

Exploring women's participation in empowerment programmes: a case of the Potter's House- Tshwane Leadership Foundation (TLF) in Pretoria, South Africa

By

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AUTHOR'S DECLARATION

I, Musawenkosi Violet Nyathi, declare that the mini-dissertation hereby submitted for the Masters in Development Studies at the Centre for Development Support, University of the Free State, is my own independent work and that I have not previously submitted this work for a qualification at/in another university/faculty.

Signed:

A handwritten signature in black ink, appearing to read 'Nyathi', written in a cursive style.

Acknowledgements

I wish to thank God for continuously renewing my strength while I was busy trying to complete this thesis. The journey was not smooth but through His everlasting kindness, everything became possible.

No words can sufficiently express my gratitude to my supervisor Prof. Merridy Wilson- Strydom for her steadfast support in the process of writing my thesis. You have left a positive mark in my life. I remember vividly your words from our first meeting "...You can do it..." which kept me going strong despite the difficulties.

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Abstract

Orientation: Women's participation has a positive effect on the success of their empowerment programmes because it allows them to be at the centre of their own development initiatives.

Research purpose: This study explored how the Potter's House facilitates women's participation in the implementation of their empowerment programmes. The Potter's House is one of the programmes of the Tshwane Leadership Foundation (TLF), a Non-Governmental Organisation (NGO), based in Pretoria, South Africa. The study used elements of the Capabilities Approach (CA) and Women's Empowerment Framework (WEF) to analyse the Potter's House's work in empowering women.

Research questions: The questions that the researcher was concerned with in this study were as follows:

1. How does the Potter's House involve its beneficiaries in the women's empowerment programmes?
2. To what extent do women have space to contribute to the empowerment programmes as equal participants?
3. What capabilities do women who make use of the Potter's House value for their wellbeing?
4. How does the Potter's House contribute to the realisation of these capabilities?
5. How does the Potter's House contribute (or not) to the agency of participating women?
6. How can the Potter's House's work be improved?

Research design, approach and method: The author conducted this descriptive and exploratory case study that was analysed through the core qualitative methods of in-depth interviews with 15 participants drawn from the Potter's House staff and former beneficiaries. Thematic analysis and narrative analysis were used to analyse data obtained from this case study.

Main findings: The author found that participation is useful in implementing women's empowerment programmes. The Potter's House facilitates participation in implementing its programmes with a number of challenges, which include; financial limitations, agency versus wrong choices, individual differences and preferences, limited skills among staff and beneficiaries. Identifying and better understanding these challenges provided the basis from which to formulate the following study conclusions.

Practical/managerial implications: The findings may guide the Potter's House and other women's empowerment projects to strengthen empowerment programmes geared towards outcomes that women have reason to value.

Contribution/value-add: This study contributes to an evolving body of knowledge aimed at understanding active participation for implementing women's empowerment programmes and points to the value of researching women's empowerment through the lens of the capabilities approach and the women's empowerment framework.

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List of Acronyms

ANC	-	African National Congress
AU	-	African Union
CA	-	Capabilities Approach
CEOs	-	Chief Executive Officers
GBV	-	Gender Based Violence
HIV	-	Human Immuno-deficiency Syndrome
MDGs	-	Millennium Development Goals
NGM	-	National Gender Machinery
NGOs	-	Non Governmental Organisations
NASS	-	National South African Statistics
PAC	-	Pan African Congress
POWA	-	People Opposing Women Abuse
SA	-	South Africa
SABC	-	South African Broadcasting Corporation
SACP	-	South African Communist Party
SAPS	-	South African Police Services
SDGs	-	Sustainability Development Goals
TLF	-	Tshwane Leadership Foundation
UN	-	United Nations
UNGA	-	United Nations General Assembly
WAWA	-	Women Against Women Abuse
WEF	-	Women's Empowerment Framework
WHO	-	World Health Organisation
WNC	-	Women's National Coalition

CHAPTER 1: INTRODUCTION

1.1 Background of the study

This study explores how the Potter's House facilitates women's participation in the implementation of their empowerment programmes. The Potter's House is one of Tshwane Leadership Foundation (TLF) programmes. Various scholars argue that active participation is paramount in women's empowerment programmes (Kabeer, 1999; Fonjong, 2001; Bartlett, 2008; Plaatjie, 2014; Joseph, Ndlovu and Moyo 2012). These scholars believe that community members are better able to transfer to the real world what they learn through participation. Fonjong (2001) highlights that;

'... participation for genuine empowerment requires that the general population as well as women themselves, know the extent of their problems so that proper strategies can be adopted to reverse the situation.' (Fonjong, 2001:243).

Considering these views, this study sought to explore how the Potter's House facilitates women's participation in the implementation of their empowerment programmes. The Potter's House specialises in facilitating empowerment of victims of gender-based violence in the inner city of Pretoria.

TLF¹ was established in 1993 with aim of building healthy urban communities in places of struggle and transition; and to demonstrate inclusive ways of strengthening urban areas socially and economically. The organisation works with churches and communities for urban transformation. As a public benefit organisation, it could have tax benefits for investment by individuals and companies.

TLF has five strategic units namely the social development division, the social housing division, the centre for urban transformation, the management support division and the economic development division (TLF Pamphlet, 2013). The TLF pamphlet gives an outline of the social development division known as Pretoria Community Ministries (PCM), which includes work with women and girls at risk (The Potter's House and Lerato House), homelessness (Akanani), child care and community development (Inkululeko Community Centre), health care (Gilead), a creative arts school (School of Creative Arts), and a programme ensuring that

¹ www.tlf.org.za

children are cared for and a children's rights approach developed in all the TLF programmes (Vana vha Hina).

For this research, I will focus on the Potter's House², which is a programme that deals directly with women's empowerment programmes. The Potter's House is a shelter located in the city centre of Tshwane (Pretoria). Its aim is to unshackle women from gender based violence, domestic violence, poverty and financial slavery. The programme supports women towards restoration of their dignity lost during the abuse and through living in extreme poverty. The approach of the programme is holistic in that it views the woman using different aspects like; socially, economically, physically, emotionally/psychologically, spiritually, legally and many more. The result is that a woman becomes independent and can support herself and her children. In addition, the woman should be empowered to take informed decisions without any pressure from the Potter's House. The Potter's House does not only work with women that are resident in their centre, it also reaches out to women who are in crisis and those that are struggling in the city and provides them with drop in centre programmes.

1.2 Problem statement

Drawing on the literature (see Chapter 2), this research project proceeds from the assumption that participation has considerable potential to be used as a tool for implementing women's empowerment programmes because of its ability to empower people and place them at the centre of their own development initiatives (Thomas 2013; Plaatjie, 2014; Joseph et al, 2012). In the past decade, there has been a huge shift in making sure that participation of women is an integral part of their own empowerment programmes. Be that as it may, research shows that the application of participatory approaches has proven to be full of challenges in actual development settings (Muturi and Mwangi, 2006; Thomas, 2013). As is the case with other development initiatives, women's empowerment initiatives in South Africa face serious implementation challenges (Plaatjie, 2014; Joseph et al 2012; Muberekwa and Nkomo, 2016). This research project therefore seeks to explore how the Potter's House facilitates women's participation in empowerment programmes, their successes and challenges and suggest recommendations where possible.

² www.tlf.org.za/communities/the-potters-house/

1.3 Rationale

A lot of investment has been made in women's empowerment as a strategy for fighting gender imbalances and injustice. However, several studies and empirical research has pointed out that without women's active participation, empowerment may not be achieved. The Potter's House prioritises women's empowerment, but little is known about the extent to which the women are involved as active participants in the programmes offered. There is thus a need to explore the perspectives of the women themselves, in line with development principles of participation and agency.

1.4 Aim

This research focuses on exploring participation in the implementation of women's empowerment programmes by the Potter's House, one of the programmes of Tshwane Leadership Foundation (TLF), a Non-Governmental Organisation (NGO), based in Pretoria, South Africa. In general, participation is aimed at engaging local populaces in development projects. This research project aims to understand the factors affecting active participation within women's empowerment programmes. The study uses elements of the Capabilities Approach (CA) and Women's Empowerment Framework (WEF) to analyse the Potter's House's work in empowering women.

The research questions are:

1. How does the Potter's House involve its beneficiaries in the women's empowerment programmes?
2. To what extent do women have space to contribute to the empowerment programmes as equal participants?
3. What capabilities do women who make use of the Potter's House value for their wellbeing?
4. How does the Potter's House contribute to the realisation of these capabilities?
5. How does the Potter's House contribute (or not) to the agency of participating women?
6. How can the Potter's House's work be improved?

1.5 Chapter Outlay

The research is set out in six chapters:

Chapter 1: Introduction– this chapter introduces the study by giving background of the study and an overview of Tshwane Leadership Foundation as an organisation and the Potter's House project. The chapter also outlines the problem statement, rationale, aim, research questions as well as the chapter outlay.

Chapter 2: Literature Review – this chapter contains the literature review, which is an in-depth analysis of participation and women's empowerment. The chapter also analyses the link between participation, Capabilities Approach and women's empowerment. To strengthen the review, the chapter explores the international and South African views on women's empowerment.

Chapter 3: Conceptual Framework - this chapter presents an overview and analysis of the conceptual frameworks used in this study; that is, the Capabilities Approach and the Women's Empowerment Framework.

Chapter 4: Research Methodology – this section outlines the research methodology that has been utilised in the study. The chapter also illustrates the research design, population and sampling methods that were used, as well as data collection methods and instruments. The section also explains how data was analysed and discusses the ethical considerations and limitations of the study.

Chapter 5: Empirical Findings – this section presents the empirical findings of the research, summarises the main results of the study, and provides an interpretation of the results.

Chapter 6: Recommendations and conclusion – This section sums up the dissertation by providing conclusions and recommendations based on implications of the findings.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of recent literature on the study focusing on participation, typology of participation, and how to use participation in implementing development initiatives. For a deeper understanding of the issues surrounding this topic, a general overview about participation and women's empowerment is given. The chapter will also give an outline of the international and South African status quo on women's empowerment including how it relates to participation.

2.2 Participation

Participation can be defined in terms of two perspectives, that is, the social movement perspective and the institutional perspective (Mohan, 2008; Tufte and Mefalopoulos, 2009). The social movement perspective defines participation as the mobilisation of people to eliminate unfair inequalities of knowledge, power, and economic distribution. In other words, the goal of participation is to empower people so that they can handle challenges and influence the direction of their own lives (Tufte and Mefalopoulos, 2009). The researchers further define the institutional perspective as the capacity and inclusion of contributions by relevant people in the design and implementation of a development project. They highlighted that the institutional perspective uses suggestions, ideas, concepts and feelings of relevant groups, or local stakeholders within a community, as a mechanism to attain a pre-set goal defined by external people who do not reside in the community involved. This institutional perspective may or may not have a social justice or empowerment agenda.

Mohan (2007) emphasises incorporating participation in the process of empowering marginalized people and communities rather than regarding participation as a desired outcome. For instance, when participation is seen as a desired outcome, people may be asked to give their opinions towards a developmental initiative without any assurance that their opinions will have an effect on that particular initiative (Osmani, 2008). On the other hand, when participation is viewed as a process of empowering people, it fosters and enhances people's capabilities to be

actively involved in the development initiatives of their respective communities (Sen, 2002).

2.2.1 Typology of participation

Tufte and Mefalopulos (2009) state that there are four types of participation as indicated in the table below:

Typology of participation	Description
Passive participation	Primary stakeholders participate when they are informed of the project, what has happened or what will happen. Feedback or contribution from the stakeholders is minimal or non-existent
Participation by consultation	Is an extractive process where outside professionals ask specific questions to the community and its stakeholders through meetings and surveys. Decision-making power is left in the hands of external professionals
Participation by collaboration	Groups of primary stakeholders are formed to participate in the discussion and analysis of predetermined objectives set by the project. It requires an active involvement in the decision-making process about how to achieve it. This level of participation does not usually result in dramatic changes in what should be accomplished, which is often already determined.
Empowerment participation	Primary stakeholders are capable and willing to initiate the process and take part in the analysis. This level of participation often leads to joint decisions about what should be achieved and how.

Table 1: Typology of Participation (Tufte and Mefalopulos, 2009:6-7)

Joseph et al (2012) argue that participation is an excellent strategy for local or community-based development. They however noted that this local focus might be completely inappropriate for dealing with historical inequalities such as the lack of education of women. In agreement, Osmani (2008) mentions that for participation to become a viable development strategy, some issues have to be addressed and changed at the national and sometimes international level. In other words, if every woman's view is to be taken into consideration, it is paramount to look at the individual capabilities of those women. Suppose they have a limitation of some sort – perhaps their literacy is poor - then they need to be empowered so that their limitation does not become a hindrance to participation.

2.3 Women's empowerment

Closely related to participation is the concept of empowerment. Although the term women's empowerment has been defined from different perspectives by different

scholars, all the definitions encompass the process of change and growing agency (Do and Kurimoto, 2012). Kabeer's (1999) definition involves resources, achievements and the process of change and agency. She defined women's empowerment as;

'... a process by which those who have been denied the ability to make strategic life choices and acquire such an ability.' (Kabeer 1999:435)

The World Bank (2002) defines empowerment as;

'... expansion of assets and capabilities of poor people to participate in, negotiate with, influence, control, and hold accountable institutions that affect their lives.' (World Bank 2002: 10)

Pradhan, Sahn and Younger (2003) and Malhotra and Schuler (2005) mention the two main features of women's empowerment that can be drawn from the World Bank definition namely process of change through which a woman gains decision making power and agency.

For this study, the researcher has identified Mayoux (2000)'s definition of women's empowerment as most useful. Mayoux (2000) defines women's empowerment as capacitating women to

'... express their own ambitions and approaches for change; cultivate the skills for them to access resources in order to achieve their ambitions; and study and voice their collective interests and to organize to achieve them and link to other organizations (male and female) for change' (Mayoux 2000:18)

Mayoux (2000) added that women's empowerment includes the power to change the underlying inequalities in power and resources, which are deemed to limit women's ambitions and their ability to achieve those ambitions. This finding is similar to the finding that household and interfamilial relations are paramount aspects of women's empowerment (Kabeer 1999; Pradhan et al, 2003; Malhotra and Schuler, 2005). According to Mayoux (2000)'s definition, women ought to be involved in their empowerment from the beginning or initiation of development programmes. Instead of coming up with strategies to empower women, women should be the ones coming up with strategies for their empowerment.

