

**RELATIONSHIP OF POPULATION
CHARACTERISTICS AND DEVELOPMENT
PROBLEMS: GREATER SOEKMEKAAR OVERVIEW.
(NORTHERN PROVINCE)**

By

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DEDICATION

This research is dedicated to my parents: **MAKGOBE PHILLIP** and my late mother **LISCHEN SEJAGOBE MAKOELA** for laying the foundation in educating me.

To my husband **OTHANIEL** and my loving children the late **Mapula Julia, Phillip, Makgobe and Ray** for their tireless support, sacrifice for inconveniencing them.

DECLARATION OF ORIGINALITY

I, Makgoshi Priscilla, hereby declare that this dissertation is the result of my own work, unless specifically stated to the contrary in the text.

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Date

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ACRONYMS

1. AIDS : Acquired Immuno Deficiency Syndrome
2. CGE : Commission of Gender Equity
3. CPI : Consumer Price Index
4. DBSA : Development Bank of South Africa
5. DIBU : Development Business Information Unit
6. FAO : Food and Agriculture Organisation
7. HIV : Human Immunodeficiency Virus
8. IMR : Infant Mortality Rate
9. MRC : Medical Research Council
10. NGO : Non Government Organisation
11. NRDF : National Rural Development Forum
12. OSW : Office of the Status of Women
13. PRB : population Reference Bureau
14. SAB : South African Brewery
15. SADC : Southern Africa Development Communities
16. SALDRU : South African Labour and Development Research Unit
17. SLL : Supplemental Living Level
18. SANLI : South African Literacy Institute
19. SUP : Severence Package
20. TBVC : Transkei, Bophuthatswana, Venda and Ciskei
21. TFR : Total Fertility rate
22. UNAIDS : United Nations Aids Agency
23. UNCPD : United Nations Children's Population and Development
24. UNDP : United Nations Development Programme
25. UNFPA : United Nations Population Fund
26. WID : Women in Development
27. Y.W.C.A : Young Women Christian Association.

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ABSTRACT

The purpose of this study is to share with the scholars, various institutions, government, the Greater Soekmekaar citizens in particular on the Relationship of population characteristics and development problems in Greater Soekmekaar. It looks into problems such as an ongoing high population growth rate, lack of optimum economic activities which are very slow in expanding because of lack of industries.

The study further provides information on population and poverty, literacy level, fertility and mortality rates HIV / AIDS which is globally an issue of concern has also been highlighted. Gender issues, including how women have contributed in development have also been addressed. The background on the history of women in development globally has been brief and to the point been advocated, as well as how the paradigm shift was diffused to other countries, South Africa inclusive. The development projects under the auspices of women in Greater Soekmekaar area also discussed.

The research converges by highlighting on an inter-provincial comparison of development which includes amongst others: the spatial characteristics of population issues in South Africa such as fertility, mortality, labour force, distribution by province, labour utilisation by province.

It furthermore reveals how these population characteristics impact on an individual's dignity. The strategies for coping with amongst others the problem of an ongoing population growth rate are in this being addressed.

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CHAPTER 1

1. ORIENTATION TO THE STUDY

1.1. Background to the study

High population growth rate is an issue of concern globally. South Africa is equally much concerned about population issues. This is my own observation, because of yearly activities on Population and Development issues, organised by the National Population Unit.

Greater Soekmekaar: a sub-region of the Northern Province in South Africa is one of the new subregions which was delimited after the new government took over in 1994. It is a rural area whose population growth rate is also increasing at a fast rate. It consists of Dikgale, Botlokwa, Raphahlelelo, Mamaila, Phooko and Sekgopo villages. There are also two townships; namely Nthabiseng, which is about 2 km from Soekmekaar and Senwa-Mokgope, which is 200 metres from Sekgosese Community College. Dikgale village used to fall under the Mankweng magisterial district. It is a big village which lies along the railway line and national road between Tzaneen and Pietersburg. It is about 20 km from Mankweng Township near the University of the North. Botlokwa, Sekgopo and the rest used to fall under Sekgosese magisterial district. The two are classified as Sekgosese East and Sekgosese West. Botlokwa is divided into Ramokgopa, Machaka and Makgato villages. Machaka lies along the N1 road between Pietersburg and Louis Trichardt. It is about 8 km from the Tropic of Capricorn. Raphahlelelo and Mamaila villages are close to the borders of the old Venda and Gazankulu.

The study will focus only on the old Sekgosese district which encapsulates Botlokwa, Mamaila, Phooko, Raphahlelelo and Sekgopo villages, together with the two townships. The population in this area is $\pm 110\ 000$.

1.2. Introduction

The discussion of this study addresses the characteristics of Greater Soekmeaar and how they affect population and development in the area. The characteristics are amongst others, the following: Population growth rate, educational level, gender and education, fertility rate, employment and unemployment, poverty, housing and farming activities. These characteristics will be examined only in so far as they relate to the economic and social development problems in Greater Soekmeaar.

The population characteristics globally are interalia: population size, (distribution and density), population composition, (gender, age) dynamics of population growth rate and change, fertility and mortality rates, population migration. The changing levels of these characteristics at local level, regional level and at national level will also be addressed, including differentials according to ethnic groups.

1.3 PROBLEM STATEMENT

From observations, Greater Soekmekaar's population is rapidly growing. However, no thorough investigations on this issue have to date, been done. This study will therefore try to investigate the problem, together with its implications towards development.

While population in this area is expanding, economic activities are not expanding because of lack of industries. Soekmekaar, being a railway station initially, used to help villages around with post office services and a police station. It has to date, only 11 shops where people can be employed. There is a dry cleaner and two butcheries. These shops are classified as follows: 2 supermarkets, a vegetable shop, a co-operative shop, Pepstore clothing shop, a bottle store, 2 butcheries and a chicken and egg depot. Two furniture shops have just been established.

Soekmekaar, being the only town in the area, does not optimally solve unemployment problems. It sometimes happens that even if some of the people are employed, their employment just lasts for a short time often because of the type of the jobs available.

This results in the decline of self-esteem on the part of employees because of this inconsistency. At times, because of various factors, some employees lose jobs totally. These people get shocked at first because they do not accept this situation. Furthermore, the frustration leads to anxiety and anger. The problem also produces frustration and violence at times.

Amongst other indicators of the high population growth rate in the Soekmekaar area is the high enrolment levels at schools, and inadequate facilities leading to overcrowding in classrooms. Effective teaching and learning are impossible under these circumstances. The result is a consistent high failure rate leading to high dropout rates in various schools.

The following statistical information reveals the progression of high enrolment rate at schools year after year since 1996 to 1999:

TABLE 1.1**Enrolment figures of learners in Soekmekaar District**

| School type | Year and enrolment number of learners | | | |
|-------------------|---------------------------------------|---------------|---------------|---------------|
| | 1996 | 1997 | 1998 | 1999 |
| Pre-schools | 2 556 | 2 789 | 2 935 | 3 175 |
| Primary schools | 34 998 | 36 333 | 37 099 | 39 053 |
| Secondary schools | Not Available | 20 000 | 21 743 | 22 862 |
| TOTAL | 37, 554 | 59,122 | 61,777 | 65,090 |

Source: Department of Education, Soekmekaar District 1999.

The other obvious indicator that the population is fast increasing is the fertility rate. The progression of fertility rate in the area according to the record of Botlokwa Hospital proves the point. What further exacerbates the problem of high fertility rate is the high incidence of teenage pregnancy. Its impact is a socio-economic problem, particularly to the parents who have to educate the teenager while taking care of her child. In the year 1995, 795 babies were born in Botlokwa Hospital while 1047 were born in 1999. There has been an increase of 205 new born babies between the years 1995 and 1999.

TABLE 1.2**The number of children born in Botlokwa Hospital between 1995 and 1999**

| Year | 1995 | 1996 | 1997 | 1998 | 1999 | <i>Total</i> |
|--|------|------|------|------|------|--------------|
| Alive | 795 | 1199 | 1309 | 1128 | 1047 | 5478 |
| Stillborn and those who died after birth | 28 | 18 | 19 | 22 | 14 | 101 |

Source : Botlokwa Hospital birth register (1995-1999)

The total number of children born alive was 5478 and of those died was 101. The statistics show an increase in birthrate between the years 1995 and 1997 and a decline between the years 1998 and 1999. However, in terms of numbers, the birth rate is indeed still high. Some of the babies

from the same area are born in some hospitals and clinics; which means that the number is still higher than the one given above.

Conversely, it is a problem to the teen mother also as she is playing a dualistic role. She is a mother who has to take care of the baby, while on the other side, she is a girl who needs to socialise with her peer groups. The opportunities for total freedom are no more.

Furthermore, the population growth rate affects the quality of life adversely. The high unemployment rate for example, leads to a high crime rate. Crimes such as house breaking, car theft and drug abuse are common in the area. Housing has started to be a problem in some villages as houses are built on the mountains and valleys with a limited space. Spacing has started to become a problem. Thakgalane No 1 and No 2 are victims in as far as this is concerned. What is the impact of all that has been mentioned above on development? Another indicator is the ongoing unemployment rate. In 1995 people who were unemployed in this area were 9877 while those persons employed were only 5969 (Central Statistics, June 1997).

China today, as pointed out by (GU, 1996:15) has 22% of the world's total population but only 7% of the world's total cultivated land. About 70 million people live under the poverty line or have an annual family income of less than 500-yen (R600). In the 1990's about 21 million babies were born, which is a net increase of about 14 million annually (GU, 1996:15). In Africa, Rwanda was declared the most densely populated area with 7.2 million people on a territory of the size of Maryland (ANON, 1997:43).

It is further pointed out that in 1991 the total fertility rate was about 7 children per woman; providing a growth rate of 3.5% a year (central statistics, June 1997). Unfortunately, AIDS has been prevalent in this country and has resulted in many deaths, which happen to be the only force against the population explosion. The crucial question for us is: Is Greater Soekmekaar also heading towards the same problem? The problem may not necessarily be the same should the government give support in terms of sensitising the people about the dangers of a high population growth rate.

1.3.1 Disadvantages of high population growth

There is a substantial agreement, particularly between developed and developing countries regarding whether population growth is a serious problem as some make it out to be (Todaro,

1984:179). The debate became evident and more vocal during the first World Congress on population growth held in Bucharest in 1974.

It was argued at that conference that "population growth is a primary source of low levels of living, eroding self-esteem, limited freedom in the so called Third World countries." The following, according to Todaro are the opinions which support the notion that high population growth is a problem:

- The excessive population growth is seen as a major crisis facing mankind today as it is claimed to be the principal cause of poverty, low levels of living, malnutrition and ill-health, environmental degradation and a wide array of other social problems. All these problems are already prevalent in Greater Soekmekaar.
- Population growth intensifies and exacerbates the economic, social and psychological problems associated with the condition of underdevelopment; especially since it retards the prospects for a better life for those already born. It also severely draws down limited government revenues simply to provide the most rudimentary economic, health and social services to the additional people. The above given rudiments against high population growth are viewed as having a negative impact on development (Todaro, 1984:171).

1.3.2 Advantages of high population growth

It is argued that population growth is desirable from an economic and non-economic perspectives. From an economic perspective, larger populations are said to be providing the needed consumer demand to generate favourable economies of scale in production, to lower production costs, and to provide a sufficient and low-cost labour supply to achieve higher output levels.

The non-economic arguments about the desirability for population growth are as follows:

- The need by many regions for population growth to protect some underpopulated border regions against expansionist intentions of neighbouring nations.
- Military and political power are often seen as dependent to a large scale on youthful population.
- Some nations feel that the advantage of having many children in a family is safe because if it happens that some children die, then the family is still remaining with some; secondly,

the coming grand children will help the Senior Citizens when they are old (Todaro, 1984:173).

In countries where population density is viewed as an existing problem, the primary aim should focus on the social and economic conditions of underemployment, such as eliminating of absolute widespread of unemployment, poverty, poor health facilities and consistent fighting against HIV/AIDS.

1.4 DEFINITION OF KEY TERMS

1.4.1 AIDS

Aids stands for Acquired Immunodeficiency Syndrome; which attacks a person through a virus that affects a person's immune system's capability of fighting infections (MRC, 1998: 1).

1.4.2 Development

Development is a process of improving the quality of life of all human beings. Important aspects of development are:

- Raising people's living levels, i.e. their incomes and consumption levels of food, medical services, education etc., through relevant economic growth processes.
- Creating conditions conducive to the growth of people's self-esteem through the establishment of social, political and economic systems and institutions, which promote human dignity and respect.
- Increasing people's freedom to choose by enlarging the range of their choice variables, e.g. increasing varieties of consumer goods and services.

Measurement of development

The measurement of development in a country could amongst others be in terms of the following: the level of education, socioeconomic development, health, political stabilization, culture and religion, communication (Todaro, 1984: 173).

1.4.3 Fertility

Fertility refers to the number of live births occurring in a population. The average number of children that would be born to a woman (or group of women) during her life-time, is referred to as total fertility rate (TFR). The fertility rate or (general fertility rate), is the number of live births per 1000 women aged 15-49 years in a given year.

1.4.4 Migration

Migration is the movement of people across specified boundaries for the purpose of establishing a new residence. Such movements can be due to various reasons, for example, in search of a job or better life, to live with relatives, forced displacements, etc. Movements for the purpose of establishing a residence across international boundaries, or from one country to another is referred to as international migration; as emigration when such movement is out of a country, and as immigration when such a movement is into a country.

1.4.5 Mortality

Mortality refers to deaths that occur within a population. The infant mortality rate (IMR) is the number of deaths to infants under one year of age per 1000 live births in a given year. Similarly, the child (under five) mortality rate is the number of deaths to children under five years of age per 1000 population under five years old in a given year. The maternal mortality rate is the number of women who die as a result of complications related to pregnancy and childbirth in a given year per 1000 births in that year.

1.4.6 Population growth

Population growth is the overall change in the size of the population in a geographic area, due to three processes, i.e. fertility, mortality, migration.

1.4.7 Population growth rate

The population growth rate is the rate at which population is increasing (or decreasing) in a given year due to natural increase and net migration, expressed as a percentage of the base population. It takes into account all the components of population growth, namely births, deaths and migration.

1.4.8 Poverty

Poverty is a state of existence whereby people are inhibited from participation in society because of a serious lack of material and social resources. It is a major source of stress. It furthermore, has strong associations with mental health problems, with crime, with family problems including child abuse and with ill health.

Measurement of poverty

Poverty is measured in terms of human development, such as life expectancy, infant mortality rate, adult illiteracy, and income levels.

1.4.9 Teenager

A teenager is someone aged between thirteen and nineteen years.

1.5 OBJECTIVES

- 1.5.1 To investigate the relationship between various population characteristics and the level of development in Greater Soekmeaar, i.e. (the rate at which the population is increasing (or decreasing) on a yearly basis.
- 1.5.2 To explore the impact and effects of high population growth rate in Greater Soekmeaar on development.
- 1.5.3 To investigate the quality of life, such as nutritional status of the teens and young mothers of Greater Soekmeaar.
- 1.5.4 To establish the extent to which existing policy guidelines and programs support the status in development use for policy makers and planners.
- 1.5.5 Improving population information exchange for enhancing community, regional and national interest and co-operation.

1.6 RESEARCH QUESTIONS

The following are research questions which will be addressed in the case study:

- 1.6.1 What are the causes of high population growth rate and what intervention strategies could be used to curb the ongoing problem of high fertility rate (especially by teenagers) in Greater Soekmeaar.
- 1.6.2 How can information on population issues be disseminated to the communities?

1.6.3 What impact does illiteracy have on development and what impact does literacy have on development?

1.6.4 What is the level of education of parents in townships and villages and its effect on population and development issues?

1.7 HYPOTHESIS STATEMENTS

- That the rising high population growth is a consequence of the poor socio-economic circumstances on development in Greater Soekmekaar area for the teens and young mothers.
- A high population density results in poor or lack of economic activities for the youth and thus result in high unemployment rate for the youth.
- Illiterate parents have bigger families than educated parents.
- Inadequate nutrition results in poor concentration by the learners in schools leading to a high rate of school dropouts.

1.8 RESEARCH DESIGN

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure (Selltiz in Mouton and Marais, 1994:32). It is an exposition or plan of how the researcher decides to execute the formulated research problem. The objective of the research design is to "plan, structure and execute the project concerned in such a way that the validity of the findings are maximised" (Mouton and Marais, 1994:16).

The research methodology used in this study was the Analytical Survey Method. Research Methodology as defined by (Mouton and Marais 1994:16) is a "study of the research process in all its broadness and complexity; the various methods and techniques that are employed, the influence of methodological preferences on the types of data analysis employed and the subsequent interpretation of findings."

The analytical survey study takes data that are essential in nature and analyses these data by means of appropriate statistical tools" (Leedy, 1985:173). The purpose is to prove those data by means of statistics so that we may infer certain meanings which lie hidden within the data. The researcher will therefore employ the quantitative research method. This method will prove or disprove the hypothesis of this study. The importance of quantitative data is that it is measurable.

The Analytical survey method will reveal the village with more teenage pregnancies and the village with young mothers having more children than expected, that is, four to five children.

The researcher is much concerned about instilling in the youth, in particular, the importance of knowledge about the outcomes of high population growth rate. The theories will give more insight into the subject area.

1.8.1 Literature Survey

The purpose of a literature survey, according to (Barzun and Graff, 1977:51) "is the finding of facts from books, journals and other documents". Library research is the shortest path to fact finding. "It is the repository of by far the largest part of our recorded knowledge." (Barzun and Graff, 1977:51).

A literature survey on the study of the relationship between population characteristics and development problems either in Greater Soekmekaar or the Northern Province was undertaken.

This was done through the visiting of various libraries and the Population Unit in the Province of the Department of Health and Welfare.

A related literature to the chosen study was collected from the above-mentioned information centers, as well as from the media, e.g. newspapers and other information leaflets.

1.8.2 Empirical Data

Empirical data was obtained in order to determine the relationship between divergent information from within the country and globally on population and development problems. The literature gathered emphasized the importance of human development as a capacity-builder, as well as the

intensification of sustainable human development as it is through it that people are empowered from various facets.

The usefulness of the empirical data depends upon the information gathered through the use of a questionnaire as a measuring tool. The eight research assistants were employed to collect data from the six villages and the two townships as mentioned. Other data was gathered from the hospital, inspectors, principals, teachers and from agricultural officers.

These assistants will initially be oriented concerning the relevant and appropriate techniques for collecting data. As research assistants, unemployed teachers are preferred because of the knowledge and experience in academic work.

The learners and teachers of Grade 10, 11, 12 who were also subjects of this study and were oriented concerning the requirements and purposes of the research. The orientation of these teachers and learners took place during the last two weeks of September 1999. The interviews were conducted during the first two weeks of October 1999.

The data collected was transformed into statistical information in the form of tables, histograms and pie-charts. These explain explicitly and clearly the data gathered.

1.8.3 The Population

The population which was investigated, that is, the respondents consisted of teenagers (boys and girls) from Senior Secondary schools and young parents (men and women), as well as middle-aged people and the elderly. This second set of population, that is parents, were found at the pay point centres in the 8 villages during the days on which the pensioners were paid. According to (Leedy 1985:144), "population parameters is of paramount importance and it becomes a critical factor in the success of the study."

1.8.4 The sample

A sample is "a subset or portion of the total population" (Bailey, 1976:82). A 100% sample was the entire population which consisted of the learners and the parents of the said villages. A one percent sample consisted of, for example, only one out of every 100 entities in the population.

A questionnaire which served as a measuring instrument consisted of closed and open ended questions. This questionnaire was translated into Northern Sotho for the convenience of those respondents who did not feel comfortable responding in English; that is the young parents as well as the elderly people in particular. The respondents were men, women, boys and girls.

It has already been indicated that Senior Secondary Schools were selected for this study. This involves one school per village. A stratified random sample was used, whereby grades 10-12 learners (boys and girls) were involved. From these classes, only 10 learners were randomly selected to represent the class. This means that 30 learners represented a school and a population in the village. The total participants (respondents) from the 8 schools amounted to 240. This sample formed a representation of the 43 secondary schools in the area, i.e. for grades 10 to 12.

The young, middle aged and the elderly parents were also randomly selected from the various pay points for pensioners and as indicated, there were 10 from each group and making a total of 30, as was the case was for the schools. The arrangement was such that from each 10, 5 were men and 5 were women. As with schools, 30 respondents represented the population of the entire village. The total amounting to 240. This meant that the grand total amounted to 480, consisting of 240 learners and 240 adults.

1.8.5 Data collection

A pilot run was initially undertaken before the real collection of data was done at schools and villages. This meant that in order to check as to whether the questionnaire was understandable, or not; a few people were randomly selected at different spots; say about 3 to 5 respondents. They were asked to respond to the questionnaire. After this pilot run, the necessary changes were affected.

Collection of data was therefore undertaken. This was through a structured questionnaire as said, which served as a tool used to discover what is absolutely true. The questionnaire consisted of closed and open-ended questions. The respondents from schools were given the questionnaire to fill in on their own after the guidelines of how to fill in the answers were provided. Individual interviews were conducted for those who were not able to read and write and the interviewer completed the questionnaire for them. The main aim of the researcher was to get the respondent's viewpoints on population characteristics and development problems in the area.

1.8.6 Data analysis

The initiative and the quantitative approaches were used for analysing data. Charts, statistical tables, histograms with quantifying numbers were drawn. These will therefore test and review the study's assumptions as well as synthesizing the results of other studies with the current study's findings.

1.8.7 Reliability and Validity

The reliability and validity of research is determined by the data collected during an interview. "Reliability deals with the accuracy of the information." It asks such questions as: "How accurate is the instrument that is used in making the measurement?" (Leedy, 1985:26). The instrument or measuring tool used in the study is a drafted questionnaire. Measurement then is merely "the process of taking data in its raw state and arranging it along some scale of comprehensible values" (Leedy, 1985:26). Measurement provides some means of "seeing" the data in terms of a specific manageable unit. The data collected therefore, served as a measurement of the data collected. A manageable unit was randomly selected sample which represented a larger population.

The validity therefore, is concerned with the soundness and the effectiveness of the measuring instrument. If data is not biased, then the data collected will be reliable and valid.

As pointed out above, the respondents who were literate, such as teenagers and young mothers responded to the questions by answering them on a questionnaire sheet provided; while those that were not able to read and write were individually interviewed by a group of trained interviewers. The interviewers wrote the answers on the data sheet. Analysis of data collected at the end determined the reliability of the data, provided there was consistency in answering the questions. Validity of the data collected in this research was determined by the way the respondents responded to the questions. If they understood the questions and answered them in an honest manner and accordingly, then that data was valid. In other words, this gave the researcher the real findings which would in turn be compared with the hypothesis given.

The findings could differ with the hypothesis given, which would then mean that what was hypothesised was not a reality. Conversely, if the findings could tally with what was hypothesised, then the result will be that the hypothesis was real and valid.

1.8.8 Significance of the study

As the title of this study indicates, the main concern and focus is on the relationship of population characteristics and development in Greater Soekmekaar in the Northern Province. The community is among many disadvantaged communities of South Africa. It must be remembered that a key element of the broad policy for Reconstruction and Development in South Africa is an attempt to provide the ways and means by which communities and populations like the one under study, can deal with the problem of poverty and other related issues. It is in this context that this study has its rationale.

The study focused on the population characteristics and development problems in the area. It will try to investigate the factors responsible for the said problems. Such as unemployment rate, spacing/housing. In addition to this, the demographic characteristics of the population (age, sex etc.) will be analysed.

- The study would provide valuable information that would be used by research and documentation units.
- Policy makers in the Government could also use the study for reference purposes. Non-Governmental Organisations (NGO's) which deal with youth programmes and other relevant issues would also benefit.
- The teenagers themselves and youth, would at the end benefit because the education department would use such information as a base for devising programmes that deal specifically with the relationship between population dynamics and development.
- The study is therefore a humble contribution to the much needed information for development. The knowledge to be gained in this type of study is a vital prerequisite for transformation and development in the Northern Province.

CHAPTER 2

2. LITERATURE REVIEW

According to (Cooper 1998), as pointed out by (Bruce 1994); literature review refers to a “database about reports of primary or original scholarship”. The most common reason for writing a literature review is to create links to a developing body of knowledge. The review of literature is nearly always standard chapter of a thesis or dissertation. Bruce further advocates that the “purpose of a literature review is to provide the background to and justification for the research undertaken.” (Neuman, 1997: 88) on the other side says that “ literature review is based on the assumption that we learn from and build on what others have done”. As in other areas of life, it is best to find out what is already known about a question before trying to answer it yourself.

(Bourner, 1996:19) points out that “there are good reasons for spending time and effort on a review of the literature before embarking on a research project”. These reasons include amongst others the following:

- To carry on from where others have already reached. Reviewing allows one to build on the platform of existing knowledge and ideas.
- To increase one’s breadth of knowledge in one’s subject area.
- To identify opposing views.
- To identify methods that could be relevant to one’s project.

The literature review will amongst others mainly focus on the issues of population growth rate, poverty as a whole and its adverse effects on development; such as unemployment, poverty and human development, teenage pregnancy, fertility and mortality rates. Medium, low and high population growth rate will also be addressed, as well as their impact on development. It is claimed that "parts of the earth have already exceeded their carrying capacity." (Attfield and Wilkins, 1988:19). It has furthermore been noted that "it is in the poorer parts of the world that the population continues to swell" (Attfield and Wilkins, 1988:19).

Development indicators such as population growth rate, Gross Domestic Product, Human Development Index, as pointed out by (De Villiers, 1997:4) identify Northern Province as a less-developed area within South Africa on the basis of mainly rural based population with a relatively low level of economic activities and lower labour absorption rate.

The total population was estimated at 5.1 million people in 1993 of which 97% were blacks. The population was also overwhelmingly young with 48% below 15 years. This results in a high dependency burden and pressure on education, training facilities and for employment creation. The Province is mainly rural in character, as only 12% of the population is found in urban centres.

A thorough literature review was done to find out whether some studies about the characteristics of population and development problems were investigated in Greater Soekmekaar. The findings were that none was so far made. It is vital that such a study be tried in order to sensitise the people about population issues in their area and for the reasons mentioned earlier on. Scholars, government officials and the community itself would benefit from the research findings.

2.1 THE STATE OF WORLD POPULATION

(Sadik N, 1994:1) states that “the world population growth remains high and that the world is becoming small”. The world population in the mid 1996 according to (UNFPA,1996:1) was 5.8 billion. The world numbers are increasing by more than 86 million persons annually. According to United Nations Projections, annual increments are likely to remain above 86 million until the year 2015. UNFPA further points out that “it took 123 years for world population to increase from 1 billion to 2 billions, succeeding billions took 33 years, 14 years and 13 years. The next billion, which was expected to take only 11 years was to be completed by 1998”. (UNFPA, 1996:1).

It is further pointed out that the urban population is growing faster than world population as a whole because some cities are experiencing the fastest rates of population growth ever seen. It is further projected that more than half the people in the world will be living in the cities (UNFPA,1996:2). (The population Reference Bureau, 1999:1) (PRB) advocates that the world population at the end of the 20th century would reach 6 billion”.

It further indicates that the 20th century began with the world population under 2 billion people. Population may grow even more in the 21st century but in a very different way. It is postulated that the 21st century's growth will occur almost exclusively in the less developed countries (PRB, 1999:1). The PRB also articulates that the more developed countries, which approximately doubled their population size in the 20th century will grow slowly or not at all. The world population issues address amongst others the following: Poverty, reproductive health care, AIDS, education, particularly education for girls and women is one of the keys to social and economic development.

Research, according to (UNFPA, 1996: 2) has shown that the education of girls and women is a powerful ally in the eradication of poverty. Educated women are better able to care for their own health and that of their families. Educated women marry later, have their first child later and have fewer and healthier children. Women with families are very likely to use additional income on better food, health and education for their families; thus generating further investment. Furthermore, women need to have decision-making power in their own lives and need to participate in community and governmental institutions. They need to be able to make their own decisions concerning marriage and child bearing, employment outside the home and the disposition of their income. A viable future requires that they have the means to escape from poverty.

Beginning around 1950, "the rapid decline in death rates throughout the less developed world brought unheard-of population growth rates to Africa, Asia, Latin America" (PRB, 1999:1). This population "explosion" became one of the key international policy issues of the post-World War II period. With fertility rates in many countries still averaging six or more children per couple and life expectancy continuing to improve, the growth rate at that time was such that populations could double every 20 years. If it continued, such growth would tax food supplies and outstrip countries' efforts to cope in many other areas.

This problem is taking place today because food is indeed taxed within the country and also when it has to be imported, there are rates which have to be paid. Because life expectancy increase in the industrialized countries had taken many generations, there were long periods of time to adjust. Parents began to want smaller families. As more children survived, larger proportions of those lived in urban areas and the economic cost of children rose and higher levels of education became necessary before children became economic assets to their family. Marriage patterns changed and more women moved into paid work.

In the less developed countries however, the shift to lower mortality occurred much more rapidly and thus populations grew at higher rates. As a consequence, these countries have faced the need to also lower fertility rates on a greatly accelerated schedule or continue to grow very rapidly.

Many factors play a role in the transformation from high to low fertility rates in less developed countries. Some affect the number of children that women are likely to have if they make no attempt to limit their fertility. Others have a bearing on the number of children that will survive; others concern the number of children that couples are able to realize their wishes regarding the size of families.

Among the various factors are age at marriage, women's health and nutrition, infant feeding practices, child survival rates, the nature of the family as an institution, the status of women, the role of educational institutions in the society, religion, belief systems, the type of economic system, the level of urbanisation, labour force participation among women and healthcare system, especially reproductive health care.

2.2 POPULATION POLICY FOR SOUTH AFRICA

2.2.1 Vision

The role of the Population and Development policy is to sustain human development. This is the current population paradigm which is encapsulated in the Human Development Reports prepared annually by the United Nations Development Programme (UNDP) and the programme of Action of the International Community, including South Africa. The programme of action endorses a new strategy on development which is to focus on meeting the needs of individuals, rather than on achieving demographic targets (Population Policy, 1998:4).

The following are some of its objectives and recommended actions with regard to the interrelationships between population, sustained economic growth and sustainable development statement: the economic situation, environment and natural resources, housing, electricity, water and sanitation, health services, education, literacy, employment and gender equality.

2.3 DEMOGRAPHIC CONTEXT

2.3.1 Age, sex and racial composition

"South Africa has a relatively young population by world standards (Population Policy for South Africa 1998:16). An estimated 13% of the population are aged four years and 37.3% of the population are younger than 15 years and 58.3% are between 15 and 65 years, while 4.4% are 65 and older. The largest number of young children are found in the Eastern Cape, Northern Province and Kwa Zulu/Natal. Almost two thirds of children live in non-urban areas (Population Policy 1998:16).

"It was projected that the percentage of population in the age group 15-64 would increase from 58.3% in 1995 to 59.4% in the year 2000, to 61.3% in the year 2010 to 64.1% in the year 2020" (Population Policy 1998:17). This increase represents major challenges for the creation of job opportunities for the potential labour force. The implication is that if the government and the private sector are not giving this issue the necessary attention it deserves, then the high rate of unemployment is going to result in increased crime, fraud and other evil activities we could think of.

