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**THE FORD RESOURCE AND ENGAGEMENT CENTRE (FREC) PROGRAMME'S
CONTRIBUTION TO MITIGATE POVERTY: PERSPECTIVES FROM
PARTICIPANTS**

BY

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programme's contribution to mitigate poverty:
Perspectives from participants

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ABSTRACT

THE FORD RESOURCE AND ENGAGEMENT CENTRE (FREC) PROGRAMME'S CONTRIBUTION TO MITIGATE POVERTY: PERSPECTIVES FROM PARTICIPANTS

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Many South Africans are living in poverty. Poverty is a multidimensional phenomenon that requires well formulated strategies for its mitigation. The goal of the study was to explore the FREC programme's contribution to mitigating poverty from the participants' perspectives.

The study employed a qualitative research approach and an instrumental case study research design. This applied study was rooted in interpretivism, it had an exploratory purpose and utilised the sustainable livelihoods framework as its theoretical framework. The study population consisted of 10 current FREC programme participants in Mamelodi and Nellmapius in the City of Tshwane, who were selected through nonprobability purposive sampling. The data was collected using one-on-one semi-structured interviews and analysed through thematic data analysis.

The findings show that participants joined the FREC programme as they needed physical, human, and financial capital to engage in entrepreneurship and micro businesses in view of mitigating poverty. The findings show that the FREC programme contributes to poverty mitigation by empowering programme participants with skills and knowledge on entrepreneurship, mentoring and funding to successfully operate their micro businesses.

The study concludes that poverty is best understood by the people who are experiencing it and that mitigating poverty requires support and access to a wide range of capital. The study recommends that FREC must establish a body that represents the collective interests of township-based entrepreneurs, , improves their bargaining

power, and lobbies for greater governmental legislation and support for entrepreneurs and micro businesses.

KEY WORDS

Ford Resource and Engagement Centre

Sustainable livelihoods framework

Poverty mitigation

Entrepreneurship

Micro businesses

Mamelodi

Nellmapius

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CHAPTER ONE

INTRODUCTION AND GENERAL ORIENTATION OF THE STUDY

1. Introduction

Many South Africans are living in poverty (Harris, 2021:2). Taylor (2018:132) reports that “poverty is not only the lack of income which in turn leads to deprivation, but it is also a lack of access to public facilities and programmes (such as social welfare services, health, education, and transport).” The multidimensional impact of poverty is indisputable and has commanded attention in global, regional, and national development agendas. The *2030 Agenda for Sustainable Development* [hereafter *2030 Agenda*] recognises that eradicating poverty in all its dimensions is the greatest global challenge and a crucial requirement for sustainable development (United Nations (UN), 2015:5). In addition, *Agenda 2063: The Africa we want* [hereafter *Agenda 2063*] (African Union [AU], 2015), and the *National Development Plan 2030* (NDP) (Republic of South Africa [RSA], 2012) echo the global call to eradicate poverty. Corporate companies such as the Ford Motor Company alongside Future Families, a non profit organisation have responded to the urgent call to contribute to the alleviation of poverty.

Future Families is a non-profit organisation that renders psychosocial services to various target groups such as orphans, vulnerable children, and people infected and affected with HIV and AIDS (Future Families, 2023). Together with the Ford Motor Company Fund, they implement the Ford Resource and Engagement Centre (FREC) programme to mentor entrepreneurs and create an incubator for micro businesses in the Mamelodi and Nellmapius townships in the City of Tshwane. Mukiza and Kansheba (2020:110) state that promoting entrepreneurial processes ultimately promotes the growth of micro businesses. The growth of micro businesses is regarded as a joint effort between the facilitators and the FREC programme participants. The latter either have a business idea or an established micro business. While having a business is the end goal of the FREC programme, prospective participants are commonly motivated to enrol in the programme by poverty and unemployment. The programme therefore becomes a vehicle through which poverty can be addressed.

The study sought to determine the FREC programme's contribution to mitigating poverty, in view of the perspectives of the FREC programme participants. The participants' views were necessary for understanding their lived experiences in relation poverty mitigation. The sustainable livelihoods framework (SLF) served as an appropriate theoretical lens for the study. More so, as it takes into consideration that poverty is a multifaceted concept (Lombard, 2019b:180). The following key concepts were associated with the study:

- **FREC programme**

The FREC programme is a collaboration between Future Families and the Ford Motor Company. Its main purpose is to provide training, mentorship, and funding to entrepreneurs and micro businesses in the Mamelodi and Nellmapius townships in the City of Tshwane, in the Gauteng province of South Africa (Future Families, 2023).

- **Mitigate**

To mitigate has to do with recognising that a disaster will occur and taking action to reduce its harmful effects and limit its impact on human beings and economic assets (Senna & Michael, 2006:2). For this study, the term mitigate was adopted to refer to the FREC programme's response to the challenge of poverty, which remains a timeless crisis.

- **Poverty**

Poverty is multifaceted and is associated with a lack of employment opportunities, a lack of education, vocational training and work experience, public employment programmes, health, nutrition, and access to information (RSA, 2012:28).

- **Participants**

Thomas and Pierson (2010:384) define participation as taking part in an activity. Thus, participation denotes "the process of involving service users and carers in the decisions that affect their lives and achieving change" (Thomas & Pierson, 2010:384). Applied to this study, participants refer to the individuals who took part in this study by virtue of them having been registered in the FREC programme during the years 2021 and 2022 after having completed at least one phase of the FREC programme.

1.2 Theoretical framework for the study

The theoretical framework for the study was the SLF. According to Lombard (2019b:179), sustainable livelihoods is a broad and inclusive approach to addressing the needs of poor people directly and at the policy level. Sustainable livelihood approaches are a way of thinking about development priorities anchored in sustainable livelihood principles and drawing on various tools such as the sustainable livelihood framework (Ashley & Carney, 1999:9). The core principles of sustainable livelihoods are people centred, responsive and participatory, multi-level, conducted in partnership, sustainable, and dynamic (Ashley & Carney, 1999:6). The SLF as developed by the Department for International Development (DFID) (1999) forms the centre of sustainable livelihood approaches and serves as the instrument for investigating poor people's livelihoods while envisaging the main factors that influence them (Kollmair, 2002:4).

The SLF includes the capabilities, assets, and activities essential for the means of living (Van Breda, 2019:250). It consists of five components which are the vulnerability context, livelihood assets, transforming structures and processes, livelihood strategies, and livelihood outcomes (DFID, 1999). All these components were relevant to this study. The vulnerability context consists of trends, shocks, and seasonality. The shocks that the FREC participants are faced with include extreme poverty and high levels of unemployment. The assets are the core of the SLF which include human, natural, financial, social, and physical capital (DFID, 1999). Transforming structures and processes include institutions, organisations, policies, and legislation that shape livelihoods at the micro, meso and macro levels. These effectively assist in determining access to human, natural, financial, social, and physical capital, the terms of exchange between different capitals and return to any given strategy (DFID, 1999). The FREC programme serves as a transforming structure as it links participants with various forms of capital. It furthermore contributes to sustainable livelihood strategies that may potentially lead to livelihood outcomes such as more income, increased wellbeing, reduced vulnerability, and improved food security (DFID, 1999).

The SLF is well aligned with developmental social work in its emphasis on poverty reduction and equality, human rights, social and economic development, people

participation, capabilities, and strength-based perspectives, linking micro and macro practices, and sustainable development (Lombard, 2019b:180).

1.3 Rationale and problem statement

Unemployment and the rising cost of living (Statistics South Africa [Stats SA], 2022) are some of the factors that exacerbate poverty in South Africa, where more than a half of the population are living in poverty. Ending poverty is a global, regional, and national priority (AU, 2015; RSA, 2012; UN, 2015). Poverty is a multi-faceted challenge. In all its dimensions, poverty affects people's standards of living (United Nations Development Programmes [UNDP], 2021). Different forms of capitals are required for sustainable livelihoods, including human, natural, financial, social, and physical capital (DFID, 1999). The FREC programme mentors entrepreneurs to start or grow their own micro businesses to become self-sustainable. It however was unclear whether entrepreneurship in the FREC programme leads to survivalist or sustainable livelihood outcomes. The study's rationale was linked to the need to explore participants' reasons for joining the FREC programme, the role that poverty plays in their decision to join the programme, and what makes some participants to follow through after joining the programme while others drop out of the programme. Moreover, the study needed to explore the FREC programme's contribution in mitigating poverty, and how the programme meets their need to attain sustainable livelihoods. The study's rationale was furthermore embedded in promoting social work from a developmental social work perspective which includes investment in social and economic strategies (Patel, 2015:290). By using the SLF, the study explored the vulnerabilities and different forms of capital that participants in the FREC programme had access to, how the structures and processes of the programme facilitated livelihood strategies or should be adapted to achieve sustainable livelihood outcomes. The research findings are relevant for informing the FREC programme, policy and practice frameworks for poverty mitigation and realising sustainable livelihood outcomes. The study was guided by the following research question:

Research question:

- How does the FREC programme contribute to mitigating poverty from the participants' perspectives?

The following were the study's sub-questions:

- What are the reasons for participants to join the FREC programme?
- How does the FREC programme align with the needs of the participants for sustainable livelihood outcomes?
- How has participants' social and economic wellbeing changed since joining the FREC programme?
- What strategies are recommended to contribute to sustainable livelihood outcomes?

1.4 Goals and objectives

The study's goal and objectives were as follows:

1.4.1 Goal of study

To explore the FREC programme's contribution to mitigating poverty from the participants' perspectives.

1.4.2 Objectives of the study

- To contextualise the FREC programme within the sustainable livelihoods framework.
- To determine the reasons for participants joining the FREC programme.
- To explore the alignment between the goals of the FREC programme and the needs of the participants for sustainable livelihood outcomes.
- To explore what has changed in participants' social and economic wellbeing since joining the FREC programme.
- Recommend strategies to contribute to sustainable livelihood outcomes.

1.5 Research methodology

This section gives a brief overview of the study's research methodology, while a detailed description of the research methodology that encompasses the research approach, research type and design, sampling, data collection and data analysis procedures, the ethical considerations and limitations is presented in Chapter Three. The study was part of an MSW Social Development and Policy group research theme

on the FREC programme's contribution to mitigating poverty. Each of the seven researchers who researched on this theme conducted independent studies with a unique set of participants from the FREC programme. The seven researchers shared participants from the list of potential participants that were available and willing to participate which the organisation provided. The study employed a qualitative research approach (Nieuwenhuis, 2019:59). The study was exploratory in nature (Nieuwenhuis, 2019:61) as it explored the FREC programme's contribution to mitigating poverty. The study constituted applied research as has immediate relevance to the social work profession particularly in terms of strategies that contribute to poverty mitigation. The study utilised an instrumental case study design (Nieuwenhuis, 2019:90).

