

## MONITORING AN EARLY CHILDHOOD DEVELOPMENT PROGRAMME: FROM GUESSING TO KNOWING

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### ABSTRACT

The Home Instruction Foundation (HIF), which implemented the Home Instruction Preparatory Programme for Pre-School Youngsters (Hippy), and researchers from the Department of Sociology at the University of the Orange Free State collaborated in designing enrolment forms and progress reports for the Hippy programme. These served as monitoring devices and to collect base-line information for evaluation activities. Two important trends were identified in the data. The first was that the poor performances of the participants in the third month of the programme indicated that they experienced problems in this phase of the programme. The second main finding was that participants from the Soutpan area performed markedly better than participants from the Botshabelo area. This is ascribed to various socio-economic factors and demographic realities. These findings may enhance the management and planning of these programmes or similar programmes in the area of early childhood development.

### 1. INTRODUCTION

More and more funders of development projects insist that projects funded by them should be properly monitored and evaluated in terms of the realisation of the proposed outcomes. Non-governmental, and particularly community-based, organisations may find themselves in a precarious position concerning this requirement, as they might not have the necessary research skills to fulfil this obligation.

The Home Instruction Foundation (HIF), situated in Bloemfontein, implemented the Home Instruction Preparatory Programme for Pre-School Youngsters (Hippy) until October 1998. The HIF approached a researcher in the Department of Sociology at the University of the Orange Free State in Bloemfontein (South Africa) to assist them in the process of formalising their enrolment forms and progress reports. The enrolment forms and progress reports were redesigned so that statistical analysis of the data generated could be undertaken. Data generated in this fashion might serve as base-line data for later evaluations of the realisation of the outcomes of the programme, and could be used for research and monitoring activities.

In this article the information gathered during 1997 with the enrolment form and progress report is presented. This exercise serves as an example of a monitoring activity. The presentation of these results illustrates that this type of exercise can generate powerful information, enabling NGOs to identify problem areas and improve the management of projects.

It is not necessary for people to have advanced research skills in order to collect meaningful monitoring data. When research institutes and universities assist NGOs in this regard, fruitful partnerships may develop with positive spin-offs for both groups. Universities and research institutes gain access to data sources without unnecessary expense and valuable research opportunities for students are created. NGOs can gain better insight into the dynamics within the

service they render, isolate strong and weak points, gain knowledge about basic research methodology and satisfy funders in terms of monitoring and evaluation requirements.

## 2. RESEARCH AIMS AND OBJECTIVES

The basic aim of this study was to analyse monitoring data collected by the Hippy staff in 1997 in order to

- provide base-line information for future evaluation activities;
- enable evaluators to assess the impact of the Hippy programme on the educational enrichment of mothers and their children;
- monitor participants' progress;
- diagnose possible problematic areas in the implementation of the programme.

The data presented in this article were not designed to measure the outcomes of the programme or whether these were achieved or not, but to serve as a simplified and uniform means of reporting progress as observed and reported by the home-visitors in the Hippy programme. The success of the programme cannot be evaluated by utilising these data, as they were not designed as an evaluation instrument, but as a progress report and thus a monitoring device.

## 3. CONCEPTUALISATION

### 3.1 Home Instruction Foundation

The Home Instruction Foundation is a non-governmental organisation (NGO) concerned with advancing the objective of promoting parental involvement in the education of pre-school children from disadvantaged African families. The foundation is based in Bloemfontein in the Free State Province and was formed in 1991. Its primary aim is to assist the parents of young children in their pre-school years, especially those living in the informal areas (the poorest of the poor) in their parenthood role. They aim to build participants' confidence in themselves as parents, assist them to be prepared for this role and to enable them to enjoy their relationship with their children. The HIF believes that, to make a lasting impact, the entire environment of the child has to be considered and therefore it is necessary to enrich parents with life and parenting skills.

### 3.2 Home Instruction Pre-school Programme for Youngsters (Hippy)

The Home Instruction Pre-School Programme for Youngsters (Hippy) grew out of a concern for the development of children between 4 and 5 years old. It was implemented in the Bloemfontein area by the Home Instruction Foundation.

The programme aims to encourage parents to facilitate the early childhood development of their children at home so as to prepare them for formal education. The programme is also geared towards building confidence in parents to fulfil their role as parents in order to establish good parent-child and family relations. This is done by means of parent enrichment sessions, which form an integral part of the programme.

In this case participants in the Hippy programme were recruited from two areas near Bloemfontein, namely Soutpan and Botshabelo. Botshabelo is 55 kilometres west of Bloemfontein and has been described as "...the single largest monument to apartheid planning" (Krige, 1998:191). About 32% or 28000 people of this city's 200 000 people are unemployed and seeking

work (Krige, 1998:191). Soutpan is a small rural community 50 kilometres east of Bloemfontein, with about 7640 residents, 140 of whom are white and 7500 black.

The process of recruiting families is undertaken by the co-ordinators in the programme. Once the families are recruited, a home visitor is appointed from among the members of these newly recruited families. A home visitor is trained by a co-ordinator, who also facilitates the parent enrichment sessions.

#### 4. RESEARCH METHODOLOGY

A satisfactory enrolment form was designed through various workshops and close collaboration between the staff implementing the Hippy programme and the researcher at the University of the Orange Free State. It was done in such a way that the information needed by HIF staff was collected, but with most of the questions in such a form that they could also be encoded and used for statistical analysis. This was not an easy process, as the staff of HIF had had very little or no exposure to this type of research in the past. It was thus often difficult for them to understand why certain questions could not be stated in certain ways or why it was not possible to collect statistical information on all issues. During the process of designing the enrolment form and progress report, the researcher tried to convey certain key methodological issues to the staff of HIF on an informal basis. The first enrolment form had to be revised after the first year, resulting in a more satisfactory product.