The sex ratio varies considerably between provinces and between rural and urban areas. This is due to the past consequence of internal migration. The rural to urban migration in the country has been selective of adult men in their most economically productive ages. This resulted in women being left behind, with children and the elderly people in the rural areas and in the less economically developed provinces and a preponderance of men in the economically active ages, in the urban areas and more industrialized provinces. Sex ratios are, for instance, 81.8% in Northern Province and 88.7% in both Eastern Cape and KwaZulu/Natal while they are 112.8% in Gauteng and 108.3% in the Free State (Population Policy, 1998:19)

2.3.2 Fertility

The fertility structure is characterized by a high incidence of high-risk child-bearing. Teenagers and women over 35 years of age accounted for 15 and 16 percent of births respectively in 1993 (Population Policy, 1998:22). There is a considerable gap between preferred and actual family size, indicating that many couples are not able to achieve their preferred family size.

Contraceptive prevalence was already high and estimated at 60% (for married women by 1994).

Furthermore, the age at first marriage has all along been increasing. However, the typical negative correlation between age at first marriage and fertility level does not seem to hold in South Africa. It would appear that marriage is becoming less of a social requirement for childbearing.

Women have now developed fairly low fertility aspirations. It was found that attitudes and practice in decision making change and/or differ with age for both men and women. Younger women were far more likely to take decisions jointly with their partner than women in the older groups.

There are substantial differences in the fertility rates between the various subgroups of the population. The estimated total fertility rate for the whites is 1.5% while that for Blacks it is 4.3%, 2.2% and the Coloureds is 2.3%. On the other hand there is a gradual decline in total fertility rate among racial groups. It is lowest for Africans and highest among the coloureds, especially since the 1960's (Population Policy, 1998:22).

The preferred family size among Black women surveyed in the late eighties was smaller in urban than in rural areas. Just over 60% of urban women wanted two or fewer children compared with 31.8% in the rural areas. Another survey according to (Population Policy, 1998:22) in the late eighties revealed that 34.4% of the Black women interviewed wanted two or fewer children. Another study which was undertaken in 1996 by the Reproductive Health Research Unit of the University of the Witwatersrand, revealed that economic considerations and children's educational needs play a major role in terms of women's decision making on family size (Population Policy, 1998:22).

An International Research conducted during the 1970's and 1980's on youth reproductive and sexuality issues indicated that a large number of factors, including developmental, psychological, interpersonal, social, cultural and economic factors influence youth reproductive health behaviour and protection. Decisions young people make about their sexuality are shaped by their physical and social environments, their life histories and personal qualities. High-risk behaviour such as alcohol use among young people, are related to sexual risk behaviour and negative sexual outcomes. These international surveys indicate that young people see alcohol use and partner inhibitions against using sexual protection as the main barriers to the effective use of pregnancy prevention measures (Population Policy, 1998:23).

2.3.3 Migration, urbanisation and the spatial distribution of the population

2.3.3.1 Internal migration

Migration is one of the three demographic processes which determine the structure, distribution and size of the population. The pattern of migration in the country, especially in the past has had serious effects on the age and sex structure of the population in different areas, as well as exceptionally negative effects on social cohesion and family stability. Since migration patterns and trends impact on the social, economic situation and natural resources of the country, these issues are relevant for government policies which are designed to address population trends in the context of sustainable development.

The most important underlying factors for the high rate of internal migration were the forced removals of Black people from the commercial farms to the homelands from the 1960's until the early 1990's, and the continuing migrant labour system. In addition, there is a considerable movement of people between rural and urban areas, sometimes for long periods. A prevalent feature of South African demographic trends is urbanisation, which is typical of a developing society. Rural to urban migration, in combination with the natural increase of the population in the urban areas, has increased the level of urbanisation in the country. The relaxation of influx control measures during the eighties has resulted in large Population movements to urban areas and the expansion of informal settlements (Population Policy, 1998:30).

2.3.3.2 International migration

Many settlers from Europe, United States, Canada and Australia and others immigrated to South Africa. The number of immigrants from other countries, chiefly from neighbouring African countries, as a result of the contract labour system has also been high. Generally, there has been a surplus of immigrants over emigrants in most years since 1945 (Population Policy for South Africa, 1998: 32).

According to (Population Policy for South Africa, 1998:32) it is common knowledge that large numbers of people emigrate from South Africa each year. Many of these emigrants are highly skilled professionals and experts from various fields, contributing to the so-called "brain drain". This phenomenon is detrimental to local economic development and growth. On the other hand, there appears to be an even larger number of people entering the country, some of them illegally and without passing through the official documentation procedures.

Some reasons for international migration are for example that people have been influenced to migrate to South Africa by economic, political and climatic factors. It is generally held that immigrants tend to believe that a better life awaits them in the country of destination. They are however, often disillusioned if they find that job opportunities and basic community services and facilities, such as housing are not readily available, especially in newly urbanised areas where many of them tend to settle.

2.4 THE HUMAN DEVELOPMENT SITUATION

2.4.1 Employment

According to the (Central Statistic Service, 1997:24) the economically active section of the population represented 35, 2 percent of the South African population in 1994. This figure ranged from 50.1 percent in Gauteng to 23.1 percent in the Northern Province. The unemployment rate, (according to the October Household Survey done in 1994) was 32,6 percent. The figures for males and females were 26,2 and 40,6 percent respectively. The unemployment rate also varied considerably among the nine provinces. It ranged from 47 percent in the Northern Province to 17, 3 percent in the Western Province.

There has been a steady increase in the number of economically active people between 1991 and 1995 particularly among Africans. The official figure for 1995 for economically active population was 14,497000. This figure represented 35 percent of the population. The gendered participation rate of the economically active population was 64,4 percent for males and 47,6 percent for females(Central Statistic Service, 1997:24).

The South African economy provides 9,6 million jobs annually for an adult population (15+) of 25,6 million. This translates into a job holding rate of 37,5 percent, “with a labour force participation rate of 56 percent and an unemployment rate of 33 percent”. To attain full employment, South Africa required at least 50 percent more jobs than it currently had. The estimation is that about 400,000 job seekers enter the labour market annually (Population Policy, 1998:17).

The situation for women who are unemployed is particularly acute with the non-urban job holding rate of only 19,1 percent (Population Policy 1998:17). The corresponding figure for urban women is nearly double at 36, 6 percent. The lower level of job holding in rural areas is reflected in lower household incomes and a high proportion of poor households.

The job holding rate is particularly low for people aged 16 to 24, at only 17 percent, or 31 percent of those in the age group not undergoing formal education. More people in this age group are actively searching for work than are actually working. This affects all races, but is most severe among the blacks. Very poor households are poorly represented among jobholders (Population Policy 1998:17).

2.4.2 The economic situation

South Africa's annual population growth of more than 2% result in real per capita output to decline significantly. The consumer price index (CPI) reflects the cost of living, was 12,4 percent for the period 1970-1995. The value of the rand, based on the CPI, has been decreasing dramatically since the eighties, while the average level of consumer prizes has increased constantly. With an inflation rate of just under 10 percent, it is evident that South African consumers are currently worse off than they were two or three decades ago. This is according to (Population Policy for South Africa 1998:10).

2.4.3 Housing, electricity supply, water and sanitation

Although major strides have been made by government in water and electricity supply, far too many South Africans still live in shacks, without safe water, sanitation or electricity. In non-urban areas, people generally rely on pit latrines, only 20 percent of which have been improved to an acceptable, hygienic standard. Nineteen percent of non-urban dwellings have no toilets at all (Population Policy, 1998:11). It is regrettable to note that Soekmekaar's black township still uses bucket toilets whereby the excreted are collected by tractor for dumping elsewhere and this is very unhygienic.

Poor housing, unhygienic water supplies and lack of sanitation are major underlying causes of the high mortality and morbidity rates, especially among children from poor families. Diarrhoea diseases and respiratory infections are rife. A major benefit from improved water supply will be a general improvement in health.

2.4.4 Health services

It is postulated that more than half of South Africa's doctors serve only 25 percent of the population (Population Policy, 1998:11). Primary health care, on the other hand, accounts for only about 12 percent of public spending on health and is not readily accessible to a major section of the population. This is due to lack of facilities, lack of transport to reach the existing facilities and barriers at the facilities themselves (Population Policy, 1998:11).

2.5 POPULATION AND POVERTY

2.5.1 High population growth rate

According to (Meier 1976:484) "a high rate of population growth, not only has an adverse effect on improvement of food supplies but also intensifies the constraints of development, savings, foreign exchange and human resources." Population growth, which stems from high birth rates tends to depress savings per capita and retards growth of physical capital per worker.

Furthermore, (Coale and Hoover, 1958) as quoted by (Crenshaw et al, 1997:975) point out that there is theory on population and development which stresses the importance of family economics and capital formation. The theory says that "rapid population growth forces families to consume what otherwise would be saved; thus it adversely affects national savings rate and capital formation and investment rates as well." Moreover, high youth dependency ratios force nations to invest scarce capital in a game of "catch-up" as they attempt to provide education, infrastructure and jobs for a burgeoning population, e.g. educational expenditures, forces a nation to under-capitalize its existing labour force, (Bloom and Richard, 1988:20). The need for social infrastructure is also broadened and public expenditure must also be absorbed in providing these facilities for a larger population, rather than providing directly for productive assets.

2.5.2 Medium and low population growth rate

(Ohlin 1961:53) supports Meier about the problem of population growth and poverty when he says that "parents with limited means do not want to have too many children in order to avoid poverty in their families." They wish to be able to feed and house their families and themselves adequately and keep them in reasonable health. They want better lives for their children and they want them educated. The advantage of having a medium sized family is that it enables the parents to meet the needs of their children.

(SALDRU, 1995:4) advocates that "The apartheid era has left a legacy of poverty and inadequacy in South Africa." In spite of the wealth of the country, it further says that a large share of the population has not been able to benefit from South Africa's resources. A particular problem in South Africa has been the inequality in access of jobs, services and economic resources for the poor, as well as other opportunities to escape poverty (through education, skill training and better health for example).

Poverty and unemployment are closely linked. Most of the poor do not have jobs and those who do, work for low wages and often far from their families. This makes the very poor depend on pensions and remittances and hence make them vulnerable.

Many of the poor people live in substandard housing. Most of them have no access to reticulated water, electricity or modern sanitation. As a result, they are affected by diseases and poverty and have to spend hours every day fetching water and wood. These problems combined, make it extremely difficult for poor people to improve their economic position and escape poverty. Addressing these problems is a challenge the government faces in designing and implementing poverty reduction programmes.

The Northern Province's Department of Education as from 1995 embarked on a strategy to combat the problem of high population growth rate in schools both primary, junior and senior secondary schools. Insufficient classrooms to accommodate learners resulted in the government helping by providing for tents as temporary classrooms. Furthermore, it suggested that those civil servants who would like to opt for SVP (severance package) and early retirement could do so (Northern Province News, 1996). The reason behind this was to create posts for the unemployed teachers and other public servants but most unfortunately, the government's purse could not be enough to pay for packages and on the other side organise for new salaries for the newly employed.

The rapid increase in schooling and population and the expanding number of labour force entrants put ever greater pressure on education and training facilities and therefore retards improvement in the quality of education. Similarly, too dense a population aggravates the problem of improving health of the population.

2.6 THE MEASURES OF POVERTY AND INEQUALITY IN SOUTH AFRICA

In measures of human development such as life expectancy, infant mortality rate and adult illiteracy, South Africa compares favourably with several other middle-income countries. These indicators also vary by race, gender and geographical location within the country. Northern Province, according to (May et al, 1998:5), falls within the Human Development Index range equivalent to low human development. Poverty is distributed unevenly among the nine provinces.

Provincial poverty rates according to (May et al 1998:5) are as follow

| | |
|-------------------|-----|
| Gauteng | 19% |
| Western Cape | 23% |
| Mpumalanga | 52% |
| Northern Province | 77% |
| North West | 57% |
| Free State | 66% |
| Eastern Cape | 78% |

(May et al 1998:6) further points out that "poverty is concentrated amongst blacks with 61% and within Coloureds 38% compared with 5% of Indians and 1% of whites." These blacks are mainly situated in rural areas and squatter camps near big locations.

The findings above were by the World Bank based on the South Africa Living Standards and Development Survey Co-ordinated by South African Labour and Development Research Unit (SALDRU, 1995:10). The highest poverty rates are in the Eastern Cape with 78% and Northern Province with 77%. These are closely linked to the very high poverty rates in the former homelands and TBVC states (Transkei, Bophuthatswana, Venda and Ciskei. (SALDRU, 1995:2) further highlights that according to poverty shares by race through out the country the poorest is the black Africans with 65% and Coloureds nearly 33%. Indians have a poverty rate of only 2.5% and whites only 0.7%. Intensive programs on poverty alleviation are needed in the Northern Province as well as in Greater Soekmeaar (Sekgosese District). The government however has long been supporting the projects towards this venture.

The Private sector companies are equally helping the government with funding towards this venture e.g. in the very Greater Soekmeaar in Botlokwa area South African Brewery (SAB) provided funding in 1996 for the establishment of a Resource Centre which consists of a library, sewing room, cooking laboratory. This is according to the information given on visit in October 1999. Furthermore, it has also funded for the establishment of a Pre-School in Ramokgopha village. People of all levels have been employed in these institutions. They have created poverty alleviation activities.

2.6.1 Poverty and Employment

High levels of poverty prevail in rural areas and agricultural workers are among the poorest households. Average wages in agriculture, according to the CPSA, are well below the minimum level (in SALDRU, 1995:3). Workers' educational qualifications are low. They also have few other resources and demonstrate little mobility on the labour market.

2.6.2 Poverty and Unemployment

Unemployment is a significant contributor to poverty. Unemployment rates tend to be highest among Africans and in rural areas, among women, the youth and among those with no previous work experience. There is a strong link between unemployment and poverty: (Wilkins, et al, 1998:17) point out that in 1995 the rate of unemployment was 59% among the poorest quintiles (fifth) of the population, compared to 5% among the richest quintiles. It is further advocated that 93% of the unemployed are female, 70% are below the age of 35, 58% are from rural areas, 50% have completed primary education or less, and 72% have no previous job experience. Furthermore, of the unemployed poor who have work experience, 78% are in the major occupational categories elementary occupations' (e.g. domestic workers and farm workers) and craft and related trade, (which includes construction workers and mine workers).

2.6.3 Informal Sector

The informal sector consists of people who are self-employed. It consists predominantly of workers involved in survivalist activities. There are four characteristics of poverty among the self-employed: race, gender, age and location. (May et al, 1998:17) point out that "Africans constitute 76% of the self-employed earning less than the SLL (Supplemental Living Level) while 60% of all those earning less than the SLL are women. Similarly, 67% of the self-employed earning less than the SLL are aged between 15-24 and 46% of all these earning less than the SLL are based in rural areas. The most disadvantaged among the self-employed will be African women aged 15-24 in rural areas; 80% of this group earn less than the SLL.

2.6.4 Poverty and Human Development

There is a very strong correlation between level of education and standard of living (May et al, 1998:18). Further argue that the poverty rate among people with no education is 60%. The rate of those with primary education is 65% and 24% for those with secondary education while 3% is for those with tertiary education.

2.7 TEENAGE PREGNANCY

This is pregnancy between ages 12 and 18. Teenage pregnancy is so prevalent today that it has become a real problem. No viable solution has been found for this problem. The following are some of the effects of teenage pregnancy:

2.7.1 Nutritionally

Pregnant adolescents are "medically, nutritionally and socially at risk." (Robinson and Lawler, 1982:333). Often the pregnant adolescent does not receive the medical care and counselling she needs at an early stage of her pregnancy. Many adolescent girls, especially from low socio-economic classes, are poorly nourished.

2.7.2 Birth-rates, their relationship to income levels

Teenage pregnancy is so rife that the birth-rate is very high. When the adolescent's high birthrate is accompanied by that of married couples, the result is population explosion which is an ongoing problem.

2.7.3 Age structure and dependency burdens

A teenager is still dependent after giving birth. Both the teen mother and the baby are wholly dependent upon the teenager's parents and the dependency is now greater because the child needs his/her own food, bathing resources, medical care and others.

2.7.4 Health and education

Poverty produces an unhealthy nation, and an unhealthy nation cannot in any way be productive and contribute towards development of the country. In education, due to constant teenage pregnancies, many teenagers are unable to further their studies. Others tend to have a very long break after bearing children and later, when they are above 21, go back to high school to further their studies. In all learning institutions, the teacher-pupil ratio is unproportional because of population increase.

2.8 DISCOVERY OF AIDS AND HIV

(The Medical Research Council (MRC, 1998:1) points out that in 1979 and 1980, a doctor in the United States began to observe clusters of diseases which had been extremely rare. The diseases included amongst others pneumonia spread by birds, cancer called Kaposi Sarcoma. Most of these diseases were infectious and deadly diseases. Initially most cases were seen in homosexual men. Soon however, there was evidence of cases of patients who got ill because of receiving blood transfusions. The disease came to be called the acquired immunodeficiency syndrome, shortened to the acronym of AIDS.

The explanation of the name is as follows:

- “A” stands for Acquired. This means that the virus is not spread through casual or inadvertent contact like flue. In order to be infected, a person has to do something (or have something done to them) which exposes them to the virus.
- “I and D” stands for immunodeficiency. The virus attacks a person’s immune system and makes it less capable of fighting infections. Thus immune system becomes deficient.
- “S” is for syndrome. AIDS is not just one disease but it presents itself as a number of diseases that come about as the immune system fails. Hence it is regarded as a syndrome. By 1983 the virus that caused AIDS had been identified by a French Scientist, Luc Montagnier.

Shortly thereafter, Robert Gallo, an American, also discovered the virus. It was named the Human Immunodeficiency Virus or HIV. People are said to be HIV positive when the HIV antibodies are detected in their blood (MRG 1998:1).

2.8.1 The epidemic in South Africa

“The first two cases of AIDS were identified in South Africa in 1982. For the first eight years, the epidemic was primarily located among white homosexuals”(MRC 1998:47).

As the number of cases rose, the disease began to spread among other groups. In July 1991, the number of heterosexually transmitted cases equalled the number of homosexual cases. Since, then the homosexual epidemic has been completely overshadowed by the heterosexual epidemic. Since 1991 there have been more heterosexuals infected than homosexuals and the disease has spread among all race groups. The (MRC, 1998:48) further reveals that the reality now is that in terms of absolute numbers, “there are many more black people infected than other race groups”.

There is evidence which suggest that the number of AIDS cases is rising steadily. The (MRC, 1998:48) highlights that reports in the press and elsewhere provide additional proof of increasing AIDS cases and deaths. The following is a sample of press and other reports of 1996:

- 30 Percent of paediatric admissions and 50 percent of adult medical admissions at Gauteng hospitals were HIV related in 1998.
- The 40 percent increase in mortality rates in Natalspruit hospital on the East Rand was attributed to AIDS.
- In Gauteng hospitals, the proportion of adult medical inpatients with HIV-related conditions varied from 26 to 70 percent.
- A total of 405 babies died before their first birthday in the Cape Town municipality in the year 1997 to June 1998, a 23 percent increase on the previous year.
- In Port Elizabeth hospital every day at least two babies are diagnosed with AIDS. They are admitted only once and then restricted to outpatient care, as they are so many for the hospital to cater for. There are two deaths a week due to AIDS.
- The number of burials and cremations in Durban has shown a sharp increase over the past few years, from 2592 in 1993/94 to 8983 in 1997/98.
- In Johannesburg 70,000 people were buried or cremated in 1999 compared to 15 000 in 1994.

The spread of HIV across South African communities was further confirmed when, in 1990, the first antenatal survey was carried out (MRC, 1998: 49). This survey found that 0,8 percent of women attending the state clinics were HIV positive. The survey was limited as it excluded the Homeland areas at the time. On the basis of this survey, it was estimated that there were between 74, 000 and 120,000 HIV infected people in South Africa in 1990.

Since 1990, the antenatal surveys have been carried out annually and take place every October/November. After 1994, the entire country was covered by the surveys. These surveys provide the baseline information on which calculations of overall HIV prevalence and numbers of cases and deaths are based.

TABLE 2.1

Provincial breakdown of HIV prevalence rate in women attending antenatal clinics in South Africa (percent).

| Province | 1990 | 1991 | 1992 | 1993 | 1994 | 1995 | 1990 | 1997 | 1998 | 1999 |
|---------------|------|------|------|------|------|------|------|------|------|------|
| KZ-Natal | 1,6 | 2,9 | 4,8 | 8,6 | 14,4 | 18,2 | 19,9 | 26,9 | 32,5 | 32,5 |
| Free-State | 0,6 | 1,6 | 2,9 | 4,1 | 9,2 | 11,0 | 17,5 | 20,0 | 22,4 | 27,9 |
| Mpumalanga | | | | | 12,2 | 16,2 | 15,6 | 22,6 | 30,0 | 27,3 |
| Gauteng | | | | | 6,4 | 22,0 | 15,5 | 17,1 | 22,5 | 23,8 |
| North-West | | | | | 5,7 | 8,3 | 25,1 | | 21,3 | 23,0 |
| E Cape | | | | 4,5 | 6,0 | 8,1 | 12,5 | 15,9 | 18,0 | |
| Northern | | | | | 3,0 | 4,9 | 8,0 | 5,2 | 11,5 | 11,4 |
| Northern Cape | | | | 1,8 | 5,0 | 6,5 | 0,6 | 9,9 | 10,1 | |
| Western Cape | | | | | 1,2 | 1,7 | 3,1 | 6,3 | 5,2 | 7,8 |
| South Africa | 0,8 | 1,4 | 2,4 | 4,3, | 7,6 | 10,4 | 14,2 | 17,0 | 22,0 | 22,4 |

Source : MRC, 1998 : 51

There are significant variations in HIV prevalence rate by province. This has been tabulated in figure 2.8.2. KwaZulu-Natal has consistently had the highest levels of HIV infection although it appears to have reached the ceiling in 1998/99 respectively. In 1998 Mpumalanga had the second highest prevalence rate of 30 percent but it dropped in 1999 to 27,3 percent, putting the province in third place behind the Free State. Overall, the 1999 data reveal an increase in six provinces, a decrease in two and the status quo in one.

TABLE 2.2

Analysis of prevalence among HIV infected South Africans (2000)

| Estimates | Females | Males | Babies | Total |
|------------------|-----------|-----------|---------|-----------|
| Low estimates | 1 870 000 | 1 368 000 | 129 000 | 3 367 000 |
| Medium estimates | 1 957 000 | 1 412 000 | 132 000 | 2 501 000 |
| High estimates | 2 036 000 | 1 462 000 | 135 000 | 4 633 000 |

Source: MRC, 1998, 54.

The above figures were projections made in 1998. One of the real benefits of data is in helping people to look into the future. As with all other diseases, there appear to be a natural peak in HIV. Some people will not be at risk, some will be lucky and some will change their behaviour as they see others dying around them. The high estimates for females in the year 2000 was 2036 000, for males 1, 462 000 and for babies 135 000. The females are the highest affected.

2.8.2 The impact of HIV/AIDS on population

(The population policy for South Africa, 1998:28) points out that “up to three percent of the overall population and 7,5 percent of the sexually active population are infected by the human immunodeficiency virus (HIV) which is spreading rapidly in South Africa”. This means according to the policy, that approximately 700 people are becoming infected each day with the rate of new infections doubling every 15 months. There is a rapid increase of HIV infection amongst young women. The problem of children orphaned by AIDS is increasingly becoming an issue.

The Sowetan (1 December, 2000: 23) for example, advocates that “Aids hits orphans the hardest”. At first, orphans witness the suffering and death of their parents. They then must also deal with psychological effects.

They furthermore lose love, affection and nurturing, income and property rights and are left impoverished and unprotected. Some even lose their childhood when they become household heads.

The impact of Aids on children is, and will be disastrous. In South Africa, according to (Sowetan, 1 December 2000: 23) 600, 000 children have been orphaned by Aids! Worst is yet to come. Estimates project that 1, 2 million children will lose both parents due to Aids. The United Nations Aids Agency (UNAIDS) estimates that by 2005 there will be one million orphans in South Africa and that the number may double by 2010. Aids also hits Southern Africa countries such as Zimbabwe, “in which the crisis is of such a magnitude is that there are 800, 000 orphans (Sowetan, 1 December 2000: 23). Yet only 2500 orphans are in institutions. Sowetan further advocates that Lesotho, with a population of more than two million, has about 240,000 Aids cases and 31,000 orphans.

Swaziland's life expectancy has dropped to the 30's and all this means young economically active people are dying and leaving dependents and orphans. In Ethiopia, 2,5 million people are living with Aids with about 140,000 children infected with HIV and about 700 000 orphans. The number of orphans, according to (Sowetan, 1 December, 2000:23) is expected to reach 1,8 million by 2009.

It is on the other side gratifying to realise that countries such as Uganda, Senegal and Thailand and some areas in Zambia and Malawi, as Sowetan further highlights, have succeeded in reducing the HIV infection rate. These are not just results of political will but of correct political choices, says Unicef. Ten years ago Chiang Mai in Thailand had the same prevalence of HIV as South Africa. (Sowetan, 1 December 200:23) Today the prevalence of HIV in Thailand is two percent, while in this country is more than 20 percent.

There are many adults and children who die because of Aids. The infant mortality rate is also very high. "It is higher among male infants (49) than female infants (35)" (White side Alan, and Sunter Clem, 2000:8). The authors further point out that infants born to mothers aged between 40 and 49 years have higher chances of dying before their first birth day than those born to younger women aged between 20 and 39 years.

Since Aids is primarily spread through sexual transmission, the majority of people will be infected in their late teens and twenties and will fall ill and die in their late twenties and thirties. (White Paper on Population Policy, 1998:29).

The peak ages of HIV infection are 20 to 40, and the peak ages of AIDS death are five to ten years later. HIV infected pregnant women might infect their foetuses or their new born children during delivery or through breast feeding. Infant and child mortality rates will increase since most of these children will develop AIDS and die within a few years of birth.

The dependency ratio is expected to increase because of the increased number of young adults who die from AIDS.

Furthermore, age at marriage may also be affected and could, in turn affect fertility rates. AIDS could lead to a lower age at marriage of first union if young people seek early marriage as protection against premarital sex with a number of different partners. The Economic impact of AIDS manifests itself at various levels and to verifying degrees. The impact drives from the fact that the individuals who fall ill and die are either producers or consumers.

At the household level the effect of HIV infection increases certain kinds of expenditure. If the infected person is an income-earning adult, his/her illness will significantly reduce the household production of income capacity. Special medical treatment and care, nutrition and funeral costs also constitute a major financial burden on the household budget, which may lead to a decline in the household economic status, adversely affecting the living standard and quality of life of the household members.

The measurement of the impact of AIDS on firms and enterprises is more complex. The actual cost of AIDS cases to employers varies greatly, depending on factors such as the conditions of employment and the post levels of the staff. Productivity will be affected when skilled or experienced staff fall ill, stay absent or die.

Costs and actual expenditure will increase if employers have to pay for additional employee benefits, such as group life insurance, pensions and medical aid. Absenteeism, lower productivity and loss of experienced staff add to the indirect cost of AIDS in the workplace.

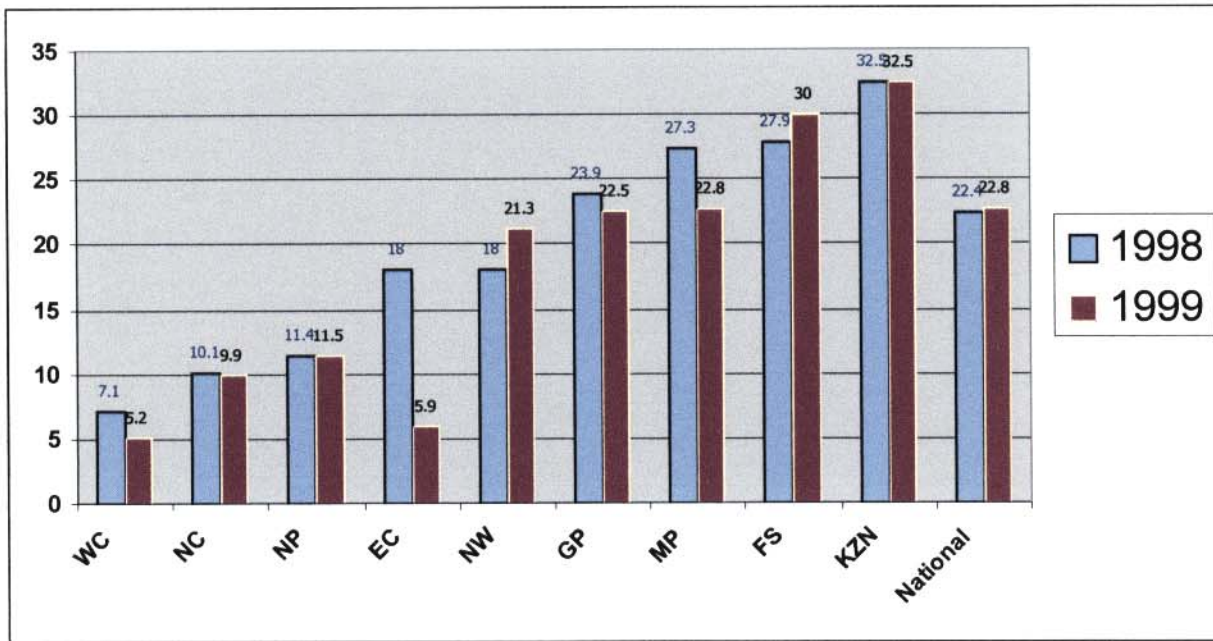
The experts all agree that AIDS is going to affect everyone in this country infected or not. The statistics are often too huge to comprehend. Employee Benefits predict that the number of HIV positive people in South Africa between the ages of 15 and 59 will rise from some 3,5 million in the year 2000 to over 5,5 million by 2010(Succeed magazine, 2000 August: 5).

The Aids cases in the same age group is currently at 180, 000 and will rise to 700,000. Average life expectancy will drop from the current 48 years women to 32 years and from 56 for men to 36.

Businesses will find that AIDS will change their markets dramatically. Many families will lose their breadwinners and there will be less money to spend. Spending patterns will switch from luxury goods to healthcare products. Death and loss of disposable income also means that “companies will no longer be able to sell on credit into high-risk market places”(Succeed Magazine, 2000 August: 5). In fact, the AIDS issue and related problems affect all the sectors in all the sectors in all working places.