The study population comprised of FREC participants in Mamelodi and Nellmapius in the City of Tshwane that were registered in the FREC programme during the years 2021 and 2022 after having completed at least Phase Two of the FREC programme. From the study population of 90 FREC programme participants, the researcher utilised non-probability sampling purposive sampling technique (Babbie, 2016:187; Maree & Pietersen, 2019:220) to sample 10 participants who met the study criteria (see Chapter Three, Section 3.5.2). All ten study participants were current FREC programme participants. The researcher utilised one-on-one semi-structured interviews as the study's data collection procedure. The interviews were guided by a semi-structured interview schedule (Galleta, 2013:24). A thematic qualitative data analysis process enabled the researcher in analysing the data, leading to the discovery of themes, patterns, establishing codes and themes (Nowell, Norris, White and Moules, 2017:12).

1.6 Division of the report

This research report is divided into five chapters. Chapter One gives an introduction and a general orientation to the study, including rationale and problem statement, the research questions, goal and objectives, a brief overview of the research methodology and a chapter outline. Chapter Two provides a literature review that contextualises poverty, entrepreneurship and micro businesses within the sustainable livelihoods theoretical framework. Within this chapter, the SLF is presented as an appropriate theoretical framework that is linked to the poverty mitigation strategy that was used by FREC. Chapter Three presents a comprehensive discussion of the study's research methodology and the ethical principles that were taken into consideration in the study and the limitations of the study. Chapter Four presents the study's empirical findings,

which are discussed alongside literature perspectives. Chapter Five is the last chapter in this mini dissertation, it presents the study's key findings, conclusions, and recommendations.

CHAPTER TWO

A CONTEXTUALISATION OF POVERTY, ENTREPRENEURSHIP AND MICRO BUSINESSES WITHIN THE SUSTAINABLE LIVELIHOODS FRAMEWORK

2.1 Introduction

Many South Africans, including the youth are trapped in poverty. Poverty as noted by Ledwith (2016:1) entails living in unfavourable circumstances where hunger, sickness, unemployment, and a lack of resources are the norm. In so doing, poverty causes pain and dependency and humiliates people's dignity (Taylor, 2018:132). It is important to highlight that poverty transcends a mere lack of income and is a multidimensional issue that encompasses a lack of all that is necessary for material wellbeing. In essence, poverty is a sense of powerlessness and a lack of access to education and employment (Chiwara & Lombard, 2020:4). Poverty is also characterised by the inability to address the basic needs for food, shelter, education, and identity and robs the poor their full participation in societal life (Wijekoon, Sabril & Paim, 2021). Hence mitigating poverty becomes crucial in meeting social and economic goals and achieving the sustainable development goals (SDGs) as encapsulated in the *2030 Agenda* (UN, 2015).

Mitigating poverty is a key development goal in South Africa. The South African government has, since the dawn of democracy, implemented various strategies for poverty mitigation. Chief amongst these is the NDP (RSA, 2012). Despite the NDP's envisioned outcome of addressing poverty and inequality, poverty remains highly elevated in South Africa (Stats SA, 2021). Alongside poverty is the high rate of unemployment which leaves the poor unable to attain sustainable livelihoods for themselves and their households. Notably, the South African job market was dealt a heavy blow during the COVID-19 pandemic and is still battling to recover. As noted in the *Quarterly Labour Force Survey 2023* (Stats SA, 2023:1) the number of unemployed persons in South Africa in the first quarter of 2023 increased by 179 000 to 7.9 million people when compared to the fourth quarter of 2022.

Within the context of poverty and unemployment in South Africa, the FREC programme aims at mitigating poverty in the City of Tshwane by equipping programme participants with entrepreneurship skills and resources in view of attaining sustainable

livelihoods and ultimately escape poverty. The chapter starts by presenting the study's theoretical framework which is rooted in the SLF. The researcher then discusses poverty in South Africa, particularly in the Mamelodi and Nellmapius townships of the City of Tshwane. This is followed by a contextualisation of the FREC programme and a discussion of entrepreneurship and micro businesses in South Africa. Thereafter, selected policy and social work practice frameworks for entrepreneurship, micro businesses, and poverty mitigation are presented with a particular emphasis on developmental social work as a practice framework for poverty mitigation. The discussion then shifts to identifying the personality traits of entrepreneurs, followed by an exploration of the challenges faced by entrepreneurs and micro businesses in South Africa. The chapter ends with a summary.

2.2 The sustainable livelihoods theoretical framework

The SLF acts as an organising framework that assists in examining people's access to social, natural, financial, physical, and human capital and the shocks and trends that create vulnerability (Patel, 2015:294). Krantz (2001:4) notes that the SLF provides a clear tool that assists in assessing individuals' living conditions including their means of earning a livelihood and their productivity towards this end. Krantz furthermore ascertains that the framework was first introduced by the Brundtland Commission on Environment and Development as a way of addressing social, economic, and ecological considerations within a cohesive structure. The SLF aims to assist the poor to tap on their strengths and reducing the vulnerabilities that they may encounter (Patel, 2015:295). The SLF is therefore an essential tool for analysing, understanding, and describing all aspects that impact negatively on the livelihoods of the poor (Peterson & Peterson, 2010:4). Krantz (2001:4) notes that the SLF might be applied as a livelihood analysis to assess whether development activities fit with the livelihoods of the poor. The SLF focuses on the capabilities of individuals and livelihood options as a locus of development (Natarajan, Newsham, Rigg & Suhardiman, 2022:1). According to Sen, (1999:75) capabilities are important in sustainable livelihoods as they enable people to improve their lives. Mbatha, Mnguni and Mabecua (2021:59) report that the SLF has the strength to enable individuals and communities to be involved in their livelihoods in view of promoting social development and facilitating the adoption of various strategies to ensure sustainable livelihoods. The study

therefore utilised the SLF to assess the FREC programme's contribution to poverty mitigation. Gee and Mansur (2015:2) ascertain that the SLF aims to comprehend the conditions of the poor and contribute to sustainable livelihoods by developing new holistic and integrative programmes that combat poverty. It furthermore takes cognisance of the fact that poverty is a multidimensional challenge that requires different strategies towards its recourse.

The SLF is people centred, responsive, and participatory and aims to harness partnerships at the micro, meso, and macro levels towards sustainable development outcomes (Sachikonye, Dalu & Clunter, 2016:528). It furthermore focuses on people's assets and innate strengths and capabilities as vehicles for development projects (Lombard, 2019b:179). As Lombard rightly notes, tapping on people's capabilities is indispensable in development seeing that there is no automatic relationship between economic growth and poverty reduction as the latter depends on the capabilities of the poor to expand their economic opportunities. Therefore, it is important to hear from the poor what their challenges are and the obstacles they encounter in realising sustainable livelihoods. More so as they are intimately familiar with their situations and therefore must be consulted and involved in designing policies and programmes that mitigate poverty.

According to Ndhlovu (2018:78), the SLF acknowledges the rights of individuals to use physical, financial, natural, human, or social assets to sustain their livelihoods. In the same vein, the SLF emphasises the importance of linking social, economic, and environmental development. Ndhlovu (2018:78) furthermore states that the SLF takes into consideration whether livelihood strategies can sustain or advance an individual's standard of living and ensure that their capabilities are in line with the resources that are available at their disposal. Surmont (2017:23) connotes that the SLF is a successful instrument for empowering the poor since it provides better communication chances, targeted assistance, and new possibilities for the poor to eliminate poverty for sustainable livelihoods. When people get access to resources and assets that are balanced and diverse, they can be able to escape poverty. From a gender perspective, the SLF can be seen as a tool for women's empowerment as it acknowledges the importance of assisting women to access microfinance for starting or enhancing their businesses (Midgley, 2014). In addition, the SLF recognises the cyclical complexity of

livelihoods by looking beyond people's income generating activities to policies, legislation, and other circumstances that impact on livelihoods (Kabir & Lijie, 2012:266). Having outlined the SLF, the next section provides an overview of poverty in South Africa, its causes, impact, and mitigation strategies.

2.3 Poverty in South Africa

Mashizha and Tirivangasi (2014:05) agree that poverty is a multifaceted and complex phenomenon, which is perceived and experienced in many ways by individuals, groups, and communities. Their assertion denotes that there are various facets to poverty and many ways of defining it as poverty encompasses both income and non-income related dimensions (Jackson & Yu, 2023:08). A study by Wessels (2017:10) ascertains that poverty robs the poor of their dignity and worth. Poverty can also be seen as both a cause and consequence of inequality (Mosoetsa & Francis, 2019:22). South Africa is regarded as the most unequal country in the world (Sulla, Zikhali & Cuevas, 2022:1). This reality has implications for poverty mitigation at the micro, meso and macro levels. The causes of poverty are multifaceted and include social, economic, and political factors (Ramphoma, 2018:64; Taylor, 2018:129) such as labour market issues and a lack of education (Havenman, 2018:26). Poverty can also be caused or exacerbated by environmental disasters such as droughts, flooding and wild fires which have been on an upward trajectory in recent times (Chiwara & Lombard, 2018; 2020). The *2030 Agenda* (UN, 2015) aims to eradicate poverty in all its forms and dimensions. However, the recent COVID-19 pandemic exacerbated poverty at an unprecedented scale and resulted in massive job losses and the closure of businesses, schools, and other institutions.

Ledwith (2016:112) states that poverty contributes to family breakdowns and vulnerability. South Africa experiences a high volume of people who are directly infected and affected by the HIV and AIDS pandemic, which exacerbates vulnerability, especially among poor women and children (Taylor, 2018:138). Patel (2015:293) argues that despite the progress in reducing poverty in South Africa, there are still issues of race, gender, and inequality in education that entail that the poorest in society include black South Africans, women, and those with the lowest education and skills in the labour market. According to Ledwith (2016:111), poverty damages societies and limits people's life chances in education, nutrition, health, and demeans the worth and

dignity, and well-being of the poor. Narayan et al. (2000) in Taylor (2018:129) state that:

Poverty is pain, poor people suffer physical pain that comes with too little food and long hours of work, emotional pain stemming from daily humiliations of dependency and lack of power and moral pain from being forced to make choices such as whether to use limited funds to save the life of an ill family member or to use those same funds to feed their children.

2.3.1 Poverty in the Mamelodi and Nellmapius townships

Mamelodi and Nellmapius are two townships that are situated in the City of Tshwane, the capital city of South Africa. The term township generally refers to underdeveloped urban living areas that started in the late 19th century in South Africa and were reserved for black communities. The township of Mamelodi is located on the north-eastern outskirts of the City of Tshwane (SOS Children's Villages, 2023). Until the end of apartheid in 1994, Mamelodi was a blacks-only area, and it remains predominantly so to this day. Mamelodi's population has been steadily expanding, due to the influx of rural migrants and roughly 1.5 million people live there now, mainly in informal settlements, while a few live in Reconstruction and Development Programme houses, which are otherwise known as RDP houses.