2.3.1 International perspectives on women's empowerment

Parity between men and women continues to be a priority of the United Nations since its establishment and is currently part of the Sustainable Development Goals (SDGs). The 1945 Preamble to the UN Charter states the importance of women empowerment as follows:

'... to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small...' (Unicef 2006:1;Brett 1991:1).

This formulates the groundwork for the direct relationship between gender equality and human development. Kofi Annan, former UN Secretary General observed that

'... study after study has taught us that there is no tool for development more effective than the empowerment of women. No other policy is as likely to raise economic productivity, or to reduce infant and maternal mortality. No other policy is as sure to improve nutrition and promote health—including the prevention of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation. And I would venture no policy is more important in preventing conflict, or in achieving reconciliation after a conflict has ended' (Bureau for Development Policy 2005:72)

This places emphasis in the importance of women empowerment in development initiatives. The UN places emphasis on the importance of women's empowerment in development initiatives globally and recently published a report on the global progress and limitations towards women's empowerment in specific areas as indicated in the table below:

Area	Progress	Limitations
Politics	Percentage of women in politics has doubled over the past 20 years	This doubling only translates to 23% of women in Parliament all over the world.
Conflict	In 2000, the pioneering UN Security Council Resolution 1325 realised that war had a different impact on women and emphasised the importance of increasing women's participation in peace talks.	From 1992 up to 2011, only 9% of negotiators at peace tables were women.
Wages	50% of the world's working age women (aged above 15) are in the labour force compared to the 75% of working age men.	Globally women earn 24% less than men.
Violence against women	In 1993 the UNGA Declaration of Violence against women provided a framework for action on Gender Based Violence (GBV).	20 years later 1 in 3 women still experience physical or sexual violence mostly by an intimate partner.
Senior management	21 women Chief Executive Officers (CEOs) lead fortune 500 companies in 2016 compared to 1 in 1998.	This is merely 4% of the CEOs in the world's list
Media	Women's presence as news subjects in print, radio and television increased to 24% in 2015 from 17% in 1995.	Only 9% of the news stories evoke gender inequality or equality issues while 4% challenge gender stereotypes
Maternal deaths	There are 44% fewer maternal deaths worldwide than in 1990.	About 830 women die daily due to preventable pregnancy-related causes and 99% of these deaths occur in developing countries.
Education	All developing countries have or have almost achieved gender parity in primary school education.	Gender parity widens at the secondary and tertiary school levels in many countries. In 2014 there were 70 girls per 100 boys at tertiary level in Sub-Saharan Africa
Access to clean water	91% of the global population now use an improved drinking water source.	Women still spend 16 million hours per day in collecting water in 25 Sub-Saharan countries while men spend 6 million hours.
Literacy	The adult literacy rate has risen to 85% in 2014 from 76% in 1990.	Women account for over 60% of the world's illiteracy rate. In 2014, 99% of women were literate in developed countries, 77% in developing countries and 53% in least developed countries.

Table 2: Global progress towards women's empowerment adapted from UN Women (2015)³

The table above shows that the journey towards women's empowerment is a very long process, which requires putting extra effort to work on the shortcomings (UN

³ <http://www.unwomen.org/en/digital-library/publications/2015/4/progress-of-the-worlds-women-2015>

2015). Women and men have different needs and priorities but they require equal opportunities and chances to achieve their human rights (Muberekwa and Nkomo, 2016). They should have the chance to contribute to and benefit from development in national, political, economic, social and cultural spheres.

Table 2 also indicates the importance of women's empowerment initiatives in Africa as the results are below the world standards. These are extremely relevant issues right now. The international community has constructed development priorities for 2015-2030 called the Sustainable Development Goals (SDGs) and issues of gender and women's empowerment are still a priority for all developing countries. The major gaps are seen in implementation stages of women's empowerment programmes and as such, the focus should be closing those gaps (UN Women, 2015).

Although most international organisations are aware of the importance of women's empowerment and have a lot of tools, frameworks and checklists available to incorporate it in their policies and programmes, there is a serious deficiency of institutional instruments to assess and monitor failure. Without accountability, women's empowerment is nothing more than just a practical exercise without any positive impact (Mukhopadhyay 2004:100). Mayoux (2006:11) reveals that topical trends towards commercialization and poverty targeting are likely to further marginalise women, unless explicit attention is paid to gender concerns as an integral part of these strategies.

Clisby (2005:26) highlights that operational gender inequalities and limitations lead to practical and strategic restrictions to effective women's empowerment. According to Moser and Moser (2005:15) most efforts are unreliable and characterized by only a few activities instead of a logical and incorporated process. The majority of organisations developed and endorsed a gender policy, but significant challenges exist at the level of implementation.

2.3.2 Women's empowerment in South Africa

Section nine of the Constitution of the Republic of South Africa (Act 108 of 1996) guarantees equality before the law and freedom from discrimination to the people of South Africa. This equality encompassed gender equality and the empowerment of women in areas such as access to employment, land, housing, water, health care

and public works programmes. Muberekwa and Nkomo (2016) mention that between 1994 and 2000, the South African government developed and implemented key domestic development programmes which focussed on addressing the legacy of colonialism and apartheid for example, the Reconstruction and Development Programme (RDP) and the Growth Employment and Redistribution (GEAR). The aim of those programmes was to work on developmental issues like unemployment, poverty and inequality; however, the government failed to deal with inequalities that existed between men and women (Status of Women in South Africa economy report 2015).

International Women's Forum of SA (IWFSAs 2011) reports that in 2000, the South African cabinet adopted the South African National Policy Framework for Women's Empowerment and Gender Equality, 2000, a policy framework that made provision for the National Gender Machinery (NGM) to be established. The NGM is a network of structures, which are coordinated within, and outside government and they work together in facilitating transformation. The NGM is aimed at promoting equality between women and men by dismantling any forms of gender inequality. The government then made calls for a re-look at the NGM model with emphasis on the highest executive coordination point, hence the call for a dedicated women's ministry.

In 2014, twenty years after independence; having realised that women were vulnerable to poverty despite implementing some intervention programs, President Jacob Zuma, announced the transfer of functions of disability and children from the Ministry of Women, Children and People with Disabilities to the Department of Social Development (Department of Women 2015). The Ministry in the Presidency responsible for women was established to deal with women's issues at the country's highest office. On July 3, 2014, the cabinet established the Department of Women, which leads, coordinates and oversees the transformation agenda on women's socio-economic empowerment, rights and equality through mainstreaming, monitoring and evaluation. As highlighted in the department's website⁴, the mandate of the Department is therefore to champion the advancement of women's socio-economic empowerment and the promotion of gender equality.

⁴ www.women.gov.za

When analysing the post-independence interventions for women's empowerment, one notes that there was great improvement in South Africa in terms of ensuring that women's issues were incorporated into the political agenda and creating awareness on issues that negatively affect women. This did not only give guidance as to how the government should intervene but also brought to light some gaps on key areas such as the education system, employment opportunities and the customary law. Although South Africa has numerous laws, policies and programmes, the update from the World Bank's South Africa Economic published in Johannesburg in 2012, revealed that the country is still among the most unequal societies in the world. When linking this to gender, high levels of poverty and poverty in general, affects women more than men as discussed in the next section.

The women's struggle in South Africa has been perpetuated by systems of apartheid and patriarchy. Due to the legacy left by these systems, the women's struggle will continue,

'A riotous history and the patriarchal nature of the South Africa society are the major sources of the vast challenges of present day women in SA.' (Muberekwa and Nkomo 2016)

Many impediments to the development of women in South Africa are due to factors such as limited access to education opportunities, poverty, sexual abuse and domestic violence (KPMG, 2014). One of the most chronic and common challenges faced by women in South Africa is poverty. Stats SA (2013) reported that the majority of South African women reside in rural areas, which are characterised by high rates of poverty. Rural areas are underdeveloped making it very hard to find employment thereby compelling women to depend solely on the income raised by their husbands, boyfriends or partners who may be working. While the South African government has implemented initiatives like child support grants, which most unemployed women in South African who are primary caregivers can obtain, such initiatives are insufficient and cannot alleviate poverty to lower levels (Patel, Hochfeld, Moodley & Mutwali 2012).

Large numbers of women in South Africa are financially dependent on their partners, which increases vulnerability or chances of abuse, domestic violence and rape

(Shozi, 2010). Sometimes when women are economically dependent on their partners who are abusive, they are obliged to be silent to maintain the financial support. Thorpe (2013) argues that the role of supporting women who are survivors or victims of domestic violence and abuse is predominantly left up to Non-Governmental Organisations (NGO) such as People Opposing Women Abuse (POWA), Mercy House, The Potter's House (TPH) and Women Against Women Abuse (WAWA), with little intervention from the government and the police force.

South African girls are not only affected by abuse and poverty at home, but they are also discriminated against at school on issues like curriculum choices especially on subjects like mathematics and science (Shozi, 2010). The Gender Statistics Report (2011), reports that many girls are sexually harassed or abused while in school. The report also mentions that some girls are even forced to drop out of school when they get pregnant even if the pregnancy may be a result of rape. Furthermore, the report highlights that girls also face the challenges of prostitution, drug and alcohol abuse. This invariably affects their chance to receive a good education. Although girls in urban areas tend to be better educated about Human Immunodeficiency Virus (HIV) transmission, the rate of infection amongst school girls in this demographic is cause for concern (UN, 2013). Despite these challenges and the great work that the country needs to do towards girl child education, there are more young women that are enrolled in higher education institutions in South Africa than young men (Gender Report, 2011). In as much as girls are forced to drop out of school, or are faced with limitations and challenges, they still make it to university or tertiary education in higher numbers compared to their male counterparts.

Klassen (2000; 2011) observes that women in South Africa are faced with a lot of health challenges and lack of access to adequate prenatal health care facilities and limited supply of HIV-treatment in the public health care institutions. Again, this increases women's risk of mortality.

As mentioned in the Gender Statistics Report (2011) and the Constitution of South Africa (Act 108 of 1996), women are formally recognised as equal citizens, with equal rights and responsibilities, although this is not a true reflection of what happens in a woman's day to day life. South Africa has an inclusive Constitution that protects the rights of all, accompanied with a statutory and policy architecture for

gender empowerment and equality. However, despite the enabling policies and laws there is still a huge challenge in ensuring that the legal and regulatory frameworks that have been put in place are effectively implemented, enforced, monitored and evaluated (Thorpe, 2013). For instance, gender based violence is not regarded as a crime category although the South African Police Service (SAPS) is required to record all incidences of domestic violence in the Domestic Violence register as stipulated in the National instructions 7/1999. Thorpe (2013) expresses concern that although SAPS reports on the sexual offences every year, these are inaccurate, because some victims may not present themselves at the police stations, and the difficulty in tracing them through the legal system because of the different case numbers issued at each point of contact.

The Gender Report (2011) gives an account of violence against women and girls and access to justice. According to this report, GBV remains a significant issue in South Africa with estimates of 40% to 70% women who are victims of murder. The Gender Report (2011) indicates that at least 77% of women in Limpopo province, 51% in Gauteng, 45% in the Western Cape and 36% in KwaZulu-Natal have experienced some form of violence. In agreement with Thorpe (2013) the Gender Report also highlights the challenge of different case numbers issued at police stations, health facilities and courts, and how this could frustrate their access to justice unless the victims provide the case numbers.

2.3 Conclusion

The literature review shows that South Africa has made significant progress towards women's empowerment. Despite these improvements, there is still a great need for more investments in programs to empower women and girls to improve their status and opportunities, particularly in the context of gender-based violence. It is in this regard that this study sets out to find out how the Potters House, a programme for gender-based violence victims, is using participation in implementing women's empowerment programmes. Before setting out the research methodology used to achieve this aim, Chapter Three explains the theoretical framework that the study uses to understand women's empowerment.

CHAPTER 3: CONCEPTUAL FRAMEWORK

3.1 Introduction

This chapter presents an overview and analysis of the conceptual frameworks used in this study, that is, the Capabilities Approach (CA), and the Women's Empowerment Framework (WEF). The discussion will conclude by exploring how the two frameworks are useful when women participate in their empowerment programmes.

3.2 The Capabilities Approach (CA)

The Capabilities Approach is founded on the work of two major theorists, Amartya Sen (1999) and Martha Nussbaum (2000) whose ideas are based on the central assumption that to understand development, we must understand what people are able or capable to be and to do in their lives – their well-being. The Capabilities Approach consists of three major elements; functionings (well-being), capabilities and agency. Sen (1985) defines functionings as beings and doings, which constitute a person's well-being. In other words, they are basic achievements/outcomes that constitute a person's being, and these include things like being educated, being recruited for employment and meeting one's basic needs. Secondly, capabilities refer to the choices or opportunities that people have to achieve the functionings that they regard as valuable to them. This means that capabilities indicate one's ability to achieve valuable outcomes in view of opportunities that are availed to them, and the opportunities can be enabled or constrained by other external factors. Lastly, agency refers to the processes involved in bringing about change, through the actions of a given person, to achieve the functions that are valued by the person (Sen, 1985).

Sen (1999) views agency as a practical choice that people exercise to achieve outcomes that they value and have reason to value. Agency thus refers to a person's ability to act in their lives. It is also important to note that in some instances, certain people can have limited access to capabilities that they value due to factors like financial limitations, government oppression and false consciousness and this in turn places limits on their agency (Hansson and Hofmeyr 1994, Khader 2008, Nussbaum 2011).

As highlighted in the Human Development Report (2013), the major goal of development is to create an enabling environment for human beings to live long, healthy, and creative lives. This objective is not fulfilled when people assume that accumulation of commodities and financial wealth are the only ways to expand capabilities. Although financial resources influence what we can or cannot do, the Capabilities Approach attests that there is more to well-being than access to income. This brings a different view that portrays a good life as the freedom to attain actual improvements in life, which one has reason to value (Sen, 2001; Nussbaum, 2000). For instance, in initial conversations with a victim of gender-based violence, economic empowerment might not necessarily be the first intervention that must be made especially if the victim values emotional empowerment.

3.2.1. Capabilities Approach and Gender

The Capabilities Approach has been used widely to assess gender inequality in various contexts (Sen, 1985; Chiaperro-Martinetti and Moron, 2007; Robeyns, 2003 and Nussbaum, 2011). A typical example is when Sen carried out empirical research in India in 1985 and examined gender discrimination. He found out that females had worse achievements when compared to their male counterparts in many functionings. Sen (1992) views gender equality as one of the disparate freedoms, which can be understood in a better way when one compares things that intrinsically matter like functionings and capabilities rather than only income as the means to achieve them.