Figure 2.1

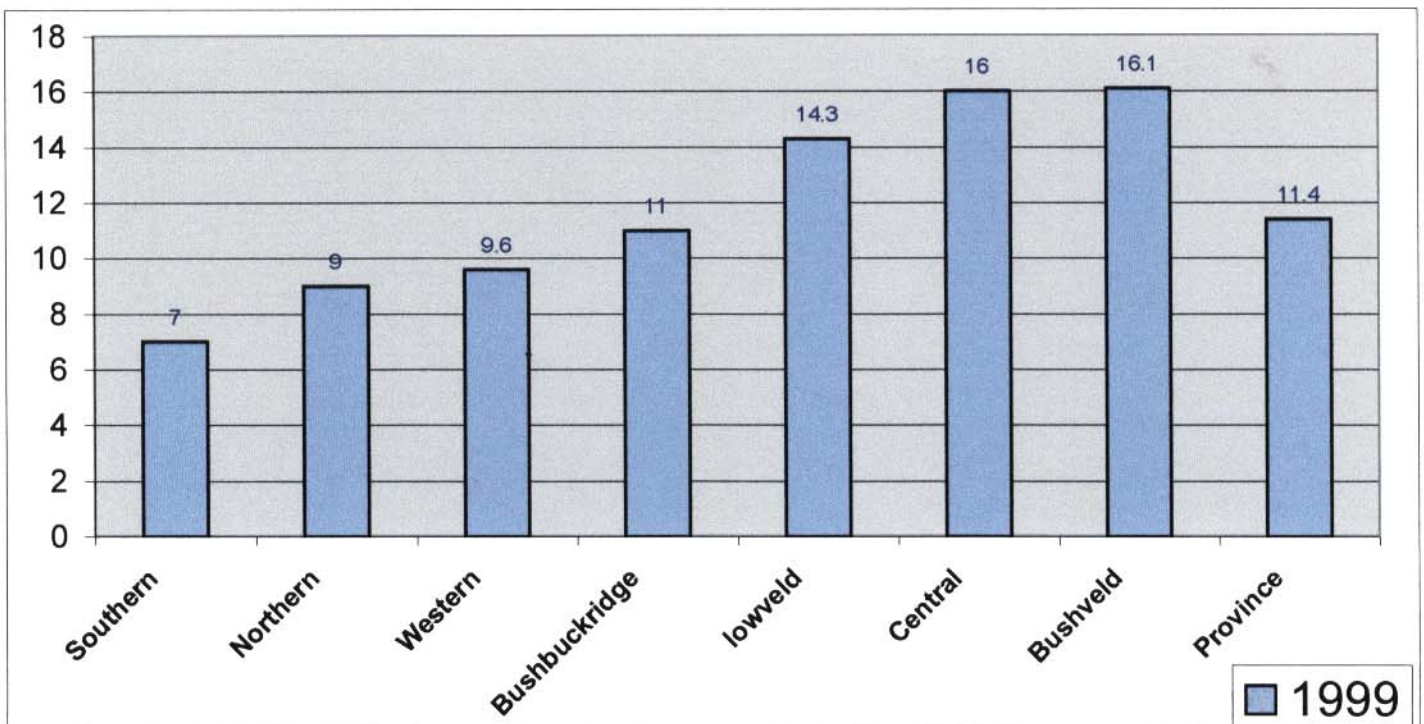
Annual HIV/Syphilis Seroprevalence Survey in South Africa



Source: Annual Antenatal Seroprevalence in the Northern Province: 1998 / 1999.

Figure 2.2.

1999 HIV Results by Region

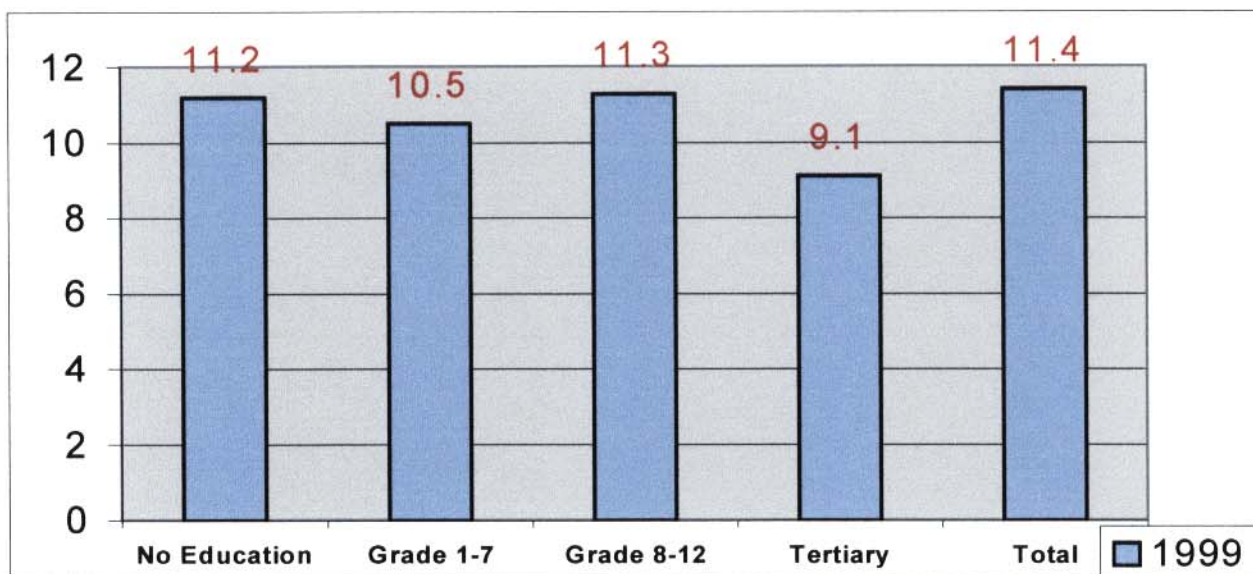


Source: Annual Antenatal HIV Seroprevalence Survey in Northern Province

The Northern Province is divided into seven regions namely: Southern region (Lebowakgomo area), Northern region (Venda), Western region (Potgietersrus), Bushbuckridge region (Bushbuckridge area) Lowveld region (Giyani/Tzaneen) Central region (Pietersburg, Mankweng, Botlokwa), Bushveld region (Nylstroom/ Elisras).

Results of the 1999 HIV prevalence by region shows Southern region as the lowest affected with 7%, while Bushveld is the highest with 16.1%. Greater Soekmekaar falls within central region. Its HIV prevalence is second high with 16%. The Northern Province regions' HIV prevalence is 11.4%. Intensive programmes on HIV are needed in the Province; Greater Soekmekaar inclusive.

Figure 2.3.
1999 HIV Prevalence by Education Group



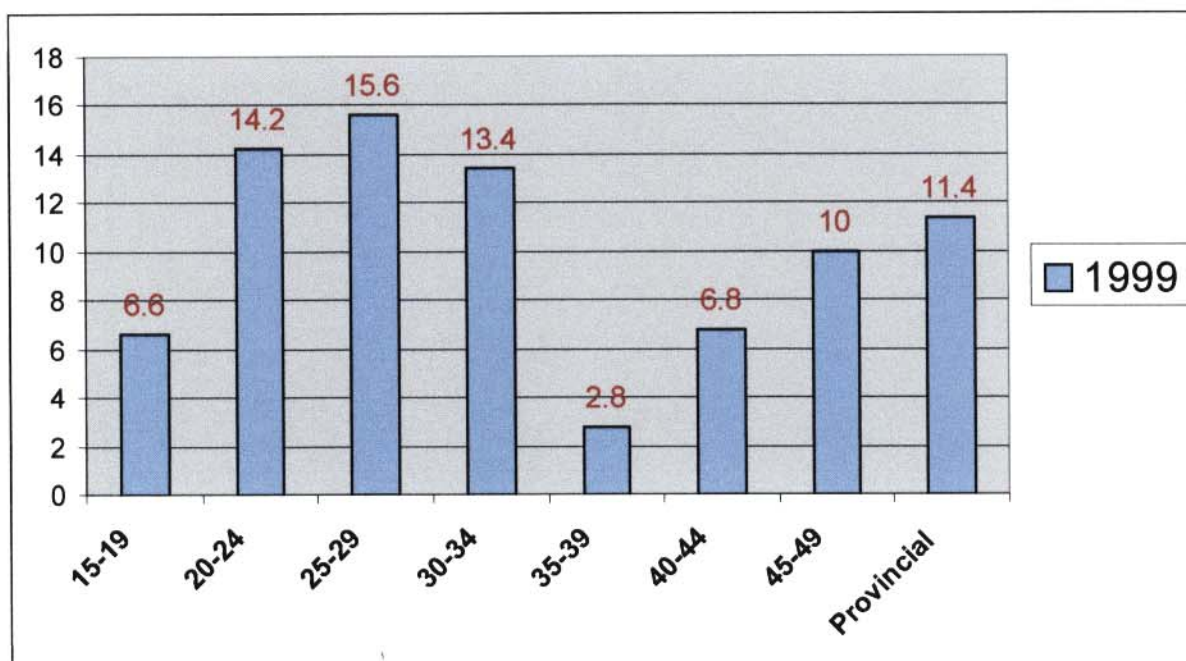
Source: Annual Antenatal HIV Seroprevalence Survey in Northern Province 1999

The Figure depicts the teenage group; that is those who are usually in Grade 8 to 12 to be the highest affected by HIV, (11.3) followed by the group with no education with (11.2) and the lowest being the tertiary institutions group with (9.1).

The implication is that the HIV problem will take a long time to be eradicated, as the future parents are still going to give birth to HIV affected babies.

Figure 2.4

1999 HIV results by age group.



Source: Annual Antenatal HIV Seroprevalence Survey in Northern Province

The age group 25 to 29 is according to the findings, the most affected with 15.6%, followed by the age group 20 to 24, with 14.2% while the least affected group is that of the age 35 to 39 with 2.8%.

The provincial prevalence is 11.4%.

The implication is that if the prevalence could continue at this rate or above, then all the sectors will at the end be highly affected in as far as productivity is concerned. This will adversely affect the whole Province.

2.8.3. Education

The enrolment rate in South African schools, especially at primary level is very high. The government spending on education has also all along been very high. The learner/teacher ratio is an indicator of inequality in teacher provision. The number of learners per teacher varies

The proportion of the school-age population receiving post-primary education is the best single index of educational progress in a developing country and a useful indicator of the level of education facilities in an area. This is according to the (South African Population Policy 1998:15).

The 1994 Education Foundation indicated that for south Africa as a whole, 27% of all Black learners were in the secondary phase, whites were 40%, Asians 39% while Coloureds were 26% (South African Population Policy 1998:15).

In the 1996 census figures recorded 490 051 children aged 7 to 14 years as being out of school. This number excluded children of this age group in the former independent states. The problem of children out of school is not confined to the former homeland areas but is also widespread in densely populated rural areas of the previously "white" South Africa where farm schools predominate. Children of school-going age, which are those of between seven and 14 years usually drop out of school because of poverty, domestic or farmwork. The girls usually drop out earlier than the boys.

Young people from rural areas tend to drop out earlier than those in urban schools.

It is disappointing to note that despite a generally high rate of educational participation, Blacks still lag behind in education achievement. In 1994, 23% of the Blacks aged 15 - 19 had not passed standard four. Among individuals aged 16 and over some members of the poorest households had only primary education or less.

Although most children of a school-going age do attend school, many perform poorly and eventually drop out after years of failure. High repetition rates among Black children, both in primary and Junior/Senior Secondary Schools occur especially in rural areas.

In some places the learners' repetition rate is 20 - 46%, however, there are multifaceted reasons for the high failure rate which continues to create a high population rate in classes.

The United Nations Conference on Population and Development (1994:79) points out that "Education is a key factor in sustainable development". Education is also a means to enable the individual to gain access to knowledge, which is a precondition for coping, by anyone wishing to do so, with today's complex world. The reduction of fertility, morbidity and mortality rates, the empowerment of women, the environment in the quality of the working

population and the promotion of genuine democracy are largely assisted by progress in education. This means that education can contribute tremendously towards concertising youth in particular, about the adverse effects of population growth.

People have to be informed, therefore, through population information, education and communication. South Africa and the whole world can benefit and change their attitudes and behaviour about population issues. In all countries and among all groups, therefore, information, education and communication activities concerning population and sustainable development issues must be strengthened. The effects of information, education and communication are prerequisites for sustainable human development and pave the way for attitudinal and behavioural change.

The current information, education and communication technologies, such as global interlined telephone, television and data transmission networks, compact disc and new multimedia technologies can help bridge the geographical, social and economic gaps that currently exist in access to information around the world. They can ensure that the vast majority of the world's people are involved in debates at the local, national and global levels about demographic changes and sustainable human development, economic and social inequities, the importance of empowering women, reproductive health and family planning, health promotion, ageing populations, rapid urbanization and migration.

2.8.4. Literacy

According to the findings in 1996 for the adult literacy rate, it was estimated that the percentage of people who could read and write was 82.2% in the whole country, with 76.6% being for the Blacks, Coloured 91.1%, Asians 95.5% and Whites 99.5%.

The percentage of literate adults is much higher in metropolitan areas than in either former homelands or independent states (TBVC). It has been found out that only eight percent of all Black adults in the 25 - 64 age group have passed matric. With the whites it is 61%, Asians 27% and Coloureds 10%. The level of Black matriculants is low in all provinces.

Literacy units have been established nationally and are encouraged to establish strong links with existing local community development initiatives. This helps to empower literacy groups of learners in various perspectives; such as skills in clothing construction; basic cooking skills and terms, health programmes and others.

“Literacy is about retaining dignity and self- respect in a lettered world”. (SANLI 2000).

Literacy programmes contribute amongst others to the following:

- Increasing social and economic interaction leading to a mushrooming of local co-operatives
- Empowering the dispossessed people
- Reducing fertility and infant mortality rate.
- Creating an enabling environment for entrepreneurial initiatives.
- Increasing productivity of the workforce.
- Enabling adults and youth to achieve their personal goals.

The following table provides the provincial breakdown of non-literate adults and youth based on (Population Census, 1997) as pointed out by (SANLI 2000 brochure).

PROVINCE % SHARE OF NON-LITERATE ADULTS AND YOUTH

| | |
|-------------------|-------------|
| Kwazulu-Natal | 22,49% |
| Eastern Cape | 16, 54% |
| Northern Province | 13,51% |
| Gauteng | 12,35% |
| North-West | 10,13% |
| Mpumalanga | 8, 20% |
| Free State | 7,44% |
| Western Cape | 6,8 % |
| Northern Cape | 2, 54% |
| Total | 100% |

Source: SANLI 2000

Kwazulu-Natal has the highest percentage of non-literate people with 22,49%, while the Northern Cape is having the lowest, with only 2,54%.

In the Northern Province, the number of the non-literate people according to the ABET SECTION in the Department of Education, (2000) is 1,000,000. It has further revealed that 1,4 million in the same province have not reached Grade 9(Std 6).

2.9 CONTRIBUTION OF WOMEN IN DEVELOPMENT

Do women indeed contribute to development?

How do they contribute globally in various facets such as in education from Pre-school up to tertiary level, in Agriculture, Industrial development, Religion, decision making, political mainstream and others?

2.9.1 History of women in Development

Women in development globally arose from the western liberal tradition. “It consists of a controversy between liberal feminists and Marxist perspective”(Masipa, 1995:115).

Women in development diffused from the western counterparts to the third world, particularly among professional middle-class women. Women in development school of thought assumed that all women should be liberated within the capitalist world system. The school was a new field of academic enquiry and policy planning pertaining to poor women in third world. The role of women in holistic development was endorsed in Esther Boserup’s pioneering study on Women s’ Role in Economic Development in 1970 and the inauguration of the United Nations decade for women in 1975.

The role of women in development (WID) was to develop and empower the women of third world countries. The objectives were for example, to spread the benefits of modernization particularly to women. Another controversy about women s’ issues was highlighted by Marxists theory which raised amongst others the following concerns:

- Poverty, which hailed amongst the women of third world countries.
- That women were oppressed and that it was tied with a class oppression at both the national and international levels.
- That there was also sexual inequality in societies.

The following were some of the effects of Women in Development School.

- Women have since the conception of WID, gradually been incorporated into the public sphere and specifically the expanding market economy.
- Liberal feminism efforts have helped many women receive higher education and a high level of public employment.

- Many women were during and after the decade for women, i.e. between the years 1975-1985, facing challenges positively and many were given high posts in employment; for example Prof Queenie Mokhuane was in 1990 appointed head of the Department of Clinical Psychology, making her the first black woman in the country to hold such a position.

Rina Venter has also through WID School became the first South African woman to become Minister of the Department of Health and Social Welfare and PDP which she ran successfully. Furthermore, Hellen Suzman was the pioneer of womens' placement in the government bureaucracy as early as 1953. She was the only woman among 165 MPS of the time.

The WID School led to today's commission of Gender Equity (CGE) units globally and in South Africa at national level, also at provincial level in all the provinces. The term "GENDER" refers to culturally and historically specific concepts of femininity and masculinity" (Kirjavainen, 1993 in Masipa, 1997:8). It also reflects power relations between men and women and refers to the social construction of sex roles and the relation between men and the women.

Gender shapes the sexual division of labour as well as patterns of knowledge, responsibility and control, related to natural resource management agricultural production etc. Gender roles are the result of historical, economics, ethnic, religious and external factors that have shaped legal, institutional, economic and educational systems (Masipa, 1997: 8).

Amongst other global achievements of gender issues was the introduction by FAO (Food and Agriculture Organisation) of sections on women in the Development service, women and population division and Sustainable Development Department at its head quoters in Rome.

The programme priorities for 1996-2001 include amongst others, the following: research and technology, extension and training, main streaming of women in development (WID), and peoples' participation, promoting gender in policies, legislation and civil Institutions. Training and National equality have become an irreversible trend in the world and in South Africa.

2.9.2 Commission on Gender Equality in South Africa

The CGE in South Africa focuses amongst others on the following:

Access to inadequate education opportunities, violence against women advance peace, promote conflict resolution and reduce the impact of armed and other conflict on women, inequality in

womens' access to and participation in economic structures and policies, promotion and advancement of women, persistent discrimination against and the violation of the rights of the girl-child. (South African Women on the road to Development, Equality and Peace, 1996: 5).

The Commission on Gender Equity (CGE) was established in 1997. "South Africa does not have a separate ministry for women affairs like many other countries do". It is having gender units/desks in all departments instead (Gender profile 1998:5). The departments ensure that each takes responsibility for addressing gender issues in their policy programmes.

The vision of Gender Equality in South Africa is to be committed in creating a society free from gender discrimination, and all forms of oppression, in which people will have the opportunity and means to realise other full potential, regardless of race, sex, religion, sexual orientation, disability or geographical location (CGE, 2000: 1).

The mission of CGE is to strive for the transformation of society through exposing gender discrimination in laws, policies and practices, advocating changes in sexist attitudes and gender stereotypes, and instilling respect for women's rights as human rights (CGE, 2000:1).

The joining of the governments in the fourth international conference of women in Beijing in 1995, South Africa inclusive, contributed towards intensification of empowerment of women. From there it was very clear that women's liberation was intensified. Furthermore, the pre-and-post Beijing processes, activities encouraged women to apply for top posts in government and to engage them in local government electoral processes. The years 1997-1999 women saw engaging departmental leaders in gender sensitisation programmes at both Provincial and Regional levels.

2.9.3 The Context of CGE in the Northern Province

The Office on Status of Women in the Northern Province cannot be seen in isolation of its history. It is one of the first gender related structures created in the new South Africa and has undergone several phases of development such as inter alia :

Between 1994-1997 the commission succeeded in being established in the year 1994 by the Premier; as a political structure engaged itself in sensitising the women in all the regions about what the office of the status of women is apt for. It organised workshops on violence, Capacity Building in Gender, participation in food security, Livelihood strategies and Resource Management in Rural Households. (FAO, 1996 brochure).

One of the indicators of achievement of mobilising women into empowerment process in the Northern Province was the establishment of various projects by Mafefe Local Government. “Mafefe is a community in a remote rural area, which includes about 13,000 people in 27 villages in a rocky valley about two hours drive South of Pietersburg”(NRDF, 1994:3). Most of the income for the community comes from old age pensions and migrant labour remittances from Johannesburg.

There was a problem of pollution by asbestos mining which resulted in causing cancer of the lungs to some of the dwellers, as well as asthma. The people of Mafefe got together to discuss what they could do. Various committees were formed in 1988. By 1989 women in the area ofshotted and suggested they wanted their own committee. They wanted to act with commitment against the asbestos polluted streets. One woman argued that : “establishment of creches for our kids is imperative as this would reduce the continuous dangers which they face of playing in the streets the whole days; furthermore, we need to form Job Creation Fund which would help us in creating jobs through projects. This would lead towards labour intensive methods to create for example, irrigation for the fertile valley (NRDF, 1994:3).

Indeed creches were constructed and Mafefe saw itself having eight creches, vegetable production, and brick making which erected creches and other buildings.

From there other committees engaged themselves in addressing road problems, education, electricity. All these started with peoples’ own initiative.

There are furthermore, many various women’s projects to mention; under the auspices of the Department of Agriculture and Trade and Industry. These projects engage women in income generating activities; a thing which was not known in the past.

A list of womens’ projects in Northern Province is hereunder highlighted:

WOMEN’S PROJECTS IN NORTHERN PROVINCE

| <u>PROJECT TYPE</u> | <u>NUMBER</u> |
|----------------------------|----------------------|
| 1. Bakery | 18 |
| 2. Baking | 5 |
| 3. Bread making | 5 |
| 4. Brick making | 12 |
| 5. Broiler | 1 |

| | | |
|-----|----------------------|------------|
| 6. | Candle making | 1 |
| 7. | Carpentry | 2 |
| 8. | Confectionery | 1 |
| 9. | Cosmetic making | 1 |
| 10. | Dress making | 4 |
| 11. | Egg production | 3 |
| 12. | Garden | 24 |
| 13. | Fence making | 1 |
| 14. | Flourist | 1 |
| 15. | Juice making | 1 |
| 16. | Home Industry | 34 |
| 17. | Knitting | 4 |
| 18. | Polish making | 1 |
| 19. | Piggery | 3 |
| 20. | Poultry | 50 |
| 21. | Recycling | 1 |
| 22. | Sewing | 38 |
| 23. | Sisal | 1 |
| 24. | Upholstry | 1 |
| 25. | Vegetable production | 61 |
| 26. | Weaving | 3 |
| | Total | 278 |

Source: Department of Agriculture (N.P.) 1999 Community Development Section.

The total number of projects under the auspices and leadership of women in the Northern Province are 278. The leading ones are vegetable production, (61), poultry, (50) Sewing, (38) Home Industry, (34) garden, (24) bakery, (18) brick-making. A handout by the (Department of Agriculture, 1999)

The national government together with some private sectors such as ESKOM and the Sowetan etc, are on a yearly basis organising competitions for women s' projects in order to encourage women in their projects to go on improving their productive work.

The Northern Province has seen itself bringing home the winning trophies and thousands of rands over the past three years, winning at a national level, for example in 1997 the Sekororo Multi Project run by women received a National Presidential Award. In 1998 Ria Ledwaba received an Award for being the first woman in South Africa to start a football club.

In 1999 two poultry farmers won. The functionality of these projects is that they empower women in leadership, financial management, creativity, poverty alleviation, employment creation. In Greater Soekmekaar, the major activities for women are vegetable production, sewing and spaza shops (Kiosks).

The Y.W.C.A (Young Women Christian Organisation) which is a long standing world wide NGO (Non-Government Organisation) has in Greater Soekmekaar contributed a lot towards empowering women in various facets. Way back in 1960 it was already involved in literacy programmes, nutrition, home management and capacity building of the families through teaching of these women.

The following are according to (Nyama in CGE, 2000: 16) some of the achievements of CGE, which is now named OSW (office on the status of women) in Northern Province.

- Working in partnership with other pillars of the machinery with very clear links to ensure backing each other up, reinforcing each other and relaying the baton where necessary.
- Achieving a partnership between men and women in putting gender issues on the agenda.
- Translating the declaration from words to action.
- Increasing gender awareness in the legislature and Civil Society.
- Womens' Empowerment Unit has been established in the Province.
- There are portfolio committees that focus on women's issues in all departments. This means that there are gender desks in all the departments.
- Women are placed in decision-making Positions; e.g. the Director General in the Province is a woman. There are many women who are directors and deputy directors. All these became possible because of the critical voice of the OSW.

There are sub-offices for gender issues in local government offices in the Province. Greater Soekmekaar sub-offices address womens' issues by way of getting information disseminating it to women in the area.

The major visible activities which they involve themselves in are for example observation of Mothers' Day which takes place on the second Sunday of May month every year, the observation of the 9th August every year which is commemoration of Womens' march to Union building in 1960 in action against the pass laws and others.

There are otherwise various womens' groups of longstanding in various villages in Greater Soekmekaar which have capacitated women in various activities; such as sustaining traditional dances in order to maintain African culture of the blacks. Some of the significant womens' organisations, which have explicitly identified themselves through their activities are, for example; the NCAW (National Council of African Women) and YWCA (Young Women Christian Association).

These organisations are in Botlokwa area. The Y.W.C.A was nationally introduced in 1933 while the NCAW was launched in 1937. These are the two womens' organisations which empowered women endlessly even before the new government started in 1994. The NCAW has achieved in establishing a creche known as Makhurumetša.

The Y.W.C.A has affiliated to the national office as well as internationally. It has way back in 1960 involved itself in literacy programmes, nutrition and home management. It was the first one to sensitise other groups about the importance of establishment of the creches way back in 1980. Eunice Meela Pre-School was under its auspices This was a step in the right direction in terms of rural development. It is presently involved in establishing a Learning Centre for the disabled in Botlokwa.

Another achievement of the Y.W.C.A. is that it was bold to send two of its veterans Johanna Rapakwana and the late Mabatho Makwela for Voter Education in 1992 August by Matla Trust. The training was offered by Damelin Institute. This they did because they were already empowered and had direction.

There is since the year 2000, Botlokwa Radio Station. The Station Broadcasts amongst others: activities which take place in the area. A representative from the OSW in Botlokwa area is on a weekly basis giving presentations to the listeners on gender issues. Women in particular, gain tremendously from this programme. The families have equally gained from the contributions made by these women: e.g. cookery lessons, health issues, household hints such as stain removal, motivational talks.

2.10 INTERPROVINCIAL COMPARISON OF DEVELOPMENT

2.10.1 Spatial characteristics of population issues in South Africa

According to (DIBU, 2000:3) “there are marked demographic differences between the nine provinces “. Population numbers vary widely”. The population densities also vary widely between provinces. They range from as high as 350 persons per square kilometre in Gauteng to as low as two persons per square kilometre in the Northern Cape. Kwazulu-Natal has the second highest population density, i.e. 92 per km² followed by the Northern Province with (42 per km²) and the Eastern Cape with (37 per km²).

The spatial distribution of population in numbers between the years 1996 and 2000 are as follows:

TABLE 2.3

The spatial distribution of population in numbers between the years 1996 2000.

| <u>Province</u> | <u>1996</u> | <u>2000</u> |
|-------------------|-------------|-------------|
| Kwazulu Natal | 7.9 million | 8.4 million |
| Gauteng | 7.2 | 7.4 million |
| Eastern Cape | 6.2 | 6.3 million |
| Northern Province | 4.7 | 5.2 million |
| Western Cape | 3.8 | 4.2 million |
| North West | 3.8 | 4 million |
| Mpumalanga | 2.8 | 3 million |
| Free state | 2.8 | 2.9 million |
| Northern Cape | 800,000 | 840.000 |

Source: DIBU, 2000

There are two factors which caused Kwazulu-Natal and Eastern Cape populations to be high; that is large rural populations with relatively high fertility rates and circular migration. In Gauteng the main reason for high population is the influx of people looking for jobs and people migrating from SADC countries. (Southern Africa Development Communities).

The province which is the highest in terms of growth rate is according to (DIBU, 2000:5) Gauteng with (2.4 percent) annually. The growth rate is being reported as mainly due to migration from rural areas to the industrialised areas. The other provinces which recorded to be relatively high growth rate were Northern Province, (2.3 percent), Mpumalanga (2.2) and Kwazulu-Natal. Growth in these provinces is mainly due to young populations with higher fertility rates, larger populations and people in the cities sending their children to their families in the rural areas.

2.10.2 Fertility

In as far as fertility rate is concerned, the provinces with large rural areas like Northern Province, Eastern Cape and Kwazulu-Natal have the highest total fertility (TFR) rate with 3.2%, 3.1% respectively. The above percentages indicate the number of births per woman. The highly urbanised provinces like Gauteng and Western Cape on the other hand recorded the lowest TFR'S.

2.10.3 Mortality

The infant mortality rate is considered a good indication of health status of a given area. The mortality rate indicates that the less developed and dominantly rural provinces are found to be having the highest infant mortality rates. These are provinces such as Eastern Cape, Northern Province, KwaZulu-Natal and Free State. The percentages are as follows: Eastern Cape (55%) Northern Province (54%) and KwaZulu-Natal (49%). The highly developed and urbanised provinces such as Gauteng with (35%) and the Western Cape (25%) on the other side recorded the lowest infant mortality rates. The life expectancy in the Western Cape and Gauteng are said to be as higher than the rest of the country.

The major reason being that the two provinces are highly urbanised at over 90% and relatively good medical facilities are available. Public and private hospitals are readily accessible. There are also well equipped clinics.

2.10.4 Age and gender structure

Age and gender are the basic characteristics of a population. Every province has a different age and gender composition that can have considerable impact on its demographic and socio-economic conditions, both present and future. Some provinces have relatively young populations, with a large proportion of people in the young ages. The Northern Province has for instance, 43% of the population which is less than 15 years of age.

2.10.5 Labour force distribution by province

The distribution of the South African labour force between the provinces is as follows:

Table 2.4 Labour force distribution by province, 1996

| <u>Province</u> | <u>Percentage</u> |
|-------------------|-------------------|
| Gauteng | 25.8% |
| KwaZulu-Natal | 18.6% |
| Western Cape | 12.2% |
| Eastern Cape | 11.1% |
| North west | 8.5% |
| Northern Province | 7.7% |
| Free state | 7.3% |
| Mpumalanga | 6.6% |
| Northern Cape | 2.2% |

Source : DIBU, 2000:14

The distribution of South African labour force between the provinces is as illustrated above. As a result of the concentration of economic development in the metropolitan areas of Gauteng, KwaZulu-Natal, Western Cape and Eastern Cape, these provinces are hosting almost 70% of the country's labour force. (DIBU,2000:13).

It is further pointed out that Gauteng accommodates 3,6 million of the total labour force of almost 14 million, KwaZulu-Natal 2,6 million, Western Cape 1,7 million and the Eastern Cape 1,5 million. The rest of the South African labour force is evenly spread throughout the other provinces with the exception of Northern Cape labour force which consists of only 0,3 million people.

2.10.6 Labour force utilisation by Province

(DIBU, 2000:14) points out that an analysis of the level of unemployment is important to indicate the ability of the provinces to utilise their available human resources potential: The impact of unemployment or low income distribution has significant consequences for the relative competitive positions of the provinces and for South Africa. Other factors such as the loss of productive skills and resources, poverty and social stability reinforce the impact of unemployment.

From the above information in table 2.1.5, it is clear that all the provinces recorded very high unemployment rates during the 1996 population census.