A progress report with which to measure the progress of the individual families on the programme was also developed. In the past the *home visitors* in the programme wrote progress reports. These people had often received limited school education and hardly ever any formal training in terms of report writing skills. These reports were considered unreliable, as they were often more a reflection of the home visitor's ability or inability to write reports than of the progress of the families involved. With the assistance of the researcher, progress reports were designed where all the aspects the home visitors had to consider were listed. Home visitors had to allocate a mark out of ten to Hippy participants on each of these aspects. In this way data appropriate for statistical analysis were collected. These data enabled the researchers to monitor the activities of the Hippy beneficiaries.

During 1997 Hippy staff collected biographical and other information on the parents and children in the programme by means of the above-mentioned enrolment forms. The progress report was utilised to monitor the progress of each participating adult and child. The researchers aimed to use the biographical information collected in the parent enrolment forms to establish whether some of these defining (input/biographical) variables could be used to predict achievement in the Hippy programme (as shown in the family progress report).

No sampling was done as information was gathered on all participants in the programme. The Hippy staff completed 200 enrolment forms. Ninety-four progress reports were incomplete due to a number of participants dropping out of the programme. Finally, data of 106 enrolment forms and progress report were analysed. During a workshop the analysed data were presented to the Hippy programme co-ordinators who assisted the researchers in its interpretation.

#### 5. MONITORING AND EVALUATION OF SOCIAL DEVELOPMENT PROGRAMMES

International agencies have in the past been concerned with channelling funds towards development programmes that are aimed at alleviating the many kinds of poverty that so seriously affect the developing nations. Governments and private and other organisations have spent vast

sums of money in the name of development in order to improve the quality of the lives of the poor. The successes of these programmes remain questionable. Due to the raised profile and increased sums of money channelled through NGOs, evaluation has become even more essential to ensure that poverty alleviation interventions are effective.

Monitoring and evaluation research refers to a research purpose, rather than a specific research method. Evaluation research usually begins by examining the mission statements of organisations, thereby clarifying aims and objectives. This provides information for estimating the success or failure of development programmes and is done by means of monitoring and evaluation activities. Development programmes are considered to be effective when they realise stated goals and objectives.

Even if programmes' goals are set clearly before implementation, it happens that no effort is taken to ensure that the desired goals are actually met. It is often not clear whether the target population really benefits maximally from the programmes. Traditionally evaluation research, or programme evaluation, has been concerned mainly with *return on investments*, which relates to Western ideas of business practice. This kind of evaluation has often been narrow in its approach and concerned mainly with making profits. The rising concern for sustainable development, community participation and empowerment led to the evaluation process taking on a broader perspective. Currently evaluation research also involves issues such as organisational and institutional development, broadening access to resources, educational development and also accountability.

Monitoring and evaluation are means of making programmes more effective and efficient. Both the programme administrators and the beneficiaries should be involved in these processes. Including beneficiaries in these processes is important, because they are often the ones who can best define and assess the development that took place. The involvement of beneficiaries in these processes enhances their empowerment.

Monitoring and evaluation activities are essential for informed decision-making, thus helping to improve policies and strategic management planning. This also prepares an organisation if changes need to be made.

According to Glaser (1988:5), monitoring is a necessary step in evaluation research. It is the process of finding out what actually happens in programmes and to check on how the data on which outcome evaluation depends were collected. Monitoring focuses on the way a programme was conducted and how data were collected.

Base-line data form the foundation for the evaluation of social development programmes. Any evaluation exercise that lacks information on the state of affairs prior to intervention may be a futile one. It is only through having this knowledge that the measurement of the realisation of programmes' goals and objectives can take place.

The monitoring and evaluation of development programmes is thus essential in order to ascertain whether programmes have achieved the set goals and objectives, thus whether programmes are successful or not. This suggests that any development programme aimed at improving people's lives has to be accompanied by monitoring and evaluation exercises.

## 6. BIOGRAPHICAL AND FAMILY INFORMATION

Of the children participating in the programme 59,4% were four years old and 40% five years; 55,7% were boys and 44,3% girls. As the youth population of Botshabelo (<15 years) is such that

males constitute 47% and females 53%<sup>1</sup>, it seems that boys were somewhat over-represented in the programme. Sotho-speaking children constituted 67% of the participants; Tswana-speaking children, 33%.

The majority (58,5%) of the mothers of the enrolled children received high school education; 26,4% received only primary school education, while a small proportion (4,7%) obtained no formal education whatsoever. Generally, women participating in the Hippy programme are semi-literate. This finding relates to what Mashishi (1994:224) suggested, namely that parent involvement programmes have to educate semi-literate or functionally literate mothers, thereby empowering them to teach their children.

The low levels of literacy were reflected in the low employment figures of the mothers: 73,4% were not engaged in any form of occupation. Those who were working (26,6%) were employed in low-paying jobs such as shop assistants, street vendors and hairdressers.

Mfono (1992:15) observes that African women in South Africa marry to make a home (*Ho aha motse*). This involves bearing children and, in rural areas, working in the husband's lands. Often their roles become restricted to those of mothers and wives and they consequently become dependent on their husbands' earnings. These observations may partially explain why the majority of women in the study were unemployed.

The programme's main focus was on the mothers, but sometimes older sisters or brothers, aunts or grandparents also enrolled as participating adults. Riley (1994:14) asserts that parent education is focused primarily on mothers, because their maternal role is seen as best serving the needs of the child. A mother is considered the best agency capable of educating and preparing the child for the future.

Mothers constituted 72,2% of the adult participants. Other relatives such as aunts or uncles constituted 15,8%. Grandparents (5%) also took part in the programme. Sisters/brothers and fathers made up 4 and 3% respectively of the total number of enrolled adults.

The family structures of children participating in the Hippy programme were examined. Of the enrolled families 51% adhered to a nuclear family structure, 38% were extended households and 10,5% constituted one-parent families. Family structure was used as a predictor or independent variable in bivariate analysis to determine whether it had an influence on the children's performance, but no relationships could be established in this regard.

The programme targeted children from disadvantaged families of Botshabelo and Soutpan. The majority (60%) of the participants lived in Botshabelo; the remaining 40% were from Soutpan.