However, Sen's Capability Approach does not provide sufficient basis for use in gender inequality studies because he does not set out the capabilities that are relevant for assessing inequality. In other words, Sen does not advocate for a well-defined list of capabilities because for Sen, processes of deliberation among people affected should be used to identify the relevant capabilities in the specific context.

Nonetheless, there are already a number of studies that measure gender inequality in capabilities. Some studies on comprehensive gender inequality indices assess inequality in capabilities (Humphries, 1993; UNDP, 1995; Dijkstra and Hanmer, 2000; Robeyns, 2005). In their studies, these authors define gender-sensitive multidimensional inequality or well-being indices similar to the capability approach. However, it is important to note that these indices generally compare countries, not

individuals. Therefore, there is need to conduct similar studies that compare individuals within countries instead of average levels between countries.

For a woman seeking justice, Nussbaum (2011) has come up with a central list of ten capabilities that provides a basis for beginning to think more adequately about gender issues, even though this list also applies more broadly. Nussbaum's basic claim is that human dignity occurs when people are placed above a specified threshold in all the ten areas that she developed. She however postulates that the list is a proposal that is debatable and dependent upon a situation. For example, she argues that social conditions may make it impossible to deliver a threshold amount of all ten capabilities to everyone. Nussbaum (2011) highlighted that poor parents in Gujarat state where she conducted her study may not prioritise education for their children because of poverty but would make sure their children work and earn wages for survival. Another gender related example would be when one wants to give leisure and free time as a social protection, it might become a challenge to give that to women as they are culturally expected to work in their formal and informal jobs and then also perform domestic duties after work, which Nussbaum terms a 'double day'.

3.2.2. Strengths of the Capabilities Approach

The capabilities framework is flexible and has a considerable degree of internal heterogeneity, which gives room for researchers to develop and apply it in many ways (Alkire, 2002). The Capabilities Approach creates a platform to appreciate women as unique and agentic individuals instead of the traditional view that tends to portray women as victims. In other words, the Capabilities Approach is about recognising the value of each individual and not just of groups as there can be inequalities within a group. This is a very important advantage in relation to this study, wherein if women's agency and participation is important in implementing their empowerment programmes, it is critical that the programmes value the uniqueness of women as they participate rather than focusing only on the group. Therefore, there is need for organisations that engage in women's empowerment programmes, like the Potter's House, to tailor make their programmes in such a way that they cater for the uniqueness of their beneficiaries.

Due to its flexibility, the Capabilities Approach also acknowledges that there is no blanket way of measuring development through the resources one possesses. Instead, some people may require different resources to enjoy the same capabilities (Sen, 2001). This is particularly true when looking at some of the causes of gender injustice like economic abuse. For instance, a victim of violence may require more resources for empowerment than a woman who has not been abused economically, physically or psychologically. One therefore needs to determine the type and extent of resources that are needed by abuse victims so that they can have the same capabilities as their perpetrators or other women who are not victims. In addition, gender relations can affect people's vulnerability and cause them to require more resources to enjoy similar capabilities even when equipped with same commodities or resources. For example, if a woman is illiterate she will need more resources to be given basic literacy skills as compared to a highly literate woman who will need to be empowered in a different way.

The capabilities framework points out that there is more to life than achieving utility (satisfaction or happiness) as is the emphasis of traditional welfare approaches. Desire fulfilment or happiness represents only one aspect of human existence (Sen, 1984). While it is important to take note of utility, there are other things of fundamental value like rights and positive freedoms commonly ignored by the welfare approach (Sen, 1987; Sen, 1992; Sen, 1999). This may not be a serious concern in instances where utility levels indicate personal circumstances and deprivations. However, Sen (1999) indicates that mental conditioning or adaptive expectations can easily influence utility. Among other things, Sen (1985) mentions evidence from a health survey conducted in India after famine that suggests significant disparities between the externally observed health of widows and their own subjective impressions of their physical state. These considerations lead to the conclusion that neither wealth nor utility adequately represent human well-being and deprivation. Instead, what is required is a more direct approach that focuses on human functionings and the capability to achieve valuable functionings. Nussbaum (2011) has given her list of ten of fundamental capabilities threshold levels of which are required to ensure basic human dignity. She has highlighted that there is a certain threshold of these capabilities that must be reached for justice to prevail and lack of or deprivation of any of the ten capabilities automatically leads to injustice.

The Capabilities Approach can also be instrumental in assessing personal advantage or disadvantage in several different spaces. For example, assessing poverty could encompass looking at a reasonably small division of basic capabilities. On the other hand, the assessment of well-being or human development seems to involve a much extended and more varied capabilities list for living a flourishing life (Sen, 1993).

3.2.3. Weaknesses of the Capabilities Approach

The Capabilities Approach has had its fair share of criticism from various angles. Arguably, many of the weaknesses originate from its strengths, for example, the divergent views on the merits of flexibility. The most common criticism questions the practicality or applicability of the approach (Sugden, 1993). The major concern about practical application of the approach has been related to the process of identifying valuable capabilities. Critics, therefore, claim that Sen failed to provide a clear list of important capabilities to support the Capabilities Approach where others have provided lists (Williams, 1987; Nussbaum, 1988; Nussbaum, 2001; Qizilbash, 1998). For example, Nussbaum (2011) listed ten (10) fundamental capabilities, which she says, are motivated by human dignity. On the other hand, Robeyns (2003), also made a list of capabilities for gender equality and proposed a procedural approach in selecting capabilities for specific purposes. Other critics have further highlighted that the Capabilities Approach places a lot of emphasis on specific capabilities that are valuable (Sen, 1999) which may be uniformly applied across different people considering the level of differences amongst reasonable people on the nature of a good life (Sugden, 1993). However, evidence from Nussbaum (2011), where she applied the list of capabilities across cultures in India, shows that the list is valid and lack of access to capabilities results in gender injustice.

Another form of criticism doubts the practicality of the Capabilities Approach in making inter-personal assessments of well-being given the possible variances about the valuation of capabilities, which include the relative weights to be ascribed to these capabilities (Beitz, 1986). However, Sen (1999) is strongly assured about reaching agreement on evaluation. He suggests that different people's ranking connections are quite similar (Sen, 1999). He has also suggested a variety of ways which include power ranking as well as intersection approach for extending

incomplete orderings (Sen, 1993; Saith, 2001). For Sen, involving concerned people and ensuring that their views are heard (participation and agency) are critical points in identifying relevant capabilities in particular contexts, and so the Capabilities Approach is well aligned to participation, as argued above.

Finally, the Capabilities Approach informational requirements can be remarkably high (Alkire, 2002; Sen, 2001). The assessment of social states is normally dependent upon obtaining information on several functionings. The relevant social indicators may however in some instances not be available. The shift from functioning to capability significantly obscures the exercise since there is need for further information regarding choices that cannot be observed as well as those that are tangible. Sound efforts have been made to measure well-being in the capability and functioning space irrespective of these operational challenges (Robeyns, 2003). Although studies have been carried out to measure gender equality in capabilities (UNDP, 1995; Humphreys, 1993 and Dijkstra and Hanmer, 2000), this study will contribute to existing literature on capabilities in South Africa, with specific reference to the Potter's House empowerment programmes.

4. Women's Empowerment Framework

The Women's Empowerment Framework (WEF) was developed by a Zambian gender expert, Sara Hlupekile Longwe in 1990 wherein she highlighted that women's empowerment is achieved by enabling them to achieve control over the factors of production and participate equally in the development process (Wallace and March, 1991; Williams, 1994). Longwe argued that women's poverty is a result of their exploitation and oppression, and identified five levels of equality as illustrated in Figure 1:

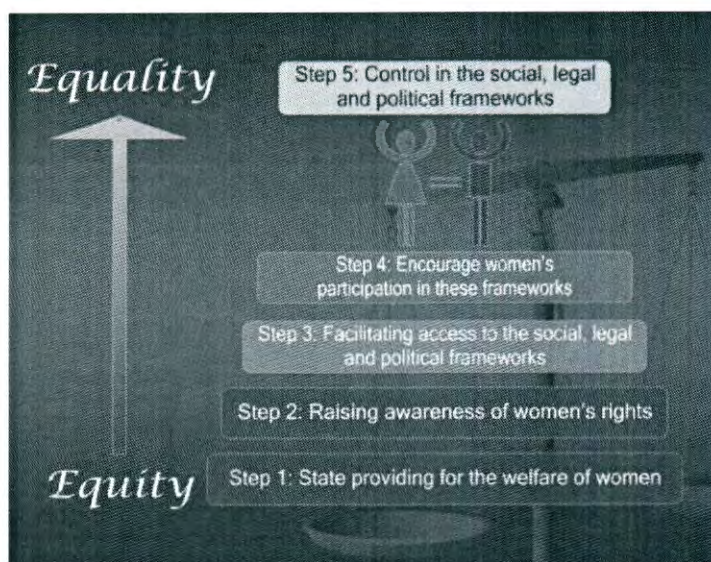


Figure 1: Levels of equality by Longwe, cited in Wallace and March (1991)

Step 1: Welfare - involves improvement in socioeconomic status, such as income and better nutrition. This level focuses on basic needs for survival and not empowering women. For instance, the Potter's House offers basic needs support, including accommodation, food, physical and social care to the women who come to the centre requiring immediate assistance.

Step 2: Conscientisation - involves the recognition of structural forces that disadvantage and discriminate against women coupled with the collective aim to address these discriminations. An example of step two will be participating in campaigns that address the discrimination of women.

Step 3: Access - this is the first step in empowerment as women increase their access relative to men. For example, providing women with education, skills training and jobs so that they are economically empowered and financially independent.

Step 4: Mobilisation - implementing actions related to the conscientisation of women. Conscientisation (see step 2,) refers to raising awareness or making women and all relevant stakeholders conscious of the issues that concern women, and then finding ways to bring them together to work for change. This could be achieved through working with gender rights organisations to ensure that women's issues are heard and implemented; and forming forums or networks that inform policy or advocate for specific changes.

Step 5: Control - involving the level of access reached and control of resources that have shifted because of collective claim making and action. For example, a widow came to the Potter's House after her husband's family took all their inheritance and denied offering any assistance to her and her children. If the Potter's House works with her and until she takes legal action and eventually wins her case in court and get the inheritance for her family back then she would have gained control over her life and her resources.

The framework also identified three levels of addressing women's issues, which are negative, neutral and positive. Negative level is when women's issues are ignored, neutral level is when there is indifference about the recognised women's issues and positive level is when women issues are heard and there is interest in working towards improvement (Wallace and March 1991).

4.1. Strengths of the Women's Empowerment Framework

The Women's Empowerment Framework is very useful in assisting organisations develop clear strategies for implementing their programmes. An organisation can engage in empowerment programs that enable women to be able to take control of their own welfare and broader well-being. Mohanty and Narak (2013) in their study on empowerment of women through self-help groups, ascertain that women need to have a claim on their empowerment and organisations ought to find ways in which they fend off welfare and assistance approaches that position women as victims or as passive. In other words, resources should be regarded as a catalyst or enabling factors for the empowerment of women, and not ends in and of them.

Endeley (2001) investigated how men and women in two Cameroonian societies viewed women's empowerment in relation to income and decision-making. The WEF gave her a foundation for assessing the level of women in those two societies and the relationship between their access to income and level of decision making in their households. Endeley's study shows evidence that the Women's Empowerment Framework does not only provide an atmosphere for dialogue, but also gives women activists an opportunity to highlight the political dimensions of gender inequality.

The framework also makes the gendered assumptions of equality clearer and explicit. Jones (2011)'s assessment of the education policy in Uganda revealed gaps

in practical settings of programs or policies designed to address inequality. She also established that gender equity in the education sector was beyond taking girls to schools but a process of cultivating capabilities important for girls to get educated. It is therefore anticipated that in this study, findings may point to those inequality gaps that need to be addressed in the women's empowerment programmes of the Potter's House. In addition, the positive, neutral, or negative impact can be easily compared across programs. This also helps analyse the strengths and weaknesses of the Potter's House, which in turn can be used for program development.

4.2. Weaknesses of the Women's Empowerment Framework

The Women's Empowerment Framework has been criticised for failing to explain how and why the empowerment program works in practical settings. Critics emphasise the need to explore the causal factors that led to the progression from one level of impact to the next (March, Smith and Mukhopadhyay, 1999). For instance, one may assume that to reach the level of control, an intervention would have to meet all the previous four levels, which may not be the case in actual practice. Interventions do not necessarily need to start with activities at welfare level and work up to each level. At the same time, projects may not be successful if they assume that women have achieved certain levels of equality.

According to Bell (1981), the process of empowerment of women may not follow the stages postulated by Longwe but it begins when one reaches a decision to be empowered. Sushama (1998) agrees with Bell (1981) by highlighting that the basis of empowerment is dependent on women making the vital choice of being open to possibilities of change at a personal or individual level. Further, the framework assumes that there is a hierarchy of gender equality levels which suggests linear progression, and may be practically impossible (March et al, 1999). Women are not a homogenous group with similar issues and one may need either of the items listed on the levels and not all. Therefore, an individualistic approach to women's empowerment that takes account of individual women's lives and contexts, as the Capabilities Approach plays a complementary role to the Women's Empowerment Framework.

The Women's Empowerment Framework does not specify whether development interventions should target women, men or mixed groups. March *et al* (1999)

highlight that women's empowerment must be the concern of both men and women. Men are usually the perpetrators of injustice and inequality and therefore ought to be involved in the whole process of empowerment of women. I agree to this postulation because we live in a mixed world and therefore all women's empowerment initiatives should be inclusive of both genders to attain reasonable success and sustainability. Focusing only on women encourages a view of women's issues as separate to men, without an understanding of gender relations, men's needs and interests (Leach, 2003).

Finally, the framework focuses on three levels of equality, which limits important qualitative assessments of "success" that provide valuable information critical for program improvement. According to Leach (2003) the three levels do not differentiate the degrees or levels of impact which makes it difficult to ascertain and measure the contribution of a developmental initiative.

5. Conclusion

The sections above have set out the key claims as well as strengths and weaknesses of the theoretical approaches drawn on this study. In this section, Capabilities Approach and Women's Empowerment Framework –form a theoretical framework that underpins this study.