Table 2.5

The number of unemployment rates by province, 1996.

| Provinces | Unemployment rate |
|---------------------------|--------------------------|
| Eastern Cape | 48.4 |
| Northern Province | 45.9 |
| KwaZulu-Natal | 39.1 |
| North west | 37.7 |
| Mpumalanga | 32.8 |
| Free State | 29.8 |
| Northern Cape | 28.4 |
| Gauteng | 28.1 |
| Western Cape | 17.8 |
| TOTAL SOUTH AFRICA | 33.8 |

Source: DIBU, 2000 : 19

From what is being depicted from the above table, it can be concluded that the economies of the provinces are not able to utilise their available human resource capacities effectively. The actual number of unemployed people ranges from 1,02 million in KwaZulu-Natal to 87000 in the Northern Cape. Due to the uneven distribution of South African labour force between the provinces, it is important to note that there is not a direct relationship between unemployment rate or the inability of a province to provide sufficient numbers of employment opportunities and the actual number of people unemployed.

Table 2.6**Female labour force participation, 1996**

| Province | 1991 | 1996 | Average annual growth (1991-1996) |
|-------------------|------|------|-----------------------------------|
| Northern Cape | 45.2 | 50.6 | 0.7 |
| Western Cape | 51.0 | 57.9 | 0.8 |
| Gauteng | 52.3 | 64.3 | 1.3 |
| Mpumalanga | 37.8 | 47.0 | 1.4 |
| Free State | 42.4 | 53.6 | 1.5 |
| KwaZulu-Natal | 31.6 | 45.2 | 2.2 |
| Eastern Cape | 24.4 | 39.9 | 3.1 |
| North West | 28.6 | 50.6 | 3.6 |
| Northern Province | 19.2 | 37.9 | 4.3 |

Source : DIBU, 2000: 19

The gender profile of the labour force has become very important also, in terms of labour force diversity. Female labour force participation has increased significantly since early 1980's, especially in the predominantly rural provinces of South Africa, Table 2.12.7 depicts the average annual growth in female labour force participation rates between 1991 and 1996, ranked from the lowest to the highest. The average annual increases, between 1991 and 1996, per province, ranged from as low as 0,7% in the Northern Cape with its small labour force and 0,8% in the Western Cape with its metropole, to as high as 3.1% in the Eastern Cape, 3.6% in North West and 4.3% in Northern Province.

The significant increase in female labour force do not necessarily relate to higher levels of female employment. The female portion of the employment pools per person ranged in 1996 census from as low as 34,5% in Mpumalanga to a mere 45.4% in the Eastern Cape. (DIBU, 2000:20). The female unemployment portion on the other hand, ranged from 53,2% in the Eastern Cape to 61% in the Northern Province.

The lack of sufficient employment opportunities delays the entry of young people into the labour market. This limits their opportunities to gain expertise and to establish themselves effectively within the labour market. This phenomenon could hold severe consequences for the effectiveness of future labour forces.

In as far as the unemployment issue is concerned, it is noted with regret that more than a quarter of the unemployed in all the Provinces were in the age group 30 to 49 years. These are the most productive years of any person and could only have a detrimental effect on the competitiveness of the provinces, due to the loss of scarce skills and experience.

Even the relatively high portion of people in the age group 50 to 59 years in the unemployment pool should be of much concern to all policymakers as these persons are normally at the peak of their knowledge and experience and could contribute significantly towards mentoring of new staff and the development of new policies, systems and procedures.

2.10.7 Labour force quality by Province

The extent to which a province could effectively utilise the advantages of a diverse labour force in order to gain economic and competitive market advantages, depends largely on the quality of its labour force. (DIBU, 2000:24) points out that in all provinces there are highly educated people. The proportion of employees with a tertiary level of education ranges between only 3% and 10%. Although all the provinces had large proportions of employees with at least secondary level of education, the major portion of this group did not have Grade 12/Matriculation qualification: (DIBU, 2000:24). DIBU further states that although the proportions (all grades) of the secondary education level ranged from 36,2% in the Northern Province to 56,2% in Gauteng, the Grade 12 portion of that ranged from only 13,5% in the Northern Province to 23,1% in Gauteng. The Provincial employment pools also accommodated high proportions of people who had only attained primary level education or who had no schooling at all.

The proportion of employed people with at least primary level of education ranged from 5% in the Western Cape to as high as 25% in the Northern Province.

2.10.8 Level of education of the unemployed in 1996

The census 1996 (DIBU, 2000:25) indicates that more than 50% of the unemployed in almost all the provinces had either just a primary level of education or had no schooling at all. No schooling proportions ranged from 5.6% in the Western Cape to almost 30% in the Northern Province and that of primary level education from 23% in Gauteng to almost 39% in the Eastern Cape. As with the employed, the unemployed also had a very large group of people who had at least a secondary level of education.

But once again, only a small percentage of this group had a Grade 12 or matriculation qualification. The proportion of those with a matriculation qualification ranged from 10% in the Eastern Cape to almost 18% in Gauteng. This left the provinces with a major task of training and development and not just an employment creation task. This creates a situation that has a serious impact on the competitiveness of the provinces in South Africa as a whole.

2.10.9 Distribution of economic activities between provinces

The economic activity in South Africa is concentrated with more than two-thirds of production produced within only three of the nine provinces; namely Gauteng (36.5%) KwaZulu-Natal(16.1%) and Western Cape (15.6%). The other third is more or less evenly distributed between the other provinces, ranging from the Eastern Cape with 7.5% to the Northern Cape with the smallest contribution, i.e. 2.3% (DIBU, 2000:25).

2.10.10 Resumé

The literature review reveals the characteristics of population and development problems at global level, national level and at local level to be the same, though with some differences here and there, such as when comparing the rate of population growth, the present and projected population growth rate in the third world countries is higher than the growth rate in the developed countries. South Africa itself consists of developed and less developed regions, in terms of urban, suburban and rural areas. Rural areas are less developed than sub-urban and urban areas.

The problem of AIDS is also devastating in third world countries. Poverty is also taking its course in third world countries, health problems are dominating in these countries also. The women are globally seriously taking their right direction in development issues. There are divergent achievements in all facets in which they are involved, to promote quality of life in the families, in the communities, in the regions and at national levels, to an extent of global development. All these commitments contribute towards developing the population and in helping with alleviation of financial and poverty constraints

The inter-provincial comparison of population and development in South Africa shows the demographic differences between the regions - such as population density, spatial distribution of population in numbers between the years 1996 and 2000. It reveals Gauteng Province to be the highest in terms of population density and the lowest being that of the Eastern Cape.

The comparison furthermore highlights the province with the highest growth rate. It is still found that Gauteng is the highest in terms of accelerating growth rate because of mainly migration to the city of Gauteng in particular. Gauteng Province is followed by KwaZulu-Natal and then Northern Province. The other factors which were taken into consideration were fertility rate, mortality, age and gender structure, labour force distribution by province with Gauteng being the highest and Northern Cape the lowest.

The level of employment and unemployment rate have also been addressed, as well as the distribution of economic activities between provinces. It is heartbreaking to realise that of all the nine provinces, two-thirds of production is produced within only three of the nine provinces namely Gauteng, KwaZulu-Natal and Western Cape.

2.10.11 Conclusion

An endless full and serious commitment by various governments globally, South Africa inclusive; with its local governments as the grassroots development agencies, towards integrated population and development issues is needed. If the vision and mission of population and development in the country can be implemented, then improvement of quality life will be visible; and the consequence will be sustainable development.

CHAPTER 3

3. RESEARCH FINDINGS

It was indicated in the first chapter that the respondents from the eight senior secondary schools in Greater Soekmekaar would be interviewed. Of the eight schools, six represented six villages and two represented two townships within Greater Soekmekaar. The principals of the said schools were contacted for permission to interview their school learners. The learners who were interviewed were in Grades 10, 11 and 12. These principals were contacted at the end of September 1999 and the interviews were conducted at the beginning of November 1999.

3.1 PILOT STUDY

It was indicated in the first chapter that a pilot run would be done before collection of data is undertaken at schools and in the villages. There were various people who were consulted and probed in order to find out what their views were on the high population growth rate generally.

The following were some of those that were contacted: an inspector of schools, chairperson of the TLC (Transitional Local Council), an agricultural officer, a principal of a senior secondary school and a primary school teacher, a church priest, matron of a hospital, a security officer, a 103-year-old lady, a middle aged illiterate woman and a learner from a senior secondary school.

An inspector of schools deputy (chief education specialist), a teacher and the principal gave the same responses. They said that the high population growth rate contributed to a high learner-teacher ratio in schools. This in turn led to poor work control in the classes. The inspector indicated that there were some schools in which Grade 4 was divided into four classes and that in those four classes the total number of learners per class ranged between 70 and 75.

The primary school teacher even said that this was the reason why many of the well to do people send their children to schools in towns, which are managed by the whites, because in those schools the numbers are manageable.

The classes and work are well controlled because working conditions are good. He also raised a concern that the government is not creating new posts as promised in 1994. This promise has unfortunately to date not been fulfilled. The conditions in lower classes in particular are bad. In some instances a teacher teaches 103 children. All these problems have adverse effects on education such as lack of fresh air in the class. This results in some children sleeping during lessons. There is also poor concentration and class control. All these problems lead to poor education in black schools.

The agricultural officer mentioned the adverse effects of the high population density such as vandalism in the villages, lack of respect for other peoples' property, stealing of cattle, chicken and crops from the farms, cutting of fences in the farms to let the cattle of the farmers move into the villages. This would make it easy for the thieves to drive the cattle away and slaughter them and sell the meat or sell the whole stolen cow to the butcher at the lowest price one could think of. The respondent also said that the only advantage of high population growth rate was that the farmers do get many labourers to work on their farms.

The nursing sister based her responses mainly on the health perspective. The density, she said, contributes towards the fast spreading of infectious diseases, high fertility and mortality rates, shortage of sleeping accommodation in the hospitals, shortage of medicines, violence and strikes by nurses and other civil servants. This in some instances leads to the closing of hospitals. An unfortunate result of this is that the patients are always sent back to their homes. Those that need intensive care are the most affected as some die on the way back home. HIV/AIDS, which is a serious threat to life, need not be forgotten. The raping rate is also escalating. The young girls between the ages 12 and 16 are constantly giving birth at the clinics. Lastly, the nursing sister said that an organisation which is called PPSA (Planned Parenthood of South Africa) should intervene in the schools and encourage the Departments of Education and Health to introduce Sexuality Education from Grade 2 level upwards. Parents, she added, should also take an active role in advising their children about sex.

The 103 year-old lady said that during the 1960s the government moved people from their old villages to the planned settlement areas. The population in the old settlement, according to her observation, was disciplined, full of self-respect and loving. Since people started staying in increased numbers in Ramatjowe village and other villages as well, different types of people from different places moved into these villages. The increase of these people in this village

resulted in amongst others, high mortality rate. There are many death cases to an extent that funerals take place even during the week and on Sundays.

There are high fertility and mortality rates as even children who are still at primary school level give birth, a thing which could not happen during her youth stage.

Children, and even their mothers, today do not know traditional medicines anymore because western civilisation has made the nation to look down upon these medicines, which are original and effective in curing diseases. There were not many diseases as is the case today, because people used to eat traditional foods like Mabella porridge and veld green leaves as relish. The old lady also mentioned the problem of faction fights, jealousy, hatred and shooting of wives and husbands, which she said are now prevalent. She lastly raised an issue of lack of respect between different age groups, particularly lack of respect for elders by the youth. Some youths, for instance, go to an extent of demanding all pension funds from these aged people, threatening to kill them if they do not do as they demand. Indeed, some have been killed. Some are burnt alive because they are suspected to be witches.

The responses from the others mentioned earlier on were almost the same as those made by the six above.

3.2 FINDINGS FROM THE SCHOOLS AND VILLAGES

It was at the beginning of this study assumed that:

- The rising high birth rate, amongst others, is a consequence of the poor socio-economic circumstances of the teens and young mothers in Greater Soekmekaar area.
- A high population growth rate results in a high level of youth unemployment.
- Illiterate parents have bigger families than educated parents.
- Inadequate nutrition results in poor concentration by the learners in schools leading to a high rate of school dropouts.

The findings of this study have to prove or disprove the assumptions made above.

The questionnaires were structured as follows:

- Personal data
- Education and training
- Occupation
- Monthly income (adults)
- Housing and adults
- Access to health services
- Sanitation services
- Nutrition
- Teenage pregnancy
- High population growth rate
- Land issues

The results are presented in the form of tables, bar graphs and pie charts. A comparison of the difference between the responses of the learners and those of the adults, as well as the differences between views of the township and village dwellers are also looked into.

TABLE 3.1. LEARNERS' AGE AND LEVEL OF EDUCATION

RESIDENCE: TOWNSHIP

| | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | TOTAL % |
|-----------------|-------------|--------------|--------------|--------------|--------------|--------------|-------------|-------------|------------|
| Grade 10 | | | | | | | | | |
| Frequency | 2 | 11 | 1 | 2 | 3 | 1 | 0 | 0 | 20 |
| Percent | 3.33 | 18.33 | 1.67 | 3.33 | 5.00 | 1.67 | 0.00 | 0.00 | 33.33 |
| Row Pct | 10.00 | 55.00 | 5.00 | 10.00 | 15.00 | 5.00 | 0.00 | 0.00 | |
| Col Pct | 100.00 | 84.62 | 12.50 | 14.29 | 30.00 | 14.29 | 0.00 | 0.00 | |
| Grade 11 | | | | | | | | | |
| Frequency | 0 | 2 | 4 | 7 | 2 | 3 | 1 | 1 | 20 |
| Percent | 0.00 | 3.33 | 6.67 | 11.67 | 3.33 | 5.00 | 1.67 | 1.67 | 33.33 |
| Row Pct | 0.00 | 10.00 | 20.00 | 35.00 | 10.00 | 15.00 | 5.00 | 5.00 | |
| Col Pct | 0.00 | 15.38 | 50.00 | 50.00 | 20.00 | 42.86 | 25.00 | 50.00 | |
| Grade 12 | | | | | | | | | |
| Frequency | 0 | 0 | 3 | 5 | 5 | 3 | 3 | 1 | 20 |
| Percent | 0.00 | 0.00 | 5.00 | 8.33 | 8.33 | 5.00 | 5.00 | 1.67 | 33.33 |
| Row Pct | 0.00 | 0.00 | 15.00 | 25.00 | 25.00 | 15.00 | 15.00 | 5.00 | |
| Col Pct | 0.00 | 0.00 | 37.50 | 35.71 | 35.71 | 42.86 | 75.00 | 50.00 | |
| TOTAL | 2 | 13 | 8 | 14 | 10 | 7 | 4 | 2 | 60 |
| % | 3.33 | 21.67 | 13.33 | 23.35 | 16.67 | 11.67 | 6.67 | 3.33 | 100 |

Grade 10 : The age distribution of the learners in Grade 10 from township schools ranged between 15 and 20. The age of 15 years is an appropriate age for Grade 10 provided the learners have started schooling at six years of age.

Grade 11 : Learners' ages ranged between 16 and 22. There were only two learners who were 16 years of age; which is an appropriate age for being in Grade 11. The rest were suppose to be in higher classes already.

Grade 12 : Only five learners were 19 years old, which is the correct age for being in this class. The rest, who ranged between 20 and 22 were supposed to be post matric students already. However, reasons such as failing and late entry into the primary schools and others are found to be the factors which result in such delays.

**TABLE 3.2. LEARNERS AGE AND LEVEL OF EDUCATION
(RESIDENCE: VILLAGE)**

| | 12 | 14 | 15 | 16 | 17 | 18 | 19 |
|-----------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|
| Grade 10 | | | | | | | |
| Frequency | 0 | 0 | 14 | 11 | 10 | 9 | 7 |
| Percent | 0.00 | 0.00 | 7.78 | 6.11 | 5.56 | 5.00 | 3.89 |
| Row Pct | 0.00 | 0.00 | 23.73 | 18.64 | 16.95 | 15.25 | 11.86 |
| Col Pct | 0.00 | 0.00 | 56.00 | 35.48 | 38.71 | 30.00 | 26.92 |
| Grade 11 | | | | | | | |
| Frequency | 1 | 0 | 6 | 13 | 12 | 9 | 4 |
| Percent | 0.56 | 0.00 | 3.33 | 7.22 | 6.67 | 5.00 | 2.22 |
| Row Pct | 1.64 | 0.00 | 9.84 | 19.67 | 19.67 | 14.75 | 6.56 |
| Col Pct | 100.00 | 0.00 | 24.00 | 41.94 | 42.86 | 30.00 | 15.38 |
| Grade 12 | | | | | | | |
| Frequency | 0 | 2 | 5 | 7 | 6 | 12 | 15 |
| Percent | 0.00 | 1.11 | 2.78 | 8.89 | 3.33 | 6.67 | 8.33 |
| Row Pct | 0.00 | 3.33 | 8.33 | 11.67 | 10.00 | 20.00 | 25.00 |
| Col Pct | 0.00 | 100.00 | 20.00 | 22.58 | 21.43 | 40.00 | 57.69 |
| TOTAL | 1 | 2 | 25 | 31 | 28 | 30 | 26 |
| % | 0.56 | 1.11 | 13.89 | 17.22 | 15.56 | 16.67 | 14.44 |

TABLE 3.2 (Continuing)

| | 20 | 21 | 22 | 23 | 25 | 26 | 28 | Total |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Grade 10 | 4 | 1 | 0 | 0 | 2 | 1 | 0 | 59 |
| Frequency | 2.22 | 0.56 | 0.00 | 0.00 | 1.11 | 0.56 | 0.00 | 32.78 |
| Percent | 6.78 | 1.69 | 0.00 | 0.00 | 3.39 | 1.69 | 0.00 | |
| Row Pct | 23.53 | 5.88 | 0.00 | 0.00 | 100.00 | 100.00 | 0.00 | |
| Col Pct | | | | | | | | |
| Grade 11 | 8 | 8 | 0 | 0 | 0 | 0 | 0 | 1 |
| Frequency | 4. | 4.44 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 33.8 |
| Percent | 44 | 13.11 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 9 |
| Row Pct | 13.11 | 61.54 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Col Pct | 47.06 | | | | | | | |
| Grade 12 | 5 | 4 | 2 | 1 | 0 | 0 | 1 | 60 |
| Frequency | 2.78 | 2.22 | 1.11 | 0.56 | 0.00 | 0.00 | 0.56 | 33.33 |
| Percent | 8.33 | 6.67 | 3.33 | 1.67 | 0.00 | 0.00 | 1.67 | |
| Row Pct | 2 | 30.77 | 100.00 | 100.00 | 0.00 | 0.00 | 100.00 | |
| Col Pct | 9.41 | | | | | | | |
| Total | 16 | 13 | 2 | 1 | 2 | 1 | 1 | 180 |
| % | 8.89 | 7.22 | 1.11 | 0.56 | 1.11 | 0.56 | 0.56 | 100.00 |

Grade 10 : The age distribution of learners in Grade 10 from the village schools ranged between 15 to 26, however, none was either in the age group of 22 and 23 years. It has already previously been stated that the age 15 is appropriate for a learner in Grade 10. From the village schools those that were 15 years old were 14 and there was only one who was 26 years old.

Grade 11 : The Grade 11 learners ranged between 12 and 21 years.

Grade 12 : In grade 12 the learners ranged between 14 and 28 years old. There were two who were 14 years of age and one whose age was 28. This 28 years old person is a married woman. There was no indication of learners of the ages between 25 and 27 years.

CONCLUSION

TOWNSHIPS AND VILLAGES

The learners' age group in all the grades differed. Some were of the rightful age while others' ages were three to four times post the particular grade in which they were. For example a 15 year old learner's rightful level of education is Grade 10. There were some who were 18 years and above who were still in Grade 10.

In Grade 11 the correct age is 16 years. There were only 15 learners who were of this age. There were only 9 learners in Grade 12 who were of the right age to be in this grade. That is, they were 17 years of age.

From the village schools, there were learners who were ahead of their correct grades. For example in Grade 10 there were those who were both 15 and 16 years of age and those who were between 18 and 26 years of age. Another one was 12 years old. This could not be true. This particular respondent could have just written this number deliberately or subconsciously.

From experience, the learners who are old for their class usually drop out of school at the end. There are various factors which result in delaying the learners to be in their rightful classes; such as consistent failing, learners who are weaklings and usually are not able to write final year examinations, starting school late and poverty.

TABLE 3.3. LEVEL OF EDUCATION BY THE ADULT CATEGORY

(RESIDENCE: TOWNSHIP)

| | 1 No School | 2 Lower Primary | 3 Higher Primar y | 4 Junior Secondary | 5 Grade 10 | 6 Grade 11 | 7 Grade 12 | 8 Diploma | 9 Degree | TOTAL |
|---|------------------------------|----------------------------|-----------------------------|------------------------------|---------------------------|----------------------------|------------------------------|-------------------------------|-----------------------------|----------------------|
| 1. Young 21-39 years | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 1 1.67 5 33.33 | 4 15.15 38.46 58.82 | 0 0.00 0.00 0.00 | 1 3.03 7.69 100.0 | 2 6.06 15.38 100.00 | 10 15.15 38.46 58.82 | 2 3.03 7.69 22.22 | 20 33.3 |
| 2. Middle 40-59 years | 3 5 15.00 27.27 | 0 0.00 0.00 - | 0 0.00 0.00 0.00 | 7 10.61 35.00 36.84 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 6 9.09 30.00 35.29 | 4 6.06 20.00 44.44 | 20 33.3 |
| 3. Senior 60-80 years old & above | 8 12.12 40.00 72.73 | 1 1.67 5.00 100.0 | 2 3.03 10.00 66.67 | 5 7.58 25.00 26.32 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 0 0.00 0.00 0.00 | 1 1.52 5.00 5.88 | 3 4.55 15.00 33.33 | 20 33.3 - - |
| TOTAL % | 11 16.67 | 1 1.67 | 3 4.55 | 16 26.6 | 0 0.00 | 1 1.03 | 2 3.33 | 17 25.76 | 9 13.64 | 60 100 |

The age range for the adults was as follows:

21 - 39 Young Adults
40 - 59 Middle Aged
60 - 80 and above Senior Citizens

The education category was classified into no school to degree level.

YOUNG ADULTS

The young adults' level of education starts from higher primary school with only one: 1(1.67%) from that category and only 2(3.33%) having degrees. The highest number is that of those with diplomas and they are 10(16.67).

MIDDLE AGED

The number of those without any form of schooling from the middle aged category in townships is only 3(5%) while those that have degrees is 4(6.67%) and the highest number being the secondary education level with 7(11.67%).

SENIOR CITIZENS

Senior citizens who have no schooling at all are 8(13.33%) with 3(5%) having degrees. The highest number is 5(7.58%), which is the secondary education level. The conclusion follows at the end of summary about the villagers.

**TABLE 3.4: LEVEL OF EDUCATION BY THE ADULT CATEGORY
(RESIDENCE: VILLAGE)**

| | 1 No School | 2 Lower Primary | 3 Higher Primary | 4 Junior Secondary | 5 Grade 10 | 6 Grade 11 | 7 Grade 12 | 8 Diploma | 9 Degree | TOTAL |
|------------------|-------------------|-----------------------|------------------------|--------------------------|------------------|---------------|---------------|--------------|-------------|------------|
| 1. Young | | | | | | | | | | |
| Frequency | 2 | 1 | 3 | 20 | 0 | 0 | 3 | 26 | 6 | 60 |
| Percent | 1.01 | 0.50 | 1.51 | 10.05 | 0.00 | 0.00 | 1.68 | 13.07 | 3.02 | 30.2 |
| Row Pct | 2.53 | 1.27 | 3.80 | 25.32 | 0.00 | 0.00 | 5.08 | 32.91 | 7.59 | |
| Col Pct | 3.85 | 12.50 | 16.67 | 43.48 | 0.00 | 0.00 | 16.68 | 61.90 | 54.55 | |
| 2. Middle | | | | | | | | | | |
| Frequency | 17 | 2 | 9 | 11 | 1 | 0 | 0 | 11 | 4 | 60 |
| Percent | 8.54 | 1.01 | 4.52 | 5.53 | 0.00 | 0.00 | 0.00 | 5.53 | 2.01 | 30.2 |
| Row Pct | 28.33 | 3.33 | 15.00 | 18.33 | 0.00 | 0.00 | 0.00 | 18.33 | 6.67 | |
| Col Pct | 32.69 | 25.00 | 50.00 | 34.78 | 0.00 | 0.00 | 0.00 | 26.19 | 36.36 | |
| 3. Senior | | | | | | | | | | |
| Frequency | 33 | 5 | 6 | 10 | 0 | 0 | 0 | 5 | 1 | 60 |
| Percent | 16.58 | 2.51 | 3.02 | 5.03 | 0.00 | 0.00 | 0.00 | 2.51 | 0.50 | 30.2 |
| Row Pct | 55.00 | 8.33 | 10.00 | 16.67 | 0.00 | 0.00 | 0.00 | 8.33 | 1.67 | |
| Col Pct | 63.46 | 62.50 | 33.33 | 21.74 | 0.00 | 0.00 | 0.00 | 11.90 | 9.09 | |
| TOTAL | 52 | 8 | 18 | 46 | 5 | 8 | 9 | 42 | 11 | 180 |
| % | 26.1 | 4.02 | 9.05 | 23.12 | 2.51 | 4.02 | 4.52 | 21.11 | 5.53 | 100 |

VILLAGERS

Young Adults

The young adults' age group reveals that 2(2.53%) are illiterate and 1(1.27%) has lower primary education while 3(3.80%) are having Grade 12 certificates. The highest number, which is 26(32.91%) is for those who have diplomas. Only 6(7.59%) are University graduates.

Middle Aged

The middle-aged group among the villagers reveals that 17(8.54%) have had no schooling whatsoever. Only 4(2.01%) have degrees and the highest number in this category is 11(5.53%) which is the number of those with secondary school education.

Senior Citizens

The number of senior citizens with no schooling whatsoever is 33(55%) and the least number is only 1(1.67%) which is an individual who has obtained a degree. There are 10(16.67%) of them who have secondary school education.

CONCLUSION

TOWNSHIPS AND VILLAGES

Of the three categories, that is of young adults, middle-aged and senior citizens from both townships and villages, the least number of those with no schooling is from the young adults which is 2 while the highest number is that of the senior citizens with 41.

The lowest number of those that have attempted school is 1 which is from the young category and the highest number is 6 which is the senior citizens category.

TABLE 3.5 OCCUPATION ACCORDING TO AGE GROUP

(RESIDENCE: TOWNSHIP)

| | Unemployed | Self Employed | Part-time Farmer | Farm worker | Nurse | Teachers | Lecturers | Security | Other | TOTAL |
|---------------|--------------|------------------|---------------------|----------------|-------------|--------------|-------------|-------------|-------------|------------|
| Young | | | | | | | | | | |
| Frequency | 11 | 4 | 0 | 1 | 0 | 2 | 0 | 1 | 1 | 20 |
| Percent | 18.33 | 6.67 | 0.00 | 1.67 | 0.00 | 3.33 | 0.00 | 1.67 | 1.67 | 33.33 |
| Row Pct | 55.00 | 20.00 | 0.00 | 5.00 | 0.00 | 10.00 | 0.00 | 5.00 | 5.00 | |
| Col Pct | 52.38 | 33.33 | 0.00 | 33.33 | 0.00 | 18.18 | 0.00 | 20.00 | 50.00 | |
| Middle | | | | | | | | | | |
| Frequency | 1 | 4 | 3 | 1 | 1 | 5 | 2 | 2 | 1 | 20 |
| Percent | 1.67 | 6.67 | 5.00 | 1.67 | 1.67 | 8.33 | 3.33 | 3.33 | 1.67 | 33.33 |
| Row Pct | 5.00 | 20.00 | 15.00 | 5.00 | 5.00 | 25.00 | 10.00 | 10.00 | 5.00 | |
| Col Pct | 4.76 | 33.33 | 100.00 | 33.33 | 33.33 | 45.45 | 100.00 | 40.00 | 50.00 | |
| Senior | | | | | | | | | | |
| Frequency | 9 | 4 | 0 | 1 | 0 | 4 | 0 | 2 | 0 | 20 |
| Percent | 15.00 | 6.67 | 0.00 | 1.67 | 0.00 | 6.67 | 0.00 | 3.33 | 0.00 | 33.33 |
| Row Pct | 45.00 | 20.00 | 0.00 | 5.00 | 0.00 | 20.00 | 0.00 | 10.00 | 0.00 | |
| Col Pct | 42.86 | 33.33 | 0.00 | 33.33 | 0.00 | 36.36 | 0.00 | 40.00 | 0.00 | |
| TOTAL | 21 | 12 | 3 | 3 | 1 | 11 | 2 | 5 | 2 | 60 |
| % | 35.00 | 20.00 | 5.00 | 5.00 | 1.67 | 18.33 | 3.33 | 8.33 | 3.33 | 100 |

TABLE 3.6 OCCUPATION ACCORDING TO AGE GROUP

(RESIDENCE: VILLAGE)

| | Unempl oyed | Self- employed | Part- time Farmer | Full time farmer | Farm- worker | Nurse | Teacher | Lecturer | Security | Other | TOTAL |
|---------------|----------------|-------------------|-------------------------|---------------------|-----------------|-------------|-------------|--------------|-------------|-------------|------------|
| Young | | | | | | | | | | | |
| Frequency | 36 | 10 | 2 | 2 | 0 | 0 | 1 | 7 | 1 | 3 | 60 |
| Percent | 20.00 | 5.56 | 1.11 | 0.83 | 0.00 | 0.00 | 0.56 | 3.89 | 0.56 | 1.67 | 33.33 |
| Row Pct | 60.00 | 16.67 | 3.33 | 2.50 | 0.00 | 0.00 | 1.67 | 11.67 | 1.67 | 5.00 | |
| Col Pct | 38.30 | 33.33 | 40.00 | 40.00 | 0.00 | 0.00 | 100.00 | 31.82 | 33.33 | 27.27 | |
| Middle | | | | | | | | | | | |
| Frequency | 18 | 10 | 2 | 2 | 3 | 5 | 0 | 12 | 2 | 8 | 60 |
| Percent | 10.00 | 5.56 | 1.11 | 0.83 | 1.67 | 2.78 | 0.00 | 6.67 | 1.11 | 4.44 | 33.33 |
| Row Pct | 30.00 | 16.67 | 3.33 | 2.50 | 5.00 | 8.33 | 0.00 | 20.00 | 3.33 | 13.33 | |
| Col Pct | 19.15 | 33.33 | 40.00 | 40.00 | 37.50 | 83.33 | 0.00 | 54.55 | 66.67 | 72.73 | |
| Senior | | | | | | | | | | | |
| Frequency | 40 | 10 | 1 | 1 | 5 | 1 | 0 | 3 | 0 | 0 | 60 |
| Percent | 22.22 | 5.56 | 0.56 | 0.42 | 2.78 | 0.56 | 0.00 | 1.67 | 0.00 | 0.00 | 33.33 |
| Row Pct | 66.67 | 16.67 | 1.67 | 1.25 | 8.33 | 1.67 | 0.00 | 5.00 | 0.00 | 0.00 | |
| Col Pct | 42.55 | 33.33 | 20.00 | 20.00 | 62.50 | 16.67 | 0.00 | 13.64 | 0.00 | 0.00 | |
| TOTAL | 94 | 30 | 5 | 5 | 8 | 6 | 1 | 22 | 3 | 11 | 80 |
| | 52.2 | 16.67 | 2.78 | 2.08 | 4.44 | 3.33 | 0.56 | 12.22 | 1.67 | 6.11 | 100 |

TOWNSHIP

Table 3.5 and 3.6 are classified into two categories, namely the unemployed with its other related low paying labour intensive activities and the second category consisting of four types of government career employment opportunities. The total number and percentage of townships' low income groups' level of employment is as follows: young adults, middle and senior citizens. The total number of the unemployed was 21(35%), self-employed 12(20%), part time farmers 3(5%), farm workers 3(5%). The middle class group consisted of teachers who where 11(18.33%) in number, lecturers 2(3.33%), security officers 5(8.33%).