## 7. ATTENDANCE OF OTHER PRE-SCHOOL SERVICES

Concerning exposure to other pre-school services, 58,5% of the participating children were not exposed to any service other than Hippy. These figures stress the importance of the Hippy programme in the lives of these children. Without Hippy the majority might not have been exposed to any other school preparation programmes or activities.

## 8. HOUSING CONDITIONS

As far as housing was concerned, 52,8% of the participants resided in a formal house, while 47,2% lived in informal housing.

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<sup>1</sup> Socio-economic Reconstruction Profile. June 1995. Volume 3 (1) Free State Provincial Government.

The type of fuel used for cooking, lighting and heating gives an indication of the economic backgrounds of the enrolled families. The use of electricity is associated with more affluent families; dung, paraffin, wood or coal with poverty. Only 7,5% of the families used electricity, 31,1% used paraffin and 60,4% used a combination of paraffin, electricity or other fuels like gas, dung, wood and coal.

## 9. HEALTH AND HEALTH-RELATED ISSUES

Participants indicated difficulties in accessing health facilities: 73,6% of the participants reported problems in this regard, while 26,4% indicated that it was impossible to access health facilities.

Almost all the immunisation cards of the participating children (95,3%) were up to date. A negligible proportion (1 out of 106) had no cards at all. According to a preliminary report of the South African Demographic and Health Survey (1998), 75,6% of children six years and younger in the Free State have immunisation cards. The figures for programme participants are thus significantly higher.

It is interesting that almost all of the participating children's immunisation cards were up to date, even though parents indicated that they experienced problems in accessing health facilities. This might serve as an indication of these parents' commitment to their children, even under difficult circumstances.

## 10. EDUCATIONAL PRACTICES

In the enrolment form parents were asked to indicate the kind of punishment they adopt towards their children. Whereas 68,9% of the parents indicated that they used physical punishment on a weekly basis, 20,8% punished children physically on an estimated monthly basis. 8,5% indicated that they punished their children daily. Only 1,9% indicated that they hardly ever use physical punishment.

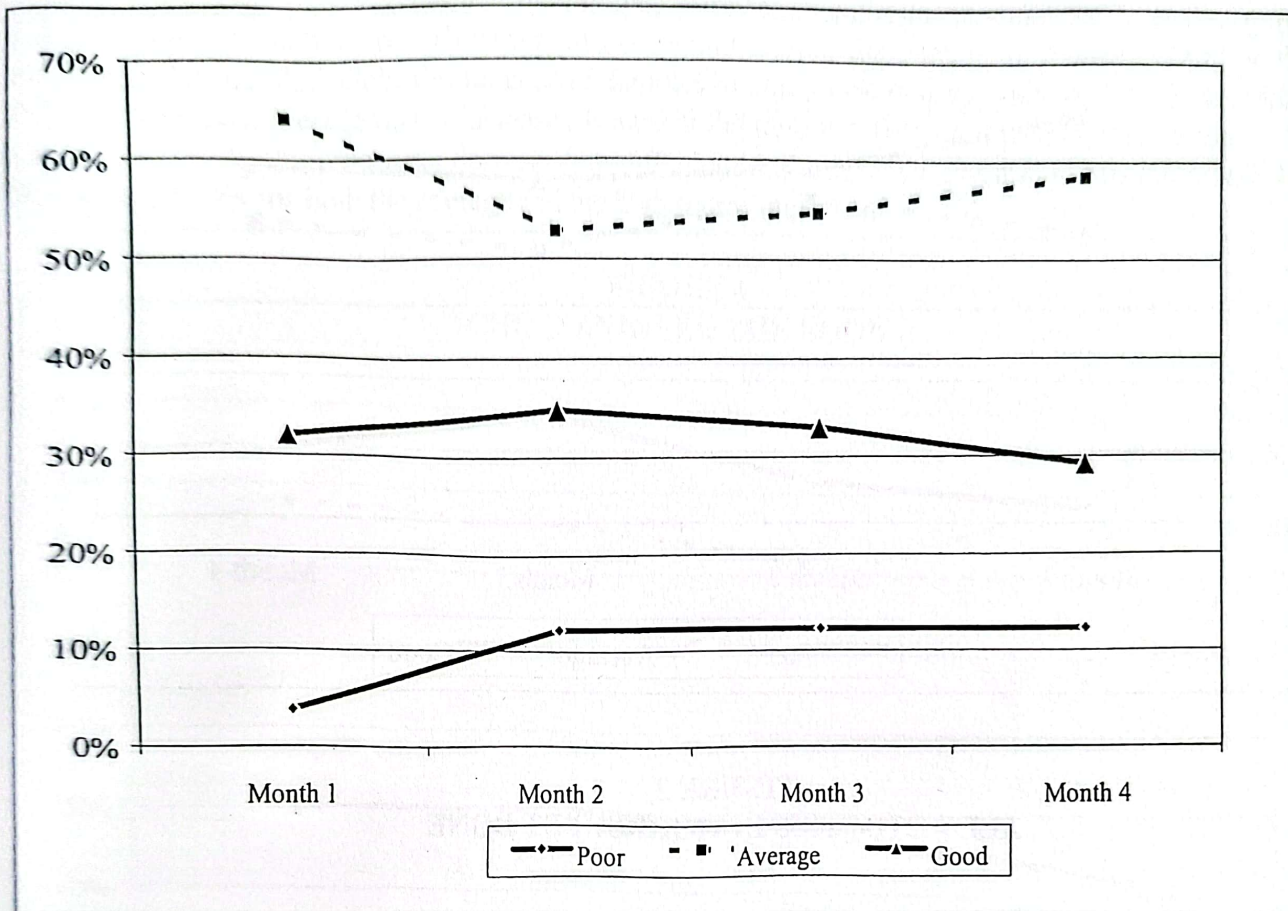
This variable was used to determine whether it had an influence on the children's performance, but no influence could be established. This question may serve as an example of the type of information that serves as base-line information for evaluation purposes. The ideal is that parents should, after completion of the programme, resort less to physical punishment.