In the view of the Capabilities Approach, the women at Potter's House, must be part of the whole process of implementing empowerment programmes not as passive recipients of the initiatives but as active participants (agents) capable of expressing what they value in the empowerment programmes. This study draws particularly on the centrality of functionings, capabilities and agency and the relationship between these elements and women's well-being. The Capabilities Approach's focus on individual well-being as the ultimate measure of development, is a reminder that women's empowerment must not only be approached as a group effort without recognising the individual's specific situation which affect the extent to which they exercise agency and develop capabilities. The Capabilities Approach alerts to possible inequalities that might not be addressed if women's empowerment is approached only as a group endeavour. With its specific focus on women's empowerment, which can be described as women's agency in action, the Women's Empowerment Framework adds important detail to the Capability Approach's notion

of agency. The four steps of Women's Empowerment Framework are viewed as a development process focused on building women's agency, thus leading to empowerment discussed in the findings chapter.

CHAPTER 4: METHODOLOGY

4.1. Introduction

This chapter describes the methodology used in this case study. The chapter presents the research design; chosen research type, data collection strategy, sampling methods, research ethics, data analysis and limitations of the study.

4.2. Research design

The design for this study is a descriptive and exploratory case study analysed through the core qualitative methods of in-depth interviews and document analysis. Cargo and Mercer (2008) argue that most studies on the practices of non-governmental organisations employ qualitative methodologies to arrive at deeper understandings of practice. According to Yin (2009), case study research entails an in depth and comprehensive analysis of a single object or phenomena such as a system, a person, a course, a group or an organisation. Case study research provides relevant information and understanding about a complex phenomenon within its real-life context (Baxter and Jack, 2008).

This research entails an in depth and comprehensive analysis of the Potter's House (TLF) project as the case chosen through which to better understand active participation, and to acquire new insights in using women's participation in their empowerment programmes.

4.2.1. Qualitative research

According to O'Sullivan, Rassel and Berner (2008:493) qualitative research involves

"...detailed, verbal descriptions of characteristics, cases and settings".

Qualitative methods provide a means of focusing on the everyday lives of people (which is well aligned to Capabilities Approach's focus on individual lives and well-being) and is also based on the belief that knowledge is socially constructed (Holloway & Wheeler, 1996). Bouma and Ling (2010) point out that qualitative methods give the researcher a chance to interact with participants, and that it is also possible to make changes or adjustments as the research continues. In support of this view, O'Sullivan et al (2008) indicate that the research design of the qualitative

researcher is more flexible because even if the research may have a succinctly defined methodology and plan of action, the researcher may adapt the design as the research advances and new insights are reached.

Qualitative research is more useful where less is known about the area of research and the specific problem or situation because the researcher can divulge the processes that transcend surface appearances. Research utilising qualitative approaches usually find more in-depth, detailed information on fewer cases (O'Sullivan et al 2008). Qualitative research places emphasis on quality and credibility (Cottrell and McKenzie, 2011). Henning, Van Rensburg and Smith (2010) state that qualitative research provides a thick description of the phenomenon in that the researcher converts the raw empirical data into coherent information that provides more than facts and empirical content but translates data in the light of other sources of information. Thick description assists the researcher to develop an active role in the research since knowledge is shared between the reader and the researcher.

Qualitative inquiry has the potential to trace developments and progress over a specific period as perceived by the research participants (Holloway and Wheeler, 1996). When utilising the qualitative method, the researcher should be capable of recording information immaculately, write legibly, separate trivial from indispensable details, and draw proper conclusions from the information (O'Sullivan et al, 2008).

The qualitative method also embraces the concept of triangulation - the use of multiple methods in the study of one phenomenon. According to Gabrielian (1999), triangulation is subdivided into triangulation of data - the use of different sources for the research; investigator triangulation (using more researchers); theory triangulation (using many perspectives for one set of data); methodological triangulation (using numerous methods for one problem; interdisciplinary triangulation (considering the same problem from various vantage points). In this study, triangulation was based on the data obtained from Staff and the Potter's House official documents. The analysis considered perspectives of former Potter's House beneficiaries, staff and official documents. Triangulation signifies that approaching a problem from different angles helps in successfully finding accurate and appropriate solutions (Hennink et al, 2011). Triangulation assumes that no single method can sufficiently answer a

research question and therefore, numerous forms of data collection and analysis are pivotal. The main aim of triangulation is not to obtain the same results through different data sources but to ensure consistency (Cottrell and McKenzie, 2011).

Qualitative research,

“...sets out to provide an impression: to tell what kind of ‘something’ there are; to tell what is it like to be, do or think of something” (Bouma and Ling, 2010:165).

The qualitative researcher assumes a person-centred and holistic approach, which enables him/her to communicate and interact effectively to obtain adequate knowledge and insight about human beings or phenomena. The qualitative method concentrates on people in their social and cultural context, not just specific conditions (Holloway and Wheeler, 1996). Maykut and Morehouse (1995) also point out that qualitative researchers treasure context sensitivity, which means comprehending an event in all its intricacies and within a specific situation and milieu.

The qualitative research method is not without any limitations. The qualitative method cannot answer questions such as “How many?” “How often?” or “What proportion?” because it is not tailored to answer these questions (Bouma & Ling, 2010). Cottrell and McKenzie (2011) contend that it is not easy to generalise the findings from research participants to other groups in qualitative research. Nonetheless, in many research contexts – as in this study – in-depth understanding is the aim rather than generalisation.

4.3. Data collection strategy

This section presents the methods of data collection that were applied in gathering information for this case study. To obtain appropriate and relevant information on the subject matter, the following sampling design and data collection techniques were used:

4.3.1. Sampling Design

Sampling design is a detailed plan which indicates the type of sample used or an array of units from which the sample is going to be chosen, the number of units

needed and the precise method of choosing them (Clark, 2013). According to Seaberg in Strydom (2005:194) a sample is a

'... small portion of the total set of objects, events or persons, which altogether comprise the subject of our study'.

Clark (2013) highlights that the importance of the sample lies in the fact that it affords the researcher an opportunity to determine the tendencies of a larger population by conducting interviews on a small group of people. The selection of individuals with qualities of the population under consideration makes the research feasible. While for quantitative research samples are selected to allow for generalisation, in qualitative research sample selection involves identifying information rich cases.

Sample selections for this research were based on direct involvement in women's empowerment programmes to achieve the objectives of the study. The sample was drawn from staff members and volunteers of the Tshwane Leadership Foundation employed in terms of the organisation's Personnel Policy and women who have been beneficiaries of the Potter's House programmes. The sample consisted of fifteen participants, of which five were staff members or volunteers and ten beneficiaries of the Potter's House.

4.3.2. In depth interviews

In depth interviews (face-to-face) were held with five current employees and ten former beneficiaries of the Potter's House in order to explore women's participation in empowerment programmes. The researcher conducted the interviews personally to encourage participation. The interviews were conducted during their free time after obtaining permission from the Board and management of Tshwane Leadership Foundation. The researcher chose to get input from former beneficiaries who were once admitted at the Potter's House as victims of domestic violence and abuse. This was beneficial in that the study did not interfere with the current programme of the Potter's House. Current beneficiaries are undergoing difficult personal emotional challenges that would have raised ethical challenges for the study. Furthermore, former beneficiaries are in a better state to contribute to the study without fears that the information they provide could be used against them.

The researcher asked for the data base of the Potter's House in order to get contacts of previous beneficiaries. She then selected beneficiaries who stay around Pretoria for practical reasons (convenience sampling). To ensure voluntary participation and confidentiality, the researcher asked the Potter's House staff to contact the beneficiaries to find out if they were interested in the study. A list of the fifteen interested participants together with their contact details was given to the researcher. The researcher then made use of a further round of convenience sampling to select beneficiaries able to converse in English and/or isiZulu for ease of communication, since these are the two languages spoken by the researcher. The researcher made appointments and conducted ten in depth interviews with the former beneficiaries of the Potter's House. Refer to Appendix 8 for an example of the initial call information and Appendix 9 for an example of text messages sent as reminders for appointments.

The researcher also interviewed five staff members/ volunteers of the Potter's House, including the Programme Manager, the Centre Manager, the Social Worker, Outreach Worker and the Social Auxiliary Worker, to find how their beneficiaries are involved in their empowerment programmes.

Questions sought to explore the perceptions of the previous beneficiaries, staff and volunteers on the implementation of women's empowerment programmes at the Potter's House. The interview questions were open ended questions and enabled participants to express themselves in their own words rather than preempting responses. Open ended questions also assisted in revealing the benefits and drawbacks associated with participation and its effect on the women's empowerment programmes. Refer to Appendix 6 and 7 for copies of the interview schedules. The interviews were recorded and then transcribed verbatim for analysis.

4.3.3 Document analysis

The researcher studied documents of the Potter's House, including the strategic plan, business plan, monthly reports on women's empowerment programmes and other Potter's House documentation that was available. The researcher gave specific attention to two central issues: how the Potter's House allows women's participation

in their empowerment programmes and in which specific phases is participation of women included or neglected, and in what way.

4.4. Research Ethics

Adhering to ethical codes was one of the key aspects of this study and the researcher ensured that these were adhered to. The researcher got ethical approval from the University of the Free State, reference number **UFS-HSD2015/0280** (refer to Appendix 3 for the copy of ethical clearance approval). Being a study that concerns vulnerable women who are previous victims of domestic violence and abuse, it was imperative to protect their best interest. According to the Resnik (2015) ethics are based on the norms of conduct that differentiate between acceptable and unacceptable behaviour. They are founded on three principles: respect for persons, beneficence and justice (Henning et al, 2010). The researcher has complied with the following research ethics for interaction with the research subjects.

4.4.1 Privacy

All the research participants were informed of their rights to privacy whereby they could decide to decline taking part in the interview. Resnik (2015) states that research participants have the right to refuse to respond to a question and to be interviewed at their convenient times. The researcher made appointments with the respondents through an initial telephone call conversation (see Appendix 8) to ensure that they chose a convenient time that suited them for the interview. In addition, the participants were informed that they were free not to respond to questions that they were uncomfortable with or to be excused from the interview should they wish to without any negative consequences towards them (refer to Appendix 4 and 5 for the informed consent forms in English and isiZulu).

4.4.2 Anonymity and confidentiality

The in-depth interviews were conducted with due regard to the participants' right to anonymity and confidentiality. The researcher ensured that the participants remained anonymous in such a manner that would be difficult to trace the responses of any participant back to the person concerned. None of the participants were required to write their name or contact details during the interview and pseudonyms were

assigned to each participant for reporting purposes. In the process of drawing information from the informants, the researcher ensured that the results were in consonant with the participant's right to privacy and dignity (Resnik, 2015).

4.4.3 Informed consent

The researcher ensured that the participants understood the purpose of the in-depth interview so that they could refuse to participate if they wished. Participants were informed about what would happen with the information they provided through their responses to the in-depth interview. It was clearly mentioned that participation in the interview was voluntary, which meant that the participants were free to withdraw from taking part at any stage of the interview. Henning, Van Rensburg and Smit (2010) assert that the participants should be appropriately informed about the research to alleviate possible uncertainties and assure them of their privacy. The researcher prepared an informed consent form which was given to all the 15 participants to read and sign before the interview process took place. Refer to Appendix 4 for the informed consent letter in English and Appendix 5 for the informed consent letter in isiZulu.

4.5 Data Analysis

Resnik (2015) mentions the objective of analysis is to comprehend the different aspects of one's data through the examination of relationships between concepts, constructs or variables or parameters and determine whether there are any patterns that can be identified or isolated to establish themes in the data. Data analysis (in the qualitative paradigm) does not give answers to research questions per se, but answers are obtained through the interpretation of data and results. Interpretation is concerned with explaining and attaching meaning (Vithal and Jansen, 2010).

Data analysis is useful in bringing meaning to large amounts of qualitative data. The purpose of data analysis is to make sense of accumulated information (Vithal and Jansen 2010). Thematic coding and analysis was used to analyse the raw data from the in-depth interviews. This is a method of analysis used in qualitative research in which text (notes) are systematically examined by identifying and grouping themes and coding, classifying and developing categories. The research also made use of Excel to analyse demographic data. Constant reference to the objectives was made

to avoid a common pitfall in qualitative data analysis, of conducting a range of analysis not specified in the objectives.

4.6. Limitations of the study

All studies work within limitations of access, time, resources, availability and credibility of secondary data and many others (Vithal and Jansen, 2010). Firstly, the researcher noted that some potential respondents were not willing to participate in the study because of fear of the unknown and the sensitivity of the subject matter. To minimise such occurrences, the researcher asked the CEO of the organisation to give a formal announcement before the commencement of the data collection and encourage respondents to participate in the study, particularly the employees and volunteers. The researcher also got a list of participants who were previous beneficiaries of the Potter's House. This happened immediately after the Potter's House staff had contacted them and they had indicated that they were willing to participate in the study.

Time constraints were experienced in this research. Firstly, the researcher is a full time employee and needed to report to work for official duty daily. The data collection phase was challenging as the researcher had recently started a new job, and had to apply for unpaid leave. In addition, research participants were busy with other commitments during data collection and that posed a challenge for interviews to be done during normal working time. The researcher had to conduct some interviews late in the evenings and during weekends.

Language constraints presented a limitation, given that data would have to be interpreted and presented in English. Most of the respondents, especially beneficiaries, were not good at understanding and speaking English. The participants chosen were strictly those able to communicate in English or isiZulu, which are the only languages that the researcher is conversant with. All the isiZulu responses were translated during transcription by the researcher.

4.7 Conclusion

Research methodology is a critical part of the research process because all the empirical findings are dependent upon the research method used. This chapter has not only provided the rationale for the research design used but it also gave an

outline of the appropriate techniques for collecting data, sampling and analysing the empirical findings. This was a qualitative study, which employed in depth interviews to gather data. Microsoft Excel was used analysis of demographic data. Thematic analysis was however used to process and analyse data from the interviews. The process included qualitative methods of transcribing, summarising, classifying and structuring of data into meaningful themes. The research observed ethical Code of Conduct across all the study processes. The next chapter presents the results of the research.

CHAPTER 5: EMPIRICAL FINDINGS

5.1 Introduction

This section presents the empirical findings of the research and discusses the main results of the study. The data is divided into three themes, which are discussed after exploring the biographic data of five members of staff and ten former Potter's House beneficiaries. The section concludes with a chapter summary.