Nellmapius is located south of the Mamelodi township. More than half of the population in Nellmapius is unemployed, while the majority live in one-roomed RDP houses (Manyaka, 2015:1). Both Mamelodi and Nellmapius are characterised by widespread poverty, social exclusion, unemployment, and lack of basic infrastructure (Manyaka, 2015; Manyaka-Boshielo, 2017:3; SOS, 2015). The status quo of poverty and unemployment in Mamelodi and Nellmapius attest to the need to develop the township economy in these areas. The term township economy refers to the production, distribution, and consumption of goods and services taking place in township areas. Concomitantly, the lack of basic infrastructure and amenities in townships means that the majority of people living in townships travel outside their residential areas to look for jobs in cities and suburbs (Manyaka-Boshielo, 2017:3-4). As South Africa struggles with an alarmingly high national unemployment rate, which is partly exacerbated by a chronic shortage of skilled labour, business incubators such as FREC are a powerful means of supporting the growth of micro businesses and the township economy in view of poverty alleviation (Small Enterprise Development Agency [SEDA], 2016:5).

Furthermore, micro businesses located in townships have a potential of reducing poverty, job creation, growing the economy and introducing innovative ideas that improve quality of life (Nthite & Worku, 2020:130).

2.4 The FREC programme

FREC is an international programme that aims to develop entrepreneurship skills in poor communities (Learmonth, 2022). In South Africa, FREC is located near the Ford Motor Company's Silverton Assembly Plant in the City of Tshwane. It is the second resource centre of its kind created by the Ford Motor Company Fund, the philanthropic branch of Ford Motor Company, and is modelled after the original Ford Resource and Engagement Centre in Southwest Detroit in the United States (Ford Motor Company Fund, 2018). The FREC programme in South Africa was started in 2015 as a partnership for poverty mitigation between the Ford Motor Company Fund and local non-profit organisations such as Future Families, which renders social welfare services to orphans and vulnerable children and people infected with HIV and AIDS in black townships and Harambee which focuses on addressing youth unemployment (Ford Motor Company Fund, 2018; Future Families, 2023). Such partnerships are critical for sustainable development and can be seen as an engagement of stakeholders in the promotion and achievement of development outcomes for the impoverished sectors of the society. Partnership recognises the financing and delivery of services occur through the domain of both the private and public sectors, (Triegaardt, 2019: 68). Midgley (2014:154) notes that the entrepreneurship strategy has largely been utilised by non-profit organisations in partnership with commercial providers. This is evident in the partnership between Future Families and the Ford Motor Company Fund, which started the FREC programme in South Africa. Midgley (2014:154) however, argues for greater government intervention and calls upon government to utilise its authority to assist entrepreneurs with microfinances and to safeguard the poor from exploitation.

As a micro business incubator and entrepreneurship mentoring programme, FREC aims to enhance the business and entrepreneurial capabilities, skills development and job training of youth and adults in Mamelodi and Nellmapius (Learmonth, 2021). As noted by Midgley (2014:153) appropriately trained expert staff who can assist micro entrepreneurs are indispensable to their success. The FREC programme also

provides potential funding to programme participants that is dispensed in the form of a grant upon meeting the stipulated programme criteria (Matakanure, 2022). Midgley (2014:153) cites his preference for providing entrepreneurs in poor communities with grants as opposed to loans seeing that the risk of defaulting on loan repayments is particularly high for individuals from very poor households.

Midgley (2014:153) also ascertains that it is a misconception to believe that poverty can be addressed by simply providing credit to the poor. In addition, poorly designed micro enterprise programmes can harm poor people who are disadvantaged by a lack of education and experience. As such, entrepreneurship programmes should provide access to a comprehensive set of capital that includes human, physical, social, natural, and financial capital as aptly alluded to by the SLF (DFID, 1999; Lombard, 2019b:188; Patel, 2015:294). Midgley (2014:152) also recommends that resources should be more carefully targeted and directed at those that are most likely to succeed. Sikadar et al. (2021:546) opine that education is a critical anti-poverty strategy that equips the poor with the knowledge, skills, and resources for escaping poverty. Patel (2015:295) ascertains that economic and social development programmes that increase incomes, strengthen social capital, and increase food security are important tools for reducing vulnerability to poverty. The FREC programme links with the SLF in that it assists programme participants in expanding opportunities for self-employment. It furthermore allows participants to create socially and economically sustainable livelihood strategies by affording them with mentorship, assets, and livelihood options.

The FREC programme is a six-month programme that is structured into six phases that cover 13 business and entrepreneurship related modules. Phases one to three focus on the basic principles of entrepreneurship and business while phases four and five focus on business plan development and implementation (Learmonth, 2022). Phase Six of the FREC programme is where participants get mentored, and their businesses are stabilised through the provision of funding (Matakanure, 2022). The FREC programme's theoretical components aim to equip programme participants with financial literacy. Engelbrecht (2009:159) singles out financial literacy as an important poverty alleviation tool. Furthermore, Midgley (2014:153) highlights that technical assistance, training, and other supports should be made available to entrepreneurs. Learmonth (2022) explains that the prerequisite for entry into the FREC programme is a Grade 12 certificate. Applicants also undergo a personality trait screening which

determines their probability of becoming an entrepreneur. To limit the risks of failure in entrepreneurship programmes, Midgley (2014:153) recommends the adoption of a more selective approach that seeks to identify participants that are most likely to benefit from the programme.

Potential programme participants submit their applications at the FREC offices. They either apply on their initiative or are referred to the programme by their social networks. Individuals can enter the programme at any phase depending on the stage of their self-established micro businesses. Regardless of the phase at which individuals may enter the programme, Learmonth (2022) states that the reason participants register for the programme affects their endurance in the programme such that when a job opportunity presents itself, they drop out of the programme without contemplation. A study by Midgely (2014:153) establishes that many entrepreneurs that join micro business mentor and incubator programmes encounter severe daily pressures that limit their chances of success. Additionally, Midgely (2014:153) highlights that when faced with the struggle to make ends meet a few of them have time to engage in developing complex business plans, attend regular class sessions. Zhang (2019:62) states that entrepreneurs are driven by pull and push factors, hence the dropping out is happening in the programme. Others who already have micro businesses and joined the programme for funding purposes are more likely to succeed in their micro businesses and make a profit (Learmonth, 2022). Midgley (2014:153) argues that micro business mentorship and incubator programmes seldom provide information about businesses that do not succeed yet only a few micro businesses achieve a success rate of more than 50 percent over two to three years, resulting in financial losses and demoralisation.

2.5 Entrepreneurship and micro businesses in South Africa

Small, micro, and medium sized enterprises (SMMEs), also known as micro businesses play an important role in building the economy and are a driving force for mitigating the social and economic challenges faced by the country (Bvuma & Marmewick, 2020:1). Yesufu (2021:15) defines micro businesses as small business entities with little to no assets and less than five employees and states that micro businesses are small businesses owned and operated by poor individuals or groups of people with the support of sponsoring organisations. They offer much needed

services and products, exist because of a lack of formal employment, and assist entrepreneurs in meeting their subsistence needs. According to Ribeiro-Soriano (2017:2), small businesses revamp and develop communities, whilst entrepreneurs create ways to connect resources and growth in communities, they improve the quality of life of the communities where they are situated.

Entrepreneurship is a combination of innovation and economic development, that is established by a process of opportunities, discovery, evaluation, and exploitation of abilities. (Klein, P. G. 2008:4). There are various types of entrepreneurs. The different types of entrepreneurs show an interconnectivity with unemployment and poverty. Zhang (2019:65) describes those who resort to entrepreneurship because of not being able to find work. Singh and Rathore (2020:96) identify other types of entrepreneurs such as imitative entrepreneurs, who do not innovate a new business but copy an already existing idea. Survivalist entrepreneurs depend on their businesses as an income and as a basic survival means for their families. They are furthermore unable to compete for resources due to their informality with detrimental impacts on their businesses (Ranyane, 2015:302). SEDA (2016:5) interprets survivalist entrepreneurs as those who have very little growth potential and are unable to hire staff. Survivalist entrepreneurs often include hawkers, vendors, and subsistent farmers. They are often characterised by little to no training, poor capital, and very few assets if any and they generate income that is below the poverty line (Bvuma & Marnewick, 2020:4). Hence, the need for policy and practice frameworks for entrepreneurship and micro businesses in view of poverty mitigation.

2.6 Policy and social work practice frameworks for entrepreneurship, micro businesses, and poverty mitigation

South Africa's vision is to eradicate extreme poverty by 2030 (RSA, 2012) aligns with that of the *2030 Agenda* (UN, 2015) and *Agenda 2063* (AU, 2015) which call for collaborative partnerships and deliberate investments in poverty mitigation strategies. However, poverty has remained widely persistent in South Africa. Thus, the *Draft Anti-Poverty Strategy* (RSA, 2021) aims to accelerate the country's progress towards poverty mitigation and proposes targeted poverty alleviation strategies at grassroots levels in stimulating local productivity, livelihoods, service delivery, and well-being. SDG target 8.3 calls for the development of policies that encourage entrepreneurship

for job creation. It furthermore, advocates for the formalisation and financing of micro businesses (UN, 2015). SEDA (2016:5) as the Small Enterprise Development Agency in South Africa aims to promote and develop small businesses and to increase financial and non-financial support to entrepreneurs. *Agenda 2063* acknowledges the role played by entrepreneurship in promoting inclusive growth (AU, 2015). This is particularly important due to South Africa's status as a highly unequal country (Sulla et al., 2022:1).

The White Paper for Social Welfare (Republic of South Africa, 1997) provides for the implementation of a developmental social welfare and social work approach in South Africa to mitigate widespread poverty and inequality. It furthermore calls for partnerships between organisations and civil society in creating access to financial resources and for stakeholders to participate in finance and budgetary processes to promote economic growth and eradicate poverty. Developmental social links with the SLF as both emphasise poverty reduction, equality, people participation, human rights, capabilities, and strength-based perspectives which link with sustainable development (Lombard, 2019b:180). It furthermore provides an avenue through which social workers can contribute to social justice, equality poverty eradication, and human rights (Schenck & Triegaardt, 2018:164). This is realised through promoting social change and development, people participation, strength based and social investment strategies (Lombard, 2014:45). Lombard (2019b:51) additionally ascertains that social work commits to the eradication of poverty and recognises the link between social welfare and economic development as an investment in human capital than depending on limited government resources. Mathende and Nhapi (2017:125) state that social workers are agents of and improve people's productive capabilities by connecting them with their environment and empowering communities to use their resources sustainably. Triegaardt (2019:67) reports that investing in people promotes their capabilities and contribution to economic development and sustainable livelihoods.

According to Bernasconi (2016:45), social work is a human rights profession as it advocates for people who are trapped in poverty to stand up for themselves, for their interests and rights. As such, escaping poverty requires the liberation of people by teaching them skills rather than depending on charity. Poverty is a human rights issue that must be addressed through a social justice perspective. At the same time, social justice can be understood better by paying attention to social, economic, and

ecological justice (Lombard, 2019a:54). Social work as a human rights profession can assist in contributing to sustainable development and ending inequalities since social workers work with the most disadvantaged, marginalised, and vulnerable populations globally (Sewpaul, 2014:12). The Bill of Human Rights in the Constitution of the Republic of South Africa, 1996 highlights the three generations of human rights, which South Africa is committed to realising. These according to Lombard (2019a:56) include civil and political rights, which are also known as the first generation of human rights. They also include the second generation of human rights known as economic, social, and cultural rights, and the third generation of human rights, which include the right to economic development, and the right to benefit from trade and economic growth. The three generations of human rights aim at balancing the rights of all people by reducing poverty, promoting economic growth, and developing skills that people can utilise in creating employment opportunities. Such skills can tap into the personality traits that entrepreneurs possess.