## 11. THE PROGRESS REPORT

The data presented here were gathered by means of the progress report during the first four months of implementing the programme in 1997. Scores were allocated out of ten. Data were collected from May 1998 to November 1997. In total data were collected for 25 weeks. For the purposes of statistical analysis the data were grouped into four months with "month one" spanning from week one to week six; "month two" covers weeks seven to twelfth, "month three" refers to weeks thirteen to eighteen and "month four" refers to weeks nineteen to twenty-four. Week twenty-five was omitted from the statistical analysis. For each of these "months" an index was calculated to create a single number representing all the scores in those six weeks. The weekly scores were grouped to make up months and have therefore been analysed on a monthly basis. Only those variables, which are considered to be important to achieve the goals of the study, have been included.

It was to be established whether the children could be active on their own. The data in Figure 1 indicate that for the first month 3,8% of the Hippy children scored a poor mark (1-3 out of 10). A significant number of children (64,2%) received an average mark (4-6 out of 10), while 32,1% obtained high marks (7-10 out of 10). For the second month, the number of families obtaining a poor mark rose to 12,3%, while the number of children scoring an average mark decreased slightly to 52,8%. However, the number of families receiving a good mark increased slightly.

FIGURE 1  
CHILD ACTIVE ON OWN

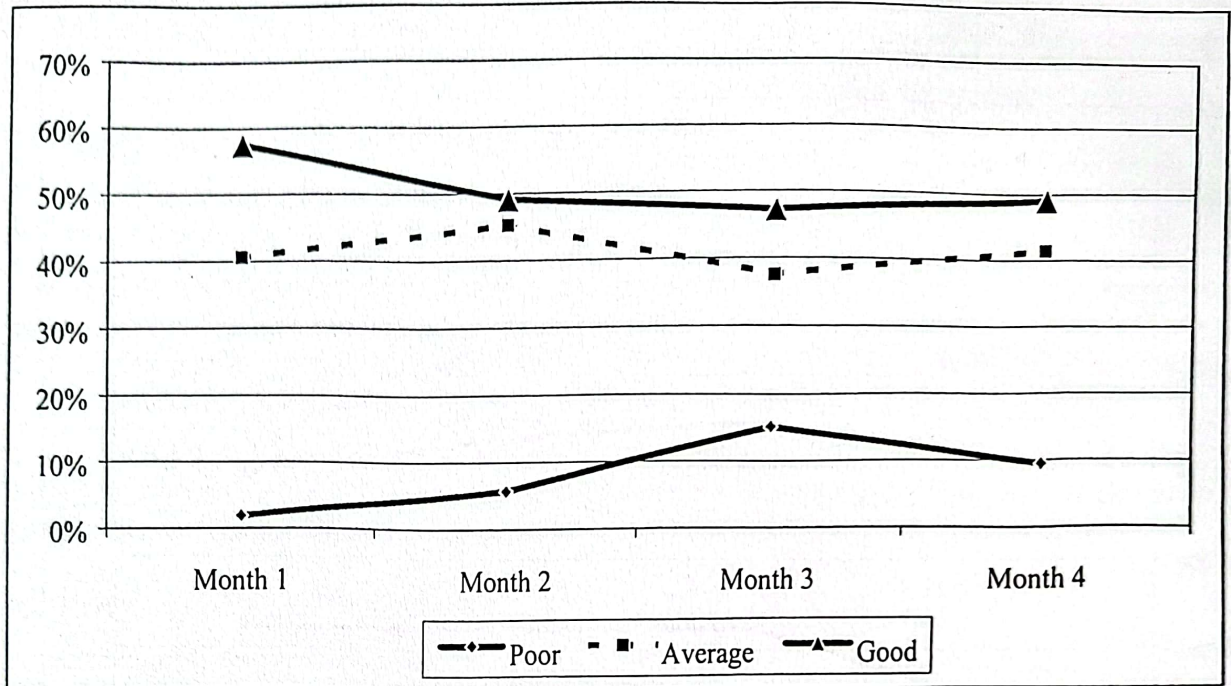


In the third month a different trend emerged. The number of families obtaining a poor mark remained the same as in the second month, but the number of families scoring an average mark increased. The number of families receiving between good and excellent marks declined. The same pattern continued in the fourth month, whereby the number of families scoring higher marks decreased, instead of increased, as would be expected.