5.2 Response rate

All 15 participants identified through purposive sampling were interviewed representing 100% response rate. 15 in-depth interviews were held with the Potter's House five staff members and ten former beneficiaries.

5.3 Background data of The Potter's House former beneficiaries

In this section, the demographic data of former Potter's House beneficiaries provides contextual background against which the findings can be interpreted.

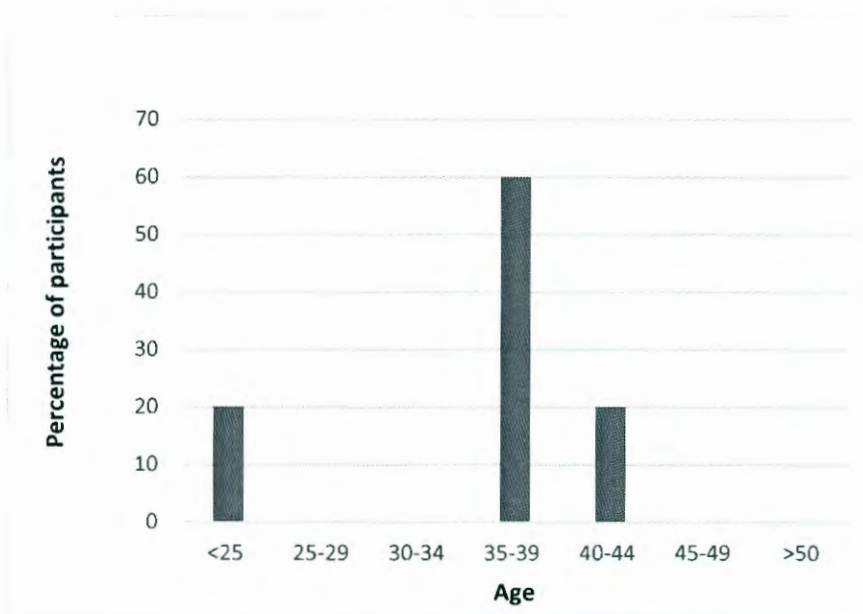


Figure 2: Age Distribution of former beneficiaries

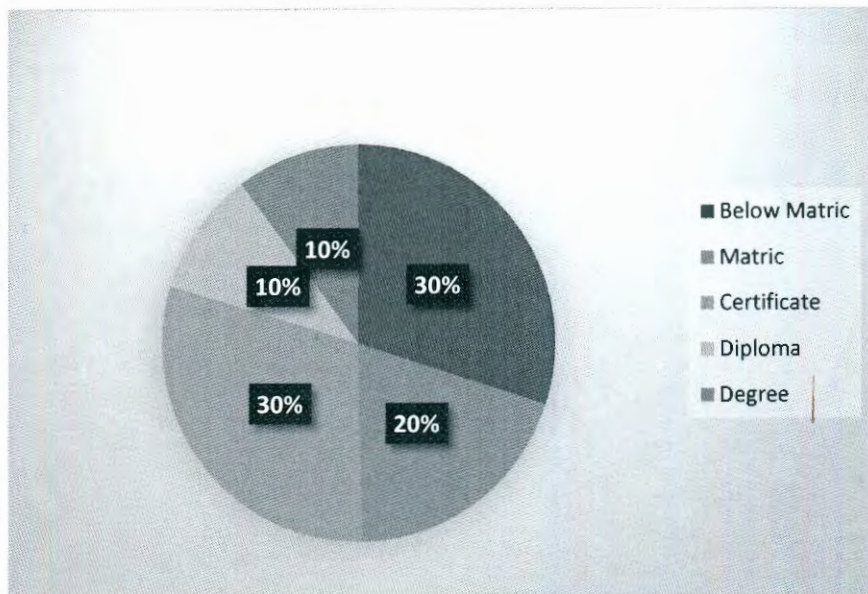


Figure 3: Highest level of education for former beneficiaries

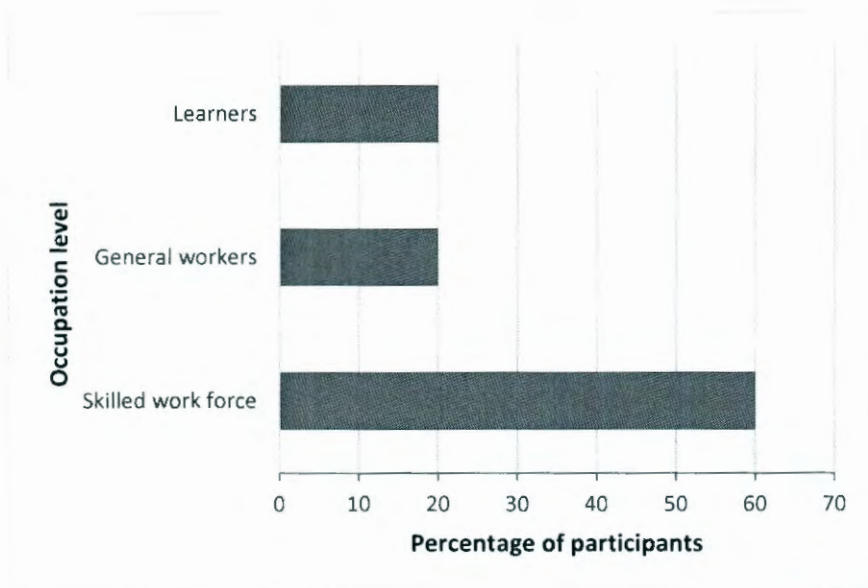


Figure 4: Current occupation of former beneficiaries

The former beneficiaries of the Potter's House are middle aged and are all currently occupied with either education or employment. This is consistent with the Potter's House business plan which highlights that it accommodates abused women above 18 years. Most participants (60% - n=6) only have matric (n=3) and certificates (n=3) as the highest qualification. This does not come as a surprise and confirms reports by Joseph *et al* (2012) that even though there are traces of access to education, skills development and training, the level of education of women in Limpopo was regarded as lower than the expected standard. The situation in Limpopo is not

different to the Gauteng province and is an illustration of the gaps identified by UN (2015) in developing countries. The level of education of women in the Potter's House is lower than expected. It is directly linked to the current occupation levels and also indicates that lack of access to tertiary education forces women to work in lower paying jobs which do not give adequate income to sustain financial independency.

5.4 Background data of the Potter's House staff

The demographic data of the Potter's House staff/volunteers provides contextual background against which the findings can be interpreted. Figure below shows the age distribution of the five staff/volunteers that were interviewed.

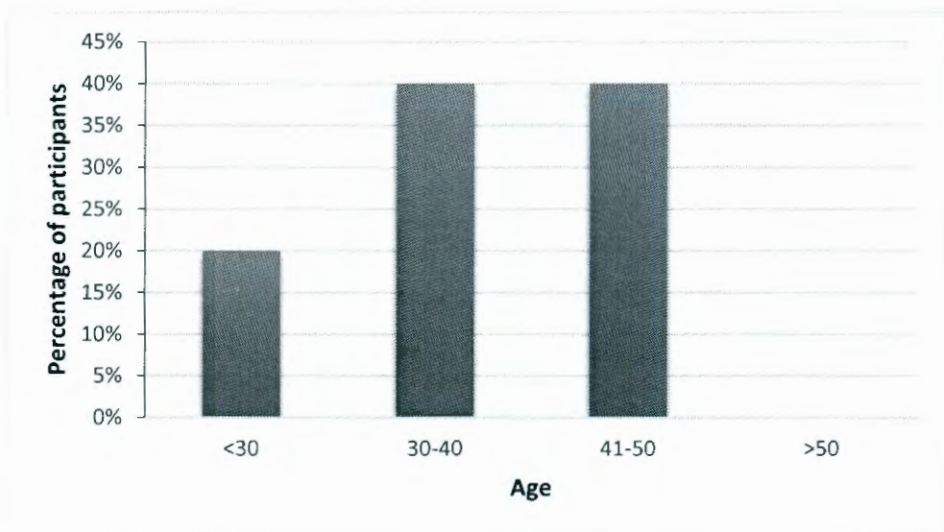


Figure 5: Age distribution of the Potter's House staff

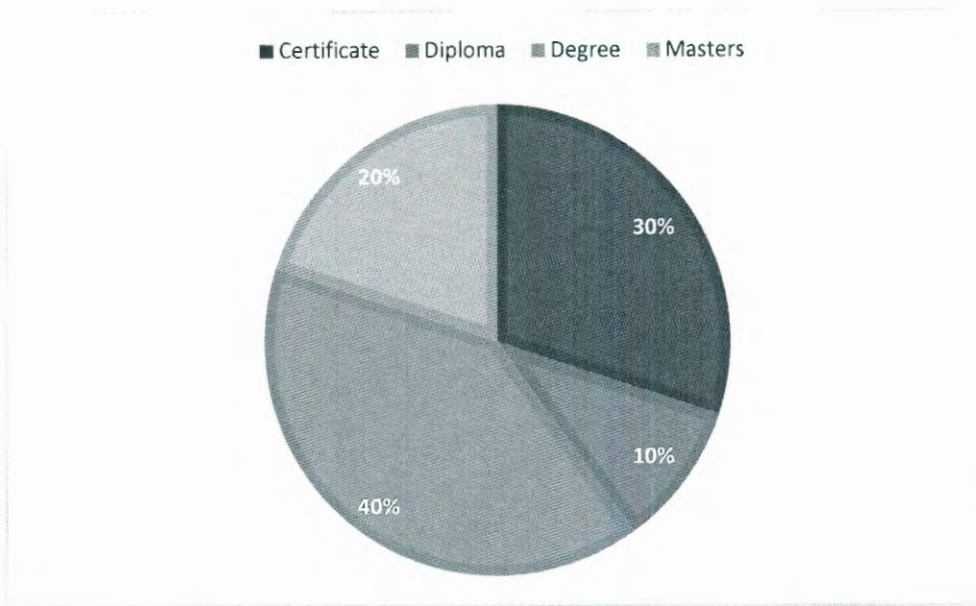


Figure 6: Highest level of qualification for the Potter's House staff

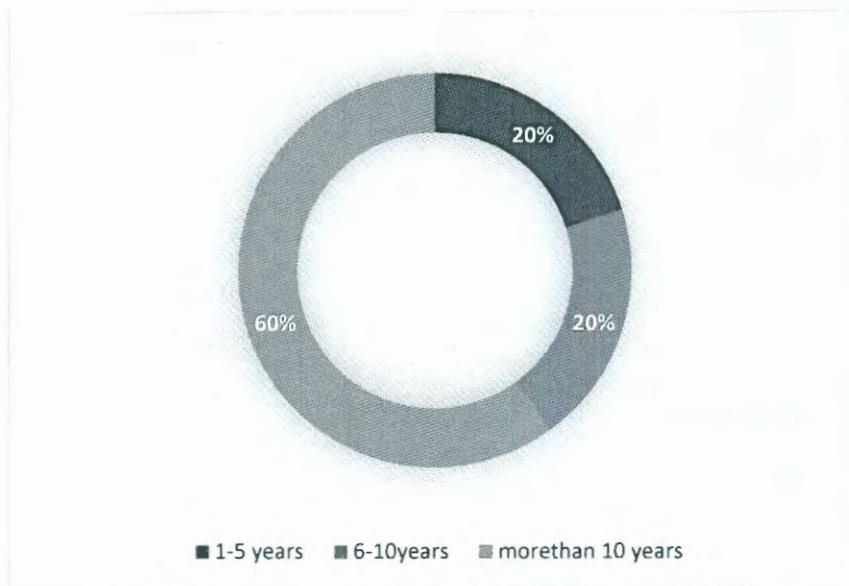


Figure 7: The Potter's House staff work experience

Staff members at the Potter's House are of middle age and they all have more than one year experience working with vulnerable women. The high staff retention represented by those who have worked at the Potter's House for more than 6 years (80%, n=4) may be an indication that staff members are committed to their work and the organisation is doing its best to retain them. The level of education was relatively

high, indicating that staff members have invested in attaining higher levels of education.

5.5 Discussion of Results by Theme

The researcher will present findings from the perspective of former Potter's House beneficiaries and staff. Research analysis is centred on the following themes extrapolated from the research objectives and data:

- Theme 1- Role of the Potter's House in facilitating women's participation in their empowerment programmes
- Theme 2- Identifying valued capabilities of former the Potter's House beneficiaries
- Theme 3 – Suggestions for improvement

The details of the themes are provided in the table on the next page.

Table 3: Discussion of results by theme

Broad Theme area	Research question	Specific theme question- in-depth interview beneficiaries	Specific theme question- in-depth interview staff
<p>Theme 1 Role of the Potter's House in facilitating women's participation in their empowerment programmes</p>	<p>How does the Potter's House involve its beneficiaries in the women's empowerment programmes?</p> <p>To what extent do women have space to contribute to the empowerment programmes as equal participants?</p>	<p>Do you think it is important for the women at the Potter's House to participate actively in the programmes offered? Why?</p> <p>To what extent did you feel that you were an active participant in the programmes offered? Please explain and provide examples.</p> <p>When you were living at the Potter's House, did you have opportunities to make suggestions about the kinds of programmes offered by the Potter's House? Please provide examples.</p> <p>Did you feel that you were listened to by the Potters House staff? Please explain.</p>	<p>Have you heard of participatory development? Yes/ No If yes, briefly, what does it mean to you? [if no, the researcher will briefly explain what participation is]</p> <p>To what extent does the Potter's House use participatory approaches in planning or implementing women's empowerment programmes?</p> <p>How do you think participation does, or could contribute to women's empowerment work? Why/please explain.</p> <p>To what extent are women involved in the development of the programmes offered at the Potter's House? Please explain and provide examples.</p> <p>Can you briefly describe what you see as the benefits of involving women in empowerment programmes?</p> <p>In your view, to what extent do the women living at the Potter's House have a say in how the women's empowerment programmes are run? Please explain.</p> <p>Do you think it is important for the women to participate actively in the programmes the Potters House offers? Why?</p>
<p>Theme 2: Identifying valued capabilities of former Potter's House beneficiaries</p>	<p>What capabilities do women who make use of the Potter's House value for their wellbeing?</p> <p>How does the Potter's House contribute to the realisation of these capabilities?</p>	<p>How do you think you benefited from staying at the Potter's House? Why?</p> <p>Is there anything that you did not like as you stayed at the Potter's House? Please explain why and provide specific examples where possible.</p>	<p>What are the systems that you have in place to identify what women value in the empowerment programmes offered?</p> <p>How do you evaluate the effectiveness of your work? Do you have specific criteria against which</p>

	<p>How does the Potter's House contribute (or not) to the agency of participating women?</p>	<p>To what extent did the Potter's House programmes/activities equip you with the skills you needed when you moved out of the Potter's House? Please explain and provide examples.</p> <p>To what extent did participating in the Potter's House activities enable you to make informed decisions about your life and about what is important to you? Please explain.</p> <p>Did your participation in the Potter's House activities help you to understand your rights as a woman and as a person? Please explain.</p> <p>In your view, what is it most important for a woman who is ready to leave the Potter's House to be able to do so that she is equipped for her life outside the Potter's House? Why? Did participating in the Potter's House equip you in this manner?</p>	<p>you assess your work? If yes, do these criteria include participatory development principles?</p> <p>Based on your experience at the Potter's House, what do you think it is most important for women leaving the Potter's House to be able to do? Do you think the current programmes equip them sufficiently?</p> <p>Is participation and women's empowerment something that is discussed by staff at the Potter's House? Please explain.</p> <p>Are you provided with any support or professional development opportunities to improve your participation skills?</p>
<p>Theme 3 Suggestions for improvement</p>	<p>How can the Potter's House work be improved?</p>	<p>Do you have any suggestions for improvement of the Potter's House programmes?</p>	<p>How do you think the current Potter's House programmes can be improved?</p>

5.5.1 Theme 1: Role played by the Potter's House in facilitating women's participation in their empowerment programmes

This section presents and interprets the findings on the role played by the Potter's House in facilitating women's participation in their empowerment programmes.

