unemployed women are temporarily employed there. They were employed in 2011 and are cutting the grasses along the

roads and sweeping the streets. “We earn between R60.00 and R70.00 per day”. Some of the unemployed women were employed for the past six months. The employer pays them what they worked for but there are still outstanding months which they were not paid for.

“We worked hoping that we will earn like we did with the first months”. “We do not even know when we will get our salaries”: the unemployed women said.

They are still owed monies for three months which is from September 2011 to December 2012. They said they do not know whether to continue working or not to continue. If they work for the whole month the money was enough for their living.

6. STREET VENDOR

Most of the unemployed women whom I interviewed do not sell on the street. Those who sell, sell simba chips, sweets, juice, fat cakes at school and they also sell vegetables at the street corners for the passerby. “The money is not enough but it is better than nothing”: one of the women remarked. The unemployed women have been selling for the past 6 years. The people from the community support them and those who pass there by the taxis or busses also support them. The unemployed also indicated that there are those who want to buy on credit and fail to pay them. They said they enjoy working there because by so doing they are able to satisfy their basic needs.

7. GAMBLING

There are unemployed women who gamble at the village. They usually play cards with money. “I do not always play cards, but when I need extra money, I go and play”. The unemployed women gamble between R10 and R50.00 a round and when they do not have enough they gamble for R5.00 a round. They gamble the cards in the afternoon and can proceed until the night. They rotate from one regular player to another. They said they are aware that it is illegal because they are sometimes caught

and are fined R100.00 each. They have indicated that they will never stop playing because the money helps them to buy small items like breads, cosmetics and do their hair.

8. SOCIAL CLUBS

“Yes there are social clubs in the village”, one of the women indicated. Most of the unemployed women at Calais are involved. They contribute between R150.00 and R200.00 each member. They share the money at the beginning of December. They share between R2000.00 to R2500.00 at the end of the year. They use the money to buy groceries and Christmas clothes for their children. They also keep some money for their daily usage. They indicated that the other unemployed women have clubs where they contribute money and at the end of the year they go together to town and spend the money to buy groceries only.

Appendix 12: RESPONSES BY CHILDREN

FACTS AND FIGURES

The children's ages range from 14 to 18 years. They are in different grades, between grade 8 to grade 12. They leave for school at around 06H30 every morning and come back between 15H30 to 16H00. Their mothers support them and one is supported by both parents. One of them said, "We eat porridge, meat, cake and fruits". They indicated that their mothers cook for them when they are at school but in the evening they cook for themselves. They have 2 to 6 siblings. They wish to be social workers, police officers and one of them wanted to be a teacher.

1. SOCIAL GRANTS

Most of the children I interviewed qualify to receive R270.00 for social grant. "Yes I am benefitting from social grant because my mother receives the money every month". Their mother receives the grants for two children and there is one whose mother is receiving R700.00 for foster grant. The children said that their parents receive their grants every first week of the month. They use the money to buy groceries and clothes.

"It is our money and we buy anything that we want with it": one indicated.

Some of their parents used to get support from food parcels which they received from the department of social welfare and from the food they grow in their gardens. The children said the money their parents receive from the grants is not enough because the food is expensive.

The children further said that if they were the president of the country they would make sure that all the disadvantaged villages are given all the basic needs and the child support grant to be increased to at least R1000.00 for a child because what they are receiving now is too little for their needs. They said nowadays the cost of living is too high.

2. FOOD SECURITY

Their parents used to benefit from food security and they were receiving sugar, tea bags, milk, cooking oil, peanut butter and maize-meal. They said the food was better than nothing.

“Hm, I think the government is not doing enough because the food is expensive”. “So why did they stop while we need it so much?” : the children indicated.

They also said that the government should increase the social grant to at least R1000.00 per child. The government is giving them food at school and pays them school fund.

3. ODD JOBS

The children said their parents do odd jobs and highlighted that in the past they used to work during holidays at the nearby farms. They said their parents can no longer work because the farms are now closed and no longer functioning. They used to pay them R30.00 per day and used the money to buy them food, “Yes for us it was enough since we did not know how much our parents spend on food” they said. They said their parents do odd jobs in the form of hoeing the field for other people, doing laundries and looking after the children of those who are working.

4. SUBSISTENCE FARMING

According to the children there is enough space for their parents to plough at homes. “Our parents plough vegetables and ground nuts at home and during the other seasons they even plough maize-meal”. They plough for home consumption and to sell the rest. Their parents save their monies for things they produce in their gardens. They leave some money for the following year’s seeds. They had skills from their previous farmers and the government also does skills training.

“Our parents are no longer working there because they claimed the farms from the then owners but did not use them profitably”.

The children said there are women from their community who sell the marula beer during marula season. Men will come and assemble at the place where there is (morula) and pop out a certain amount for them to be included in the drink.

5. EXPANDED PUBLIC WORK PROGRAMME

When the children were asked about the EPWP they said: “We do not know the meaning of the programme, but we think it is the programme that gives work to the unemployed people”. They said they see people working along their main roads and cutting trees. There are also those who pick papers on the streets of their village. They started working in 2011. They said they do not know how much they are earning and think that they have been employed for more than six months. They said they do not know if they are paid enough or what they have been promised. They also do not know if they signed the contracts.