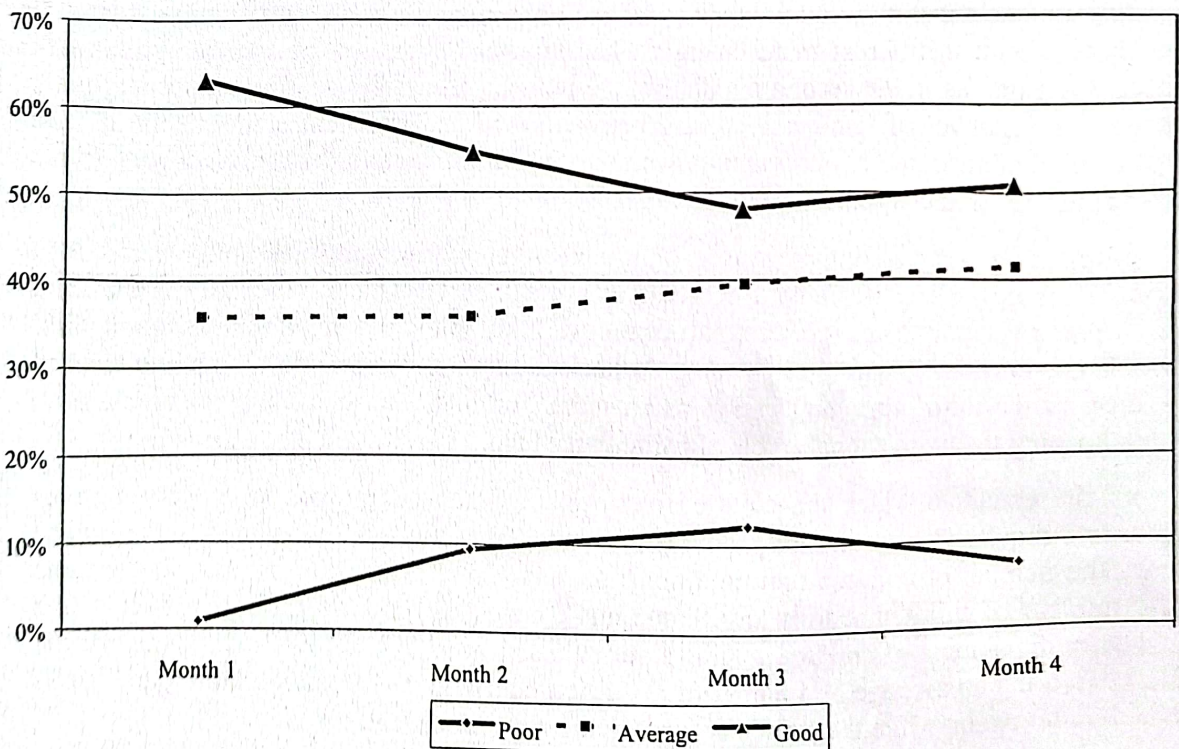
As the programme progressed, there was a slight increase in poor performances and a decrease in good performances. There was also a decrease in average performances, especially in the third month. A pattern started to emerge here: participants did well in the first month (thus with the first four weekly evaluations), with a slight drop in performances in the second month and a more severe drop in the third. This might serve as an indication of the third month as a problematic phase for keeping the motivational levels of participants high.

As far as the extent to which the children were positive about the work is concerned, most participants did quite well in the first month (see Figure 2). Performances declined in the second month as the number of children scoring a poor mark increased from 1,9% to 7%. At the same time the number of children scoring an average mark increased. In the third month there was a drastic rise in the number of children scoring a poor mark, from 5,7% to 15,1%, while the number of children scoring an average or a higher mark decreased. In the fourth month more participants performed better again, while the participants receiving poor scores decreased.

**FIGURE 2  
CHILD POSITIVE ABOUT WORK**

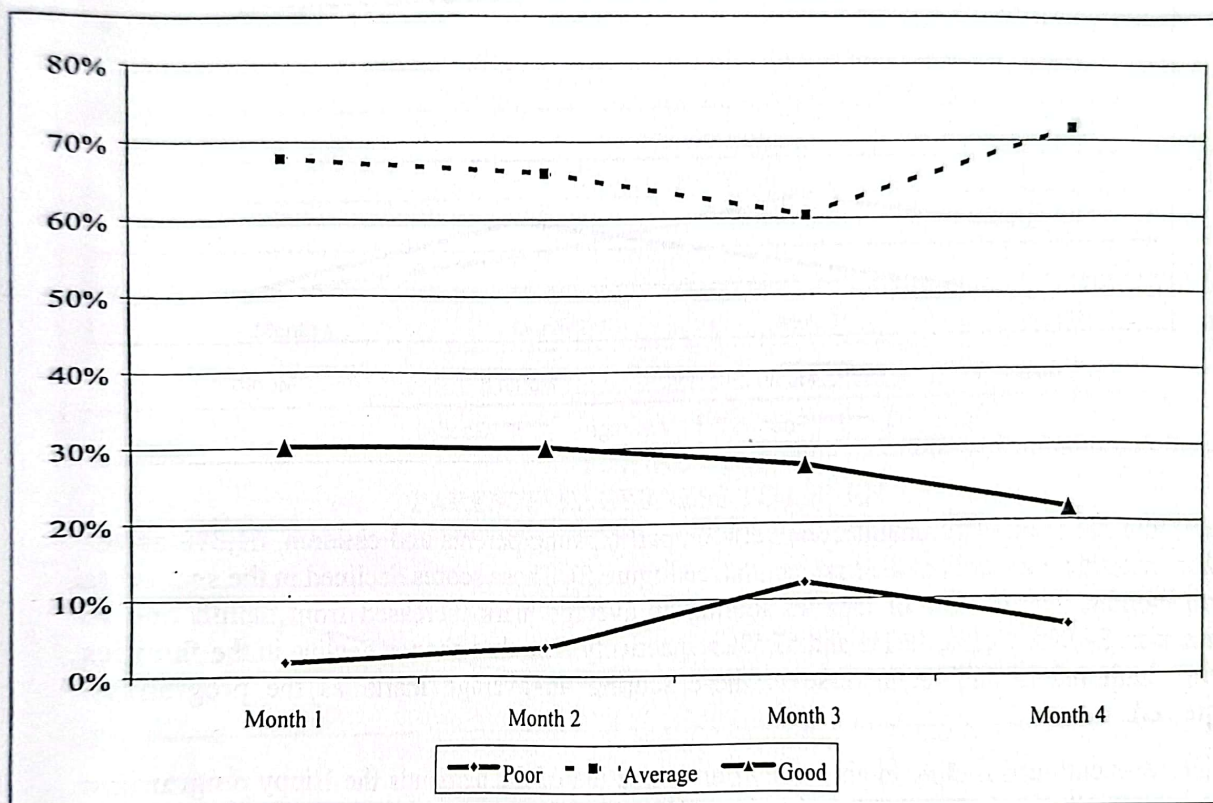


**FIGURE 3  
ALL ACTIVITIES IN WORKSHEET DONE**



Progress was also determined by whether participating children were able to complete all activities provided in the worksheet. Figure 3 shows that for the first month a large number of families performed well, while 35,8% scored an average mark and an insignificant number (0,9%) received poor marks. This may suggest that the families were really enthusiastic about the programme at first, hence the high scores. However, in the second month, the number of families doing well declined drastically, while the number of families scoring a poor mark increased considerably. Poor marks and average marks increased further in the third month. Consequently, the numbers of children scoring higher marks decreased. A different trend can be observed in the fourth month – the frequencies for both the average and the high scores increased.