VILLAGE

The total number of the unemployed from the village is 94(52.22%). The lowest number of those that are employed (full time farmer) is 5(2.78%). The unemployed township adults are 21(35%) while there is no single full time farmer as the case is with the villagers. However, the part-time farmers as well as farm workers are also there in the townships and the total numbers in each category is 3(5%). The number of the self-employed is 12(20%). The total number of the sample from the township was 60 while that from the village was 180, making a total number of 240.

The number and percentage of the unemployed according to the three variables of both townships and villages which are young, middle-aged, senior citizens are as follows:

| | |
|------------------|-------|
| Young adults: | : 47 |
| Middle-aged: | : 19 |
| Senior citizens: | : 49 |
| Total | : 115 |

The other categories were as follows:

| | |
|------------------|------|
| Self-employed | : 42 |
| Full time farmer | : 5 |
| Part-time farmer | : 11 |
| Farm worker | : 9 |

The second category consists of government employees from the following departments:

| Department | Occupation | |
|-------------------|-------------------|------|
| Health | Nurse | : 7 |
| Education | Teachers | : 12 |
| Education | Lectures | : 24 |
| Justice | Security | : 8 |

CONCLUSION

The level of unemployment is higher in the villages than in the townships. It ranges between 18 and 40. The number 18 is of the middle aged group while 40 is for the senior citizens. The young adults' number is also high, which is 36(60%).

It is justifiable for the senior citizens' number to be high because even those that were employed are on pension and thus are receiving their pension fund. Those that were never employed are also receiving pension fund from the Department of Health and Welfare. It is pathetic to find out that so many of the middle and young adults are unemployed, whereas they are responsible for the well being of their families. The major activity is farming. This is why there are many employees who are part-time farmers, farm workers and full time farmers. There is a reasonable number of the self-employed with 10 from each variable.

From the government sector, education is the leading employment provider with 23 (11.78%) from the villages and 13 from the townships. Nursing has the lowest number, which is 2. The reason is that there is only one clinic per village. Some villages have none. The number of unemployed young adults in the Township as is the case with highest: which is 11 (5.5%). It is however, as stated before, lower than that of the villagers. The middle-aged's number is only 1 (0.5%) while that of the senior citizens is 9 (4.5%).

There are only 5(2.5%) part-time farm workers for the middle aged and only 1 (0.5%) farm worker from each variable. Security services are also gaining momentum now because of the high rate of crime. There are 5 (2.5%) security officers from the townships and 3 (1.67%) from the villages. The other government sectors have already been remarked about before. A significant number of people have started self-employment because of the high unemployment rate. The government is also encouraging small and micro as well as medium entrepreneurship (SMME) because the government alone cannot be able to provide jobs for each and everyone.

TABLE 3.7 NUMBER OF CHILDREN PER PERSON (MOTHER) AND ACCORDING TO THE AGE GROUP – (RESIDENCE: TOWNSHIP)

| | 0 No child | 1 One child | 2 Two children | 3 Three children | 4 Four children | 5 Five children | 6 Six children | 7 Seven children | 8 Eight children | Total |
|---------------|------------------|-------------------|----------------------|------------------------|-----------------------|-----------------------|----------------------|------------------------|------------------------|------------|
| Young | | | | | | | | | | |
| Frequency | 7 | 3 | 6 | 4 | 0 | 0 | 0 | 0 | 0 | 20 |
| Percent | 11.67 | 5.00 | 10.00 | 6.67 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 33.33 |
| Row Pct | 35.00 | 15.00 | 30.00 | 20.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Col Pct | 63.64 | 60.00 | 42.86 | 25.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | |
| Middle | | | | | | | | | | |
| Frequency | 3 | 1 | 6 | 7 | 1 | 0 | 1 | 0 | 1 | 20 |
| Percent | 5.00 | 1.67 | 10.00 | 11.67 | 1.67 | 0.00 | 1.67 | 0.00 | 1.67 | 33.33 |
| Row Pct | 15.00 | 5.00 | 30.00 | 35.00 | 5.00 | 0.00 | 5.00 | 0.00 | 5.00 | |
| Col Pct | 27.27 | 20.00 | 42.86 | 43.75 | 14.29 | 0.00 | 50.00 | 0.00 | 50.00 | |
| Senior | | | | | | | | | | |
| Frequency | 1 | 1 | 2 | 5 | 6 | 1 | 1 | 2 | 1 | 20 |
| Percent | 1.67 | 1.67 | 3.33 | 8.33 | 10.00 | 1.67 | 1.67 | 3.33 | 1.67 | 33.33 |
| Row Pct | 5.00 | 5.00 | 10.00 | 25.00 | 30.00 | 5.00 | 5.00 | 10.00 | 5.00 | |
| Col Pct | 9.09 | 20.00 | 14.29 | 31.25 | 85.71 | 100.00 | 50.00 | 100.00 | 50.00 | |
| TOTAL | 11 | 5 | 14 | 16 | 7 | 1 | 2 | 2 | 2 | 60 |
| % | 18.3 | 8.33 | 23.33 | 26.67 | 11.67 | 1.67 | 3.33 | 3.33 | 3.33 | 100 |

TOWNSHIP

Young Adults

In the townships the number of young adults who do not have children is 7 (3.5%). Four of them have 3 (1. 5%) children each. Otherwise there are three of them who have one child each and 6 (3.0%) each with two children.

Middle Aged

Only 3 (1. 5%) of the middle-aged do not have children. Of those that have children, the number of children per individual ranges from 1 to 8. It is only one respondent who has eight children.

Senior Citizens

Only one senior citizen does not have a child. Otherwise the rest, that is 19 are having children up to eight in number. However, it is only one senior citizen who has eight children. The total number of the senior citizens as on the table is 20 (33.33%).

TABLE 3.8 NUMBER OF CHILDREN PER PERSON (MOTHER) AND ACCORDING TO THE AGE - GROUP (RESIDENCE: VILLAGES)

| | 0 No child | 1 One child | 2 Two children | 3 Three children | 4 Four children | 5 Five children |
|---------------|---------------|----------------|-------------------|---------------------|--------------------|--------------------|
| Young | | | | | | |
| Frequency | 20 | 17 | 12 | 6 | 4 | 0 |
| Percent | 11.11 | 9.44 | 6.67 | 3.33 | 2.22 | 0.00 |
| Row Pct | 33.33 | 28.33 | 20.00 | 10.00 | 6.67 | 0.00 |
| Col Pct | 80.00 | 85.00 | 52.17 | 19.35 | 11.76 | 0.00 |
| Middle | | | | | | |
| Frequency | 2 | 1 | 6 | 14 | 18 | 8 |
| Percent | 1.11 | 0.56 | 3.33 | 7.78 | 10.00 | 4.44 |
| Row Pct | 3.33 | 1.67 | 10.00 | 23.33 | 30.00 | 13.33 |
| Col Pct | 8.00 | 5.00 | 26.09 | 45.16 | 52.94 | 72.73 |
| Senior | | | | | | |
| Frequency | 3 | 2 | 5 | 11 | 12 | 3 |
| Percent | 1.67 | 1.11 | 2.78 | 6.11 | 6.67 | 1.67 |
| Row Pct | 5.00 | 3.33 | 8.33 | 18.33 | 20.00 | 5.00 |
| Col Pct | 12.00 | 10.00 | 21.74 | 35.48 | 35.29 | 27.27 |
| TOTAL | 25 | 20 | 23 | 31 | 34 | 11 |
| % | 13.89 | 11.11 | 12.78 | 17.22 | 18.89 | 6.11 |

CONTINUING

| | 6 Six children | 7 Seven children | 8 Eight children | 9 Nine Children | 10 Ten children | 12 Twelve children | Total |
|---------------|-------------------|---------------------|---------------------|--------------------|--------------------|-----------------------|------------|
| Young | | | | | | | |
| Frequency | 1 | 0 | 0 | 0 | 0 | 0 | 60 |
| Percent | 0.56 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 33.33 |
| Row Pct | 1.67 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| Col Pct | 8.33 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | - |
| Middle | | | | | | | |
| Frequency | 5 | 5 | 1 | 0 | 0 | 0 | 60 |
| Percent | 2.78 | 2.78 | 0.56 | 0.00 | 0.00 | 0.00 | 33.33 |
| Row Pct | 8.33 | 8.33 | 1.67 | 0.00 | 0.00 | 0.00 | - |
| Col Pct | 41.67 | 45.45 | 20.00 | 0.00 | 0.00 | 0.00 | - |
| Senior | | | | | | | |
| Frequency | 6 | 6 | 4 | 4 | 3 | 1 | 60 |
| Percent | 3.33 | 3.33 | 2.22 | 2.22 | 1.67 | 0.56 | 33.33 |
| Row Pct | 10.00 | 10.00 | 6.67 | 6.67 | 5.00 | 1.67 | - |
| Col Pct | 50.00 | 54.55 | 80.00 | 100.00 | 100.00 | 100.00 | - |
| TOTAL | 12 | 11 | 5 | 4 | 3 | 1 | 180 |
| % | 6.67 | 6.11 | 2.78 | 2.22 | 1.67 | 0.56 | 100 |

VILLAGES

Young Adults

The number of young adults who did not have children was 20(33.33%). Those that had one child each were 17(28.33%). The highest number of children was 6. Only one respondent had this number.

Middle Aged

Of the middle-aged adults, only 2(3.33%) do not have children. The number of children ranged from 1 to 8.

Senior Citizens

The senior citizens without any children were 3(1.5%). The number of those that had children ranged from 1 to 12.

CONCLUSION

This study reveals that villagers have more children than the township dwellers. The middle-aged adults' category has the highest number, with 18(30%) of the parents each having 4 children. This makes a total of 72 children. Only one respondent has one child. This means that the number of children per mother ranges from 1 to 4 in this category.

The second highest category with many respondents having children is that of the young adults, with 17 respondents each one having one child. This adds up to a total of 17 children. The senior citizens' category is the one with the highest number of children. There are three who have 10 children each and one with 12 children. This is the highest number. In the townships, the highest number of children is eight. The learners who are having children are seventeen.

Taking the youth category from the village data, it reveals that one young adult who has the highest number of children, has six, while in the township the highest number of children is three. Only four of them have that number of children. The reason why the senior citizens have more children than the rest is that there was, in the olden days, no family planning education program. For them, to have many children was prestigious. It had and it still has many detrimental effects such as overcrowding in the house, poverty, high dependency rate, fraud and others. All these contribute towards poor socio-economic circumstances.

**TABLE 3.9 AGE GROUP BY EDUCATION (ADULTS) LITERACY LEVEL
(RESIDENCE: TOWNSHIP)**

| | Illiterate | Literate | Total |
|---------------|-------------------|-----------------|---------------|
| Young | | | |
| Frequency | 0 | 20 | 20 |
| Percent | 0.00 | 39.39 | 33.33 |
| Row Pct | 0.00 | 100.00 | - |
| Col Pct | 0.00 | 48.15 | - |
| Middle | | | |
| Frequency | 3 | 17 | 20 |
| Percent | 4.55 | 25.76 | 33.33 |
| Row Pct | 15.00 | 85.00 | - |
| Col Pct | 25.00 | 31.48 | - |
| Senior | | | |
| Frequency | 9 | 11 | 20 |
| Percent | 13.64 | 16.67 | 33.33 |
| Row Pct | 45.00 | 55.00 | - |
| Col Pct | 75.00 | 20.37 | - |
| TOTAL | 12 | 48 | 60 |
| % | 18.18 | 81.82 | 100.00 |

The young adults are all literate. No one asks from anybody to read or write for him/her when there is a need. There are only few 3(15%) illiterates from the middle aged category. There are 17(85%) of them who are literate. From the senior citizens' category, only 9(45%) are illiterate while 11(80%) of them are literate.

CONCLUSION

Many people, particularly blacks did in the past not understand the value of education, health, etc. That is why the percentage of the illiterate senior citizens is the highest of them all. Education is now put on the forefront. That is why all young adults are literate. There are many from the middle aged citizens who are literate.

**TABLE 3.10 AGE GROUP BY EDUCATION (ADULTS) LITERACY LEVEL
(RESIDENCE: VILLAGE)**

| | Illiterate | Literate | Total |
|---------------|-------------------|-----------------|--------------|
| Young | | | |
| Frequency | 3 | 57 | 60 |
| Percent | 1.50 | 38.50 | 30.00 |
| Row Pct | 3.75 | 96.25 | |
| Col Pct | 5.00 | 55.00 | |
| Middle | | | |
| Frequency | 19 | 41 | 60 |
| Percent | 9.50 | 20.50 | 30.00 |
| Row Pct | 31.67 | 68.33 | |
| Col Pct | 31.67 | 29.29 | |
| Senior | | | |
| Frequency | 38 | 22 | 60 |
| Percent | 19.00 | 11.00 | 30.00 |
| Row Pct | 63.33 | 36.67 | |
| Col Pct | 63.33 | 15.71 | |
| TOTAL | 60 | 120 | 180 |
| % | 30.00 | 70.00 | 100 |

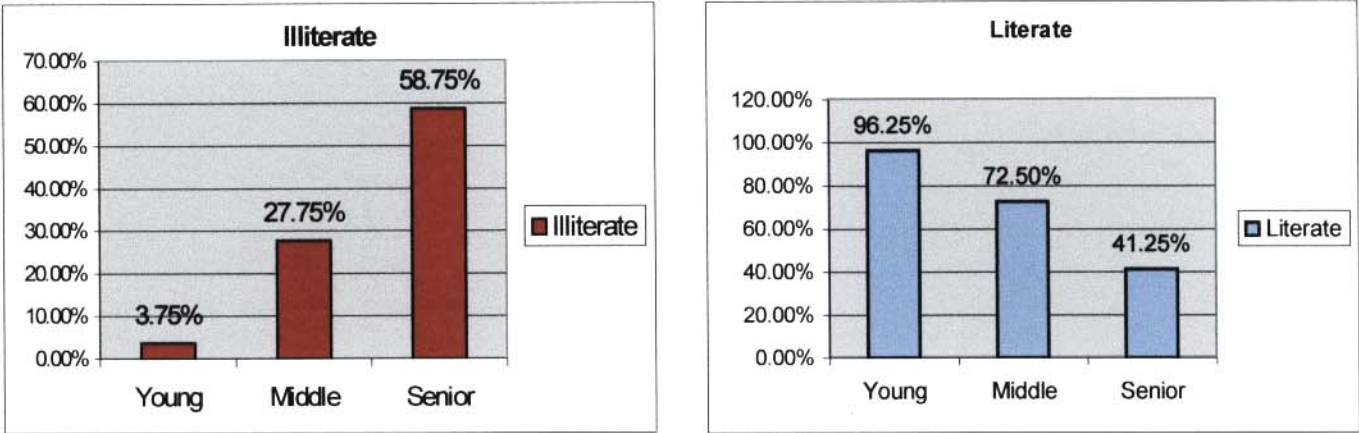
From the villagers, only 3(3.75%) young adults are illiterate while 57(96.25%) are literate. The middle aged category who are illiterate are 19(31.67%) while 41(68.33%) of them are literate. It is realized that the senior citizens' category have more illiterates than the literates with 38(63.33%) illiterates and 22(36.67%) literates.

CONCLUSION

Intensive adult education (ABET) in the rural areas or villages needs much to be desired. Literacy is an empowerment process. It opens up the darkness which was over shadowing the Non-Literate.

FIGURE 3.1

**AGE GROUP BY EDUCATION (ADULTS) LITERACY LEVEL
(TOWNSHIPS AND VILLAGES COMBINED)**



Illiteracy level is higher from the senior citizens than from the young adults.

Figure 3.1 indicates that the number of the young category from both townships and villages who are illiterate is 3 (3.75%) while the number of those that are literate is 77(96.25%).

There are 22(27.50%) illiterate middle aged group while those that are literate are 58(72.50 %). Of the senior citizens' category 47 (58.75%) are illiterate while the literate amount to 33 (41.25%).

CONCLUSION

The number of the educated young adults is the highest 77(96.25%) followed by the middle aged category with 58(72.5%) while the lowest number is from the senior citizens which is 33(41.25%). All the young adults from the townships can read and write. There is hope that after a period of five years literate people will be higher than the illiterate ones as everybody is now attending school. However, the imbalance, in as far as quality of life is concerned, is still there and will continue because of the problem of unemployment for even highly qualified people.

TABLE 3.11**GENDER AND LITERACY LEVEL -YOUTH AND ADULTS
(RESIDENCE: TOWNSHIP)**

| | Illiterate | Literate | Total |
|---------------|-------------------|-----------------|--------------|
| Female | | | |
| Frequency | 6 | 39 | 45 |
| Percent | 5.00 | 32.50 | 37.10 |
| Row Pct | 13.33 | 86.67 | |
| Col Pct | 50.00 | 36.11 | |
| Male | | | |
| Frequency | 6 | 69 | 75 |
| Percent | 5.00 | 57.50 | 62.50 |
| Row Pct | 8.00 | 92.00 | |
| Col Pct | 50.00 | 63.89 | |
| TOTAL | 12 | 108 | 120 |
| % | 10 | 90 | 100 |

All youth (learners) are literate, because they are at school. The number of both female and male who are literate from township is 6(8%). This makes the total number of 12(10%). The number of females who are literate is 39(86.67%). The literate males' number is higher than that of the females by 30.

CONCLUSION

There is a need for continuous adult Education Programs for women to be able to read and right. This will contribute towards development in various facets.

TABLE 3.12**GENDER AND LITERACY LEVEL -YOUTH AND ADULTS
(RESIDENCE: VILLAGE)**

| | Illiterate | Literate | Total |
|---------------|-------------------|-----------------|--------------|
| Female | | | |
| Frequency | 34 | 146 | 180 |
| Percent | 9.44 | 40.56 | 50.00 |
| Roe Pct | 18.89 | 81.11 | - |
| Col Pct | 56.67 | 48.67 | - |
| Male | | | |
| Frequency | 26 | 154 | 180 |
| Percent | 7.22 | 42.78 | 50.00 |
| Roe Pct | 14.44 | 85.56 | - |
| Col Pct | 43.33 | 51.33 | - |
| TOTAL | 60 | 300 | 360 |
| % | 16.67 | 83.33 | 100 |

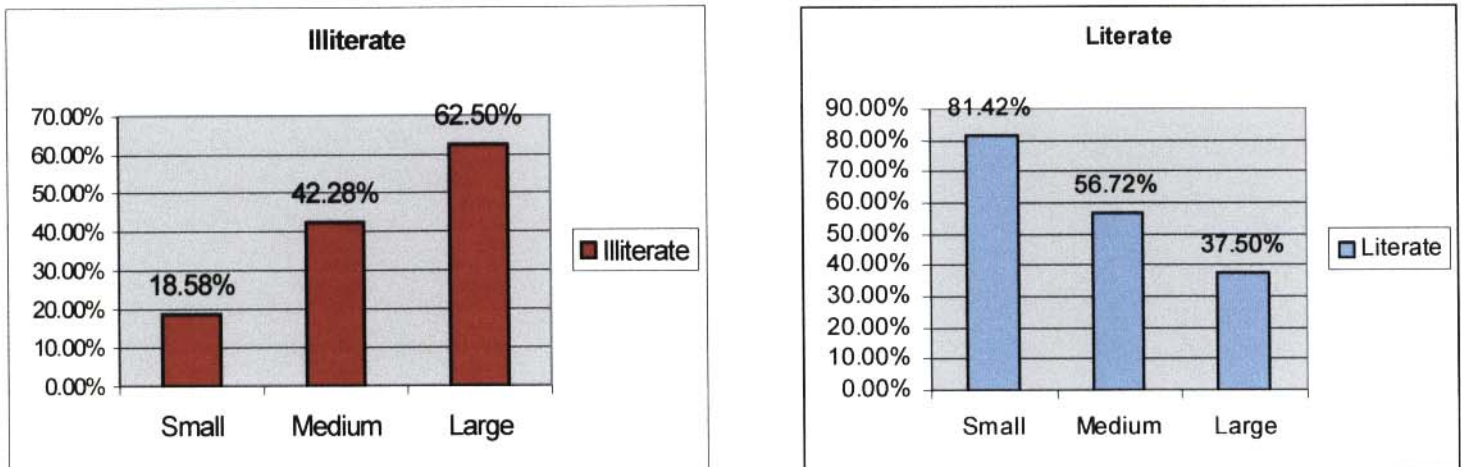
The illiterate females are more than males with 34(18.89%) and for males is 26(14.44%). The males who are literate are more than females i.e. 154(85.56%) and 146 females (40.56%), however, the difference is not that much because they are more than the females by only 7.

CONCLUSION

It has already previously been remarked that in order to empower the nation, adult Education is imperative, so is the case in this issue. There are more illiterate women and men in the villages than in the townships.

FIGURE 3.2.

**FAMILY SIZE AND LITERACY LEVEL
(TOWNSHIPS AND VILLAGES)**



The variables for the families from townships and villages are small, medium and large. The illiterate category with small families is the smallest with 18.58 %. The second largest category is that of medium families with 42.28 %, while the category with large family size is 62.5%.

From the literate category the family sizes that are small have the highest number, which is 81.42 % followed by the medium families which make up 56.72 %. The percentage of large families is the smallest which is 37.5 %.

CONCLUSION

Figure 3.2 is supported by (Chimera-Dan, 1999: 11) who states that “there is a gradual shift of emphasis from extended families and many children from the elderly parents, towards maintaining nuclear families by young parents. This life style is now more practiced than in the past because many of the young parents are literate and understand the adverse effects of having many children in the family and in the community at large. The adverse effects as stated before are such as imbalance quality of life in the family, for example poor provision of adequate diet, poor education, poor health services.

TABLE 3.13**GENDER AND EDUCATION-ADULTS
(RESIDENCE: TOWNSHIP)**

| | No School | Lower Primary | Higher Primary | Junior Secondary | Grade 10 | Grade 11 | Grade 12 | Diploma | Degree | Total |
|---------------|--------------|------------------|-------------------|---------------------|-------------|-------------|-------------|-------------|-------------|---------------|
| Female | | | | | | | | | | |
| Frequency | 32 | 2 | 8 | 22 | 28 | 28 | 33 | 21 | 6 | 180 |
| Percent | 8.91 | 0.56 | 2.23 | 6.13 | 7.80 | 7.80 | 9.19 | 5.85 | 1.67 | 50.14 |
| Row Pct | 17.78 | 1.11 | 4.44 | 12.22 | 15.56 | 18.33 | 18.33 | 11.67 | 3.33 | - |
| Col Pct | 61.54 | 25.00 | 44.44 | 47.83 | 45.90 | 54.10 | 54.10 | 50.00 | 54.55 | - |
| Male | | | | | | | | | | |
| Frequency | 20 | 6 | 10 | 24 | 32 | 33 | 28 | 21 | 5 | 179 |
| Percent | 5.57 | 1.67 | 2.79 | 6.69 | 8.91 | 9.19 | 7.80 | 5.85 | 1.39 | 49.86 |
| Row Pct | 11.17 | 3.35 | 5.59 | 13.41 | 17.88 | 18.44 | 15.64 | 11.73 | 2.79 | - |
| Col Pct | 38.46 | 75.00 | 55.56 | 52.17 | 53.33 | 54.10 | 45.90 | 50.00 | 45.45 | - |
| TOTAL | 52 | 8 | 18 | 46 | 60 | 61 | 61 | 42 | 11 | 359 |
| % | 14.48 | 2.23 | 5.01 | 12.81 | 16.7 | 17 | 17 | 11.7 | 3.06 | 100.00 |

The level of education for the gender ranged from Lower Primary Education to degree level. The number of the township residents without any form of schooling is 11(18.33%). This number consists of 5(11.11%) females and 6(8%) males. Only 1(0.83%) female has Lower Primary Education. There is once more, only 1(0.83%) female and 2(2.67%) males who have higher primary education. In the secondary category the females are 12(26.67%) while males are only 7(9.33%). From the diploma category 10(22.22%) are females, while 7(9.33%), just as the case has been in the secondary section are males. The degree category poses less difference with 6(1.67%) female graduate and 5(1.39%) males.

TABLE 3.14
GENDER AND EDUCATION -ADULTS
(RESIDENCE: VILLAGE)

| | No School | Lower Primary | Higher Primary | Junior Secondary | Grade 10 | Grade 11 | Grade 12 | Diploma | Degree | Total |
|---------------|-------------|---------------|----------------|------------------|--------------|--------------|-------------|--------------|------------|------------|
| Female | | | | | | | | | | |
| Frequency | 5 | 1 | 1 | 12 | 5 | 5 | 5 | 10 | 1 | 45 |
| Percent | 4.17 | 0.83 | 0.83 | 10.00 | 4.17 | 4.17 | 4.17 | 8.33 | 0.83 | 37.50 |
| Row Pct | 11.11 | 2.22 | 2.22 | 26.67 | 11.11 | 11.11 | 11.11 | 22.22 | 2.22 | - |
| Col Pct | 45.45 | 100.00 | 33.33 | 63.16 | 25.00 | 25.00 | 25.00 | 58.82 | 11.11 | - |
| Male | | | | | | | | | | |
| Frequency | 6 | 0 | 2 | 7 | 15 | 15 | 15 | 7 | 8 | 75 |
| Percent | 5.00 | 0.00 | 1.67 | 5.83 | 12.50 | 12.50 | 12.50 | 5.83 | 6.67 | 62.50 |
| Row Pct | 8.00 | 0.00 | 2.67 | 9.33 | 20.00 | 20.00 | 20.00 | 9.33 | 10.67 | - |
| Col Pct | 54.55 | 0.00 | 66.67 | 36.84 | 75.00 | 75.00 | 75.00 | 41.18 | 88.89 | - |
| TOTAL | 11 | 1 | 3 | 19 | 20 | 20 | 20 | 17 | 9 | 120 |
| % | 9.17 | 0.83 | 2.5 | 15.83 | 16.67 | 16.67 | 16.7 | 14.17 | 7.5 | 100 |

The females without schooling from the villages are 32(17.88%) while the number of males is 20(11.17%). The number of females with lower primary education is 2(1.12%) while that of males is 6(3.35%). The number of females with higher education is 8(4.47%) while that of males is higher by 2, making a total of 10(5.59%). From the secondary level, the females' number is 22(12.22%) and that of males is 24(13.41%). The number of both females and males is equal, in the diploma category which is 21(11.73%). There is only one female who is a graduated, while the number of men is 8 (6.67%).

CONCLUSION

There is a contrast in terms of the level of education between township and village dwellers. From the township the level of women in secondary and diploma and lower categories is higher than that of males. Otherwise it is only in the level of degree in which the number of men is higher than that of women. From the villages, the level of education of men is higher than that of women except in the case of degrees whereby womens' number is higher than that of men with a difference of only one. Generally, the women are catching up with the men even up to the highest level of education. There is a belief that if more women are educated, improvement of quality life is maintained better than if it is men who are educated alone. If they are both educated, sharing of ideas in terms of improvement of standard of living in the families is optimum. The villagers are trying their level best to rise to the level of the township dwellers.

TABLE 3.15

GENDER AND EDUCATION TOWNSHIP AND VILLAGE COMBINED

| | Female | Male | Total |
|-----------------------------------|---------------|--------------|--------------|
| No School | | | |
| Frequency | 37 | 26 | 63 |
| Percent | 15.48 | 10.88 | 26.36 |
| Row Pct | 58.73 | 41.27 | |
| Col Pct | 30.58 | 22.03 | |
| Lower Primary | | | |
| Frequency | 3 | 6 | 9 |
| Percent | 1.26 | 2.51 | 3.77 |
| Row Pct | 33.33 | 66.67 | |
| Col Pct | 2.48 | 5.08 | |
| Primary (Higher Education) | | | |
| Frequency | 9 | 12 | 21 |
| Percent | 3.77 | 5.02 | 8.79 |
| Row Pct | 42.86 | 57.14 | |
| Col Pct | 7.44 | 10.17 | |
| Secondary | | | |
| Frequency | 34 | 31 | 65 |
| Percent | 14.23 | 12.97 | 27.2 |
| Row Pct | 52.3 | 47.69 | |
| Col Pct | 2.48 | 26.27 | |
| Grade 10 | | | |
| Frequency | 0 | 1 | 1 |
| Percent | 0.00 | 0.42 | 0.42 |
| Row Pct | 0.00 | 0.00 | |
| Col Pct | 0.00 | 0.85 | |
| Grade 12 | | | |
| Frequency | 0 | 1 | 1 |
| Percent | 0.00 | 0.42 | 0.42 |
| Row Pct | 0.00 | 100.00 | |
| Col Pct | 0.00 | 0.85 | |
| Diploma | | | |
| Frequency | 31 | 28 | 59 |
| Percent | 12.97 | 11.72 | 24.69 |
| Row Pct | 52.54 | 47.46 | |
| Col Pct | 25.62 | 23.73 | |
| Degree | | | |
| Frequency | 7 | 13 | 20 |
| Percent | 2.9 | 2.96 | 8.37 |
| Row Pct | 35.00 | 65 | |
| Col Pct | 5.79 | 11.02 | |
| TOTAL | 121 | 118 | 239 |
| % | 50.63 | 49.37 | 100 |

Of the 121 (50.63%) females, only 37(5873%) had no schooling, while of the 118(49.37%) males, only 26(41.27%) were without any form of schooling. This makes a total of 63(26.36%) people with no schooling.

In grades 10 and 12 only one (0.42%) male in each grade has pushed up to that level. No single female in these two grades.

Only 3(33.33%) females have attempted Lower Primary School (substandard) while the number of males is 6(66.67%), making the total number of 9(3.77%).

There are 9(42.86%) females with primary school education. The number of males is 12(57.14%) making a total of 21(50.19%).

At the secondary level there are more females than males, with 34(52.3%) and 31(47.69%) respectively. This makes a total number of 65(27.20%). It was also discovered that the number of the females at diploma level is higher than that of the males with 31(52.54%) and 28(47.46%). The total is 59(24.69%). The total number of those with degrees is 20(8.37%); that is 7(2.93%) females and 13(5.44%) males.

CONCLUSION

The total number of educated females is slightly higher than that of the males. There are 121(65%) females and 118(35%) males. Women being home builders, if educated, make a difference in the family, and in quality life. This contributes towards socio economic development in the family, community and the society at large.