5.5.1.1 Participation in programmes

This section provides the data on the extent to which the Potter's House beneficiaries participated in the programmes as summarised in Figure 9 below.

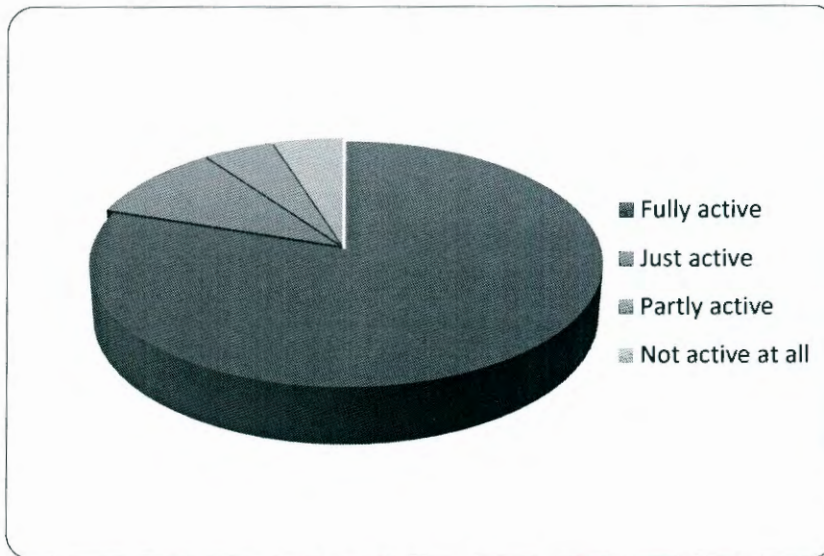


Figure 8: Extent to which beneficiaries participate in programmes

All the five Potter's House staff participants showed an understanding of participation and supported their understanding with examples on how the Potter's House facilitates participation. Two participants said;

'... is what we call inclusion in the Potter's House; whereby we listen to what women want then journey with them as they achieve what they want. A recent example is when women told us they wanted a fitness programme in the house, as the Potter's House staff we sought to understand what exactly they wanted, how and when they wanted it and as I speak now, the aerobics are running in the house and women are excited and participating well in the programme'.

'... Immediately after intake, a woman gets oriented on what programmes we offer, she then decides which programme she likes and then participate ... women literally choose which programmes they want to get involved in'

Although it is a requirement for the Potter's House beneficiaries to participate in all the empowerment programmes (extrapolated from the Potter's House Rules), it is important to note that these may be the Potter's House way to facilitate or push women towards their empowerment. However, participants expressed the fact that they had some degree of choice to decide on whether to participate in programmes of their choice. The majority (n=6) mentioned that they were fully active; (n=2) mentioned that they were just active; (n=1) was partially active and 1 was never active in the Potter's House programmes. The six participants who were fully active indicated that they liked the programmes and could not wait to get involved. Some of the responses were as follows;

'... after a long day of running around looking for a job I still had energy to participate in all the activities in the house... I personally enjoy learning new things so if I was free I would go into any programme'

'... I was active in baking, cooking, painting, devotions, and beadwork and cleaning... I miss those programmes actually... especially devotions even now I just pass by the Potter's House to just have devotions'

The Potter's House staff mentioned that they had systems in place to identify things that women have reason to value and to facilitate their participation. Examples of responses included;

'... there is no way that we can run this programme without systems, we have weekly meetings with the women every Wednesday evening; we also meet as staff on a weekly basis to discuss the Potter's House issues'

'... Yes, we have systems in place, like our business plan, progress reports, quarterly financial reports, monthly reports; statistics, which are all compiled after meetings with staff and our community members'

They mentioned the different types of meetings that they use to facilitate participation. Firstly, they hold staff meetings every week wherein they discuss house meetings. Secondly, a weekly meeting with all the Potter's House community members to assess progress within the programmes. Thirdly, there are one on one meetings held with each member of the Potter's House community for one hour with the social worker and social auxiliary workers on a weekly basis. The staff also indicated that they have planning meetings, progress assessment meetings and evaluation meetings that are held periodically with all the Potter's House community

members. These meetings are recorded in the form of minutes and they provide the Potter's House staff with information that they can use to facilitate women's participation.

Informed by meetings at different levels, the Potter's House staff mentioned that they have developed a number of documents which they use to assess the effectiveness of their work. Among others they mentioned the TLF Strategic plan; the Potter's House business plan, quarterly and six months progress reports, the Potter's House rules, empowerment programme calendar, monthly statistics files, monthly reports, individual development plans and beneficiaries' files. The researcher was informed that at each point of contact with beneficiaries, staff filled in some forms as proof that they had conversation. In addition, the House has suggestion boxes which are accessible to women and on specific periods, the staff check these and action accordingly.

5.5.1.2 Importance of participation

This section provides the data on what the Potter's House beneficiaries said were the reasons why women should participate in the activities as summarised in Figure 10 below.

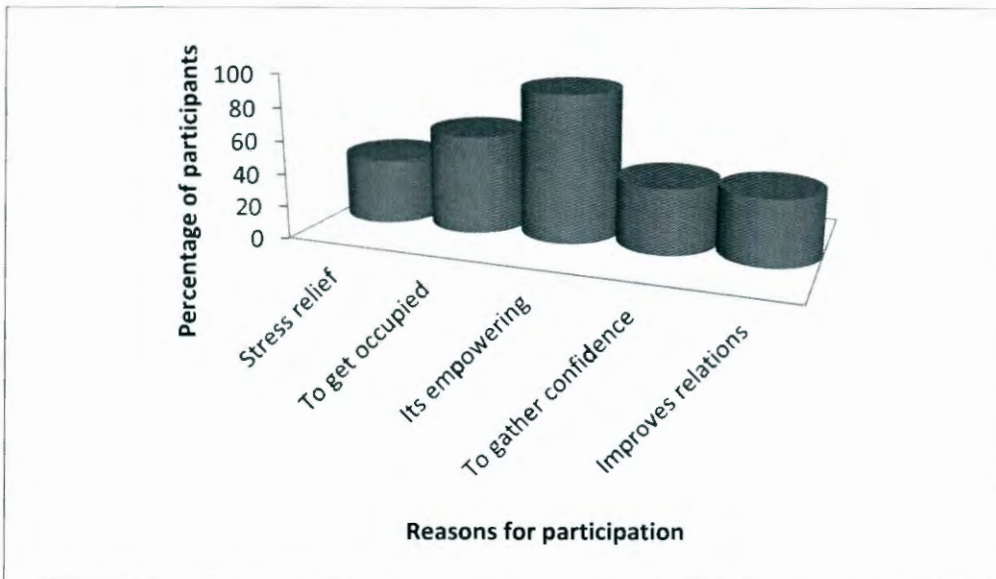


Figure 9: Reasons for participating in the Potter's House activities

The beneficiaries mentioned five reasons why it is important for women to participate. Four out of ten mentioned that women ought to participate in programmes to relieve stress, which reviews the therapeutic component of the Potter's House programmes as highlighted in the strategic document, business plan, and progress report. Linked to the therapeutic nature, five participants mentioned that it was important to participate in programmes to keep themselves occupied as indicated by the following examples;

'... Participation is important as it helps women to forget about their problems ... not to concentrate or worry about your situation ... if you are doing nothing you think a lot but if you get busy you forget about your worries'

'... Yes, it is important to participate in programmes to lift your spirit and realise you can still do something ... your problem does not mean the end of the world.'

The Potter's House beneficiaries also mentioned three key factors that they regarded as the reasons why it is important for women to participate in programmes. The majority (n=9 – 90%) mentioned that programmes were meant to empower women, four out of ten mentioned that the programmes were important as they help women to gather confidence and improve their relations:

'... to get emotional relief ... programmes are for women to learn and get exposed to new things'

5.5.1.3 Space for opinions and suggestions about programmes

100% of the participants agreed that they felt they were listened to maximally. They concurred that staff at the Potter's House would do the best they could to attend to their requests, as one of the respondents said:

'... what so ever they could do, they did for me though sometimes they had financial limitations'

This participant caught the attention of the researcher when she linked being listened to, to financial limitation. It highlighted the importance of adequate funding for meaningful participation in empowerment programmes. Funding is also a major challenge faced by NGOs in South Africa mainly due to the global economic crisis (Davis, 2012). In as much as the Potter's House staff may want to journey with women and facilitate the provision of programmes that they have reason to value,

the project is experiencing funding problems. Davis (2012) has argued that most private companies were forced to limit their Corporate Social Investment budget due to the economic recession. This has forced many NGOs in SA to rely on government subsidy and grants. According to Davis (2012) this dependency creates competition among NGOs for funding, and questions their impartiality when implementing their work. This notion speaks to concerns of participation in practise in that dependency may create a platform where Potter's House could be forced to action government service level agreement instead of what participation may be advocating for.

5.5. 2 Theme 2: Identifying valued capabilities for former Potter's House beneficiaries

This section provides the findings on the valued capabilities for former Potter's House beneficiaries and the interpretation thereof. When asked about what they valued for their well-being, the women responded as follows:

'... Am all that I am because of the Potter's House ... my life was changed completely....'

'... When I came to the Potter's House I was broken, I had lost hope.... guess what I got here, I found family and friends, people who believed in me. I got a bursary to study child and youth care which I did and then I got my job'

Their responses were similar to those of the questions on what they liked about staying at the Potter's House. On whether they benefitted from the Potter's House programmes, all the participants (n=10) said the House had provided them with basic needs which are referred to as functionings (Capabilities Approach) or welfare (Women's Empowerment Framework) as indicated below;

'... I didn't know where I was going to sleep that night then I went to the police station, the police took me to the Potter's House. I was given a room to sleep, the room had a bed and blankets, I also got a nice meal ... all for free...'

'... Potter's House took care of my meals everyday I never went hungry...'

All the 10 participants also mentioned that they benefitted in terms of conscientization (Women's Empowerment Framework), which also contributes to

capabilities formation, wherein they were involved in the Potter's House awareness raising campaigns, events, and workshops. In addition, all the participants mentioned that they had gained some degree of control of their lives which falls in the category of control (Women's Empowerment Framework) and agency (Capabilities Approach).

'... I was taught about my rights....I learnt that my background did not matter and could not be a limitation to my future plans... now I am full of energy to pursue my education and seek a better life...'

This finding agrees with critics of Women's Empowerment Framework who mention that the process of empowerment of women may not follow the stages postulated by Longwe, but begins when one reaches a decision to be empowered (Bell, 1981; Sushama, 1998).

8 out of 10 beneficiaries mentioned that they had benefitted from access to skills development opportunities (Women's Empowerment Framework) or opportunities for capabilities formation (Capabilities Approach). Through the Potter's House, they managed to get skills, education and jobs. The Potter's House continues to work with its community members to attain skills, jobs and educational development and contributes to both capabilities and functionings of women.

'I was given a chance to further my education; they also assisted me to get a job'

'I am a cleaner at Yeast all because of Potter's House... I started as a reliever.... now am permanent'

'I got a job, emotional stability, accommodation, focus and counselling made me realise I still had a chance in life.'

Of the 8 beneficiaries, 6 who benefited from the skills development programmes indicated that the in-house skills provided by the Potter's House did not provide any economic value and hence they could not use them outside the Potter's House. The common examples that were given were blanket making and fabric painting. As such, these skills development initiatives did not lead to empowerment or foster capabilities for the women involved, although learning these crafts may have had therapeutic value. These responses show that these women did not value learning the skills because they did not create capabilities for employment.

30% benefited from programme aspects that promoted agency which included involvement in forums networks. The Potter's House still has a long journey towards involving the beneficiaries in forums and networks. This finding perpetuated the formulation of one of the recommendations for consideration by the Potter's House management.

5.5.3 Theme 3: Suggestions for improvement

This section provides and interprets findings on suggestions for improvement given by former Potter's House beneficiaries.

5.5.3.1 What ex- beneficiaries did not like about the Potter's House.

This section summarises what the former beneficiaries did not like about staying at the Potter's House, as shown in Figure 12 below.