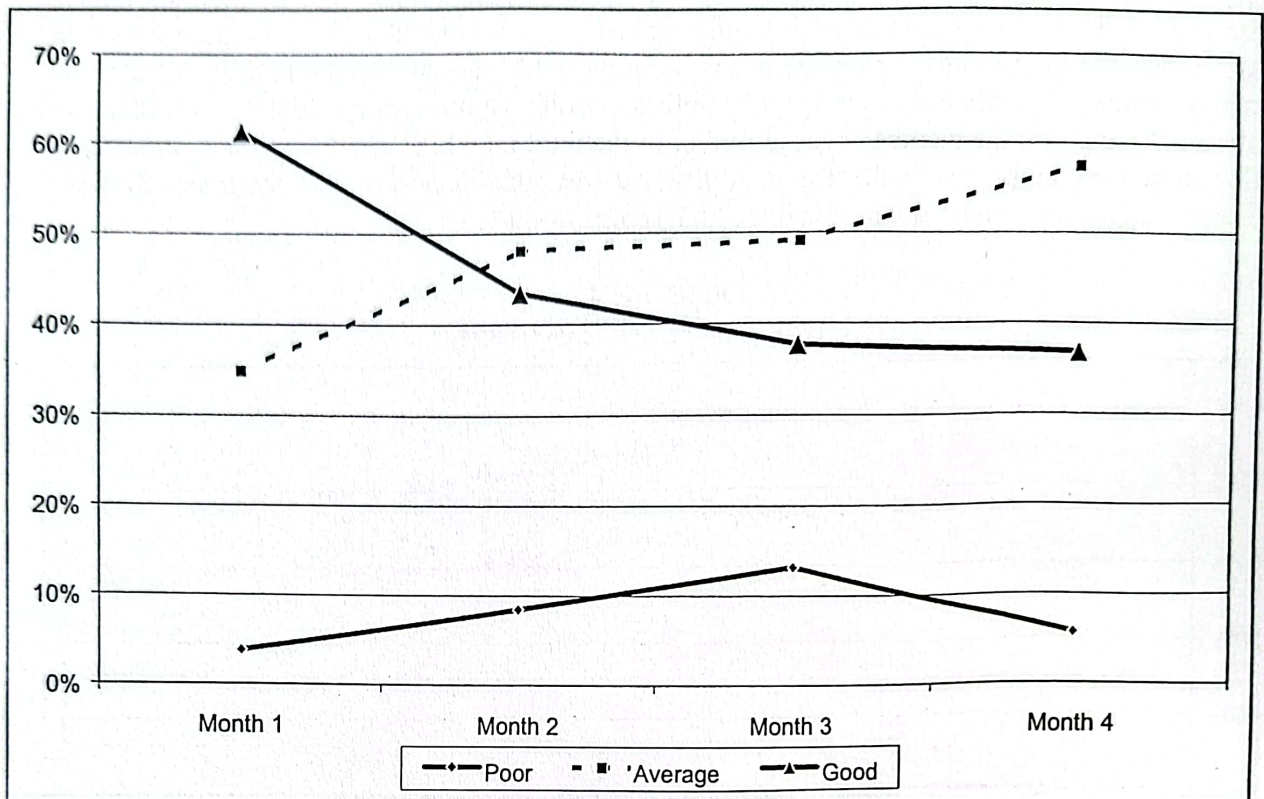
FIGURE 4  
CHILD ENJOYED THE BOOK



Hippy staff had to determine whether the children showed an interest in reading the book provided to them. According to the information reflected in Figure 4, the majority of the Hippy children received an average mark in the first month, while 30,2% performed well. Only a small proportion performed poorly. For the second month, the frequency for the poor mark increased from 1,9% to 3,8%, thereby pulling the frequency for an average mark down slightly, while the frequency for the good performance remains constant.

In the third month there is yet another increase in the number of children scoring a lower mark; consequently there is a slight decline in the number of participants who did well or achieved an average mark. An interesting trend is to be observed in the fourth month, where the frequency for the low mark declined, while the number of families scoring an average mark increased slightly. The number of families scoring a mark reflecting good to excellent performances decreased.

**FIGURE 5**  
**COMMUNICATION BETWEEN PARENT AND CHILD**



Concerning the issue of communication between participating parents and children, 61,3% of the families scored high marks in the first month (see Figure 5). These scores declined in the second to fourth months. The number of families scoring an average mark increased from month one to month four: 34,9%, 48,1%, 49,1% and 57,5% respectively. The data show a decline in the families scoring high marks and an increase in those scoring an average mark, as the programme progressed.

The above-mentioned finding might serve as an indication of the demands the Hippy programme makes on families. At first they are highly motivated and give their best. As the programme continues, however, it might become more difficult for them to live up to previous performances.

The data in Figure 6 (Confidence level of child) once again clearly reflect the trend that there was a decline in children who performed well in month three, with a simultaneous increase of children who performed poorly. Once again, there was an increase in month four of participants who performed well or on average.

The pattern previously established that participants did well in the first month is once again repeated in Figure 7 (Parents' eagerness to learn). In months two and three there was a decline of participants who performed well, while there was a significant increase in participants who performed poorly. Once again there was an improvement in month four (an increase participants who did well and a decrease in performance for those who performed poorly).