TABLE 3.16
POOR FAMILIES CANNOT AFFORD GOOD TYPES OF FOOD
(RESIDENCE: TOWNSHIP)

| | Frequency | Percent |
|------------|------------------|----------------|
| No | 12 | 10 |
| Yes | 108 | 90 |

It is obvious that poor families cannot afford an adequate or balanced diet or good types of food. There are many respondents who agree with the statement. Those that agree from both learners and adults are 108(90%) while those that disagree are only 12(10%).

CONCLUSION

Anyone who is poor cannot afford good and quality life which is a wish for each and every person. Poor families are always not happy. They are always full of frustrations, tensions, misery and stress. They are also aggressive at times. Poverty has therefore many adverse effects to the life of each and every individual.

TABLE 3.17
POOR FAMILIES CANNOT AFFORD GOOD TYPE OF FOOD
(RESIDENCE: VILLAGE)

| | Frequency | Percent |
|------------|------------------|----------------|
| No | 31 | 8.6 |
| Yes | 329 | 91.4 |

The response types of the villagers are just the same as those of the township dwellers. There are more responses: 329(91.4%) for the notion that poor families cannot afford good type of food than those who do not agree and they are 31(8.6%). The conclusion is the same as that of the previous one, that is any person or family who/which is poor cannot dream of making or attempting to make quality life in any way.

TABLE 3.18
POOR CHILDREN: PERFORM BADLY AT SCHOOLS
RESIDENCE TOWNSHIP

| | Frequency | Percent |
|------------|------------------|----------------|
| No | 35 | 29.2 |
| Yes | 85 | 70.8 |

The number of the respondents who agree that poor children perform badly at school is 210(58.3%) while those that disagree is 15)(41.7%).

CONCLUSION

Children who are poor, come from poor families. It is a fact that they not always perform good at schools because to start with, their poor parents don't understand education issues. They therefore are not able to guide and give them the necessary support they deserve in the form of proper clothing, food and inspirational words. Poor family background results in many a times making them to drop out of school as they don't make progress in the classes.

TABLE 3. 19
POOR CHILDREN PERFORM BADLY AT SCHOOLS
(RESIDENCE: VILLAGE)

| | Frequency | Percent |
|------------|------------------|----------------|
| No | 150 | 41.7 |
| Yes | 210 | 58.3 |

Poor children will not always perform well in class because of their poor background. They are always hungry or do not have enough food. They therefore lack concentration, do not participate, perform in badly tests, and fail examinations constantly until they become school dropouts.

CONCLUSION

It is a great challenge for the local government through national government to help curbe the problem of poverty. The communities are also urged to be committed towards trying various strategies of helping themselves.

TABLE 3.20
182 TEEN PREGNANCY DISRUPTS EDUCATION
(RESIDENCE: TOWNSHIP)

| | No | Yes | Total |
|-----------------|-------------|--------------|------------|
| Adults | | | |
| Frequency | 1 | 59 | 60 |
| Percent | 0.83 | 49.17 | 50 |
| Row Pct | 1.67 | 98.33 | |
| Col Pct | 20.00 | 51.30 | |
| Learners | | | |
| Frequency | 4 | 56 | 60 |
| Percent | 3.33 | 46.67 | 50 |
| Row Pct | 6.67 | 93.33 | |
| Col Pct | 80.00 | 48.70 | |
| TOTAL | 5 | 115 | 120 |
| % | 4.17 | 95.83 | 100 |

Inadequate nutrition results in poor concentration by learners. The number of adults who agree with the notion that Teenage Pregnancy disrupts education is 59(98.33%) while that of the learners is 56(93.33%). The adult who doesn't agree is only 1(1.67%) while the number of the learners is 4(3.33%).

CONCLUSION

It is gratifying to note that the respondents are aware of this problem. This problem has unfortunately been going on for a long time. The only challenge which is lying ahead of them is to help with consistently seeking various ways and means of sensitising the youth about pregnancy control as pregnancy does not have curative measures.

TABLE 3.21
TEENAGE PREGNANCY DISRUPTS EDUCATION
(RESIDENCE: VILLAGE)

| | No | Yes | Total |
|-----------------|-----------|------------|------------|
| Adults | | | |
| Frequency | 7 | 173 | 180 |
| Percent | 1.94 | 48.06 | 50.00 |
| Row Pct | 3.89 | 96.11 | - |
| Col Pct | 38.89 | 50.58 | - |
| Learners | | | |
| Frequency | 11 | 169 | 180 |
| Percent | 3.06 | 46.94 | 50.00 |
| Row Pct | 6.11 | 93.89 | - |
| Col Pct | 61.11 | 49.42 | - |
| TOTAL | 18 | 342 | 360 |
| % | 5 | 95 | 100 |

The respondents from the villages, just like those of the townships fully agree that teenage pregnancy disrupts education. The adults' number is 173(48.06%) while that of the learners is 169(46.94%). Those that do not agree from the adults are 7(1.94%) and from the learners it is 11(3.06%).

CONCLUSION

It is universally agreed that teenage pregnancy disrupts education, however, the blame should not only be put on the side of the teenagers themselves. The decision makers, particularly from the government should also introspect themselves, for example media, particularly TV, contributes tremendously towards the high rate of teenage pregnancy in the area, in the province and in the whole country because it shows programmes which were not supposed to see by children and teenagers.

TABLE 3.22
TEENAGE PREGNANCY DISRUPTS EDUCATION
(TOWNSHIPS AND VILLAGES COMBINED)

| | No | Yes | Total |
|-----------------|-------------|--------------|--------------|
| Adults | | | |
| Frequency | 8 | 232 | 240 |
| Percent | 1.67 | 48.33 | 50 |
| Row Pct | 3.33 | 96.67 | |
| Col Pct | 34.78 | 50.77 | |
| Learners | | | |
| Frequency | 15 | 225 | 240 |
| Percent | 3.13 | 26.88 | 50 |
| Row Pct | 6.25 | 93.75 | |
| Col Pct | 65.22 | 49.23 | |
| TOTAL | 23 | 457 | 480 |
| % | 4.79 | 95.21 | 100 |

The total number of the respondents from both townships and villages and of adults and learners is 480. Of this 480 457 (95.21%) agreed that teenage pregnancy disrupts education. The number which did not agree was only 23(4.79%).

CONCLUSION

It is imperative that Sexuality Education should be included in the curricula from primary school level up to tertiary institution because this will sensitise the learners about the dangers of early pregnancy as well as teaching them about the right age for bearing a child.

TABLE 3.23
LARGE FAMILIES HAVE PROBLEMS WITH SPACING
(RESIDENCE: TOWNSHIP)

| | No | Yes | Total |
|-----------------|-------------|--------------|------------|
| Adults | | | |
| Frequency | 0 | 60 | 60 |
| Percent | 0.00 | 50.00 | 50.00 |
| Row Pct | 0.00 | 100.00 | - |
| Col Pct | 0.00 | 53.10 | - |
| Learners | | | |
| Frequency | 7 | 53 | 60 |
| Percent | 5.83 | 44.17 | 50.00 |
| Row Pct | 11.67 | 88.33 | - |
| Col Pct | 100.00 | 46.90 | - |
| TOTAL | 7 | 113 | 120 |
| % | 5.83 | 94.17 | 100 |

All the adults are aware of the problem of lack of spacing in case of large families. This they agree with from experience. The whole 60(100%) of them agree with the statement. Of all the 60 learners from both townships, 53(88.33%) of them support the notion while only 7(11.67%) of them disagree with the statement.

CONCLUSION

The problem of spacing is a very big ecological issue of concern. It results in antagony in the families as each and every one fends for a comfortable sitting accommodation when eating to start with, sleeping accommodation, looking at the TV comfortably is also fought for as each and every one wants to enjoy looking at it. Food is also not always enough for the children, space in the yard is also not enough for food production. Endeavours therefore for the control of large families still need much to be desired. This is a challenge which is still facing the Welfare Department and other NGOs (Non Government Organisations) as well as churches and other interest groups. These organisations should consistently sensitise the citizens of Greater Soekmekaar about the adverse effects of large families which are so many.

TABLE 3.24**LARGE FAMILIES HAVE PROBLEMS WITH SPACING
(RESIDENCE: VILLAGE)**

| | No | Yes | Total |
|-----------------|--------------|--------------|------------|
| Adults | | | 180 |
| Frequency | 12 | 168 | 50.00 |
| Percent | 3.33 | 46.67 | |
| Row Pct | 6.67 | 93.33 | |
| Col Pct | 23.08 | 54.55 | |
| Learners | | | 180 |
| Frequency | 40 | 140 | 50.00 |
| Percent | 11.11 | 38.89 | |
| Row Pct | 22.22 | 77.78 | |
| Col Pct | 76.92 | 45.45 | |
| TOTAL | 52 | 308 | 360 |
| % | 14.44 | 85.56 | 100 |

Of all the 180 adults from the villages 168(93.33%) of them do agree that large families have problems with spacing. There are only 12(6.67%) who disagree. The learners who agree with the statement are 140(77.78%) while those that do not agree are 40(22.22%).

CONCLUSION

There are many of the rural families which are still large. The Welfare Department and other organisations which have already been mentioned in the case of townships should also do likewise in the villages, that is: sensitising the villagers of Greater Soekmekaar that it is important to have good and manageable sizes of families in order to maintain good quality of life.

TABLE 3.25**LARGE FAMILIES HAVE PROBLEMS WITH SPACING:
(TOWNS AND VILLAGES COMBINED)**

| | No | Yes | Total |
|-----------------|--------------|--------------|------------|
| Adults | | | |
| Frequency | 12 | 228 | 240 |
| Percent | 2.50 | 47.50 | 50.00 |
| Row Pct | 5.00 | 95.00 | |
| Col Pct | 20.34 | 51.16 | |
| Learners | | | |
| Frequency | 47 | 193 | 240 |
| Percent | 9.79 | 40.21 | 50.00 |
| Row Pct | 19.58 | 80.42 | |
| Col Pct | 79.66 | 45.84 | |
| TOTAL | 59 | 421 | 480 |
| % | 12.29 | 87.71 | 100 |

There is evidence that the large families have problems with spacing because of the total number of 480, 421(87.71%) agrees with the statement while only 59(12.29%) disagrees.

CONCLUSION

The problem of spacing in the homes is an issue of concern because most of the children do not have a proper sleeping accommodation. There is therefore a need to solve the problem of housing by both the parents and the housing department.

Furthermore, on the question of high population growth rate, the people are generally aware of the fact that small families are controllable, and manageable from various perspectives; such as education food clothing and others. The youth has a clear understanding of nutrition while most of the adults are not yet much familiar with it and its importance. Lastly, the respondents are concerned about theft in the area and that this is because of the high rate of unemployment.

SUMMARY OF THE ABOVE TEN TABLES ON NUTRITION

Most of the respondents from both townships and villages in Table 3.18 agree that poor families do not have adequate diets. Hungry children will obviously not perform well in class.

The Tables 3.18 and 3.19 therefore suggests that children from poor families perform poorly in class. Such children always have physical problems such as stunted growth, listlessness, powerlessness and poor concentration which frustrate them as they fail continuously. They ultimate drop out of school.

The other tables which also prove the point are the following:

3.22. Teenage pregnancy disrupts education

3.23. Large families have problems with spacing

All these contribute to poor nutrition and frustration which result in leading the teenagers and youth astray thinking that having a child will be a problem solving decision. They think that they will get money and improve their lives. It is always unfortunate as the opposite is always the case because the childrens' fathers often abandon the young mothers. They become poorer, miserable and therefore drop out of school.

Furthermore, the little money which could have been used for fees has to be taken by the baby for feeding, clothing, laundry and medication. It is imperative that consistent awareness programs for the youth be organized to sensitize teenagers about the negative effects of teenage pregnancy. HIV/AIDS/STD's (Sexually Transmitted Diseases) could result from such pregnancies. Sensitization about the teenage pregnancy could curb such problems.

CONCLUSION

Boys and girls need guidance on matters related to sexuality and developmental stages of growth. As stated by (Jackson & Harrison, 1999: 153 in Chimera-Dan, 1999). In the absence of sex education programs and authoritative inter-generational communication, young people's understanding of their sexuality is dominated by misinformation. Intervention strategies to address sexual risk reduction and prevention are urgently needed, either in schools or at a community and family level.

TABLE 3.26
SUITABLE AGE FOR BEARING CHILD
(RESIDENCE: TOWNSHIP)

| | Adults | Learners | Total |
|----------------|---------------|-----------------|--------------|
| 12 – 14 | | | |
| Frequency | 1 | 0 | 1 |
| Percent | 0.83 | 0.00 | 0.83 |
| Row Pct | 100.00 | 0.00 | |
| Col Pct | 1.67 | 0.00 | |
| 16 – 20 | | | |
| Frequency | 0 | 3 | 3 |
| Percent | 0.00 | 2.50 | 2.5 |
| Row Pct | 0.00 | 100.00 | |
| Col Pct | 0.00 | 5.00 | |
| 21 – 32 | | | |
| Frequency | 52 | 56 | 108 |
| Percent | 43.33 | 46.67 | 90 |
| Row Pct | 48.15 | 51.85 | |
| Col Pct | 86.67 | 93.33 | |
| Other | | | |
| Frequency | 7 | 1 | 8 |
| Percent | 5.83 | 0.83 | 6.67 |
| Row Pct | 87.50 | 12.50 | |
| Col Pct | 11.67 | 1.67 | |
| TOTAL | 60 | 60 | 120 |
| % | 50.00 | 50.00 | 100 |

An appropriate age for bearing a child by a female is between 21 and 32. This statement is supported by 52 (48.15%) of the adults and 56(51.85%) of the learners from the townships. This makes a total number of 108(90%).

It is only 1(0.83%) adult who feels that the correct age is between 12 and 14 years. It is only 3(2.50%) learners who responded that appropriate time was between 16 and 20.

CONCLUSION

It is once more important to mention that Sexuality Education would be the most relevant discipline in schools to serve as an earliest informant to the learners about when is the good time for a female to give birth. This statement would be accompanied by the advantages for that, as well as the disadvantages for early pregnancy.

TABLE 3.27
SUITABLE AGE FOR BEARING CHILD
(RESIDENCE: VILLAGE)

| | Adults | Learners | Total |
|----------------|------------|------------|------------|
| 12 – 14 | | | |
| Frequency | 0 | 2 | 2 |
| Percent | 0.00 | 0.56 | 0.56 |
| Row Pct | 0.00 | 100.00 | |
| Col Pct | 0.00 | 1.11 | |
| 14 – 16 | | | |
| Frequency | 0 | 4 | 4 |
| Percent | 0.00 | 1.11 | 1.11 |
| Row Pct | 0.00 | 100.00 | |
| Col Pct | 0.00 | 2.22 | |
| 16 – 20 | | | |
| Frequency | 24 | 3 | 27 |
| Percent | 6.67 | 0.83 | 7.50 |
| Row Pct | 88.89 | 11.11 | |
| Col Pct | 13.33 | 1.67 | |
| 21 – 32 | | | |
| Frequency | 153 | 171 | 324 |
| Percent | 42.50 | 47.50 | 90.00 |
| Row Pct | 47.22 | 52.78 | |
| Col Pct | 85.00 | 95.00 | |
| Other | | | |
| Frequency | 3 | 0 | 3 |
| Percent | 0.83 | 0.00 | 0.83 |
| Row Pct | 100.00 | 0.00 | |
| Col Pct | 1.67 | 0.00 | |
| TOTAL | 180 | 180 | 360 |
| % | 50 | 50 | 100 |

The adults who feel that the correct age for giving birth to a child is between 21 and 32 are 153(47.22%) while the learners are 171(52.78%) making a total number of 324 (90%). Those that say it should be between 16 and 20 are 24(88.89%), while the learners are only 3(11.11%). Only 2(0.56%) learners say that the correct age is between 12 and 14.

CONCLUSION

The township dwellers and villagers both responded that the correct age for giving birth to a child is between 21 and 32 years.

TABLE 3.28
SUITABLE AGE FOR BEARING CHILD:
(TOWNSHIPS AND VILLAGES COMBINED)

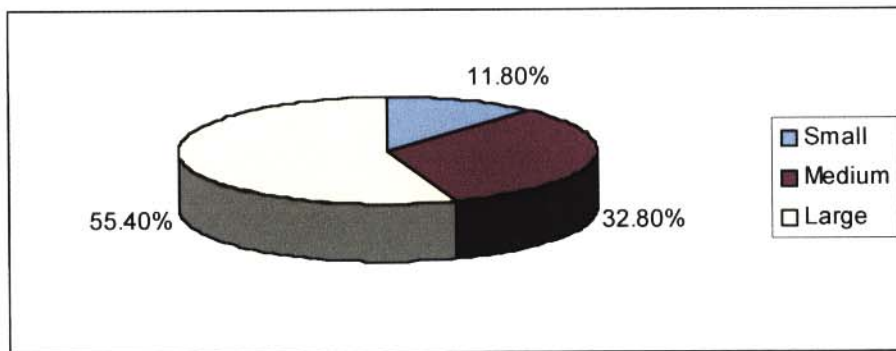
| | Adults | Learners | Total |
|----------------|---------------|-----------------|---------------|
| 12 – 14 | | | |
| Frequency | 1 | 2 | 3 |
| Percent | 0.21 | 0.42 | 0.63 |
| Row Pct | 33.33 | 66.67 | |
| Col Pct | 0.42 | 0.83 | |
| 14 – 16 | | | |
| Frequency | 0 | 4 | 4 |
| Percent | 0.00 | 0.83 | 0.83 |
| Row Pct | 0.00 | 100.00 | |
| Col Pct | 0.00 | 1.67 | |
| 16 – 20 | | | |
| Frequency | 24 | 6 | 432 |
| Percent | 5.00 | 1.25 | 90 |
| Row Pct | 80.00 | 20.00 | |
| Col Pct | 10.00 | 2.50 | |
| 20 – 32 | | | |
| Frequency | 205 | 227 | 11 |
| Percent | 42.71 | 47.29 | 2.29 |
| Row Pct | 47.45 | 52.55 | |
| Col Pct | 85.42 | 94.58 | |
| Other | | | |
| Frequency | 10 | 1 | 480 |
| Percent | 2.08 | 0.21 | 100.00 |
| Row Pct | 90.91 | 9.09 | |
| Col Pct | 4.17 | 0.42 | |
| TOTAL | 240 | 240 | 480 |
| % | 50 | 50 | 100.00 |

It is gratifying to notice that the learners know the right age for childbearing because of the 240, 227(47.29%) responded that the right age for bearing a child is between 21 and 32. The adults' number who responded the same way is 205 (42.71%). Knowing this, could perhaps encourage them to take care of themselves and respect their bodies till the rightful age. It is only 24(5%) of the adults and 6(0.21%) of the learners who say that the rightful age for bearing a child is between 16 and 20, while only 1(1.21%) adult and 2(0.42%) learners say that the rightful age is between 12 and 14 years of age.

CONCLUSION

The process of sensitisation is a long one. It never comes to an end, therefore real endurance is needed in keeping on teaching the youth in particular, about the disadvantages of teenage pregnancy and about the advantages of self-discipline. This involves organisations such as welfare and health and others that they should be motivated towards initiating strategies which could serve as incentives for the low fertility rate.

FIGURE 3.3
RATIO OF FAMILY SIZES



The figure depicts medium families' number from both townships and villages to be the lowest, with 11.8% followed by small with 32,8% and the highest being that of the large families with 55.4%.

The implications are that:

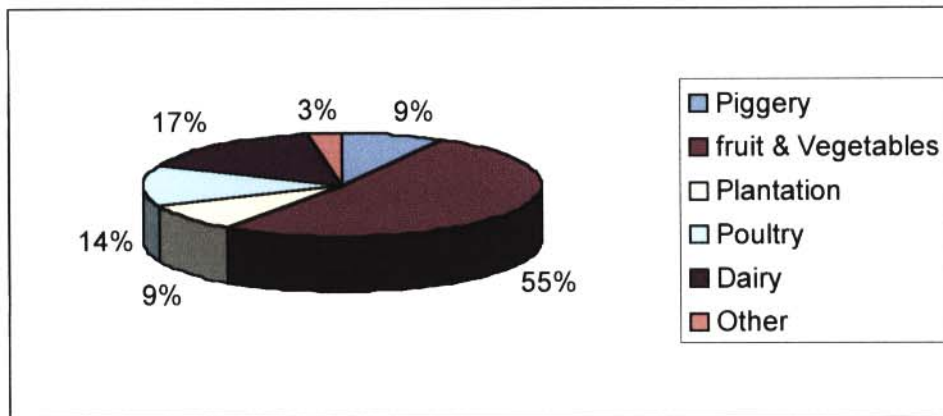
- Large families will usually not be able to cope with the demands of life, which are satisfying nearly all the basic needs in life such as food, clothing and shelter.
- Large families are always crowded in small houses and therefore it is never dreamt of the possibility of improving quality life in such conditions.

Projections are how ever that after five years, the smaller families shall have caught up with the size of medium families until it succeeds in maintaining small families' sizes which is what the whole world is striving for. The advantages of small family sizes are: The ability to maintain quality life which means amongst others no stress, good education, good nutrition and good health.

CONCLUSION

(Chimera-Dan, 1999: 11) points out that the rate of high fertility in South Africa is gradually decreasing. Many learners understand about the rightful age for bearing a child. This therefore gives optimism about the future in as far as high population growth rate is concerned. This could diminish as the new learners are the future parents. This fact of gradual decrease of fertility in South Africa is supported by figure 3.3.C. which provides information on the number of family sizes. Large families are the highest with 55.4% followed by the small families with 32.8% then medium families with 11.8%. The projections are that after a decade the number of small families will be higher than that of large and medium families now. This implies that quality of life in the families, communities and the society at large will be maintained.

FIGURE 3.4
FARMING ACTIVITY



For the sustainable economic development, the following farming activities were indicated as the preferred ones. The number of those that preferred piggery was 9(2%). This was the least number/percentage.

The highest was 264(55%) from both adults and learners from townships and villages. They preferred to produce fruits and vegetables. Dairy farming was the second highest with 83(17%), followed by poultry with 66(14%). Plantation was the fifth opted type of farming with 45(9%) people. The others were 13(3%).

CONCLUSION

Many people in Greater Soekmekaar, particularly in Soekmekaar East, survive through cash crop farming. That is why the majority of them preferred above all, fruit and vegetable farming. Many people are Zionists and therefore, do not eat pork. That is why the number preferring piggery is so low and the lowest for that matter. If the aspirations of the above respondents could be met, the following problems could be solved: poverty, population growth, social development, depletion of natural resources and the destruction of the environment. These could contribute towards “sustainable development” which is put on the front burner throughout the world as development that meets the needs of the present without compromising the ability of future generations to meet their needs” (Brown and Lemons, 1955: 2). According to (Brown and Lemons 1955: 2) forestry could, for example, conserve nature, as well as cash crops. Dairy and poultry farming would alleviate poverty.

(Cernea 1993: 11) mentions the notion of sustainable development. He points out that “people should be put first” in social, economic and ecology for the success of sustainable development in project design and formulation. All these should be implemented simultaneously and that “sustainability must be socially constructed.” Arrangement of social and economic nature must be purposive. Therefore the purpose for the above preferred farming activities’ purpose is divergent. Amongst others is to generate income in order to be able to obtain basic needs for survival, to be employed or self-employed, thus contributing towards micro and macro economic development as well as social development.

The above findings were about the closed ended questionnaire.

The following are some of the findings from the open ended questionnaire:

One cluster of questions was about housing and accommodation. This was question 4. One question required the respondents to give information about where did the affected respondents sleep in case of where the sleeping accommodation for the whole family was only one room. This was 4.5. The respondents in all the following questions and this very one consisted of 480 from which 240 were adults from both townships and villages and 240 learners from villages and townships. Of the 480, 156 responded that other family members were sleeping in the kitchens, while 100 indicated that other members slept in the kitchens and some in the dining rooms.

There were only 44 who responded that all the young children were sleeping in their grandparents' homes. The remaining 180 had no sleeping accommodation problems.

Question 7 was about nutrition knowledge; that is to test how far knowledgeable the respondents were in as far as Nutrition Education is concerned. Almost all the learners, about 230 responded well to the question; for example question 7.4. required them to give the effects of green vegetables to the body. Their response to this question was that green vegetables make bones and teeth strong and they are good sources of calcium and phosphorus. The remaining 10 responded wrongly to the question. The elderly ones just responded that they provide good health to the body. There were 122 of them. The 89 of them gave the correct answers while the remaining 29 did not respond.

Question 8 was about teenage pregnancy. The overall response from both learners and adults was good. The responses were not biased, for example in question 8.1. they all responded that teenage pregnancy was a serious problem to the community and that in order to help reducing it the schools should have compulsory sex education. This was question 8.6. and of the 240 respondents, 40 of them responded that both the schools and the government should provide youth with contraceptives. The rest just gave different answers such as sex education. Those that responded like that were 150.

Question 9 was about an issue of high population growth rate. It required the respondents to tell why they felt that it was preferred to have small families. Those that were for small families were 440 and they said that small families were controllable, manageable and that with a small family parents could afford educating, buying of clothes and food for their children. The 15 who were for the bigger families responded that large families result in making the surname to be big and famous and that the surname will not die. All who responded like that were the senior citizens. The remaining 25 did not respond.

The last cluster of questions was about land issues. There were four open-ended questions from this section. Question 10.9 for example required from the respondents to indicate what the reason could be for the thieves who usually steal mealies and other products from the fields during harvest time. Almost 339 responded that it is because of poverty and unemployment.

Some responded that the reason is because people do not want to work or to plough. These were 141. Another question, that is 10.5.2. required from the respondents to indicate whether farming or to have spaza shops (kiosks) were better. Most of the young ones preferred spaza shops. Some indicated that farming was still better as almost all spazas were selling the same goods.

CONCLUSION

The general concern is that of the problem of unemployment. There is justification that the reason for people to steal is because of unemployment and poverty, while others view it from other perspectives. They feel that the reason is because some people do not want to involve themselves. There is a challenge for people in Greater Soekmekaar to start diverting their farming practice to more of commercial farming at a large scale, e.g. farming with flowers. Black farmers are still much backward in as far as this type of farming is concerned, yet they all flock to florists in town for funeral arrangements, weddings and many other different types of occasions, rushing to the florists all the way from rural areas. If this type of farming could be embarked on, the communities could benefit in that this could create provision of service to the people.

3.3. OVERVIEW OF THE STUDY

The data collected in both schools and villages serve as a measuring tool. The data which has been provided in this study is valid and reliable as it is sound and effective because of the output of the measuring instrument used. All these have proved the correctness of what was hypothesised at the beginning of the study.

3.3.1. High population growth rate is a consequence of the poor Socio-Economic circumstances in Greater Soekmekaar area for the teens and young mothers.

The indicators for the poor socio-economic circumstances used were inter alia - education, health, marital status, poverty, housing and occupation. The level of education for example of those that have to feed the families is still very low. It has been realised that in order to improve quality of life in the families some school dropouts who have children go to an extent of going back to school.

This is why there were learners aged 22 to 28 in Grades 10 to 12. The bulk of youth, which is the highest number of literate category with 45(83%), is unemployed. This has an adverse effect on quality of life generally. The category which is the lowest in education is that of the senior citizens with 19.6%. (Sedumedi, SD, 1999: 1) points out that “education is being encouraged for both men and women as a means of improving their condition in life and their living standard.” This is based on the argument that education is crucial for the development and survival of nations and should be given priority above all the efforts on socio-economic development in any country, Greater Soekmeaar inclusive.

The no schooling category was found to be 26.36%. Those with secondary education level were found to be 27.20% and being the highest. A lot of spade work in adult education still needs to be done in order to help in developing Greater Soekmeaar in various facets. The findings from marital status category were that many adults, in particular youth, and single parents have got many children up to six. This category adds up to the rising high population growth rate problems. The problems are such as the following: family violence, ongoing low level of living, which results in amongst others poor nutrition; furthermore, from the villagers in Table 3.8, there was a woman with 12 children, another 3 with 10 and 4 with 9 children while 6 had 7 children. These are very high numbers as it becomes very expensive to maintain the children being so many.

The upbringing of children from single mothers is more difficult than that of children brought up by both father and mother. These children, who are brought up by single parents and most of them unemployed, experience difficulties in life as their education will not go far. Lack of spacing in the house, inadequate food and clothing, poor or lack of proper medication - all of these lead to poor human development - poor socio-economic situation.

There is evidence that Greater Soekmeaar’s population is on a yearly basis increasing at a high rate. It has according to the Central Statistics, 1998, as stated in page 2, between the years 1991 to 1995 been increasing at 2% per annum and from 1996 to 1998 at 3% per annum. The projections are that by the year 2005 the growth will again be higher by another 1% if not more. An increase in figures is an indicator because for example in pre-schools the enrolment between

the years 1996 to 1997 increased by 233 and a further 750 increase for the years between 1998 and 1999. In the primary schools the difference between the years 1996 to 1997 was 1334 and 1954 for the years 1998 to 1999. The same applies to the increase on a yearly basis in Junior and Senior Secondary schools. The number of babies born in Botlokwa hospital is also increasing on a yearly basis. This is another indicator which gives evidence to the fact that the population is growing on a yearly basis through.

It has been observed that the number of females is higher than that of the males. There has on a yearly basis been a continuous increase of females above the number of males by 1% between the years 1991 and 1995. It is alarming to note that there was a 2% increase which resulted in 3% more between the years 1995 and 1996 because in 1995 the females were 55797 and in 1996 the number rose tremendously to 59175. It has however been noted that the percentage again dropped by 1% between 1997 and 1998 because in 1997 the total number was 60153 and in 1998 dropped to 58666. The increase on the male side remained constant with 1% increase every year.

CONCLUSION

It is extremely important for the parents, the TLCs, chiefs and all stakeholders in Greater Soekmekaar to be curious about the repercussions of an ongoing high population growth rate. Having an understanding that this is going on does not just end up there. It should be a real and big issue of concern bearing in mind that if this problem is not taken care of, the future generations life will be doomed. It is the duty of the adults of today to take care of the environment. The living species also have to be taken care of. This would help planning for the future of the land and its people, in as far as development issues are concerned and maintain a holistic and sustainable development in all facets of life.

3.3.2. High population density results in a high level of unemployment

The high population growth rate results in the high level of youth unemployment. There is evidence for this as the unemployed category's percentage for the youth 35% (21) is the highest with 47.92% in the townships and 52% (94) in the villages. The highest variable in the employed category of the low paying level is that of the self-employed with 17.50%. Table 3.2

with 47.92% in the townships and 52% (94) in the villages. The highest variable in the employed category of the low paying level is that of the self-employed with 17.50%. Table 3.2 Most people in Greater Soekmeaar earn between R200 and R300 per month. An 80kg maize meal bag costs R180.00. All the earnings are spent on this alone. "Unemployment in South Africa is a major problem for both adults and youth but especially black youth and women in rural areas" (Kwaku Oseihwedi and Muna Ndulo, 1989: 23) as quoted by (Masipa, M.Phillip 1997) (unpublished). Furthermore, the real wage lag constitutes "the loss suffered when prices rise without a concomitant rise in wages.