6. STREET VENDOR

The children said some of their parents are selling on the street. They are selling tomatoes, fat cakes cigarettes and sweets. They do not know how much their parents are doing because they do not show them.

“It has been long since my mother was selling on the street and the school for children and educators”: one learner indicated.

The people from the community buy and even those who pass by the main road with a bus support them. At the school the learners, mother helpers and educators support them by buying their products. The children said that their parents enjoy working there because they have been doing it for a long time in order to survive.

7. GAMBLING

The children said there are people who gamble at the village by playing dice and cards with money. They even said that there are unemployed women who gamble at the village. They usually play cards with money. “I play dice after school with some boys and batch between R1.00 and R2.00”: one child said.

“I play cards with the unemployed mothers in the afternoon and in the evening”: another child added.

The parents pay between R10 and R50.00 a round and when they do not have enough money they play for R5.00 a round. The unemployed women play the cards in the afternoon and can proceed until the night. They rotate from one regular player to another. The unemployed women are aware that it is illegal because they are sometimes caught and are fined R100.00 each. The children also indicated that they think their mothers will never stop playing because the money helps them to buy things that they need.

8. SOCIAL CLUBS

The children admitted to be in the know of social clubs in the village.

“Yes there are social clubs in the village and my mother is the treasurer”, one of the learners indicated.

Most of the unemployed women are involved. They contribute between R150.00 and R200.00 each member. They share the money at the beginning of December. They said they are not sure but think their parents share between R2000.00 to 3000.00 at the end of the year. They buy groceries and Christmas clothes for their children. They also keep some of the money for their daily usage. They indicated that the other unemployed women have clubs where they contribute money and at the end of the year they go together to town and spend the money to buy groceries only.

“During December we have plenty of groceries in the house because of social clubs”:
the children said.

Appendix 13: OBSERVATION INSTRUMENTS

ISSUES TO OBSERVE

- Venue for interview
- The venue they receive their social grants
- The houses they live in
- The food they eat
- Where they store their food
- Where they cook their food
- Where they fetch water
- Where they do their laundry
- The type of clothes they wear
- Size of the family

Appendix 14: FOCUS GROUP INTERVIEW WITH THE WOMEN AND CHILDREN

The meeting attempt to answer the following main research question:

- What are the survival strategies used by unemployed rural women at Calais village?

There will be two focus groups interviewed on different days, group A women and group B children

- Group A will discuss the survival strategies they used in order to survive.
- Group B will discuss how they are surviving with their parents unemployed and to check if their parents are free to share the survival strategies with them.

Appendix 15: Data matrix

Variables	Councillor	Unemployed women	Children
Age	42	Between 27 and 57	Between 14 and 19
Number of children	Between 2 and 6	Between 2 and six	Between 2 and 6
Educational background	Grade 12	Between grade 7 to grade 12	Between grade 7 and 12
Unemployment period	Most not employed for the past two weeks and have been looking for employment	Most are not working	Most are not working
Views about unemployment status	It is very bad because most of the unemployed women have children to look after	It is bad if you are unemployed because you will not be able to address your basic needs and children want to be looked after. The unemployed women feel that they are not respected by those who are working	The children feel very bad for their mothers not to have employment because they are unable to supply them with the things they need. They said they also feel small when they are with other learners from the well to do families. Those women who are working do not show respect to the unemployed
Number of schools	Two crèches, one primary school, one high school, one ABET centre and there are 6 centers for Khari Gude	Two crèches, one primary school, one high school, one ABET center and 6 centers for Khari Gude	Two crèches, one primary school, one high school, one ABET center and 6 centers for Khari Gude
Existence of clinics and hospitals	One clinic which was started operating in 2011 and the hospital is about 20km away	One clinic and the hospital is about 20km away	One clinic and the hospital is about 20km away
PALC	One Public Adult Learning Centre	One	One
Social grants	Most of the unemployed women receive	Most of the women receive social grants for one or	Most of our unemployed mothers receive social grants.

	social grants, a few receive foster care grants and also depend on their parents old age grants	two children and a few receive foster grants. There are a few who stays with their old age mothers and earning their pension monies	We think the money for the social grants is not enough because the food is expensive. The Department must reconsider increasing the money to R1000.00 per child every month
Income	R270.00 for social grant for one child, R700.00 for foster care and R1200 for old age or pensioners	R270.00 for social grant for one child and if they are two is R540.00, R700.00 for foster care and R1200 for old age	R270 for social grants and R700.00 for foster care
Date of payment	First week of the month and twice in November for December month	First week of the month	First week of the month
Money spend on groceries	Do not know how much they spend on groceries	Between R200.00 and R600.00	Do not know how much they spend on groceries. The parents do groceries themselves
Survival strategies	The unemployed women survive on their children's grants, foster care grant, old pension money, by selling on the street, doing odd jobs, gambling and through monies saved from social clubs because there are many shebeens in the area. They also do odd jobs by hoeing for others in the field, doing their laundry and looking after their small children. Sometimes they are depending on	The unemployed women survive on the children's grants, foster care grant, old pension money, by selling on the street, doing odd jobs, gambling and through monies saved from social clubs. Sometimes odd jobs add to what they have. They do laundry for those employed, hoeing for their yards and field and looking after their small children when they are at work	The unemployed parents survive on the children's grants, foster care grant, old pension money, by selling on the street, doing odd jobs, gambling and through monies saved from social clubs