FIGURE 6  
CONFIDENCE LEVEL OF CHILD

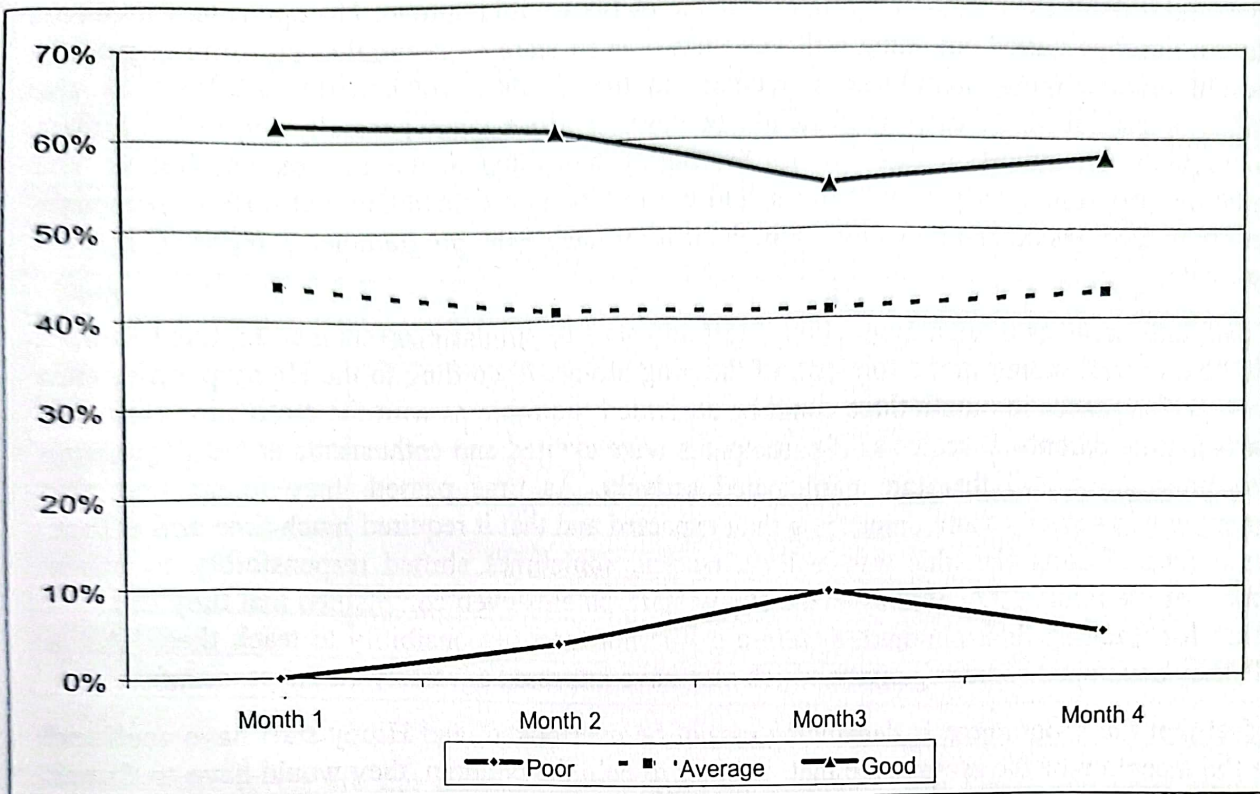
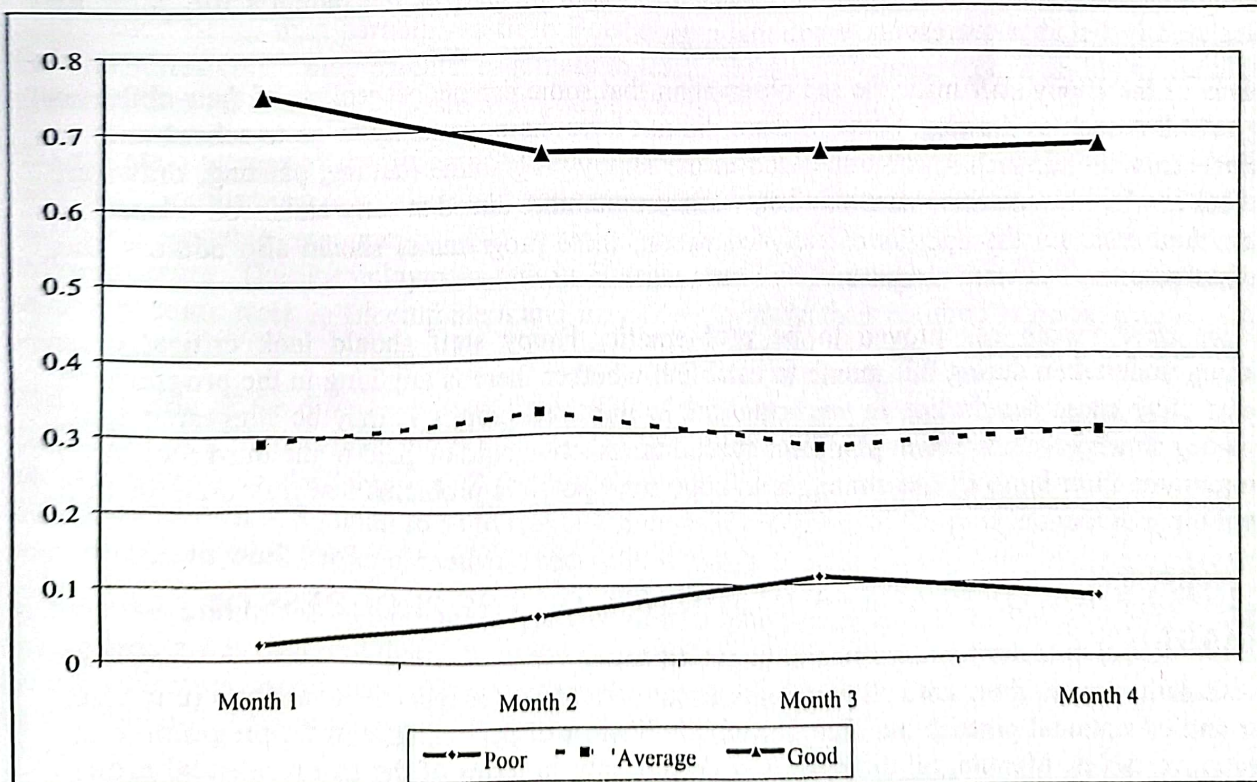


FIGURE 7  
PARENTS' EAGERNESS TO LEARN



Participating in the Hippy programme might be a more demanding process than was anticipated by the participating adults and children. The expectation was that the families would earn a low mark at first, and then, as the programme progressed, the marks would improve. The opposite, however, occurred: families started out doing well, but there was an increase in families performing poorly (especially in the third month) and a decrease in the families which performed well as the programme continued. In the fourth month, however, performances generally improved again. This might be an indication that families are highly motivated in the first month, but as the programme progresses, they may at times find the programme demanding and difficult to cope with. These findings correspond with the high attrition rate of the programme, as reported by the Hippy staff.