2.6.1 The personality traits of entrepreneurs

According to Kerr, Kerr & Xu (2017:13), entrepreneurs are characterised by self-efficacy, and innovation. They execute their visions and have a keen eye for innovation in order to identify new products and markets. They are driven by the need for achievement and the desire to accomplish challenging goals. They furthermore build businesses from the scratch, which shows their determination. Entrepreneurs also have a high internal locus of control. Asoni (2011:8) states that self-confidence is a major characteristic of entrepreneurs. Garaika and Margahan (2019:4) allude that self-confidence is related to psychological characteristics and is a major prerequisite for entrepreneurs. Entrepreneurs that are better educated, highly motivated, and provided with financial and technical assistance and other supports are more likely to succeed in micro businesses (Midgley, 2014:153).

2.6.2 Challenges faced by entrepreneurs and micro businesses in South Africa

According to SEDA (2016:7) entrepreneurs and micro businesses in South Africa are faced with a lot of challenges that hinder them from contributing to the economy. These challenges include a lack of access to finance and credit, poor infrastructure and a lack of access to markets.

2.6.2.1 Lack of access to finance and credit

The lack of access to finance and credit is one of the reasons why some businesses discontinue. Boro (2022:5412) notes that due to a lack of collateral SMMEs often fail to get finances from banks and other financial institutions. Sonntag, Lewis and Zaszowski (2022:8) concur that the biggest difficulties faced by entrepreneurs are a lack of financial resources. SEDA (2016:7) states that South African banks are reluctant to give small businesses access to financial resources. Midgley (2014:153) notes that many of the funding challenges that micro businesses experience could be addressed if they partner with other entrepreneurs in forming cooperatives instead of running their businesses alone.

2.6.2.2 Poor infrastructure

Micro businesses lack physical infrastructure to grow their business and are mostly affected by crime (Cant & Wiid, 2013:709). SEDA (2016:7) mentions that lack of physical infrastructure impedes business growth and adds to the cost of doing business.

2.6.2.3 Lack of access to markets

A lack of access to markets threatens the longevity of micro businesses. According to SEDA (2016:10) the smaller the business the greater the challenge to access markets as they do not form collectives to enhance their bargaining power.

2.6.2.4 A lack of human resources and business management skills

Micro businesses in South Africa also face human resources challenges and a lack of financial knowledge (Cant & Wild, 2013:709). Other challenges identified by Manyaka-Boshielo (2017:6) include a lack of confidence and business skills.

2.7 Summary

In this chapter, the researcher contextualised poverty, entrepreneurship, and micro businesses in South Africa. The sustainable livelihood framework was highlighted as the study's theoretical framework. Its strengths lie in how it recognises poor people as role players in their development. The discussion furthermore defined poverty as a multidimensional concept that is experienced by many people including those living in

townships such as Mamelodi and Nellmapius. The interlinkages between poverty and unemployment in South Africa were also highlighted. Thereafter, the researcher contextualised the FREC programme as a poverty mitigation strategy, which trains and equips entrepreneurs with skills and resources that enable them to eradicate poverty. The discussion then shifted to entrepreneurship and micro businesses in South Africa. The researcher then outlined the global, regional, and national policy frameworks for entrepreneurship and micro businesses and poverty mitigation. Moreover, the researcher acknowledged developmental social work as a practice framework for promoting social justice and poverty eradication in South Africa. Following this, the researcher highlighted the personality traits of entrepreneurship and microbusinesses as poverty mitigation strategies. The challenges faced by entrepreneurs and micro businesses in South Africa were also outlined. The next chapter presents the study's research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the empirical study undertaken to explore the FREC programme's contribution to mitigating poverty. It discusses the research approach, research type, and research design. This is followed by a presentation of the research methodology, which includes the study population, study sample, sampling, data collection, and data analysis procedures. The researcher, thereafter, explains how data quality was ensured to improve the trustworthiness of the study's findings. The pilot study, ethical aspects, and limitations related to the study are also presented. The chapter ends with a chapter summary.

3.2 Research approach

The study utilised a qualitative research approach to reflect as closely as possible participants' points of view. Thus, enabling the researcher to better understand the complexity of the situation under investigation (Fouché, 2021:40). Qualitative research seeks to answer questions by examining various social settings (Nieuwenhuis, 2019:59). The study sought to gather and describe data from the participants' perspectives enabling the researcher to construct social reality. From an ontological perspective, the study was rooted in interpretivism, which according to Sefotho (2021:7) is premised on the idea that individuals view and interpret social reality differently. Interpretivism, allowed the researcher to capture reality as a different phenomenon to different people and allowed participants to view the world from their perspectives (Nieuwenhuis, 2019:67). As such, the study explored the contribution that the FREC programme makes in mitigating poverty from the participants' point of view.

The study had an exploratory purpose. Rubin and Babbie (2017:141) as well as Fouché (2021:65) state that in an explorative research study, the researcher examines a new interest. The need for such a study could arise from a lack of basic information, as the subject of the study would still be new as was the case with this study on the FREC programme's contribution to mitigating poverty. The flexibility of the qualitative research approach and its unstructured nature enabled the researcher to obtain

information on participants' lived experiences in an in-depth manner (Fouché, 2021:40).

3.3 Research type

The conducted study fits well under applied research as it intends to solve immediate social problems and suggest action that can be implemented to address the identified problems (Adler & Clark, 2015:360). In other words, the study was applied research in that it allowed the researcher to explore how the FREC programme contributes to mitigating poverty, which is a major social and economic issue in South Africa with multiple implications, including for employment creation and realising sustainable livelihood outcomes. Hence, the study will enable the researcher, social workers, and other stakeholders to address the immediate and specific needs of the participants (Neuman, 2014:27).

3.4 Research design

Research design is a strategy or plan that specifies the selection of participants, the data gathering methods and data analysis techniques (Nieuwenhuis, 2019:80). This study utilised a case study research design. Creswell (2014) posits that a case study is a qualitative design where the researcher explores a programme, event, activity, process, or one or more individuals in greater depth. The type of case study design that was utilised in this study is an instrumental case study design. Nieuwenhuis (2019:90) reports that an instrumental case study design provides a deeper insight into an issue. While the case in an instrumental case study is looked at in depth, its contexts scrutinised and its ordinary activities detailed, the case is of secondary interest and only plays a supportive role in understanding the issue. The study was therefore focused on the FREC's programme contribution to mitigating poverty. A case study design assisted the researcher in exploring the FREC programme participants' perceptions in this regard.

3.5 Research methods

Research methods refer to strategies used by researchers to answer research questions (Nieuwenhuis, 2019:51). They furthermore imply a scientific plan of action that a researcher utilises in obtaining data from research participants, processing the data and reducing it into a manageable format (Fouché, 2021:50). This section will provide a detailed account of the research methods used in the study, which include

the study population, study sample and sampling, data collection and data analysis methods. The SLF provided useful ideas on how this study can be approached. In so doing, the SLF functioned as an outline that assisted the researcher in systematically organising thoughts that answered the study's research question (Maree, 2019:28) on how the FREC programme contributes to mitigating poverty.

3.5.1 Study population

A study population refers to the totality of individuals, events, organisational units, or case records with which the research problem is concerned and by implication, which the researcher is interested in (Strydom, 2021:228). The population for this study was made up of 95 current and former FREC programme participants in Mamelodi and Nellmapius in the City of Tshwane (Matakanure, 2022). This population was comprised of programme participants who had registered for the FREC programme between the years 2021 and 2022 and had at least completed phase two of the FREC programme, regardless of whether they were still enrolled or had dropped out of the programme.

3.5.2 Sampling methods

Sampling refers to the methods, which the researcher utilises in drawing out a few individuals to represent a population of the study (Maree & Pietersen, 2019:214). As this was a qualitative study, it utilised non-probability sampling, which according to Maree and Pietersen (2019:219) does not require the random selection of the population. Purposive sampling is the type of non-probability sampling that was utilised in the study (Fouché, 2021:42). This sampling type is also referred to as judgmental sampling (Strydom, 2021:382) and is utilised in situations where the researcher has a specific purpose in mind (Maree & Petersen, 2019:220). The purpose of the study was to explore the FREC programme participants' views on how the programme contributes in mitigating poverty. In view of sampling the study population, the researcher obtained a list of FREC programme participants who met the study's research criteria and consented to participate in the study from the Future Families. Thereafter, participants were contacted and invited to participate in the study. Qualitative studies often utilise small sample sizes (Fouché, 2021:42). There are no hard and fast rules for sample size in qualitative studies and sampling size depends

on the purpose of the enquiry, what will have credibility, and what can be done given the available time and resources (Strydom, 2021:381). The sample size for this study was 10 participants, of which of all were current FREC programme participants. The researcher used the following sampling criteria to select these participants:

- Availability and willingness to participate in the study.
- Having been registered in the FREC programme in 2021 or 2022.
- Being currently registered in the FREC programme or having dropped out of the programme in 2021 or 2022.
- Having completed phase two of the FREC programme.
- Residing in either Mamelodi or Nellmapius.
- Identifying as either male or female.
- Having completed Grade 12.
- Being able to speak English.

3.5.3 Data collection

Data collection is the process of gathering information on participants, which the researcher is interested in (Nieuwenhuis, 2019:95). For collecting data in the study, the researcher utilised one-on-one semi-structured interviews that were guided by an interview schedule (see Appendix A) (Nieuwenhuis, 2019:108). One-on-one semi-structured interviews were applied in the study to obtain in-depth information from the participants (Strydom, 2021:380). The interview schedule had a set of predetermined open-ended questions that guided the researcher during the interviews (Geyer, 2021:358). The researcher made appointments with each participant well in advance. The interviews were conducted in a safe and conducive environment (Geyer, 2021:375) either at Future Families or at participants' workplaces. The interviews were digitally recorded by means of a smart phone with participants' informed consent (Nieuwenhuis, 2019:110). Each interview session started with some introductory remarks where the researcher and participants discussed and signed the informed consent form (see Appendix B) (Geyer, 2021:371). This was followed by asking warm up questions that solicited participants' biographical details and then the central questions related to the FREC contribution to mitigating poverty, ending with some closing remarks. Semi-structured one-on-one interviews were advantageous in that they allowed the researcher to ask probing questions and for participants to share,

clarify and elaborate on their perspectives, which helped the researcher in gaining in-depth information (Geyer, 2021:373). The open ended questions allowed the researcher to attend to participants' responses and identify new emerging lines related to the phenomenon under study (Nieuwenhuis, 2019:108). Semi-structured interviews also enabled participants to speak liberally (Makofane & Shirindi, 2021:40) about the FREC programme's contribution to mitigating poverty. At the same time, conducting one-on-one semi-structured interviews is a time-consuming process for both participants and the researcher (Geyer, 2021:256). Each interview took around one hour to complete. Data saturation was reached after 10 interviews and can be described as a point during the data collection when the researcher realises that the interviews are no longer yielding any new information and conducting additional interviews is no longer useful (Geyer, 2021:373).