	temporary employment offered by the department of Agriculture		
Challenges	<p>There is high level of crime, illegal selling of liquor and gambling. There are boys who have grouped themselves to rob the people who are trying to make a living by selling. They approach them during the night and steal their belongings. There is also a challenge during pay days when it rains there is no place to hide. The pay officials also rob the elders of their money. Those who can read help those who cannot read to count their monies before they leave the pay point. There is a high rate of drop out</p>	<p>There is high level of crime, illegal selling of liquor and gambling. There is also a challenge during pay days when it rains there is no place to hide.</p>	<p>There is crime in the village, people are stealing green mangoes and sell them for achaar, and some are gambling and selling liquor illegally. Sometimes school children bunk their classes and accompany their elders to the pay point</p>
Subsistence	<p>Most of the unemployed women at the village are engaged in subsistence farming. There are also lands which can be utilised for subsistence farming at the village. They plough tomatoes, green beans, green</p>	<p>The unemployed women do gardens at the back of their yards and plough vegetables like tomatoes, green peppers, green beans, cabbage, spinach and ground nuts. Some also plough maize. They use them for daily consumptions and they sell the</p>	<p>The children indicated that their parents have gardens where they plough vegetables, maize-meal and ground nuts. They use them for home consumption and sell the other to supplement what they have</p>

	peppers, ground nuts, cabbage and spinach	rest	
Market	The unemployed women sell on the streets corners and at the school yards	There is no real markets but the women sell on the streets corners and at schools	The unemployed women are selling at the schools
Training	Some were never trained and others have been trained by the then department of Development Aid	Some unemployed women have been trained long time ago and others have not been trained	They do not know if the unemployed women have undergone some training
Farms	There were many farms in the past but they have closed down because the people from the village claimed their land back in the past. The farms are now redundant because the community did not utilise them profitably. Those who are working at the farms are transported outside	There are no longer farms nearby. People have to travel far to work in farms that are too far	There are farms nearby. The farms around have closed down
Odd jobs	There are a number of unemployed women doing odd jobs at the village and some at the villages nearby	The unemployed women do odd jobs at the village and there are those who do not do odd jobs	There are unemployed women who do odd jobs
Working days	It depends, some are working for two days in a week and some are working three days in a week	Three days in a week.	Two to three days per week.
Mode of payment	Most unemployed women are paid weekly, some monthly and they are paid by cash	Cash and it is monthly	Monthly
Street vendor	The unemployed women are	The unemployed women are selling	Our parents sell by the streets and at the

	keeping themselves busy by selling at the street corners and at school gates	at the streets corners. The unemployed women sell baked fishes, fat cakes, peanuts, sweets, ice-pops, simbas for school kids and they also vegetables to the entire community. During pay days they also display their products to sell at the pay points. Some also cook porridge and meat	schools
Gambling	There are some of the unemployed women who play cards for money	Some women play cards for money. They play during the day and sometimes the playing can proceed until the night. The unemployed women batch between R10.00 and R50.00 a round.	There are women who play cards for money and children who play dice
Crime	There is a lot of crime in the village due to unemployment. And there are a number of illegal shebeens at the village	Crime is high at the village. The people around the village are targeting women who sell and steal from them in the evening. There are those who steal green mangoes at the yard of other people during the night and sell them at the industries where they are making achaar. Sometimes the thugs steal the products of those who are selling to make a living	Crime is high in the village.
Social clubs	There are a	Most women are	There are a number

	<p>number of social clubs in the village and most unemployed women are engaged in them. They contribute a certain amount of money every month and give it to one who is the treasurer</p>	<p>engaged in social clubs and contribute a certain amount of money and keep it with one woman who is elected at the meeting to be the treasurer. The women share the money at the end of the year particularly during the end of November or the first week of December.</p>	<p>of social clubs in the village and most unemployed women are engaged in them. During the Christmas we get a lot of groceries from the social clubs</p>
<p>Number of projects</p>	<p>There are a number of projects in the village. Projects like working for water, cutting and slashing of grasses along the main roads. There is also a project which is called Khari Gude. It was initiated by the then Minister of education Naledi Pandor. The project has been developed to teach older people and those who did not go to school how to read and write. The main purpose of the project is to help the elderly who cannot read and write how to sign in the bank and how to withdraw money from the Automatic machineries (ATM's)</p>	<p>There are few projects at the village but they cannot accommodate everybody</p>	<p>There are a few projects in the area</p>

Marula tree	The councillor said there are marula tree at the village and that the women are cracking the hard nut and sells it. He further indicated that they also brew the beer from marula and men charge themselves certain money before they can drink it	The women said there are marula tree and they are also making a living out of it because they sell its nut and brew the beer from fresh marula	Yes there are marula tree
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