Thus if the inflation rate is 15% per annum, a wage of R100,00 in January will amount to a real wage of R85.00 by December" (Bendix, Sonia, 1997: 448). These people just survive at subsistence level and household subsistence level. The problem is that the basket is arbitrary and does not allow for any other expenditure except necessities. The highest employed sector is that from education though the number of the unemployed teachers is also very high. In the past six years no new posts were advertised. The high population growth rate is the result/consequence of high rate of unemployment.

All in all, Greater Soekmeaar, which does not have industries, depends mainly on agricultural activities. The outputs of these activities are in the form of cash crop products which benefit people after a long waiting period. The consequence of unemployment is a continuous dependency on society and by the youth on parents.

CONCLUSION

Smit, Hennie (2000: 14) points out that the unemployment rate in the Northern Province is now 52%. He further says that during a recent visit in the previous homelands of Venda, Gazankulu and Lebowa, nearly all the members of the communities complained about unemployment. There is evidence that the unemployed population is higher than the employed sector, because according to the Central Statistics, (June 1997), census 1996 revealed that in Sekgosese district only the unemployed blacks 9, 877, 000, whereas the employed ones were only 5, 969,000. Smit further highlights that the group which is mostly unemployed is mostly women, youth and that the communities consist of young women, youth and children as all able men had moved to

urban areas. The best solution is to introduce an effective training programme which would focus on ABET (Adult Based Education and Training) and a programme for development skills.

This could curb the high unemployment rate and stimulate economic growth which would enhance job creation.

3.3.3. Illiterate parents have bigger families than educated parents

There is evidence that, indeed, poor and uneducated families have more children than the rich and educated ones. Poor families are usually illiterate. To them having many children is wealth. According to Edwards, et al. (1993: 76) “there is a linkage between poverty and illiteracy”.

CONCLUSION

The concept of ABET (Adult Education Training) has come to stay. ABET is an empowerment process. It is an awakening process which relieves people from various constraints in life, such as alleviation of poverty through skill development training, teaching reading and writing, sensitisation about some health programmes and others.

ABET intensifies to the learners ways and means of being self employed which consequently makes a person to be better than before, therefore promoting self esteem to the individual herself/himself and to the whole family. Literacy programmes benefit the communities and if they are being supported, the communities will not regret in the long run. Adult Education (Life Long Education) should be made to be sustainable by the people for their own benefit and to the benefit of the communities and society through functional projects. This is indisputable.” The findings are that the unemployed farm workers, part-time workers, and the illiterates have more children than the government employees. There is, for example, one illiterate woman who has 10 children.

The one with the highest number of children has 12. Any person who is unemployed does not have a means of generating income. Such a person remains poor. The number of illiterates, particularly in the rural areas is still high as half of them are illiterate according to the findings in Figure 3.1. The number is 60 (30%) from 180 citizens. The females are also more illiterate than

the males. Table 3.10. proves the point because of the 180 villagers 32 (17.88%) are illiterate women while 20 (11.17%) are men.

3.3.4. Inadequate nutrition results in poor concentration

It is a fact that inadequate nutrition results in poor concentration by the learners in schools, and this leads to high rate of school drop outs (Robinson & Lawler 1982:320). What we can say with some confidence is that “all forms of illiteracy are higher among illiterate and semi-literate.

These are highest among school leavers who have not obtained a school-leaving certificate among the minorities, among the long-term unemployed in regions with high levels of unemployment and among those populations which are most severely disadvantaged.” (Edwards, et al, 1993: 76). This problem leads to a malnourished population which bears malnourished children, inactive in their studies, having stunted growth with a very low level of concentration in class. All these result in an increase of school dropouts.

The responses from both adults and learners on the effects of poor nutrition on education were that it results in constant poor performance which ultimately discourages the poor child or children to an extent that they ultimately leave school permanently. This causes more problems as the young drop out of school. Frustration exacerbates when she/he thinks that he/she is without a profession, and unemployable for better jobs. Poverty becomes the order of the day.

Teenage pregnancy which overwhelms youth from poor families results in making many teenagers to drop out of school.

The above responses prove the validity and reliability of the hypotheses.

CONCLUSION

Nutrition intervention programmes need to be implemented in Greater Soekmekaar because such programmes are very important, but they are unfortunately only taken care of in towns and cities. Nutrition Education Programs coupled with intensive. Adult Education Programs could definitely bring a great difference in improvement of health status as well as in proper school attendance.

This goes along with a say that “mensana in corperesano” which means “a healthy mind in a healthy body.” If the parents are literate, they will optimally take it upon themselves to responsibly strive for a holistic better life for their children.

This means that they will try by all means to get and prepare balanced diet for their children from their indigenous food and such a diet promotes a healthy mind. A healthy mind will never be frustrated by school attendance and will also never think of dropping out of school. Adult Education includes amongst others skill development programs such as food preparation, gardening, problem solving activities etc. That is why it should not be separated from nutrition, as through this knowledge, the parents would empower their children physically and psychologically.

CHAPTER 4

CONCLUSIONS AND RECOMENDATIONS

4.1 conclusion

The aim of the study was to stimulate interesting debate on the relationship between population characteristics and development problems, and their effect to development; with specific focus on greater Soekmekaar in the Northern Province region.

High population growth rate, as one of the population characteristics is a consequence of poor socio-economic circumstances in Greater Soekmekaar area; further more, high population density results in high level of employment in order to maintain and sustain quality life in the families, minimal number of children in the families is needed. The birth control practice should therefore be maintained. All the childrens' needs should be optimally satisfied. It is difficult to fulfil their needs if the children are 10 and above in the family.

On the whole, the need for, and importance of an intergrated operational and intervention approach to tackling population challenges and environmental problems in the area,province,in South Africa and the current poverty, unemployment headaches cannot be over-emphasised. Promotion of intensive programmes that focus on sustainable human development principles is a priority. It is up to government departments,national,regional and international development agencies and interested parties in conjunction with poor communities to initiate and implement programmes that address their situations head-on in the 21st century.

The reasearch can be conducted by pointing out that the global characteristics of population problems and development are the same. The world population growth remains high and that the world is becoming small is a reality. In South Africa, there are marked demographic differences between the nine Provinces, whereby in the rural areas' fertility and mortality rates are higher than the fertility rates in urban areas. It is therefore imperative to implement intensive integrated rural development in order to improve quality of life. There is furthermore concentration of economic development in the metropolitan areas. Rural areas need to be economically empowered by creation of industries.

5.2 Recommendations

The relationship of population characteristics and development problems have been broadly highlighted in this study. Many of the youth and the adults are aware of them. The government of South Africa is so concerned about the problem that a Population Unit was created in the Department of Welfare. The Northern Province region has a unit of population and development which is actively involved with population issues. The Unit is on a yearly basis organising a population day to sensitise and give reports on its population activities. It is therefore a challenge to this unit and other organisations concerned with mobilising for the introduction of sexuality education from primary school level so that the children, can from the grassroots level, be informed on population issues.

It is furthermore recommended that population studies be included in the curriculum at primary school level. Population programmes should be introduced in education programmes offered by the radio announcers. These programmes should be offered during school hours and time must be set aside for the whole school to listen to the programme.

Adult education should be intensified and be sustainable. Promotion of nutrition education programmes, skills transfer and entrepreneurial development must be emphasised. There is a need for the consistent highlighting of the negative effects of teenage pregnancy on the communities.

It is lastly recommended that Greater Soekmeaar TLCs and Traditional leaders need to organise strategic management programmes involving the stakeholders on issues of economic development in particular. This would alleviate to a greater extent poverty. Housing, sanitation, education, agriculture are amongst others facets which really need to be addressed even outside the school's environment, for the communities to be updated on current issues.

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Tables: Chapter 1

1.3 Population estimates of Northern Province, 1991-1998

| Year | Male | Female | Total |
|-------------|-------------|---------------|--------------|
| 1990 | 189 200 | 2 344 500 | 4 235 500 |
| 1991 | 1 957 900 | 2 404 100 | 4 362 200 |
| 1992 | 2 023 300 | 2 465 200 | 4 488 500 |
| 1993 | 2 090 900 | 2 527 900 | 4 618 800 |
| 1994 | 2 160 700 | 2 592 100 | 4 752 800 |
| 1995 | 2 232 800 | 2 657 900 | 4 890 700 |
| 1996 | 2 253 072 | 2 676 296 | 4 929 368 |
| 1997 | 2 307 300 | 2 725 400 | 5 032 700 |
| 1998 | 2 384 200 | 2 794 500 | 5 178 700 |

Source: Central Statistic (June 1998)
Census 1991, 1996 and further preliminary estimates of the size of the population in South Africa, Pretoria, South Africa.

1.4 Population of Sekgosesé according to the 1996 census

| | |
|---------------|----------------|
| African/Black | 104,740 |
| Coloured | 15 |
| Indian/Asian | 6 |
| White | 12 |
| Unspecified | <u>502</u> |
| Total | 105.275 |

Source: Central Statistics, (June 1997) Census 1996, Preliminary estimates of the size of the population of South Africa; Pretoria. South Africa.

1.4 Population increase in Sekgosese District (Year by Gender)

| Year | Male | Female | Total |
|------|--------|--------|---------|
| 1991 | 40 726 | 50 467 | 91 193 |
| 1992 | 42 144 | 51 750 | 93 894 |
| 1993 | 43 552 | 53 065 | 96 617 |
| 1994 | 45 008 | 54 414 | 99 422 |
| 1995 | 46 510 | 55 797 | 102 307 |
| 1996 | 46 100 | 59 175 | 105 275 |
| 1997 | 49 666 | 58 666 | 108 332 |
| 1998 | 51 321 | 60 153 | 111 474 |

Source: Central Statistic (June 1998) Census 1991, 1996 and further preliminary estimates of the size of the population in South Africa; Pretoria, South Africa.

1.6 Sekgosese Population in 1996 (Age by Gender)

| Age | Male | Female | Total |
|---------------------|---------------|---------------|----------------|
| Day 01 to 12 months | | | |
| 0 | 1 309 | 1 385 | 2 694 |
| 1-4 | 5 824 | 5 716 | 11 540 |
| 5-9 | 8 156 | 8 371 | 16 527 |
| 10-14 | 7 789 | 8 195 | 16 527 |
| 15-19 | 6 825 | 6 853 | 13 678 |
| 20-24 | 5 824 | 5 716 | 11 540 |
| 25-34 | 3 821 | 6 709 | 10 530 |
| 35-44 | 2 466 | 4 861 | 7 327 |
| 45-54 | 1 749 | 3 199 | 5 048 |
| 55-59 | 691 | 1 508 | 2 199 |
| 60-64 | 616 | 1 544 | 2 160 |
| 65+ | 1 891 | 4 453 | 6 344 |
| Total | 46 100 | 59 175 | 105 275 |

Source: Central Statistic (June 1998)

Census 1991, 1996 and further preliminary estimates of the size of the population in South Africa; Pretoria, South Africa.

1.7 Employment status of population in Sekgosese

| | African/Black | Coloured | Indian/Asian | White | Unspecified |
|--|----------------------|-----------------|---------------------|--------------|--------------------|
| Employed | 5 969 | 4 | 3 | 1 | 14 |
| Unemployed, looking for work | 9 877 | | | 2 | 24 |
| Not working, not looking for work | 2 068 | 2 | | | 11 |
| | 6 006 | 2 | 1 | 1 | 21 |
| Not working, housewife/home-maker | 19 388 | 1 | | | 74 |
| | 9 324 | | | 3 | 26 |
| Not working, scholar/full-time student | 518 | | | 1 | 2 |
| | 548 | 2 | | | 1 |
| Not working, pensioner/retired person | 3 598 | | 3 | | 28 |
| | 470 | 3 | | | 2 |
| Not working, disabled person | 46 945 | | | 1 | 259 |
| Not working, not wishing to work | 34 | | | | 8 |
| Not working, none of the above | | | | | |
| Unspecified | | | | | |
| NA: Aged 15 | | | | | |
| NA: Institution | | | | | |
| Total | 104 745 | 14 | 7 | 9 | 500 |

Source: Central Statistics, (June 1997) Census 1996, Preliminary estimates of the size of the population of South Africa; Pretoria. South Africa.

1.8 Number of children born in Sekgosese according to the 1996 census

| Between 1 day and 12 months | African/Black | Coloured | Indian/Asian | White | Unspecified | Total |
|------------------------------------|----------------------|-----------------|---------------------|--------------|--------------------|---------------|
| 0 | 7 503 | 2 | 1 | 2 | 32 | 7,540 |
| 1 | 4,249 | 1 | - | - | 6 | 4,256 |
| 2 | 3,173 | - | - | - | 15 | 3,188 |
| 3 | 3,013 | 1 | 1 | - | 8 | 3,023 |
| 4 | 2,912 | - | - | - | 7 | 2,919 |
| 5 | 2,477 | - | - | - | 16 | 2,493 |
| 6 | 2,072 | - | - | - | 10 | 2,082 |
| 7 | 1,424 | - | - | - | 2 | 1,426 |
| 8 | 955 | - | - | - | 1 | 956 |
| 9 | 535 | - | - | - | 3 | 538 |
| 10 | 293 | - | - | - | - | 293 |
| 11 | 141 | - | - | - | 1 | 142 |
| 12 | 58 | - | - | - | - | 58 |
| 13 | 23 | - | - | - | - | 23 |
| 14 | 8 | - | - | - | - | 8 |
| 15 | 4 | - | - | - | - | 4 |
| 16+ | 8 | - | - | - | - | 8 |
| Unspecified | 11,132 | 3 | 2 | 2 | 72 | 11,211 |
| NA:Female<12 | 18,912 | 3 | - | - | 92 | 19,007 |
| NA:Institution | 6 | - | - | - | - | 6 |
| Total | 58,898 | 10 | 4 | 4 | 265 | 59,181 |

Source: Central Statistics, (June 1997) Census 1996, Preliminary estimates of the size of the population of South Africa; Pretoria. South Africa.

1.9 Total number of population

The information given below is about the total number of the population according to the local governments in which interviews were made.

- Machaka, Makgato, Ramokgopa, Raphahlelo, Sekgopo, Sephukubje villages, Nthabiseng and Senwamokgope townships.

| Place | Population |
|-----------------------|-------------------|
| Machaka Village | 65 134 |
| Makgato Village | 5 032 |
| Ramokgopa Village | 34 340 |
| Raphahlelo Village | 11 067 |
| Sekgopo Village | 37 237 |
| Sephukubje Village | 11 590 |
| Nthabiseng township | 3 910 |
| Senwamokgope township | 10 000 |
| Total | 179 310 |

Source: Department of Agriculture (1999), Sekgosese, Lowveld and Central Regions, Northern Province, South Africa.

1.10 Statistics of the learners, staff and number of schools in the Soekmekaar district

| School type | Number | Learners | Teachers | Total |
|-------------------|------------|---------------|--------------|---------------|
| Pre schools | 56 | 3 173 | 108 | 3 281 |
| Primary schools | 86 | 39 053 | 993 | 40 046 |
| Secondary schools | 43 | 22 862 | 752 | 23 614 |
| Community college | 1 | 70 | 21 | 91 |
| Total | 186 | 65 158 | 1 874 | 67 053 |

Source: Department of Education (1999) Soekmekaar area office, Region 3, Northern Province, South Africa.

1.11 Categorising the levels of schooling according to age

| <u>School level</u> | <u>Age</u> |
|-------------------------|-------------|
| Pre-school | 3 - 5 years |
| Lower Primary School | 6 - 9 |
| Higher Primary School | 10 - 12 |
| Junior Secondary School | 13 - 14 |
| Senior Secondary School | 15 - 17 |
| Tertiary Institutions | 18 |

1.12 The population of schools interviewed - 1999 record

Senior Secondary schools

| | | | |
|--------|--|-------------|------------|
| 1.12.1 | Letheba Senior Secondary School | Roll | 667 |
| | Grade 10 | | 121 |
| | Grade 11 | | 156 |
| | Grade 12 | | 112 |

| | | | |
|--------|-------------------|-------------|------------|
| 1.12.2 | Kolobetona | Roll | 423 |
| | Grade 10 | | 186 |
| | Grade 11 | | 127 |
| | Grade 12 | | 110 |

1.12.3. **Mahudu**
 The statistics for this school could unfortunately not be provided. The information was missing.

| | | | |
|---------|----------------|-------------|------------|
| 1.12.4. | Makgato | Roll | 659 |
| | Grade 10 | | 136 |
| | Grade 11 | | 127 |
| | Grade 12 | | 144 |

| | | | |
|---------|------------------|-------------|------------|
| 1.12.5. | Maruatona | Roll | 321 |
| | Grade 10 | | 73 |
| | Grade 11 | | 87 |
| | Grade 12 | | 49 |

| | | | |
|--------|-----------------|-------------|------------|
| 1.12.6 | Mocheudi | Roll | 650 |
| | Grade 10 | | 130 |
| | Grade 11 | | 118 |
| | Grade 12 | | 61 |

| | | | |
|--------|-------------------|-------------|------------|
| 1.12.7 | Nthabiseng | Roll | 189 |
| | Grade 10 | | 39 |
| | Grade 11 | | 38 |
| | Grade 12 | | 12 |

| | | | |
|--------|-----------------|-------------|------------|
| 1.12.8 | Sefoloko | Roll | 589 |
| | Grade 10 | | 172 |
| | Grade 11 | | 93 |
| | Grade 12 | | 51 |

NB. The villages Mangata and Manthata share the school Letheba. Letheba is in the centre of the two villages in Machaka tribal authority.

Source: The above schools interviewed, (1999) Soekmeaar area, Region 3, Northern Province, South Africa.

1.13 HEALTH INSTITUTIONS

| | Village/Township | Hospitals/Clinics | |
|----|-----------------------|-------------------|----------|
| | | Clinic | |
| | | Yes | No |
| 1. | Makgato | | |
| 2. | Mangata and Manthata | | |
| 3. | Nthabiseng township | | x |
| 4. | Ramokgopa | | |
| 5. | Raphahlelo | | |
| 6. | Sekgopo | | |
| 7. | Senwamokgope township | | x |
| 8. | Sephukubje | | |
| | Total | | 6 |

There is only one hospital in Greater Soekmeaar. It is in Botlokwa area between Ramokgopa and Machaka/Makgato villages. It is called Botlokwa Hospital. The total number of clinics is otherwise 8. The birth registration at Botlokwa Hospital in 1999 was 2129. Of this birth registration 1300 babies were of teenagers.

1.14 CRIME REPORT OF 1999

| <u>Police Station</u> | <u>Number of cases</u> |
|-----------------------|------------------------|
| Bandolierkop | 919 |
| Sekgosese | 950 |
| Soekmekaar | 904 |

Source: Bandolierkop, Sekgosese, Soekmekaar Police Stations, (1999) Lowveld and Central Regions, Northern Province, South Africa.

1.15 COMMUNITY PROFILE OF THE CENTRAL REGION - 1996

Greater Soekmekaar (Sekgosese) is, according to the regional demarcation, falls under Central Region. The population of central region was, according to the 1996 statistics, as follows:

Population Groups in the Central Region

| | African/Black | Coloured | Indian/Asian | White | Unspecified | Total |
|--------------|----------------------|-----------------|---------------------|---------------|--------------------|----------------|
| Sekgosese | 104,740 | 15 | 6 | 12 | 502 | 105,275 |
| Bochum | 159,847 | 69 | 9 | 11 | 713 | 160,649 |
| Pietersburg | 32,237 | 2,768 | 2,337 | 25,565 | 989 | 63,896 |
| Seshego | 324,860 | 275 | 33 | 27 | 1,839 | 327,034 |
| Total | 621,684 | 3,127 | 2,385 | 25,615 | 4,043 | 656,854 |

Source: Central Statistics, (June 1997) Census 1996, Preliminary estimates of the size of the population of South Africa, Pretoria.

Other population groups in central regions have been included in order to compare the total number of people in the sub regions. The highest number is that of Seshego; followed by Bochum. Sekgosese comes third with a population of 105,275 and Pietersburg has the lowest 63,896. The above data implies that of all racial groups in the central region the blacks range the highest in terms of population figures with 621,964. The district which is more densely populated as indicated already is Seshego. Seshego is just near Pietersburg.

Many people have moved from the areas to Seshego because of employment. There are however, some villages adjacent Seshego which form part of Seshego district.

The racial group which is second to that of the blacks is for the whites with 25,615, then follows the Indian population with only 3,127 and lastly that of the Indian/Asian with 2, 385. The unspecified is 4,043.

The total number of the blacks is abnormally high when compared with that of other racial groups. The number of Seshego has already started to outstrip the given land for residence. This will at the end result in having a very limited space for farming which will impact on an ongoing poverty. This problem call for thinking of various strategies for job-creation.

Appendix A (i)

RELATIONSHIP OF POPULATION GROWTH RATE IN CHARACTERISTICS AND DEVELOPMENT PROBLEMS: GREATER SOEKMEKAAR OVERVIEW, (NORTHERN PROVINCE)

The aim of this study is to find out whether there is awareness on population issues and development problems from the residents of Greater Soekmekaar and their effects to development. The data will therefore be used to understand to promote participation and interest of Greater Soekmekaar Community towards population programmes.

QUESTIONNAIRE

HIGH SCHOOL LEARNERS

INTRODUCTION

I am conducting a study amongst others about the momentum of high population growth rate in your village. At the end of the day, the information which shall have been gathered here will give you and other readers an insight as to whether indeed the population is increasing and whether high population growth rate has adverse effects or not. The data collected will be confidential; therefore try to be honest in answering the questions.

PERSONAL DATA

(Tick in the correct space where applicable)

- 1.1 How old are you? ----- years
- 1.2 Gender/sex Male Female
- 1.3 Are you having a child?
- 1.4 I have one child Two children
 Three Four
 Other
- 1.5 Do you have your own family? Yes No

1. EDUCATION AND TRAINING

(Tick in the correct space)

- 2.1 I am in grade 10 Grade 11 Grade 12

3. OCCUPATION

What type of occupation would you like to follow?

- | | | | |
|----------------|--------------------------|---|--------------------------|
| Factory worker | <input type="checkbox"/> | Farmer | <input type="checkbox"/> |
| Teacher | <input type="checkbox"/> | Lecture (College or University/Technikon) | <input type="checkbox"/> |
| Engineer | <input type="checkbox"/> | Computer operator | <input type="checkbox"/> |
| Lawyer | <input type="checkbox"/> | Nurse | <input type="checkbox"/> |
| Doctor | <input type="checkbox"/> | Other (specify) | <input type="checkbox"/> |

2. HOUSING AND ACCOMMODATION

[Tick ✓ in the correct space]

4.1. I own a house Yes No

4.2. I live with a family Yes No

4.3. What is your status in the family?

Father Mother

First child Only child

Last born Other (specify)

Second child

4.4. How big is the house in which you stay?

4.5. How many rooms does the house have? Four bedrooms

Three bedrooms

Two bedrooms

One bedroom

Other (specify)

4.6. In case there is only one bedroom, where do other family members sleep?

4.7. I live in a rented accommodation. Yes No

4.8. There is a tap with water in the house Yes No

4.9. There is a stand pipe in the yard Yes No

4.10. There is stand pipe with neighbours Yes No

4.11. There is electricity in the house Yes No

4.12. There is a toilet/s in the house Yes No

4.13. There is a pit latrine in the yard Yes No

5. ACCESS TO HEALTH SERVICES

- 5.1. Is the doctor available in the community? Yes No
- 5.2. I am a member of medical aid Yes No
- 5.3. There is a nursing sister and a clinic
in the community Yes No
- 5.4. There is a hospital in the community Yes No
- 5.5. I often consult a doctor Yes No

6. SANITATION SERVICES

- 6.1. I throw the refuse far away from the house
in a dumping place Yes No
- 6.2. The tractor collects refuse from all the
Families and dump it somewhere Yes No
- 6.3. I litter anywhere I like in the community Yes No

7. NUTRITION

- 7.1. My family has a food garden .Yes No
- 7.2. If no, where do you get your vegetables? Yes No
- 7.3. Are vegetables cheaper than meat? Yes No
- 7.4. In your view, what are the good effects of green vegetables for your health?

7.5. What are the effect of yellow vegetables then? -----

7.6. Do you have access to fresh milk? Yes No

7.7. If yes, where do you get it from? -----

7.8. If no, are you satisfied not to have milk at all? Yes No

7.9. What is your opinion on eating eggs instead of meat sometimes?

7.10. Do eggs have any good effects on the health of a person? Yes No

8. TEENAGE PREGNANCY

Answer the following questions

(Tick in the space you choose)

- 8.1 Teenage pregnancy is a serious problem in our community Yes No
- 8.2 Teenage pregnancy disrupt the education of the youth Yes No
- 8.3 Teenage pregnancy can easily be stopped Yes No
- 8.4 If yes, how? -----
- 8.5 Are schools doing enough to solve the problem of teenage pregnancy?
Yes No
- 8.6 What sort of help could schools do to try and help problems on teenage pregnancy? -----

- 8.7 Are churches doing enough to solve teenage pregnancy? Yes No
- 8.8 Could the churches have a way of helping to solve teenage pregnancy?
Yes No
- 8.9 Is the government helping to solve the problem for teenage pregnancy?
Yes No
- 8.10 If ever the government is helping, how? -----

- 8.10.1 Do you sometimes get lessons on the effects of teenage pregnancy?
Yes No
- 8.10.2 If yes, where? -----
- 8.11 If not, do you think that such lessons are necessary? Yes No
- 8.11 The age group suitable for bearing a child is between:
12-14
14-16
16-20
21-32
Other(specify)

9. HIGH POPULATION GROWTH RATE

9.1 Families which are poor have usually many children. True False

9.2 Poor families cannot afford good type of food. True False

9.3 Children from poor families usually do not perform well at school
True False

9.4 Poor parents cannot afford educating their children True False

9.5 Poor parents with many children cannot afford to buy them enough clothes
True False

9.6 Large families have a problem of spacing in their homes.
True False

9.7 It is preferred to have small families. True False

9.8 If yes, why do you say so?-----

9.9 If no, why do you say so?-----

9.10 Most people in my community are not aware/familiar wiyh the problem of over-population
True False

9.11 Schools in my community are not helping people to understand the problem of rapid
population growth True False

10. LAND ISSUES

10.1 It is undeniable fact that due to high population growth rate, land for grazing has
diminished. True False

10.2 Many people have as a result of high population growth rate occupied and are still
continuing to occupy grazing land. True False

10.3 The land which was utilized for subsistence farming is gradually being occupied for
housing. True False

10.4 There is a gradual limited space for farming; many people are therefore resorting to
vendors(spaza shops) for survival. True False

10.5.1 People are able to maintain their lives better through spaza shops?

True False

10.5.2 Why do you say so?-----

10.6 There is high rate of cattle stealing in my community. True False

10.7 If yes, what do you think could be the reason? -----

10.8 Thieves usually steal mealies and other products from the fields during harvest time.

True False

10.9 If yes, what do you think could be the reason for that? -----

10.9.1 If your community could be granted land for farming, what type of farming do you think could bring good income for them?

Piggery Poultry farming

Fruit and vegetable farming Dairy farming

Plantation Other(specify) -----

10.10.2 Do you accept the idea of separate land set aside for commercial farming in your area? -----

10.10.3 If yes, what size for farming? -----

10.10.4 If no, why? -----

APPENDIX A (ii)
QUESTIONNAIRE
ADULTS

INTERVIEW SCHEDULE

**A STUDY ON THE RELATIONSHIP OF POPULATION CHARACTERISTICS
AND DEVELOPMENT PROBLEMS: GREATER SOEKMEKAAR
OVERVIEW.(NORTHERN PROVINCE)**

The aim of this study is to find out whether there is an awareness on population issues and development problems from the residents of Greater Soekmekaar and their effects to development. The data will therefore be used to understand to promote participation and interest of Greater Soekmekaar Community towards population programmes.

**QUESTIONNAIRE
ADULTS**

INTRODUCTION

I am conducting a study amongst others about the moment of high population growth rate in your village. At the end of the day, the information which shall have been gathered here will give you and other readers an insight as to whether indeed the population is increasing and whether high population growth rate has adverse effects or not. The data collected will be confidential; therefore try to be honest in answering the questions

1. PERSONAL DATA

[Tick in the correct space where applicable]

- 1.1 How old are you? years
- 1.2 Gender/Sex Male Female
- 1.3 Marital status Married Single Divorced
- 1.4 Number of children 1 2 3 4 More than four None
- 1.5 Do you have your own family? Yes No

2. EDUCATION AND TRAINING

[Tick in the correct space]

- 2.1 I never went to school Yes No
- 2.2 I schooled only as far as Sub A Sub B
- 2.3 I completed Lower Primary Education only Yes No
- 2.4 Junior Secondary School
- 2.5 Senior Secondary School
- 2.6 Diploma (Teacher Training)
- 2.7 Diploma (Technikon)
- 2.8 Diploma (Technical College)
- 2.9 University
- 2.10 Other (Specify)

3.1 OCCUPATION

- 3.1.1 Are you self-employed? Yes No
- 3.1.2 Full time farmer Yes No
- 3.1.3 Part time farmer Yes No
- 3.1.4 Farm worker Yes No
- 3.1.5 Nurse
- 3.1.6 Teacher
- 3.1.7 Lecturer
- 3.1.8 Security guard
- 3.1.9 How many people in the house are income earners?

3.2 MONTHLY INCOME

What is the monthly average income?

- 3.2.1 R1- R99
- 3.2.2 R100- R999
- 3.2.3 R1000- R5999
- 3.2.4 R6000- R10099
- 3.2.5 R11000- R20000
- 3.2.6 Other (Specify)
.....

3.3 MONTHLY EXPENDITURE – Provide estimates

- 3.3.1 Food R.....
- 3.3.2 Clothing R.....
- 3.3.3 Rent R.....
- 3.3.4 Water R.....
- 3.3.5 Electricity R.....
- 3.3.6 School fees R.....
- 3.3.7 Transport R.....
- 3.3.8 Other (Specify) R.....