3.5.6 Data analysis

Data analysis refers to the process of bringing order, structure and meaning to the data collected (Masoga, Shokane & Gross, 2019:279). Qualitative research follows a thematic approach to analysis and interpretation, which is broadly described as identifying themes and patterns across a data set in relation to the research question (Schurink, Schurink & Fouché, 2021:402). The researcher therefore, utilised thematic data analysis to provide a rigorous analysis of the data collected in the study (Nowell et al., 2017:4). The thematic data analysis was based on the data yielded by the semi-structured one-on-one interviews and it followed the following phases as outlined by Nowell et al. (2017).

- **Phase 1: Familiarisation**

Familiarisation with the data begins during data collection and continues after data collection when the researcher immerses herself in the data by repeatedly reading the data to search for meanings and patterns and generate insight into data (Nieuwenhuis, 2019:136; Nowell et al., 2017:4; Terry, Hayfield, Clarke & Braun, 2017:13). Since the interviews were digitally recorded, the researcher started the data familiarisation process by listening to the audio recordings and then transcribing them into a word format (Schurink et al., 2021:404). As such, the researcher listened to the audio recordings over and over, typed the data out into transcripts, and thereafter read and reread the data. This process enabled the researcher to immerse herself in the

collected data in order to generate provisional analytic ideas about the data in relation to the research question (Nowell et al., 2017:5; Schurink et al., 2021:404).

- **Phase 2: Generating initial codes**

Generating codes occurs once the researcher has familiarised herself with the data and involves the initial production of codes from the data and is an activity that requires the researcher to keep revisiting and repeatedly working through the data to assign codes to the data in the form of phrases and reviewing the assigned codes (Nowell et al., 2017:6). The researcher scrutinised and clustered the data into different codes to highlight different aspects related to the research topic as they appeared in participants' narratives. Coding and assigning a label to each code forms the foundation for the development of the themes in the next phase (Schurink et al., 2017:6).

- **Phase 3: Searching for themes**

This third phase of the thematic data analysis process begins when all data have been initially coded and collated, and a list of the different codes identified across the data set has been developed (Nowell et al., 2017:9). The phase is characterised by pattern identification and the formation of codes into themes (Schurink et al., 2021:407). The researcher combined initial codes to form themes, and subthemes (Nowell et al., 2017:8). This process was guided by an inductive approach where the themes emerged from the collected data of which some bore little relation to the specific questions that were asked of the participants (Nowell et al., 2017:9).

- **Phase 4: Reviewing themes**

Reviewing themes according to Nowell et al. (2017:9) is when a set of themes have been devised and they require refinement. In this phase, the researcher reviewed the coded data for each theme to consider whether they appear to form a coherent pattern. The researcher wrote theme definitions consisting of a short description that explains the scope and boundaries of each theme and assigned theme names that describe the essence of each theme (Nowell et al., 2017:9). If there was a relevant issue in the text and was not covered by an existing code a new code was inserted. The researcher additionally determined what aspects of data each theme captures and identified what is of interest about them and why (Nowell et al., 2017:10).

- **Phase 5: Defining and naming themes**

Defining and naming themes is the fifth phase of the thematic data analysis process. This phase serves as a quality control exercise to determine whether the identified themes should be further shaped, clarified, or even rejected when viewed in relation to the coded data and research question (Schurink et al, 2021:408). Braun and Clarke (2006) in Nowell et al. (2017:10) report that during this phase, researchers determine the aspect of the data that is captured by each theme and identify what is of interest about them and why. In addition, the researcher wrote a detailed analysis that tells a story about each theme and generated some theme names that endeavour to immediately give the reader a sense of what the theme is about. These themes are captured in the next chapter, (see Chapter Four, Table 4.1).

- **Phase 6: Producing a report**

In the final phase of the analysis, the researcher wrote a report, which covers the whole data analysis process (Schurink et al., 2017:12). Quotes from the participants' exact responses were included for each theme, and literature was interwoven with the participants' quotes followed by a discussion of the findings. This was intended to enhance the quality of the study. According to Nowell (2017:10), the write-up report of analysis should provide a concise, logical, non-repetitive, and interesting account of data within and across themes.

3.6 Data quality

Data quality relates to the process of ensuring the trustworthiness and credibility of the study and its research findings (Anney, 2014:272). Nieuwenhuis (2019:143) states that trustworthiness test data analysis, findings, and conclusions must always be kept in mind by the researcher who is doing the study in question, assessing trustworthiness is the acid test of the researcher's data analysis, findings, and conclusion. The researcher utilised the following strategies to ensure the trustworthiness of the collected data: credibility, dependability, transferability, and confirmability were considered and confirmed (Nowell et al., 2017:3).

- **Credibility**

Credibility refers to the confidence that can be placed in the truth of the research findings (Anney, 2014:276). Credibility therefore addresses the fit between

participants' views and how the researcher presents them (Nowell et al., 2017:3). In the study data, credibility was ensured whether it is a correct interpretation from the participants' original data and it is a correct interpretation, (Anney, 2014:276). The researcher used peer debriefing as a strategy by sending two transcripts to the supervisor, who is knowledgeable about the research methodology. The researcher therefore obtained feedback from the supervisor who helped in determining the appropriateness of the interpretations from the collected data and thereof. Credibility is enhanced through a thick description of the phenomenon under scrutiny (Nieuwenhuis, 2019:144).

- **Dependability**

Dependability refers to the stability of the findings over time. It can be seen as an attempt to account for changing conditions in the phenomenon under study and this is realised by providing an increased understanding of the research setting (Schurink et al., 2021:394). The researcher enhanced the dependability of the research by providing an in-depth account of the study's research design and process (Nieuwenhuis, 2019:145; Nowell et al., 2017:3). The researcher documented the research process so that anyone could follow. According to Nowell (2017:3), researchers must ensure that the research process is logical, traceable and well documented.

- **Confirmability**

Confirmability refers to the extent to which researchers can confirm the origins of their findings and conclusions. They ensure this by making use of external coders to check whether their findings are consistent (Anney, 2014:279; Schurink et al., 2021:394). Confirmability should not be influenced by the researcher's motivation or interests and must not be biased (Nieuwenhuis, 2019:145; Nowell et al., 2017:3). The confirmability of the study was ensured by working in consultation with the study supervisor who also reviewed the interview transcripts and analysed data. According to Nowell et al. (2017:3), confirmability is concerned with the researcher establishing interpretations and findings clearly from the data to demonstrate how conclusions and interpretations have been reached. In other words, confirmability is established when credibility, transferability, and dependability have been achieved.

- **Transferability**

Qualitative researchers must provide thick descriptions of the context being studied and how typical the participants are to the context being studied so that others can judge for themselves if they seek to replicate the study (Nieuwenhuis, 2019:144; Nowell et al., 2017:3). Strydom (2021:380) alludes that providing thick and rich data is crucial in adding transferability so that other readers can get clear and deeper understanding of the phenomenon being studied. The researcher audio recorded the research interviews and presented the findings of the study verbatim (see Chapter Four) so that they can be used in richly describing the context and its participants. Thus, the researcher used participants' direct quotations in the data analysis that link the findings to the context (Schurink et al., 2021:393).

3.7 Pilot study

A pilot study refers to a small study that is carried out in preparation for a larger investigation in order to get high quality results, and help the researcher to understand the barriers and facilitators to an eventual main study (Kistin & Silverstein, 2015:1-2). In this regard, the researcher conducted a pilot study with two participants from the main study which was useful for the researcher in understanding whether the interview schedule was effective. Hence, the researcher conducted two interviews with two participants to test the appropriateness of the interview questions and to get early suggestions on the viability of the research (Majid, Othman, Mohamad, Lim & Yusof, 2017:1076). According to Lowe (2019:1) a pilot study evaluates the adequacy of the planned methods and procedures, the researcher therefore got an opportunity to evaluate the methods and procedures of the research process. The pilot study participants were sampled using the criteria for the main study and were interviewed using one-on-one semi-structured interviews. The researcher therefore obtained preliminary experience in conducting in-depth, semi-structured one-on-one interviews and techniques for building rapport with the participants (Majid et al., 2017:1076). The pilot study interviews were valuable in that they assisted the researcher in noting an error in the interview schedule. For instance, question 8 in Section B of the interview scheduled was initially captured as 'How does the FREC programme enable you to obtain a sustainable livelihood to meet your and your family's basic and other needs? To this end, the researcher rephrased this question to 'How does the FREC

programme assist you in living your life as you are supposed to, having all your needs met?’ Eventually, the data from the pilot study was incorporated into the main study.

3.8 Ethical considerations

Best practice prescribes that all research must be anchored in research ethics to ensure the wellbeing of all those (Sefotho, 2021:15). In conducting this study, the researcher was guided by a set of ethical considerations that provided rules and behavioural expectations about the most appropriate conduct towards research participants and the research data (Strydom & Roestenburg, 2021:118). The ethical principles that guided the researcher in this study include permission to conduct the study, privacy, anonymity, confidentiality; informed consent and voluntary participation, transparency, avoidance of harm, actions and competence of the researcher; and publication and dissemination of research findings.

3.8.1 Permission to conduct the study

As noted by Maree (2019:48) no research project must commence until an application to conduct the study has been submitted and approved by the institutional review board of the institution where the researcher is enrolled. In addition, all research with human subjects should detail where and how permission to conduct the study was obtained (Fouch   & Geyer, 2021:84). Before conducting the study, the researcher applied for and was granted permission letter by Future Families to conduct the study with FREC programme participants (see Appendix C). This permission was also part of the criteria required for applying for institutional approval at the researcher’s university. Thereafter, the researcher applied for and obtained the institutional ethical approval to do the study from the Research Ethics Committee in the Faculty of Humanities at the University of Pretoria, reference number: 98124235 (HUM018/1022) (see Appendix D).

3.8.2 Privacy, anonymity, confidentiality

Privacy refers to the physical space in which research data is collected, while anonymity has to do with not being asked to give personal information that will enable others to recognise you (Strydom & Roestenburg, 2021:124). The researcher made sure that the office or the physical space where the interviews were held had no cameras or anything that could breach participants’ right to privacy. The researcher

further assured participants of their right to anonymity as was captured in the informed consent letter. The researcher made sure that the office or the physical space where the interview was held had no cameras or anything that could breach privacy, the researcher further explained the reason for using the smartphone and assured the participants that the phone was only used by the researcher and their names will never be made known to anyone, The explained to participants the reason for using the smartphone as an audio recorder and assured the participants that the phone is only used by the researcher and their names will never be made known to anyone. Confidentiality refers to the continuation of privacy wherein the researcher assured the participant that there is no access to their information by others, that only the researcher and the supervisor can see what is written about them, and that because pseudonyms are used only the researcher knows who the participant is (Strydom & Roestenburg 2021:124). As stated on the consent letter, the participants were made aware that their information collected during the study will be treated confidential and that their names will not appear in the research report, conference papers or research journal in which the research results may be published. The findings will be presented in a way that no direct link will be made to any participant. The data will be kept at the University of Pretoria for 10 years.