The data thus serve as a warning to Hippy staff and staff of similar projects that the third month might be a crucial month in the life span of the programme. According to the Hippy people, this drop in performances in month three could be attributed to problems with the motivational levels of participating parents. It seems as if participants were excited and enthusiastic at the beginning of the programme and therefore participated actively. As time passed, they found that the programme was actually more demanding than expected and that it required much time and effort. Some parents, feeling that this was really a burden, sometimes shifted responsibility to other members of the families. According to the Hippy staff, parents even complained that they did not get paid for teaching their children, therefore it was not their responsibility to teach them. As a result, they developed some negativity, which may have impacted adversely on the programme.

The fact that the programme is demanding cannot be overlooked, and Hippy staff have realised since the inception of the programme that, in order to help the children, they would have to focus on the needs of the parents too. The parent enrichment sessions, initially a small part of the programme, were eventually developed by the people implementing the Hippy programme in South Africa to become a very important part of the programme. Important work is done during these enrichment sessions to address the issues that might be part of the parent's life such as physical and verbal abuse, stress and emotional neglect.

Members of the Hippy staff made the sad observation that some parents get jealous of their children doing activities such as drawing. Some of them did not have the opportunity to go to school and to participate in activities such as those included in the Hippy programme (cutting, painting, drawing, etc.). This emphasises how important it is that, while programmes aimed at early childhood education help children maintain the benefits of early education, these programmes should also address the interests of parents.

Since the third month has proved to be problematic, Hippy staff should look critically at everything undertaken during this month to establish whether there is anything in the programme itself that may cause the decline in performances in the third month. It may be suggested that, when doing strategic management planning, special attention should be paid to the third month of the programme in order to devise strategies to cope with possible problems that may arise in this phase of the programme.

### **THE INFLUENCE OF PLACE OF RESIDENCE ON THE PROGRESS OF FAMILIES**

Cross-tabulations were done with all the biographical variables as independent variables (e.g. age, gender and educational practices) and the various indicators of performance in the programme as dependent variables. Meaningful differences occurred only in terms of the two residential areas,

Soutpan and Botshabelo. A few examples, representing the type of relationship established in this regard, are reflected in Table 1.

**TABLE 1**  
**PLACE OF RESIDENCE BY PROGRESS VARIABLES (A FEW EXAMPLES)**

Place of residence	Children's activeness on their own (month 4)		Total
	Poor-average	Good	
Soutpan	21 (50%)	21 (50%)	42
Botshabelo	54 (84,4%)	10 (15,6%)	64
Total	75	31	106
	Communication between parent and child (month 3)		
	Poor-average	Good	
Soutpan	11 (26,2%)	31 (73,8%)	42
Botshabelo	55 (85,9%)	9 (14,1%)	64
Total	66	40	106
	Parents' eagerness to learn (month 2)		
	Poor-average	Good	
Soutpan	4 (9,5%)	38 (90,5%)	42
Botshabelo	35 (54,7%)	29 (45,3%)	64
TOTAL	39	67	106

\*Significance levels are not indicated as no sampling was done. Chi-square and other tests of statistical significance are only appropriate when sampling is done.

From the data presented in Table 1 it becomes evident that there is a vast difference in performance between the participants from Soutpan and Botshabelo. Soutpan participants performed better than participants from Botshabelo. This has occurred especially in the cases of the variables concerning parents' eagerness to learn, child's activeness, child's ability to complete all activities and the child's positive attitude towards the programme.

Hippy staff attributed the difference in the performance levels of the two residential areas to the fact that Soutpan is a more close-knit and better-settled community than Botshabelo. The latter is a mobile, unstable community, due mainly to the lack of employment opportunities and infrastructure. The unemployment rate in Botshabelo (32%)<sup>2</sup> is higher than in Soutpan (7,5%)<sup>3</sup>. Many parents work in Bloemfontein and may have to leave their children at home without adult supervision.

This finding of the difference in performances of the two areas, as represented in Table 1, makes the value of a monitoring activity such as this one clear. It affects strategic management planning as it suggests to the Hippy staff that it might be necessary to deploy more staff pro rata in Botshabelo than in Soutpan so as to realise the desired outcomes of the programme. Hippy people might have to work harder to motivate people in Botshabelo so as to keep them in the programme.

When the enrolment forms of the parents who stopped participating in the programme were analysed, it was observed that 75% of the forms belonged to participants from Botshabelo. As has been indicated, participants from Botshabelo are in a higher risk category when it comes to dropping out of the programme, because of the unstable nature of their lives.

2 Socio-economic Reconstruction Profile, Free State Provincial Government, 1995.

## CONCLUSIONS AND RECOMMENDATIONS

From the data presented above, it becomes clear that meaningful and important information can be gained by following simple monitoring programmes. During analysis of the collected monitoring data, two main trends were identified. The first important finding was that the performances of the participants in the Hippy programme in the third month of the programme indicate that participants may possibly experience problems in this phase of the programme. The second main finding was that participants from the Soutpan area performed markedly better than participants from the Botshabelo area. This might be ascribed to various socio-economic factors and demographic realities. In future these findings may influence strategic management planning of these respective programmes or similar programmes in the area of Early Childhood Development.

Hippy staff might have anticipated these above-mentioned findings, but this monitoring activity so clearly highlighted these two main trends that it is now no more a case of guessing and suspecting, but of knowing. In future these findings may enable the HIF and other similar projects and programmes to deliver a better service to their beneficiaries. The monitoring and evaluation of development programmes should not be something to be dreaded, but can be a powerful strategic management tool for development organisations.

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