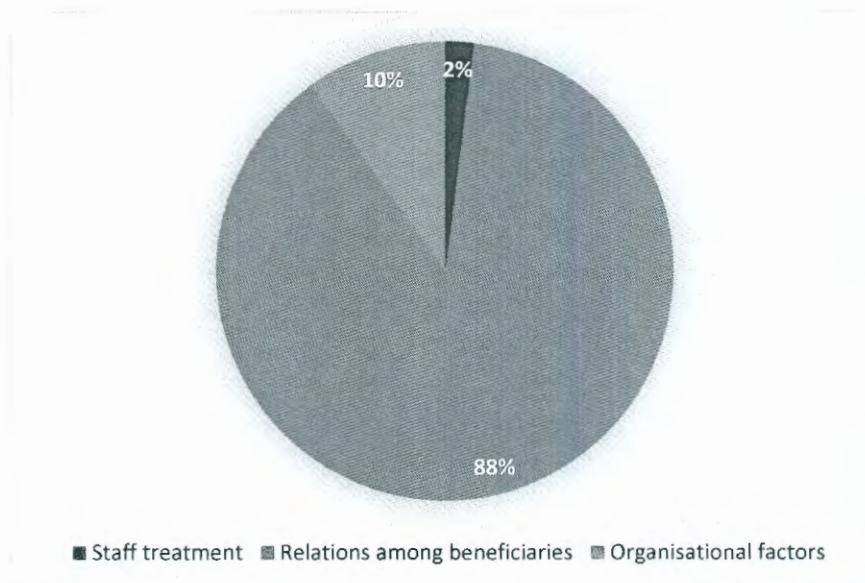


Figure 10: What women did not like about the Potter's House

8 respondents pointed out that relations with other women living at the Potter's House were a major concern. Constant fights and arguments created discomfort.

'... some women like to fight a lot...almost every week there was a fight in the house.... I cannot stand a fight... something has to be done about this fighting'

'... fighting and arguments ... when they start I just run to my room and lock myself'

2 out of 10 mentioned that they did not like the way in which some of the staff favoured other women. 2 out of 10 mentioned that they did not like the rules about intake where they were told how long they could stay at the Potter's House before they could settle and deal with their emotional trauma

'... I did not like that some women were given favours by staff...'

'... Potter's House staff must think about the women before they tell them to leave especially when they have just come into the Potter's House'

5.5.3.2 Support needed by staff to improve facilitating skills

This section provides information provided by the Potter's House staff/volunteers on the support that they feel they need in improving their facilitation skills. The figure below shows the age distribution of the 5 staff/volunteers that were interviewed.

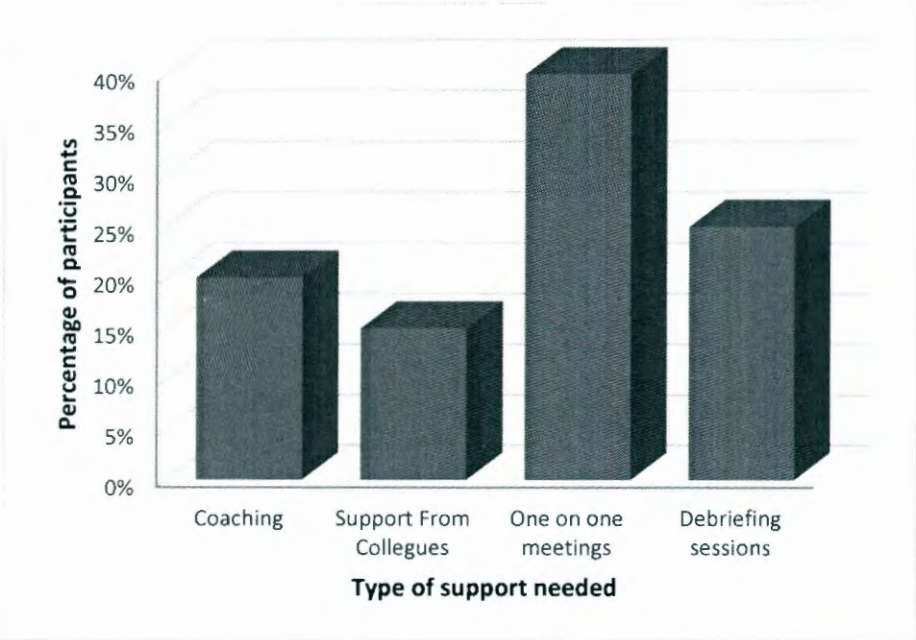


Figure 11: Support needed by staff to improve their skills

Due to the traumatic nature of the work done by the Potter's House staff, they suggested the need to improve their skills. Their desire was that the Potter's House management should facilitate debriefing sessions; one on one meeting with staff; encourage team support and provide opportunities like coaching. One of the respondents said;

'... I can never say I am a master of everything in the Potter's House, women are different with different backgrounds ... facilitating participation can be very tricky because some days I feel like am hitting a hard rock more so if a woman decides to go back to the abusive partner... part of me wishes to tell her no while my other part says it's her choice... it's so painful... that is why I think my skills need to be continuously improved'

The quote above shows some difficulties that the Potter's House staff members face as they try to respect women's agency, even when they do not agree with the choices that women make. In theory, it is easy to say beneficiaries should be able to exercise agency and make their own choices, but when women make bad choices their empowerment is negatively affected.

The question on suggestions for improvement was answered by both staff and beneficiaries. The following points summarise the recommendations made:

- Improve on the exit strategy, women ought to be ready not pushed to leave the centre
- Develop conflict management skills among the residents of the Potter's House
- Continuously review programmes to ensure that they are relevant
- Develop programmes that equip women with marketable skills or skills that can give them money
- Strengthen the gender equality programme by including men
- Develop a better strategy to work with refugees and homeless victims

The suggestions for improvement are an indication of the complexity of empowerment with different components that need to be incorporated for it to be achieved. From the Capabilities Approach perspective, women are unique individuals with different choices or ways of exercising agency, and therefore, individual development plans need to be used to achieve their empowerment.

6. Conclusion

The above results show how the Potter's House facilitates women's participation and the challenges experienced in the process. From the results, it is evident that participation is paramount in women's empowerment programmes, notwithstanding challenges faced by the centre. The study conclusions recommendations are presented in the next chapter.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

61. Introduction

This chapter provides a conclusion of the main findings of the study. Practical recommendations based on the findings and theory will also be presented. The chapter gives suggestions for further research.

6.2 Main study conclusions

6.2.1 The Potter's House facilitates women's participation in their empowerment programmes

Listening and responding to people who are marginalized and vulnerable gives them a chance for their voices to be heard and can lead to empowerment. For instance, the women who were actively involved in the Potter's House programmes (n=6), got different opportunities (jobs, skills training and education) through their participation. All the Potter's House beneficiaries understood the importance of participating in the empowerment programmes and gave various reasons for participation as summarised in Figure 10. In summary, the programmes were therapeutic, empowering, enlightening, motivating and gave them an opportunity to socialise.

6.2.2 There are several challenges faced by the Potter's House when facilitating women's participation in empowerment programmes

The study found out that in practice, due process is sometimes not followed, and that funding and resources limitations affect the extent to which meaningful participation can be implemented. In addition, it is a challenge to satisfy everyone when group decisions are taken. In this regard, the organisation is forced to take and implement decisions based on majority vote which sometimes seem unfair for those with a different view. This is contrary to Capabilities Approach which emphasises the importance of taking account of each individual and not only working on group level issues.

6.3 Recommendations

The following are the recommendations that the Potter's House management can consider for improving their work:

1. Strengthen the involvement of women at intake, progress check, exit interviews, planning and evaluation of staff meetings.

The Potter's House management is advised to strengthen their major programme aspects by involving the current beneficiaries and hearing their voices. 90% of the respondents expressed concern about the intake and exit processes and suggested that a clear indication be given regarding the duration of their stay at the House. A meeting is held within their first week of arrival at the Potter's House which the women regard as an inappropriate or disempowering action for someone going through an emotional breakdown. Furthermore, 60% of the participants felt that they were pushed to leave or chased from the centre. From the staff's perspective, forcing women to take control or to make decisions to take control could be part of empowerment and a means of fostering agency. Nevertheless, the management could re-visit key program aspects to accommodate women so that they agree to the implementation of such aspects and avoid conflict.

2. Continuous review of the existing empowerment programmes to ensure relevancy

Empowerment programmes can easily become a daily routine that does not serve its intended purpose. Continuous review and evaluation of the empowerment programmes is necessary. Therefore, the Potter's House needs to develop periodic reviews of all empowerment programmes and ensure that women within the program are willing and available to participate in the reviews.

3. Invest more in staff wellness

The Potter's House should consider improving staff wellness by developing a strategy that considers several factors such as physical, occupational, spiritual, environmental, emotional, intellectual and mental health. Staff at the centre suggested support in different areas so that they could improve their skills. These are summed up by work life balance; hence it is paramount to develop a holistic staff wellness programme. It is important to note that staff wellness benefits both employees and the centre, and improves productivity and staff retention. Given the nature of work, management should consider creating a health and welfare

committee responsible for identifying health and safety concerns of the Potter's House community and finding best possible solutions to prevent burnout.

4. Strengthen the advocacy around women's empowerment

It is recommended that the Potter's House embarks on a journey of people-centred advocacy which enables and empowers marginalised people to speak for themselves, a vital first step in having their specific needs met. People centred advocacy may involve a range of strategies like using the media, lobbying decision-makers, educating the public, organizing constituency groups, conducting research and building coalitions with other groups (Cornwall & Eade, 2010). The other aspect for the Potter's House to consider is to involve current and previous beneficiaries in advocacy gatherings where staff normally attends, for example forums and coalitions. Finally, it will be useful for the centre to develop a holistic programme aimed at working with perpetrators and family members of victims to break the cycle of violence as suggested by both staff (n=3) and beneficiaries (n=4).

5. Develop more strategies for financial/economic empowerment

Based on the data obtained in the study, six out of eight beneficiaries who benefited from the skills development programmes mentioned that the in-house skills that are provided by the Potter's House did not provide any economic value and hence they could not use them outside the centre. The common examples that were given were blanket making and fabric painting. In addition, Thorpe (2013) highlights that there are continued reports of cases of gender based violence due to limited financial support. The information has influenced the recommendation that the Potter's House management considers more and/or different economic opportunities for women or come up with programmes designed to economically empower and subsequently contribute to ending the cycle of violence.

6.4 Recommendations for future research

The following recommendations for future research emerged from the study:

- Identifying ways to address challenges of facilitating women's participation in empowerment programmes
- The role of economic empowerment in implementing women's empowerment programmes
- Assessing possible ways of involving men in women's empowerment programmes

6.5 Conclusion

This chapter provides conclusions based on the analysis of findings in Chapter 5. The conclusions have been drawn from the three main themes of the research and are thus ground in the main objectives of the study which aimed at exploring women's participation in empowerment programmes, their successes and challenges to suggest recommendations where possible. The conclusion summarises findings from the views of the Potter's House previous beneficiaries and staff. The study has shown that participation is necessary in implementing women's empowerment programs to facilitate the development of capabilities that they have reason to value.

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APPENDICES *Appendix 1: Request to conduct a study*

UNIVERSITY OF THE
FREE STATE
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UFS-UV

CENTRE FOR RESEARCH IN HUMAN
ECONOMICS AND DEVELOPMENT (CHRED)
BANKING AND FINANCE FOR WOMEN
RESEARCH UNIT (BANKFINRES)

The Programme Manager
The Potter's House
288 Burgers Park Lane
Pretoria

08 June 2015

Dear Ms Zelder,

Re: Request for permission for Ms Musawenkosi Nyathi to conduct research at The Potter's House

Ms Nyathi is currently busy with the research component of her Masters' degree which she is completing through the Centre for Development Support (CDS) at the University of the Free State. Her proposed study has the following title:

THE USE OF PARTICIPATORY DEVELOPMENT IN IMPLEMENTING WOMEN'S EMPOWERMENT PROGRAMMES: A CASE STUDY OF THE POTTER'S HOUSE (TPH).

The research aims at understanding participatory development (PD) as a means of implementing women's empowerment programmes. Theoretically, the study uses the Capabilities Approach (CA) and Women's Empowerment Framework (WEF) to analyse an intervention (TPH) focused on empowering women.

Ms Nyathi has approached your organisation for permission to conduct this study, and to request your assistance in accessing potential research participants for her study. I write this letter in support of her request. As part of her research design, Ms Nyathi plans to conduct interviews with women who have been through the TPH programme (no women currently in the TPH programme will be included for ethical reasons). She also proposes to interview key staff members of TPH.

Ms Nyathi is in the process of applying for ethical clearance from the University of the Free State and a statement of your support of the study is needed for this application. Please note that no research will be conducted prior to ethical clearance being granted. Ms Nyathi

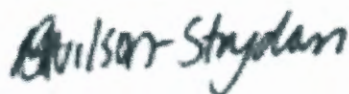


will also provide your office with a copy of her ethical clearance documentation prior to commencing with the research. All research participants will participate in the research on a voluntary basis and they will be able to withdraw from the study at any time. Participation will be anonymous and confidential, no names will be recorded or reported, and Ms Nyathi will ensure that no identifying information is included in her report. She has been working under my supervision on this topic since beginning of this year and I shall continue to supervise her research work and writing up throughout the project. A copy of the final dissertation will be shared with you for your interest and use in your work at TPH.

Ms Nyathi can provide you with additional supporting documents should you require additional information on her study. You are also welcome to contact me (contact details below) should you wish to discuss this request further.

Thank you in advance for your consideration of this study. I trust that the results will also be of value for your work.

Yours sincerely,



Dr. Merridy Strydom-Wilson

Senior Research Fellow
Centre for Research on Higher Education and Development (CRHEd)
University of the Free State
Email: wilsonmerridy@ufs.ac.za
Telephone: 051 401 7566

Appendix 2: TLF Permission Letter



TSHWANE LEADERSHIP FOUNDATION

Working with Churches and Communities for Urban Transformation

**STRENGTHENING LEADERSHIP
AND RESOURCES FOR:**

WOMEN & GIRLS IN CRISIS

CHILD PROTECTION AND
DEVELOPMENT

HOMELESSNESS

HEALTH DEVELOPMENT

DIRECTORS:

WILNA DE BEER (CEO)

TINUS NIENABER

(CHAIRPERSON)

JOEL MAYEPHU

LUKAS VAN DER MERWE

PETER MARUPING

FLORINCE NORRIS

KEBA MATLHAKO

OCTAVIA EPHRAIM

DON MCDUGALL

THE JUBILEE CENTRE
288 BURGERSPARK LANE
PRETORIA-CENTRAL

P O BOX 11047
THE TRAM SHED
PRETORIA
0126

TEL: (012) 320 2123
FAX: (086) 679 9239
info@tlf.org.za
www.tlf.org.za

NPO no. 028-040-NPO

K2013034434 (South Africa) NPC
Trading as
Tshwane Leadership Foundation

Reg No. 2013 / 034434 / 08

ESTABLISHED IN 1993 AS
PRETORIA COMMUNITY
MINISTRIES

Programme Coordinator
The Potter's House
288 Burgers Park Lane
Pretoria Central

15 June 2015

Dr. Merridy Strydom-Wilson
Centre for Research on High Education & Development
University of Free State
Bloemfontein

Dear Dr Strydom- Wilson,

RE: Authorization for Ms Musawenkosi Nyathi to Conduct Research at The Potters House in 2015

This letter serves to confirm that we grant Ms Musawenkosi Nyathi permission to conduct her research at the Potters House on the topic:

"The Use of Participatory Development in Implementing Women's Empowerment Programmes: A Case Study of The Potters House"

Please feel free to contact us if you should require further information from our organization in order to assist Ms Nyathi in her research.