3.8.3 Informed consent and voluntary participation

Informed consent refers to the autonomy for the participant to choose to participate in the study and to decide what will and will not happen to them (Strydom & Roestenburg, 2021:122). Before engaging in the study, participants were provided with an informed consent form that detailed the title of the study, its goal and procedures, benefits, risks and discomforts. As well as the researcher's contact details, participants' rights and how confidentiality and anonymity will be upheld. Having read the form and ascertained that they were comfortable with the research procedures, participants were thereafter required to sign the informed consent form (Strydom & Roestenburg, 2021:122). Voluntary participation is closely related to informed consent and relates to unforced participation in a research study (Strydom & Roestenburg, 2021:121). All the study's participants had to be available and willing to participate in the study. No participants were forced to answer any questions that they uncomfortable with during the interview, participants have the right to refuse to answer if they wish as it is

explained in the consent form. Participants were also free to withdraw from the study at any time when they felt uncomfortable (Maree, 2019:48), without any negative consequences arising on their part.

3.8.4 Transparency

Transparency refers to not withholding information, misleading participants, or concealing the nature of the study (Strydom & Roestenburg, 2021:123). The researcher was transparent about the research process throughout the study. The researcher disclosed to the participants that she is doing masters in the University of Pretoria and she is doing research to understand if the FREC programme contributes to the mitigation of poverty according to their perspectives. As detailed in the informed consent form, there were no incentives for participating in the study. However, their participation could give them a sense of satisfaction that their views were recognised and utilised in recommending strategies for the FREC programme to mitigate poverty for sustainable livelihood outcomes. The researcher furthermore explained to participants using the informed consent letter that the interviews would be digitally recorded and thereafter a report would be compiled for academic purposes.

3.8.5 Avoidance of harm

Avoidance of harm refers to doing no harm and not causing distress to the research participants (Strydom & Roestenburg, 2021:119). As a practising social worker, the researcher was very vigilant during the interview to recognise and notice any signs of discomfort. Resultantly, two research participants who showed signs of emotional distress were referred to a social worker at Future Families for counselling free of charge (Maree, 2020:49). Prior to conducting the study, the researcher obtained written confirmation from Future Families that a social worker will be on standby during as well as after the study to offer free, confidential counselling and psychosocial support to any FREC programme participants participating in the research study should the need arise (see Appendix E). Although the researcher is a registered social worker, the referral mechanism to a different social worker was done to avoid role confusion as researchers cannot fulfil both the role of a researcher and a therapist but should act as researchers only (Maree, 2019:49).

3.8.6 Actions and competence of the researcher

Actions and competence of the researcher refer to when the researcher is ethically aware of the research process and is competent, honest, and adequately skilled to undertake the study (Strydom & Roestenburg, 2021:126). The researcher conducted the study based on the theoretical knowledge gained through enrolment in research methodology coursework as part of the MSW Social Development and Policy programme at the University of Pretoria. As a registered social worker, the researcher abided by social work values and ethics which include respect for human rights, and upholding the worth and dignity of all people.

3.8.7 Publications and dissemination of research findings

The publication and dissemination of research findings is often the original research agreement with participants, sponsors and cooperating organisations before the commencement of the study (Strydom & Roestenburg, 2021:128). Ultimately, the research findings are presented in this research report, and may be presented in a conference paper or scientific journal. The research report will be accessible through the University of Pretoria UPSPACE, institutional repository until 2033.

3.9 Limitations of the study

This section highlights the potential limitations of the elements of the study's research methodology given achieving the overall purpose of the study (Grinnell & Unrau, 2014:634). As the study adopted a qualitative research approach, there are a few limitations associated with the study's data collection methods and interpretation of the findings thereof.

3.10 Summary

In this chapter, the researcher outlined the research methodology used to explore the FREC programme's contribution to mitigating poverty. The research approach that was found to be suitable for the study was the qualitative research approach. The conducted study was applied research, which is intended to solve immediate social problems. In this regard, the study endeavoured to explore the FREC programme's contribution to mitigating poverty. The study utilised a case study research design and in particular an instrumental case study. The chapter also contextualised the

qualitative research methods that were utilised in the study given collecting and analysing the research data. In addition, the chapter detailed how data quality was ensured by improving the trustworthiness of the research findings, as well as how the pilot study was conducted. The chapter also outlined the ethical considerations that were associated with the study. The next chapter will present the study's empirical findings.

CHAPTER FOUR

EMPIRICAL FINDINGS

4.1 Introduction

This chapter presents and discusses the empirical findings on the FREC programme's contribution to mitigating poverty, which the researcher conducted with FREC programme participants in Nellmapius and Mamelodi. The research question that guided the empirical study was: how does the FREC programme contribute to mitigating poverty from the participants' perspectives? The chapter starts with presenting participants' biographical information, followed by the themes and sub themes that emerged from the study's qualitative data analysis. The chapter then ends with a summary.

4.2 Biographical information of research participants

Table 4.1 below presents the biographical information of the 10 participants that took part in the study. This information includes participants' gender, age groups, highest qualification obtained, FREC programme enrolment, date of joining the FREC programme, the phases reached in the FREC programme, marital status, size of household and the number of family members contributing to the household income. Instead of participants' actual names, pseudonyms P1 to P10 are used in the presentation of the findings. This is in view protecting participants' anonymity.

Table 4.1: Participants' biographical information

Participant	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Gender	Male	Male	Female	Male	Male	Female	Female	Male	Female	Female
Age group in years	32-38	25-31	32-38	39-45	25-31	39-45	39-45	25-31	32-38	32-38
Highest qualification	Matric	Certificate	Matric	Degree	Degree	Diploma	Enrolled for a Degree	Matric	Diploma	Diploma
Employment Status	Self-employed	Self-employed	Self-employed	Employed Full-time	Self-employed	Self-employed	Unemployed and no micro businesses	Self-employed	Self-employed	Self-employed
FREC enrolment	Current	Current	Current	Current	Current	Current	Current	Current	Current	Current
Date of joining FREC	March 2022	April 2022	June 2022	April 2022	April 2022	March 2022	July 2022	March 2022	October 2022	August 2022
FREC phase	Phase 3	Phase 2	Phase 5	Phase 5	Phase 6	Phase 4	Phase 2	Phase 5	Phase 5	Phase 4
Marital status	Single	Single	Cohabiting	Married	Single	Divorced	Single	Cohabiting	Single	Single
Size of household	3	7	5	5	2	6	6	3	6	5
Family members contributing to household income	3 (P1 and 2 siblings)	3 (P2 and aunt)	2 (P3 and fiancé)	2 (P4 and wife)	2 (P5 and mother)	1 (P6)	1 (brother)	1 (P8)	1 (P9)	1 (P10)
Family members in participants' household	P1 and 2 siblings.	P2, father, mother, aunt, and 3 siblings.	P3, fiancé and 2 children	P4, wife, 2 children and a helper.	P5 and mother.	P6, four children and grandson.	P7, father, mother and 2 siblings.	P8 and fiancé and one child.	P9, mother, father and three children.	P10, three children and a nephew.

As indicated in Table 4.1 above, the study had an equal representation of five female and five male participants. Three participants were in the age group 25 to 31 years, four were in the age group 32 to 38 years and the remaining three were in the age group 39 to 45 years. Three participants had matric as their highest qualification, while one had a vocational training certificate, four participants had diplomas, two had degrees, and one was enrolled in a degree programme. Participants' tertiary qualifications were in civil engineering, computer and secretarial studies, business management, art gallery, accounting, and law. The information on the tertiary qualifications possessed by participants and the types of micro businesses which they operated is not displayed in Table 4.1 given upholding participants' anonymity. According to Ferenak, Muskinja, Radisic and Dobrominal (2017:3), most entrepreneurs are from different academic fields, have little entrepreneurial skills, and operate in the ever-changing business world. Interestingly, participants' micro businesses were not related to their field of study as they were engaged in running a restaurant, a mobile kitchen, a beauty salon, a butchery, a water purification, and a clothing design business. Eight of the participants were self-employed, one was employed full time and self-employed part-time, while another was unemployed. Stats SA (2021) reports that the most unemployed group in South Africa are young people. Alongside poverty, the high rate of unemployment in South Africa leaves the poor unable to attain sustainable livelihoods for themselves and their households (Stats SA, 2023:1).

All ten participants were currently enrolled in the FREC programme and joined the programme between March and October 2022. Participants were in different phases of the FREC programme. Two participants were in phase two of the FREC programme, which includes business refinement and prepares participants to be able to implement an action plan as derived from a business plan. One participant was in phase three, which includes financing a new venture and skills development and market research. Two participants were in phase four. Phase four participants are allowed to present their businesses to ask for investment from what is known as FREC's dragon's den. Four participants were in phase five where the FREC team ensures that businesses acquire capital equipment, raw material stock, and consumables. This phase is where new starts ups achieve their first sales. Lastly, one participant was in Phase Six, where participants get mentored, and their businesses

are stabilised (Matakanure, 2022). Only one participant was married, while another one was divorced, two were cohabiting and six participants were single. In four of the participants' households' participants were singlehandedly contributing to their household income, while in five of the households, participants and other family members were contributing to the household income. However, in P7's household, P7's brother was the only household member who was contributing to the household income. In addition, P7 was the only participant in the study who was unemployed and had not yet started a micro business. Participants were either living with their extended family members.

4.3 Themes and sub-themes that emanated from the study

The researcher identified six themes from the study's data. These include participants' reasons for joining FREC, benefits derived from attending the FREC programme, challenges faced by entrepreneurs, challenges with the FREC programme, and participants' recommendations for improving the FREC programme and traits that help to sustain a micro business enterprise. The next discussion will integrate participants' narratives and literature. Themes and sub-themes are summarised in Table 4.2 below.

Table 4.2: Themes and sub-themes

Themes	Sub-themes
1. Reasons for joining FREC.	1.1 The need for financial capital. 1.2 The need for physical capital. 1.3 The need for human capital.
2. How participants social and economic well-being changed since joining the FREC programme.	2.1 Acquisition of business knowledge and skills. 2.2 Self-confidence. 2.3 Access to physical capital investments. 2.4 Access to social capital. 2.5 Ability to meet household needs. 2.6 Employment creation.
3. Participants' livelihood strategies.	3.1 Water purification business. 3.2 Butchery. 3.3 Restaurant business.
4. Challenges faced by participants in running their business.	4.1 Load shedding. 4.2 Lack of business capital. 4.3 Lack of access to finance and credit. 4.4 Living from hand to mouth.

5. Participants' challenges with the FREC programme.	5.1 Long hours. 5.2 Lack of refreshments and transport money. 5.3 Difficulties mastering theoretical components.
6. Participants' recommendations for improving the FREC programme.	6.1 Tailor-made programmes for different levels of participants. 6.2 Expedite the funding process. 6.3 Introduce entrepreneurship programmes in schools.