4. HOUSING

- 4.1 Do you own a house? Yes No
- 4.2 I live with a family Yes No
- 4.3 What is your status in your family?
- | | | | | |
|--|-----------------|--------------------------|--------------|--------------------------|
| | Father | <input type="checkbox"/> | Second child | <input type="checkbox"/> |
| | Mother | <input type="checkbox"/> | Last born | <input type="checkbox"/> |
| | First child | <input type="checkbox"/> | Only child | <input type="checkbox"/> |
| | Other (Specify) | <input type="checkbox"/> | | |
- 4.3 We live in a big house Yes No
- 4.4 The house has
- | | | | |
|--|-----------------|--------------------------|-------|
| | Four bedrooms | <input type="checkbox"/> | |
| | Three bedrooms | <input type="checkbox"/> | |
| | Two bedrooms | <input type="checkbox"/> | |
| | One bedroom | <input type="checkbox"/> | |
| | Other (Specify) | <input type="checkbox"/> | |
- 4.4 In case there is only one bedroom,
Where do other family members sleep?.....
- 4.6 I live in a rented accommodation. Yes No
- 4.7 Is there a tap with water in the house? Yes No
- 4.8 There is a stand pipe in the yard Yes No
- 4.9 I share a stand pipe with neighbours Yes No
- 4.10 Is there electricity in the house? Yes No
- 4.11 Is there a toilet inside the house? Yes No
- 4.12 There is a pit latrine in the yard. Yes No

5. ACCESS TO HEALTH SERVICES

- 5.1 Is the doctor available in the community? Yes No
- 5.2 I am a member of a medical aid Yes No
- 5.3 Is there a nursing sister and a clinic in the community? Yes No
- 5.4 Do you have a hospital nearby? Yes No
- 5.5 Do you sometimes consult a doctor? Yes No
- 5.6 We have a family doctor Yes No

6. SANITATION SERVICES

- 6.1 Do you throw refuse far away from the house and in a dumping place? Yes No
- 6.2 The tractor collects refuse from all the families and dump it somewhere Yes No
- 6.3 I litter anywhere in the community Yes No

7. NUTRITION

- 7.1 Do you have a family garden? Yes No
- 7.2 If no; where do you get your vegetables from?
- 7.3 Do you have access to fresh milk? Yes No
- 7.4 If yes, where do you get it from?
- 7.5 If no, are you satisfied not to have milk at all? Yes No
- 7.6 Eggs are good substitute for meat. Yes No
- 7.7 Are vegetables cheaper than meat? Yes No
- 7.8 Green vegetables are a good source of calcium and phosphorus. Yes No
- 7.9 Calcium builds and stabilizes bones and teeth. Yes No
- 7.10 I often read about hints on preparing good meals for a large number of people Yes No

8. TEENAGE PREGNANCY

ANSWER THE FOLLOWING QUESTIONS [Tick in the space you choose]

8.1 In your view do you think teenage pregnancy is a serious problem in our
Community? Yes No

8.2 Do you think that teenage pregnancy disrupts the education of youth?
Yes No

8.3 Can't teenage pregnancy be easily stopped? Yes No

8.4 If yes, how?

8.5 Are schools doing enough to solve the problem of teenage pregnancy?
Yes No

8.6 What sort of help could schools do to try and help problems on teenage pregnancy?

8.7 Are the churches doing enough to solve teenage pregnancy? Yes No

8.8 Could the churches have a way of helping to solve teenage pregnancy?
Yes No

8.9 Is the government helping to solve the problem of teenage pregnancy?
Yes No

8.10 If ever the government is helping, how?.....
.....

8.10.1 Do you sometimes get lessons on the effects of teenage pregnancy?
Yes No

8.10.2 If yes where?

8.11 If not, do you think that such lessons are necessary? Yes No

8.11 The age group suitable for bearing a child is between:

12- 14

14- 16

16- 20

21- 32

Other (Specify)

9. HIGH POPULATION GROWTH RATE

- 9.1 Is it true that families with many children are usually poor? Yes No
- 9.2 Do poor families afford good type of food? Yes No
- 9.3 Children from poor families usually do not perform well at school.
Yes No
- 9.4 Can poor parents cannot afford to educate their children? Yes No
- 9.5 Can poor parents with many children afford to buy them enough clothes?
Yes No
- 9.6 Large families have a problem of their spacing in their homes.
Yes No
- 9.7 It is preferred to have small families. Yes No
- 9.8 If yes , why do you say so?
- 9.9 If no, why do you say so?
- 9.10 Most of people in my community are not aware/familiar with the problem of over
population. Yes No
- 9.11 Schools in my community are helping people to understand the problem of rapid population
growth. Yes No

10. LAND ISSUES

- 10.1 It is an undeniable fact that due to high population growth rate, land for grazing has
diminished. True False
- 10.2 Many people have as a result of high population growth rate occupied and are still
continuing to occupy grazing land. True False
- 10.3 The land which was utilized for subsistence farming is gradually being occupied for
housing. True False
- 10.4 There is gradual limited space for farming; many people are therefore resorting to vendors
(spaza shops) for survival. True False
- 10.5.1 People are able to maintain their lives better through spaza shops?
Yes No
- 10.5.2 Why do you say so?

- 10.6 There is high rate of cattle stealing in my community.
 True False
- 10.7 If yes what do you think could be the reason?

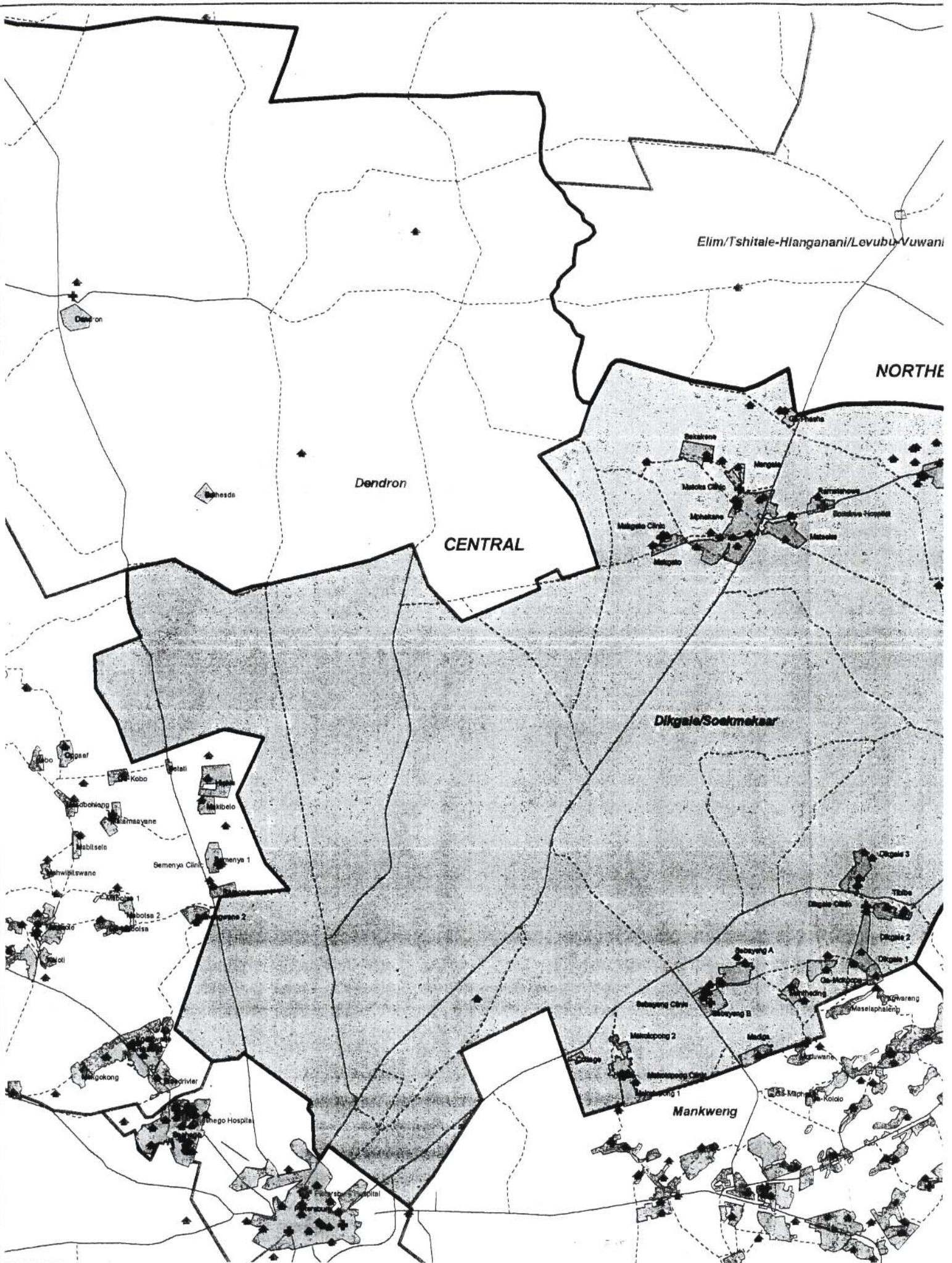
- 10.8 Thieves usually steal mealies and other products from the fields during time.
 True False
- 10.9 If yes, what do you think could be the reason for that?

- 10.10 If your community can be granted land for farming, what type of farming activity do you think could bring good income for them?
- | | | | |
|-----------------------------|--------------------------|-----------------|--------------------------|
| Piggery | <input type="checkbox"/> | Poultry farming | <input type="checkbox"/> |
| Fruit and vegetable farming | <input type="checkbox"/> | Dairy farming | <input type="checkbox"/> |
| Plantation | <input type="checkbox"/> | Other (Specify) | <input type="checkbox"/> |
- 10.10.2 Do you accept the idea of separate land set aside for commercial farming in you area?

- 10.10.3 If yes, What size of farming?
- 10.10.4 If no, why?

APPENDIX B (i)

MAP 1
COMMUNITIES, SCHOOLS, HOSPITALS AND CLINICS
IN THE GREATER SOEKMEKAAR AREA
DIKGALE/SOEKMEKAAR TLC



Elim/Tshitale-Hlanganani/Levubu/Vuwani

NORTHE

Dendron

CENTRAL

Dikgale/Sookmekar

Mankweng

Oswon

Sheshe

Kelati

Kobolo

Semenya Clinic

Semenya 1

Semenya 2

Kobo

Olgoaf

Bobotlang

Masayane

Mabilsete

Shwitlwano

Mabotsa 1

Mabotsa 2

Mabotsa

Mabodi

Mankopong 2

Mankopong 1

Mankopong Clinic

Mankopong 1

Mankopong 2

Mankopong Clinic

Sebayang A

Sebayang B

Sebayang Clinic

Mankopong 2

Mankopong 1

Mankopong Clinic

Mankopong 2

Mankopong 1

Mankopong Clinic

Mankopong 2

Mankopong 1

Mankopong Clinic

Dikgale 3

Dikgale 2

Dikgale 1

Tibe

Maselapheni

Kolelo

Thego Hospital

Thego Hospital

Thego Hospital

Mankopong 2

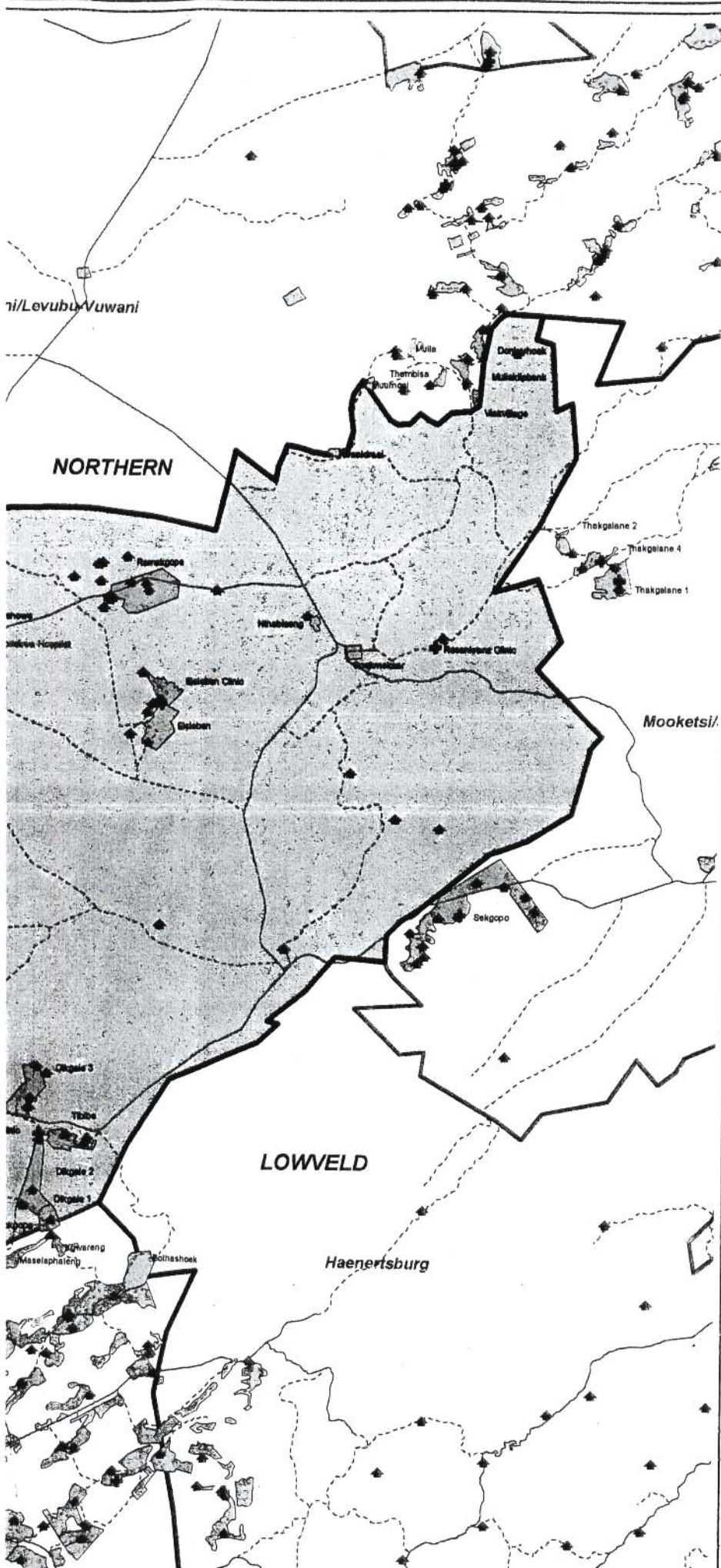
Mankopong 1

Mankopong Clinic

**Relationship of Population Characteristics and Development Problems:
Dikgale/Soekmekaar Overview.
(Northern Province)**

Map Title:

**Map 1:
Communities, Schools,
Hospitals & Clinics
in the Dikgale/Soekmekaar Area**



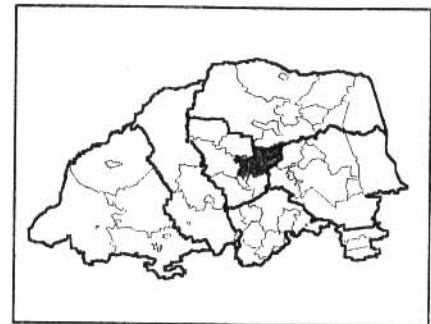
- ⊕ Hospitals
- ⊕ Clinics
- ▲ Schools
- Roads
 - ⋯ Gravel Roads
 - Main Roads
- ▨ Communities
- ▭ District Boundaries
- ▭ Council Boundaries
- ▨ Dikgale/Soekmekaar Area

Projection:

Geographic



Scale 1 : 300 000



Date: 18 July 2001
 Drawing no.: 1
 Project no.: 0010
 Project ref. no.:
 C:\Gisdata\NP\client\0010\projects\A3 TLC.apr

Map Production:
 GIS Project Solutions
 94 Gen Viljoen Street, Pietersburg
 Charles Stopforth
 Tel: 015 - 297 2803

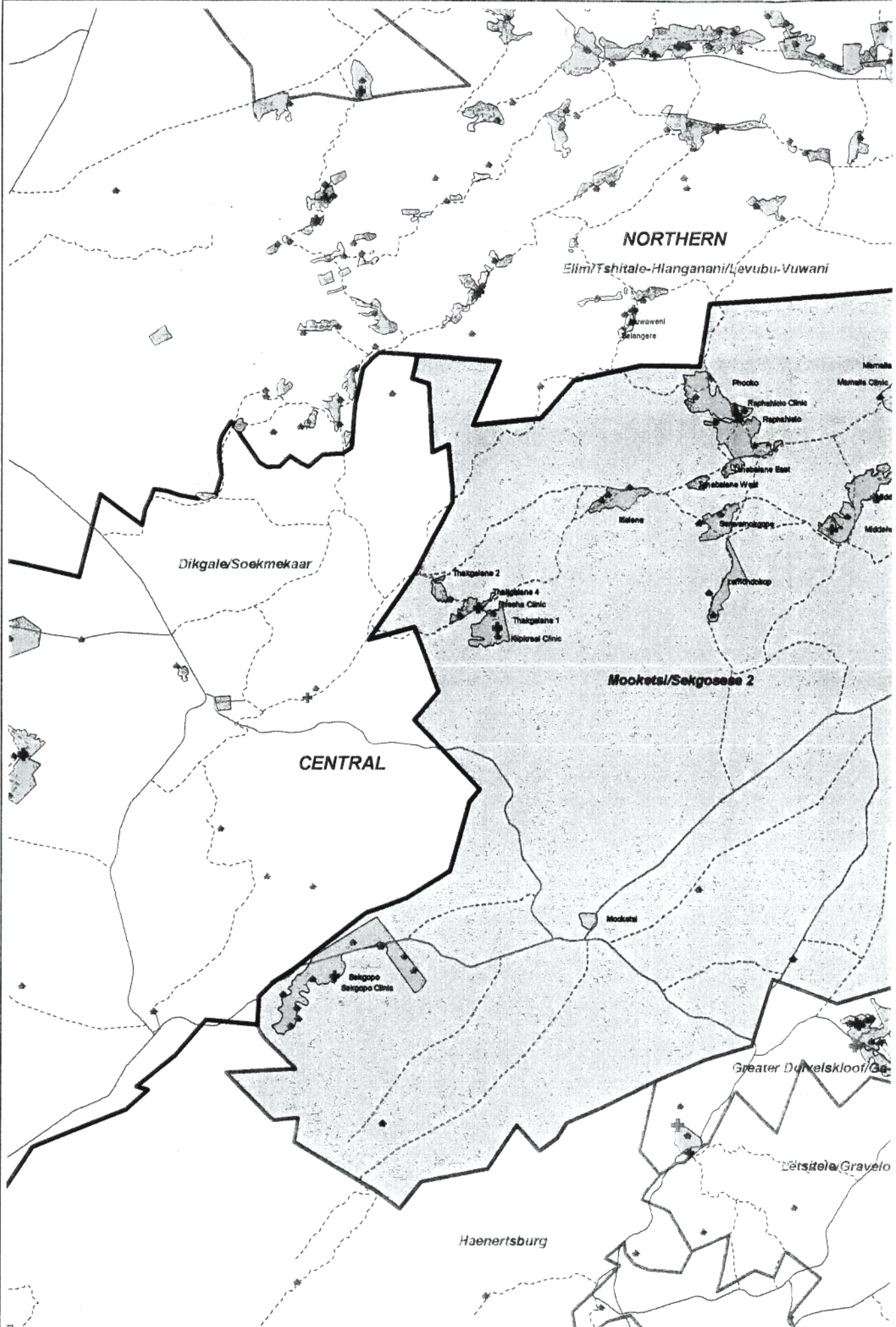


GIS Project Solutions

APPENDIX B (ii)

MAP 2

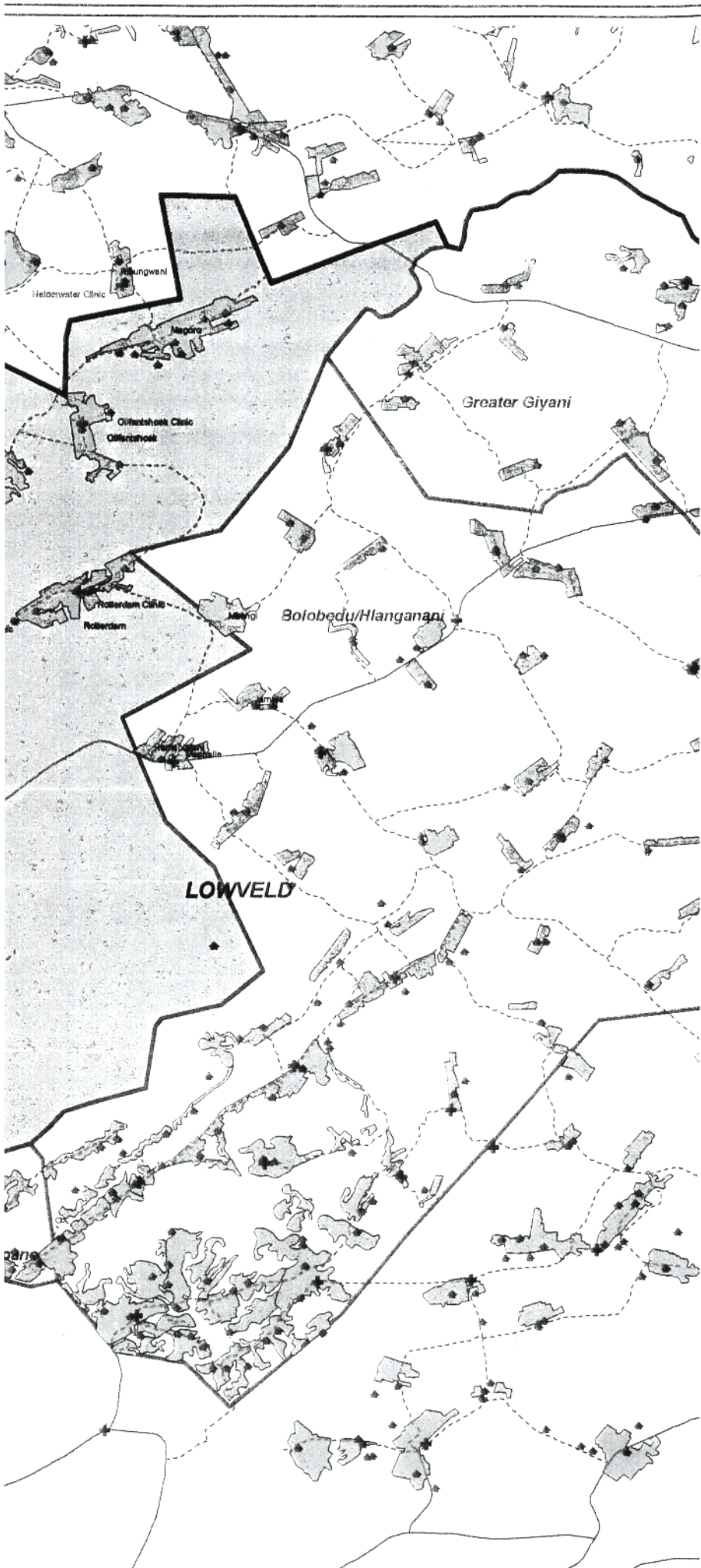
MAP 2
COMMUNITIES, SCHOOLS, HOSPITALS AND CLINICS
IN THE GREATER SOEKMEKAAR AREA
MOOKETSI/SEKGOSESE TLC



**Relationship of Population Characteristics and Development Problems:
Mooketsi/Sekgosese2 Overview.
(Northern Province)**

Map Title:

**Map 2:
Communities, Schools,
Hospitals & Clinics
in the Mooketsi/Sekgosese2 Area**



- ⊕ Hospitals
- ⊕ Clinics
- ★ Schools

Roads

- ⚡ Gravel Roads
- ⚡ Main Roads
- ▨ Communities
- ▭ District Boundaries
- ▭ Council Boundaries
- ▨ Mooketsi/Sekgosese 2 Area

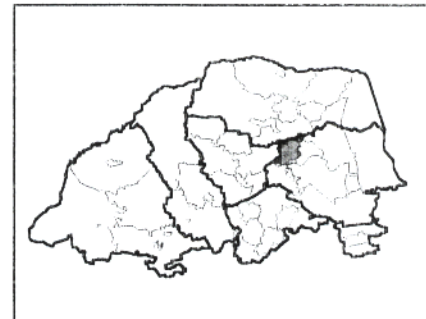
Projection:

Geographic



Scale 1 : 250 000

3 0 3 6 Kilometers



Date: 18 July 2001
 Drawing no.: 2
 Project no.: 0010
 Project ref. no.:
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Map Production:
 GIS Project Solutions
 94 Gen Viljoen Street, Pietersburg
 Charles Stopforth
 Tel: 015 - 297 2803



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APPENDIX C
PHOTOS FOR SOEKMEKAAR POLICE STATION,
POST OFFICE, SCHOOLS AND CLINICS.



SOEKMEKAAR POLICE STATION



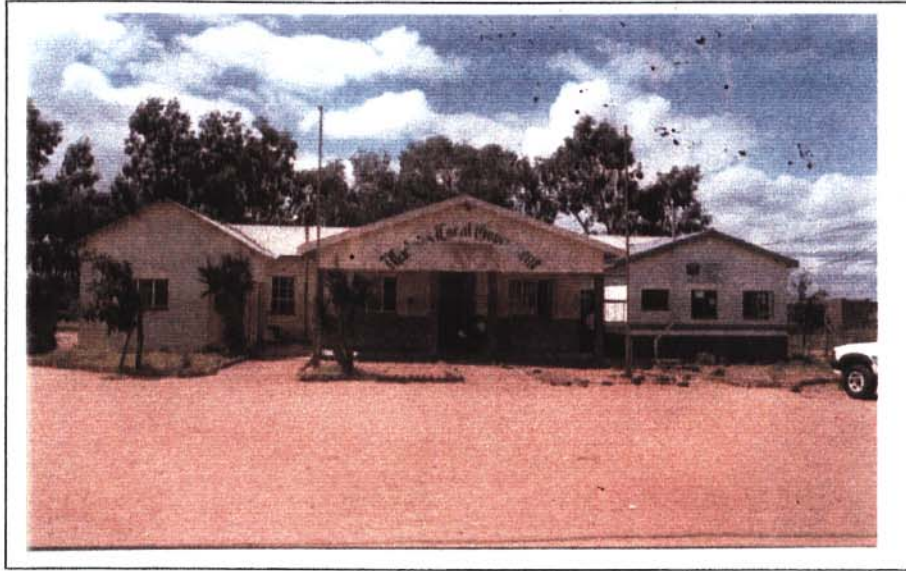
LUNDS POULTRY MARKET CENTER



SOEKMEKAAR RAILWAY LINE



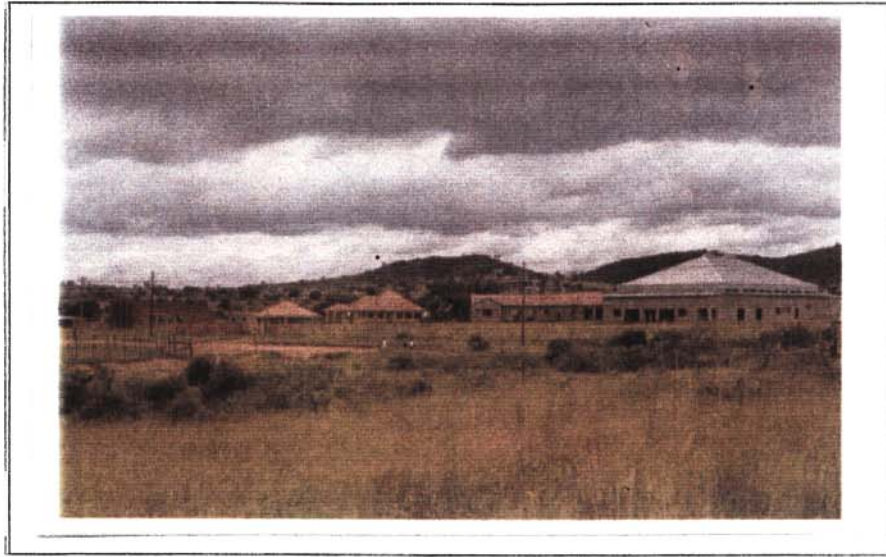
SOEKMEKAAR POST OFFICE



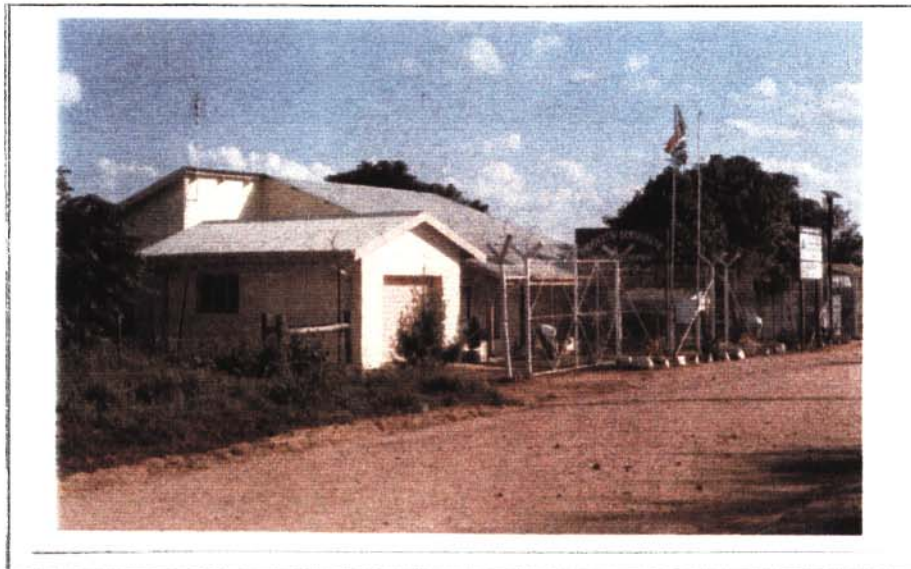
MACHAKA LOCAL GOVERNMENT'S OFFICES



LETHEBA SCHOOL ADMINISTRATION BLOCK



RAMPHAHLELE-PHOOKO OFFICES
(Post office, Administration office & Community Hall)



**MOOKETSI-SEKGOESE TLC OFFICE IN
SENWAMOKGOPE TOWNSHIP**



MOCHEUDI SCHOOL HALL



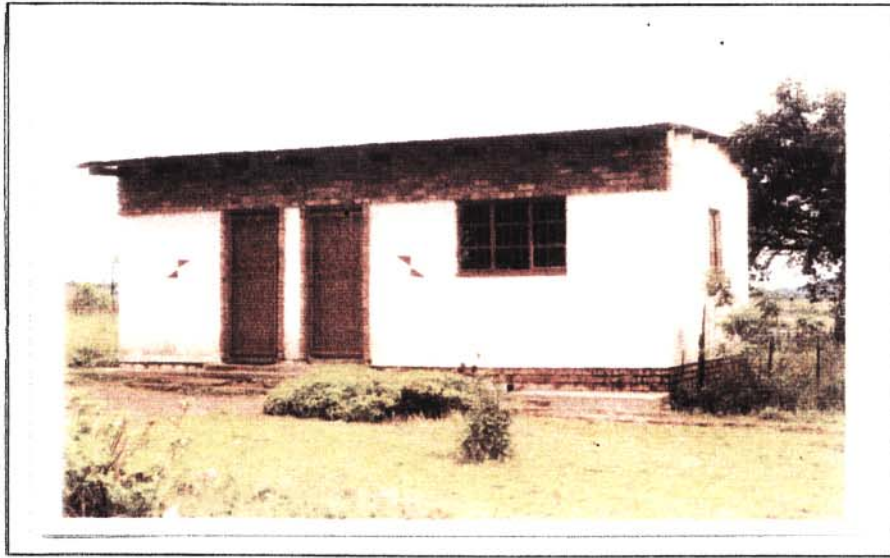
MAKGATO SENIOR SECONDARY SCHOOL



MARUATONA HIGH SCHOOL



NTHABISENG HIGH SCHOOL



MAHUDU HIGH SCHOOL ADMINISTRATION BLOCK



KOLOBETONA SENIOR SECONDARY SCHOOL



SEFOLOKO SENIOR SECONDARY SCHOOL



MAKGATO CLINIC



MACHAKA/MATOKS CLINIC