Yours Sincerely

Leah Zeidler (Programme Coordinator)

flourishing in God's presence.

Appendix 3: Ethical Clearance Letter



Faculty of Economic and Management Sciences

30-Oct-2015

Dear Mr: Nyathi

Ethics Clearance: Participatory development for implementing women's empowerment programmes: A case of The Potter's House (Tshwane Leadership Foundation)

Principal Investigator: Mr: Musawenkosi Nyathi

Department: Centre for Development Support (Bloemfontein Campus)

APPLICATION APPROVED

With reference to your application for ethical clearance with the Faculty of the Humanities, I am pleased to inform you on behalf of the Research Ethics Committee of the faculty that you have been granted ethical clearance for your research.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2015/0280**

This ethical clearance number is valid for research conducted for one year from issuance. Should you require more time to complete this research, please apply for an extension.

We request that any changes that may take place during the course of your research project be submitted to the ethics office to ensure we are kept up to date with your progress and any ethical implications that may arise.

Thank you for submitting this proposal for ethical clearance and we wish you every success with your research.

Yours Sincerely

Dr. Petrus Nel
Chairperson: Ethics Committee
Faculty of Economic & Management Sciences

Economics Ethics Committee

Office of the Dean: Economic and Management Sciences
T: +27 (0)51 401 2310 | F: +27(0)51 444 5465
205 Nelson Mandela Drive/Rylaan, Park West/Parkweg, Bloemfontein 9301, South Africa/Suid Afrika
P.O. Box/Postbus 339, Bloemfontein 9300, South Africa/Suid Afrika
www.ufs.ac.za



Appendix 4: Informed Consent Letter – English

Researcher – Musawenkosi Violet Nyathi
Faculty of Economic and Management Science
Center for Development Support
University of Free State
P. O. Box 339
Bloemfontein
9300

06 June 2015

Dear Participant,

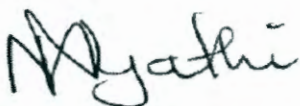
INFORMED CONSENT: RESEARCH PROJECT INFORMATION

I would like to invite you to take part in this research project: **‘Participatory development for implementing women’s empowerment programmes: A case of The Potter’s House (TLF)’**. I would like you to participate in this project because you have been through The Potter’s House programme and your input is valuable to the success of this study. The reason why I am doing this study is to understand what women who come to TPH value for their wellbeing and how TPH creates spaces for women to contribute what they value to the empowerment programmes. This study intends to make recommendations to TPH management so that they can improve or strengthen their empowerment programmes.

I do not anticipate any risks to the research participants and the focus of the interview is on your experiences of participatory development at The Potter’s House. Your participation is voluntary and all information you share with the researcher will be treated confidentially. The interview will be recorded and the researcher will use the recorded information solely for this research. The researcher will destroy all the data after the data analysis process. All names will be replaced by pseudonyms when doing data analysis and in the research report.

While I greatly acknowledge your participation in this important study and the valuable contribution you can make, please note that you are not compelled to participate in this study and your participation is entirely voluntary. If you do choose to take part, and an issue arises which makes you uncomfortable, you may at any time stop your participation with no consequences. If you experience any discomfort or unhappiness with the way the research is being conducted, please feel free to communicate with me directly to discuss it. Should any personal issues arise during the course of this research, I will make an effort to ensure that a qualified expert is contacted to assist you.

Yours sincerely



Musawenkosi Violet Nyathi

Please fill in and return this page. Keep the letter above for future reference.

Study: Participatory development for implementing women's empowerment programmes in
Pretoria : A case of The Potter's House (TLF)

Researcher: Musawenkosi Violet Nyathi

Name and Surname: _____

Age: _____

Contact Number: _____

- I hereby give free and informed consent to participate in the above mentioned research study.
- I understand what the study is about, why I am participating and what the risks and benefits are.
- I give the researcher permission to make use of the data gathered from my participation, subject to the stipulations he/she indicated in the above letter.

Signature: _____ Date: _____

Appendix 5: Informed Consent Letter – isiZulu

Umcwangingi - Musawenkosi Violet Nyathi
Faculty of Economic and Management Science
Centre for Development Support
University of Free State
P. O. Box 339
Bloemfontein
9300

6 Ntulikazi 2016

Kuwe Mthathisikhundla,

ISAZISO ESIQINISEKILEYO MAYELANA LOLWAZI LWE WOCWANINGO

Ngithanda ukuku mema ukuba uthate isikhundla sale wocwaningo ;**Ukubambisana labesifazisane kunhlelo zokubathuthukisa: Sicubungula umsebenzi owenziwa yinhlanganiso ye Potter's House (TLF).**Ngithanda ukuku mema ukuba ubambe iqhaza kule wocwaningo ngenxa yokuthi uke wasebenzisana lale nhlanganiso yase Potter's House njalo imibono yakho ibalulekile ekuphumeleleni kwalecwanyingo. Isizatho sokwenza lesisifundo yikuba ngizwisise ukuba yini eqakathekiswa ngabesifazana abeza befuna usizo kunhlanganiso ye Potter's House njalo yini eyenziwa yileyo nhlanganiso ukuvumela lokho okuqakathekiswa yilabo abesifazane ikakhulu nxa sikhangele inhlelo zokuthuthukisa abesifazane. Lesisifundo sijonge ukunikeza abaphathi balenhlanganiso amaqhinga okwenza umsebenzi wabo wezinhlelo zokuthuthukisa abesifazane ngendlela engcono.

Angikhangelanga ukuthi kungaba lenkinga engakwehlela nxa ubamba iqhaza kule wocwaningo ngokuba inkulumbo izabe igxile kundlela linhlanganiso eyabambisana lawe ekukuthuthukiseni. Ukubamba kwakho iqhaza ngokokuzikhethela futhi ulwazi owabelana ngalo luzaphathwa ngemfihlakalo enkulu. Umncwangingi uzatshabalalisa lonke ulwazi olutholakale kulesisifundo emva komsebenzi wokucubungula. Umncwangingi uzasebenzisa amanye amagama abantu angesiwo walabo abakhetha ukubamba iqhaza.

Ngiyananzelela ukuqakatheka kokuthatha iqhaza kwakho kulesisifundo njalo lokubaluleka kwemibono yakho kodwa ngicela wazi ukuthi awubanjwa ngamandla ukuba uthathe iqhaza kulolu cwanyingo njalo uthole leli qhaza ngokuzithandela wena. Ngalokho uma ungakhetha ukuba uthathe iqhaza, kuvele inkinga uzizwe ungakhululekile, ungayeka iqhaza lakho kungekho izijeziso.Uma uhlangabezana lokubi noma lokungajabuli ngendlela lolu wocwaningo olwenziwa ngayo, ngicela ukhululeke ngokuxhumana lami sixoxe ngakho. Kungenzeka ube lenkinga ephakama phakathi kwalolu cwanyingo, ngizokwenza isiqiniseko sokuthi uthole usizo olufaneleyo kubaqeqeshi balezonkinga.

Yimi ozithobayo,



uMusawenkosi Violet Nyathi

**NGICELA UGWALISE LELI KHASI ULIBUYISE BESE UGCINA INCWADI ENGAPHEZULU
UKWENZELA KUSASA**

UCWANINGO : UKUBAMBISANA LABESIFAZANA KUNHLELO
ZOKUBATHUTHUKISA: SICUBUNGULA UMSEBENZI OWENZIWA
YINHLANGANISO YE POTTER'S HOUSE (TLF)

UMCWANINGI : MUSAWENKOSI VIOLET NYATHI

IGAMA NESIBONGO : _____

IMINYAKA : _____

INOMBOLO ZOCINGO : _____

- Ngiyavuma ukuthatha iqhaza kulesisifundo so wocwaningo ngokuzikhethela njalo ngokuthanda kwami.
- Ngiyazi ukuba ucwaningo lolu lumayelana ngani, isizatho sobana ngithathelani iqhaza kulesisifundo, njalo ngiyazwisisa ubuhle lobubi bokuthatha lesi sinqumo sokuthatha iqhazo kulolu wocwaningo.
- Nginikeza umncwaningi imvumo yokusebenzisa ulwazi aluthole kulo wocwaningo njengendlela olotshwe ngakhona kuncwadi engaphezulu.

SIGNESHA : _____ **USUKU:** _____

Appendix 6: In-depth interview Questions – Staff

Thank you for participating in this interview. Your participation is anonymous and your identity will not be disclosed to anyone at any stage. All the recorded information will be treated as strictly confidential. Please feel free to respond to all the questions as best as you can. You may decide to end the interview at any time. We should take no longer than one hour.

Background information:

1. What is your age?
2. What gender do you identify with?
3. What is your role at TPH?
4. Please specify the highest level of education you attained:

Interview questions:

5. How long have you worked for TPH?
6. Please describe the work that you do on an average day at TPH.
7. Have you heard of participatory development? Yes No
8. If yes, briefly, what does it mean to you? [if no, the researcher will briefly explain what PD is]
9. To what extent does TPH use PD approaches in planning or implementing women's empowerment programmes?
10. How do you think PD does, or could contribute to women's empowerment work? Why/please explain.
11. To what extent are women involved in the development of the programmes offered at TPH? Please explain and provide examples.
12. Can you briefly describe what you see as the benefits of involving women in empowerment programmes?
13. In your view, to what extent do the women living at TPH have a say in how the women's empowerment programmes are run? Please explain.
14. Do you think it is important for the women to participate actively in the programmes TPH offers? Why?
15. What are the systems that you have in place to identify what women value in the empowerment programmes offered?
16. Do you feel you have sufficient understanding of what the women at TPH value in a programme like this? Why? Please explain?
17. Is PD and women's empowerment something that is discussed by staff at TPH? Please explain.
18. Are you provided with any support or professional development opportunities to improve your PD skills?
19. How do you evaluate the effectiveness of your work? Do you have specific criteria against which you assess your work? If yes, do these criteria include participatory development principles?
20. Based on your experience at TPH, what do you think it is most important for women leaving TPH to be able to do? Do you think the current programmes equip them sufficiently?
21. How do you think the current TPH programmes could be improved?
22. Any other comments?

Appendix 7: In-depth interview Questions – Beneficiaries

Thank you for participating in this interview. Your participation is anonymous and your identity will not be disclosed to anyone at any stage. All the recorded information will be treated as strictly confidential. Please feel free to respond to all the questions as best as you can. You may stop with the interview at any time should you wish to. The interview should take no longer than one hour.

Background information

1. What is your age?
2. What gender do you identify with?
3. What is your main work/occupation at present?
4. Where are you currently living?
5. Please specify the highest level of education you have attained:

Interview questions

6. How long did you stay at TPH, and in which year?
7. What did you like about staying at TPH? Please explain, and provide specific examples where possible.
8. Is there anything that you did not like as you stayed at TPH? Please explain why and provide specific examples where possible.
9. How do you think you benefited from staying at TPH? Why?
10. Do you think it is important for the women at TPH to participate actively in the programmes offered? Why?
11. To what extent did you feel that you were an active participant in the programmes offered? Please explain and provide examples.
12. When you were living at TPH, did you have opportunities to make suggestions about the kinds of programmes offered by TPH? Please provide examples.
13. Did you feel that you were listened to by the TPH staff? Please explain.
14. How do you think your participation in TPH activities has influenced your life now that you have moved out of TPH?
15. To what extent did the TPH programmes/activities equip you with the skills you needed when you moved out of TPH? Please explain and provide examples.
16. To what extent did participating in TPH activities enable you to make informed decisions about your life and about what is important to you? Please explain.
17. Did your participation in TPH activities help you to understand your rights as a woman and as a person? Please explain.
18. In your view, what is it most important for a woman who is ready to leave TPH to be able to do so that she is equipped for her life outside TPH? Why? Did participating in TPH equip you in this manner?
19. Do you have any suggestions for improvement of the TPH programmes?
20. Do you have any other comments you would like to share?

Thank you very much for participating in this study.

Appendix 8: Initial phone call conversation

Good day. My name is Musawenkosi V. Nyathi, a student at the University of Free State who is currently doing a research at The Potter's House in Pretoria for a Masters Degree. I got your details from TPH data base and would like to invite you to participate in the study. Are you available to talk further on the phone? (If yes then the researcher will continue to explain the study)

The research project topic is '**Participatory development for implementing women's empowerment programmes: A case of The Potter's House (TLF)**'. I would like you to participate in this project because you have been through The Potter's House programme and your input is valuable to the success of this study. The reason why I am doing this study is to understand women's experiences of the programmes offered by The Potter's House. This study intends to make recommendations to TPH management so that they can improve or strengthen their women's empowerment programmes.

Your participation is voluntary and all information you share with me will be treated confidentially. The interview will be an hour long and will take place at The Potter's House Chapel. I will pay for the costs of your travel to and from the Potter's House.

Would you be willing to participate in this study? I would value your contribution.

Do you have any questions? (Researcher responds to the questions)

When would suit you best for us meet for the interview?

Thank you so much for your time. See you on (date)(time) at The Potter's House. I will be sending you a reminder of the meeting a day before.

Appendix 9: Interview reminder message

Good day. This is a friendly reminder of our meeting scheduled for
.....(date) tomorrow(time) at The Potter's
House Chapel as per our tele-conversation. Thank you so much for your interest in
participating in the study. Enjoy your day

Appendix 10: Project Budget

Budget for the study: Participatory development for implementing women's empowerment programmes : a case of The Potter's House (TLF)

Income	ZAR 20 000,00	
Expenses		
Printing and binding	ZAR 1 000,00	
Transport		ZAR 750,00
Data transcribing		ZAR 14 400,00
Editing		ZAR 3 000,00
Emergencies		ZAR 850,00
Total Expenditure		ZAR 20 000,00