Theme 1: Reasons for joining FREC

The study's rationale was linked to the need to explore participants' reasons for joining the FREC programme and exploring the different forms of capital that participants had access to. The findings indicate that participants joined the FREC programmes for several reasons that include the need for financial, physical capital, and human capital. These are hereafter discussed as sub-themes.

Sub-theme 1.1: The need for financial capital

Participants mentioned that they joined the FREC programme as their businesses needed to be kick started or boosted financially. In fact, participants expected to get funding that will enable them to procure equipment for their businesses. The following quotations reflect participants' views:

"From FREC I expected money; I expected them to help me with finances, to help me buy material. I heard that they monitor your books to see how you run your business ... I expected them to guide me and at the same time boost me financially." (P3)

"When I joined the programme, the idea was to understand more and get finance ... At first, I was like FREC are going to fund me immediately, but you have to go through the teachings before you get to the path where they give you funding. Or they expose you to the right channels where your business can be exposed and be marketed by them but they told me that, you need to grow and understand your business. That was the reason why I joined." (P2)

Financial capital includes the different sources of income or credit that people use to achieve their livelihood objectives (Lombard, 2019b:190; Patel, 2015:295). Micro

businesses depend on sponsoring organisations because their businesses are often operated by poor people, (Midgley, 2014:139). The FREC programme has the same aim as the sponsoring organisations.

Sub-theme 1.2: The need for physical capital

Participants also mentioned that they joined the FREC programme as they needed physical capital in terms of equipment to enable them to grow, and operate their businesses more efficiently by increasing their production and enable them to hire more staff. Participants mentioned new businesses often struggle to raise their capital hence why they joined the FREC programme for assistance. The following is what participants stated in this regard:

“I need material, if they can only assist with machines, I will be fine.” (P3)

“Help with, I will say, with equipment, because often times when you start business we struggle with capital, since I could not raise capital, and I heard is that FREC can offer you equipment for whatever business that you do so that the business can start.” (P7)

“I needed more equipment, so that the business can grow, so that I can hire people, you know these days we are facing unemployment. I will be so proud that I helped someone, and it will be because of FREC.” (P6)

Lombard (2019b:189) ascertains that physical capital comprises of basic infrastructure and physical goods that support livelihoods, help people to meet their basic needs, and be more productive. Patel (2015:295) regards physical capital as including resources such as transport, shelter, water, energy, and communication networks to enhance people’s livelihoods.

Sub-theme 1.3: The need for human capital

Participants mentioned joining the FREC programme because they needed knowledge and skills to operate their businesses for realising sustainability. Participants mentioned the following towards this end:

‘I want my business to grow and I heard that the programme can help to grow my business.’ (P6).

“I needed self-development, self-growth, I read about it and heard that it is free of charge, which was something nice. At the same time, I was looking at my business, I was not well in that area, I needed it in terms of management to manage the people and the business.” (P5)

“[I joined] for my growth. I have a personal believe that you must be out there to get wealth, you must always be out there to learn more, you cannot know everything.” (P10)

As mentioned by Lombard (2019b:188) human capital includes skills, knowledge, and capacity to work and good health that enable people to pursue different livelihood strategies and objectives. According to Midgley (2014:83), human capital is associated with the acquisition of skills and knowledge through education, particularly formal education but also includes human capabilities such as nutritional and health status, creativity, and leadership.

Theme 2: How have participants’ social and economic wellbeing changed since joining the FREC programme

The findings indicate that participants’ social and economic well-being was impacted positively by their attending the FREC programme. Participants reported gaining business knowledge and skills, self-confidence, access to physical capital investments, and access to social capital and were able to meet household needs while others created employment opportunities. These are hereafter discussed as sub-themes.

Sub theme 2.1: Business knowledge and skills

The findings show that participants gained more knowledge and information to effectively run their businesses. In this regard, participants learned record keeping, how to take, keep, and order stock, planning, marketing and pricing skills, and financial discipline. These skills empowered participants in efficiently running their businesses. The following are the participants’ views in this regard:

“The knowledge I got from FREC helped me, because I love money so much. I learned to plan better, I now know that I need to buy stock, plan for stickers for the bottles, transport, and money to take water where the water where is needed, which I did not do before. So FREC helped me to calculate everything in order to be able to price correctly according to my expenses, even if the customer says its expensive then I stick to my price.” (P3)

“I have learned that the business money is not my money. It is for the business. I have learned that I must stop having pity party with the business. I must know that business is business at the end of the day. I have learned that I have to record everything that I do in business. I need to write down what I am using. How much I am using for the client. I have learned to know my stock and stuff like that.” (P9)

“They taught us to move from the survival entrepreneurs, they want you to grow, to be able to employ other people. For example, when someone at the street selling [magwinya] is sick then the business is also sick. So, they want to train us so that we stand like Ford the person who started it is long but it is standing. You must learn to have goals about your business. Have a long-term goal to say it is business it needs patience and time. At the same time, we are human beings we must separate ourselves from business account and your money. Do not use money for business ... to know that it is not a quick thing it is an investment.” (P4).

“The knowledge I have learnt is that I can be able to manage my finances, and see where the money is going, they taught me a lot about financial statements. They taught me about the business accounts, banking like the business banking how it works and how it can help me in the future.” (P6)

Within a context of poverty and unemployment in South Africa, the FREC programme aims at mitigating poverty in the City of Tshwane by equipping programme participants with entrepreneurship skills and resources in view to attain sustainable livelihoods and ultimately escaping poverty (Learmonth, 2022). Sikadar et al. (2021:546) opine that education is a critical antipoverty strategy that equips the poor with the knowledge, skills and resources for escaping poverty. As stated by Engelbrecht (2009:159) financial literacy is an important poverty alleviation tool. According to Bernasconi (2016:45) getting out of poverty requires the liberation of people by allowing them to learn skills and implement them than depending on the government charities. Sikadar et al. (2021:546) opine that education is a critical anti-poverty strategy that equips the poor with the knowledge, skills and resources for escaping poverty.

Sub-theme 2.2: Self confidence

The study’s findings show that based on their participation in the FREC programme, participants gained more confidence in themselves and were now able to operate their businesses boldly. Participants were further able to extend this self-confidence to other areas of their lives. The following participants’ narratives depict this view:

“Okay, now I am more confident not that I did not trust myself but now I am more confident. Yeah, even my kids can see and they say wow, mommy something is happening” (P6)

“Now I am confident, ... especially when it comes to business I am very confident and now even at home I am teaching my children what I am learning there at FREC.” (P9)

As stated by Asoni (2011:8) self-confidence has a strong effect on entrepreneurship even controlling for cognitive skills while the effect of general intelligence is not as

pronounced when controlling self-confidence. Garaika and Margahan (2019:4) allude that self-confidence is required in entrepreneurship and is related to psychological characteristics. It is furthermore shown that entrepreneurs have higher self-confidence than non-entrepreneurs. From a SLF it is important to harness people's assets and innate strengths and capabilities as vehicles for development projects (Lombard, 2019b:179). Midgley (2014:153) ascertains that small business owners who are highly motivated also require confidence building support.

Sub-theme 2.3: Access to physical capital investments

The study's findings show that participants also benefitted from the FREC programme in terms of receiving equipment funding to boost their businesses as well as physical capital investments in terms of being sponsored with a mobile kitchen, having renovations done at their business premises and assistance with a vehicle to help with transportation. Participants mentioned the following concerning this sub theme:

"I benefited because they gave me a mobile kitchen, freshly made." (P8)

"Huh, I went through the whole programme, huh, almost concluding it now, and they have, I do not know how to put this but they have already assisted me with few things. Huh such as renovations in the shop." (P1)

"I am a chef I have a catering company. For instance, this past weekend instead of me hiring a bakkie, FREC offered to assist with their bakkie, helping me with transportation." (P10)

Beizitere, Brence and Sloka (2020:181) recommend that other than giving cash funding to micro businesses, funders should create more focused diversified funding offerings. Midgley (2014:152-3) recommends that resources should be more carefully targeted and directed at those that are most likely to succeed.

Sub-theme 2.4: Access to social capital

The participants mentioned that they also benefited from the social capital in the FREC programme. Participants highlighted that networking with other FREC programme participants stirred their passion for business and helped them to become more motivated and dedicated to their businesses. The following were their words:

"It contributed to me to have passion about your craft of wanting to understand more about food and the business ... The teachings in the class, the theories, the tests, and meeting business owners. Young as I am, I realised that we all have the same vision, but one main purpose is the sustainability of the business." (P2)

“I have met businesspeople like myself, their conversations, their businesses, they are based in their businesses.” (P9)

“When you meet these people, you look at their passion and there is another lady who is doing farming, but she is doing the pigs and the other one again who is dealing with chicken, which is possible next year that I will be doing that next year. Yes, because I am having a butchery and there is a friend of mine ... who does have a plot and me to raise chickens that side. What changed me I think I undermined my capability. I am now able to see beyond that there is an inspiration.” (P4)

As mentioned by Lombard (2019b:189), social capital focuses on formal and informal relationships in which opportunities and benefits can be accessed by people in their pursuit of livelihoods. Patel (2015:294) further states that social capital is an inclusion of social networks, and a relationship of trust people must provide much needed personal and material support and access to resources. Doyle and Young (2012:4) posit that entrepreneurs benefit from members in a network because they may receive services, advice, and support from network members, the larger, the richer the network, the more likely the individuals to learn about entrepreneurial opportunities. When people get access to resources and assets that are balanced and diverse they can be able to escape poverty (Surmont, 2017:23). In addition, economic and social development programmes that increase incomes, strengthening social capital and increase food security are important tools for reducing vulnerability to poverty (Patel, 2015:295). Gee and Mansur (2015:02) state that holistic and integrative programmes that combat poverty take into cognisance of the fact that poverty is multidimensional challenge and requires different tactics towards its recourse.

Sub-theme 2.5: Ability to meet household needs

Participants mentioned that attending the FREC programme enabled them to meet their household needs which they struggled to meet before joining the programme.

The following narrations summarise their views:

“[Attending FREC] contributed to my family as well, since now they see that I am always busy and I make a living, sometimes is hard because it is my only source of income. Sometimes, I don't get customers. But the changes ever since I joined FREC especially in a broader perspective is that they taught me how to be open with idea that at the end of the day the business and how to make money is an economical factor, that I need to put myself first, and with that it helps me, help my family, it helps me to help those around me.” (P2)

As stated by Bvuma and Marmewick (2020:8), SMMEs contribute to employment creation, their livelihoods improve and they can rely on the next family member to take ownership of the business regardless of whether they have skills. This means that their family needs will therefore be taken care of. Ranyane (2015:302) also mentions that micro enterprises and survivalist depend on their income for the basic survival of their families. Midgley (2014:152) ascertains that micro businesses contribute to poverty alleviation by raising household income.

Sub-theme 2.6: Employment creation

Participants mentioned that they were able to create jobs after joining FREC and some are anticipating employing people and mitigating poverty. Their views were as follows:

“I have employed young people in the kitchen and in the bar, the waiters, cleaners, bouncers and car guards.” (P5)

“I have been able to employ four more people since I joined the programme. I think that ... is a big thing well huh socially, I think also, there is more customers are coming in now. I think that is contributing towards the growth of the shop.” (P1)

As stated by Bvuma and Marnewick (2020:1) SMMEs play an important role in the economy and they contribute 61 percent of employment in South Africa. Entrepreneurs create job opportunities that turn the commonplace into unique and unexpected, (Manyaka-Boshielo, 2017:5).

Theme 3: Participants’ livelihood strategies

The findings show that participants were engaged in various livelihood strategies such as a water purification business, beauty business, and a butchery. These strategies were motivated by participants’ desire to meet their household needs. The following participants’ quotes reflect their water business livelihood strategy:

“Before I started the business, I saw lack in the house the money that we were having didn’t meet all our needs and it sometimes caused conflicts. So, I decided that let me do something to supplement the income in the house. A friend suggested water business to me and she said it has good commission.” (P3)

“I started (beauty business) my business while I was it was around 2017, it was mobile only and in 2019 I quitted my job and I started. 2020 was lockdown and I was doing at the back of my mom’s house and this year February I decided that I need a professional space where I can grow my business. And my clients’ needs to see that yeah she is growing and you

know it is a better place and that is why I came here because I have been in the business for a long time, I just did not take it serious like now.” (P9)

“I already started something small, you know, like a small butchery.” (P4)

Imitative entrepreneurs do not innovate a new business but copy an already existing idea. Their venturing into entrepreneurship is often motivated by a lack of formal employment and the desire to meet subsistence needs (Singh & Rathore, 2020:96). The fact that participants were engaged in various forms of livelihood strategies, it attests to the fact that poverty is a multidimensional challenge that requires different tactics towards its recourse (Gee & Mansur, 2015:2).

Theme 4: Challenges faced by participants in running their micro businesses

Given poverty mitigation, it is important to hear from those experiencing poverty what their challenges are and the obstacles they encounter in realising sustainable livelihoods. More so, they are intimately familiar with their situations and therefore must be consulted and involved in designing policies and programmes that mitigate poverty (Lombard, 2019b:179). The findings indicate that participants were faced with several challenges in running their businesses. These included load shedding, lack of business capital, lack of access to finance and credit, and living from hand to mouth. These challenges are hereafter discussed as sub-themes.

Sub-theme 4.1: Load shedding

The findings show that participants' businesses struggled with constant load shedding, which affected their business operations and the township economy. The participant who ran a butchery found it challenging to buy enough stock because of load shedding. The following was this participants' response:

“With my small business, the butchery ... I struggle to buy stock because of load shedding ... I have an issue with this load shedding, it is disturbing the development of the township, so my idea is to open doors to other people, traffic lights that will operate with batteries.” (P4)

According to Bhaskar, Girivasuki & Vanaja (2022:3874), entrepreneurs experience poor infrastructure such as water, electricity, and other forms of communication which hinders entrepreneurship growth.

Sub-theme 4.2: Lack of business capital

The findings show that participants faced challenges related to a lack of business capital. Hence their businesses were struggling and not well established. Participants gave the following responses in this regard:

“For [gona bjanong a e so nthuse] at the moment, it [attending FREC] has not helped me yet because the only way [gore business yaka] that my business can grow I need money. Cos, I don’t have machines, I am outsourcing, maybe they are still going to assist, I need my own machines.” (P3)

“I have a registered business that is supposed to take off. It is just taking time because of other factors such as a lack of capital and equipment and all that.” (P7)

“My expectations were for me to improve the way that I run my business, the finances part of the business, get my business paper work up to date and also for them to help me get what I need in my business ... I need stock and equipment.” (P9)

As stated by SEDA (2016:12), entrepreneurs experience challenges in accessing capital acquired to obtain and maintain facilities.

Sub-theme 4.3: Lack of access to finance and credit

The findings indicate that participants experienced challenges accessing finance and credit for their businesses due to a lack of collateral. This meant that while the FREC programme equipped with the theoretical knowledge on how to run their micro businesses, it remained difficult for participants to implement this practically. The following participant’s quotation substantiates this view:

“Because even if you do things theoretically, the practical side still needs to be done, they taught us a lot about. They taught us how to raise your own capital and I understand but practically it is still difficult because you have to get a loan from the bank for a small business and it is almost impossible get to loan from family members ... [but] everyone does not have money lying around to invest. So, it’s a struggle, a big struggle.” (P7)

Boro (2022:5412) notes that many micro businesses in South Africa lack collateral security for their businesses, which makes it difficult for them to access finances from banks and other financial institutions. SEDA (2016:7) states that South African banks only put resources into small businesses when they have developed. Hence many microbusinesses discontinue due to the lack of access to finance. Midgley (2014:153) notes that many of the funding challenges that micro businesses experience could be

addressed if they partner with other entrepreneurs in forming cooperatives instead of running their businesses alone.

Sub-theme 4.4: Living from hand to mouth

Participants mentioned that they struggled to grow their businesses as they were living from hand to mouth and any money that came from the business directly went to meet basic household needs. As such, participants were unable to establish sustainable businesses. The following is P6's view in this regard:

"I think my business is not growing, I am a person who is working from hand to mouth because I am a breadwinner. There is no other income and I am not getting support from anyone. You know when you are running a business like that it will not grow, you cannot hire people ... When you have money it just comes and goes." (P6)

As observed by Midgley (2014:153) many micro businesses do not succeed, a few achieve a success rate of more than 50 percent over two to three years, resulting in financial losses and demoralisation.

Theme 5: Participants' challenges with the FREC programme

The findings indicated that the participants faced challenges about how the FREC programme is structured. These challenges include long hours, lack of refreshments and transport money to attend the FREC programme, and difficulties mastering the FREC programme's theoretical components. These challenges are hereafter discussed as sub-themes:

Sub-theme 5.1: Long hours

The participants mentioned that they enjoy attending the FREC programme but the programme is too long as participants have to come to attend the programme for the whole day. Furthermore, participants lost out on business opportunities while attending the programme. The following quotations summarise participants' views:

"People have complained about coming out late. They say they cannot be here for so long, and the break is only for 10 minutes." (P7)

"Imagine coming from home, catching a taxi to Silverton come back home to business and the time frames were difficult because I have to prepare, if I am that side [at FREC] I get calls [from clients]. I need to quit class and come back so that I can sell. (P2)

Midgley (2014:153) reports on the dilemmas faced by entrepreneurs from poor communities when it comes to attending entrepreneurship programmes. Entrepreneurs from poor communities encounter severe daily pressures that limit the prospects of well-meant programmes (Midgley, 2014:153). Faced with the struggle to make ends meet, few have time to ponder complex business plans, meet regularly with their mentors or participate in regular training sessions.

Sub-theme 5.2: Lack of refreshments and transport money

The participants mentioned that the FREC programme is beneficial to their businesses but some lack transport money to attend the programme. This resulted in them borrowing money to enable them to attend the programme. Others got hungry and tired when attending the programme and felt it would be good if refreshments were offered. The following narrations capture participants' views in this regard:

“The family had to understand and make sacrifices to say we will give you money to go and attend the class and we will give you money to go to FREC and come back.” (P2)

“They are tired, they are finished, their concentration span is low. My suggestion is that I don't know the budget but if they can add some sandwiches along with coffee, maybe.” (P7)

Sub-theme 5.3: Difficulties mastering the theoretical components

Participants cited the concern that they struggled to master the FREC programmes' theoretical components as these required in depth studying which participants were not used to. The following is P6's narration in this regard:

“People, we are not the same, some people are lazy to go and study and they end up leaving the programme. They should look for something different. Give them something better than giving them books.” (P6)

Theme 6: Participants' recommendations for improving the FREC programme

The findings indicate that participants had recommendations for FREC to improve how the FREC programme is structured in terms of having tailor-made programmes for different individuals, improving their marketing strategy, and limiting the duration of the programme. The recommendations are discussed below as sub themes.

Sub-theme 6.1: Tailor-made programme for different levels of participants

Participants recommended that the FREC must be tailor-made to meet the needs of participants who have different levels of knowledge and are on different stages in their businesses. Towards this end participants were of the view that the FREC programme must take into cognisance participants' different styles of learning. Thus, they should consider having a variation of programmes to suit different individuals with different needs. Participants mentioned the following in this regard:

"They must make some tailor-made programme." (P5)

"I feel like if they want to better lives, they must not put us in one umbrella, because we come with different needs. So, it cannot cater for everyone, some people can come and say I need help with their books. Some maybe the business is running so well but they are not doing their books so well and they need help with revenues or some sort because they are doing it annually or something maybe is the only help they need to grow the business. They say I am actually doing well in the business I only need it to be the best. Some people need to start from scratch, like I need indication to this. So, there must be evaluations before they start, so my suggestion is that when you sit with me you can gauge where I am, some people do not know anything, some people are on thirty percent, some don't even need that. So, if they can have one on one and say now show us the business plan that you did." (P7)

P6 was content with the way in which the FREC programme is structured as one has to be trained starting with the basics rather than starting by giving the participants funding. The following were his words:

"Let me talk about me. The way the programme is it is fine. They need to train you like you are a child like you have to start from the beginning, they cannot just come to you and say we have money. Here is the money not knowing your skills, not knowing your intentions about your business." (P6)

Fabian, Kinnamon, Bryant and Wright (2012:6) state that tailored comprehensive entrepreneurship model education based on both theory and personal observation of the unique needs of unrepresented groups is important.

Sub-theme 6.2: Expedite the funding process

Participants mentioned that they need funding sooner than later to enable them to start or grow their businesses. They mentioned that they have brilliant ideas but they often get stuck and fail to implement these due to a lack of funding. As such, participants mentioned that the FREC programme must start assisting with funding as soon as

possible to avoid the struggle that entrepreneurs face in establishing their businesses.

One participant stated his views as follows:

“They must help people with money, even though I know it is difficult for them to give people money, as they will misuse it, they must at least draft a contract that bind those people that they do what they are supposed to do. They must also check their books.” (P3)

Another participant recommended that the FREC programme must assure participants that they will receive funding after completing the programme to enable them to make realistic plans for their businesses. Otherwise, participants end up quitting the programme due to the discouragement that comes with the failure to secure funding. The following were this participant’s words:

“Assure people that after the programme are we going to get funding, are we going to give certain people help because we have been asking questions, but we could not get answers along the way. That is why other people just gave up coming.” (P7)

SEDA (2016:7) mentions that lack of finance is the main reason why entrepreneurs’ businesses discontinue in South Africa. Most of the factors may be lack of credit history and lack of understanding of market research but the chief reason is lack of funds.

Sub-theme 6.3: Introduce entrepreneurship programmes in schools

Participants recommended that entrepreneurship programmes must be introduced in schools and colleges so that students can learn the skills that can improve their livelihoods. The following narratives capture their views:

“Let the programme be included in the curriculum. Like in high school subjects like life skills, it must be part of the subjects... If FREC can take their outreaches to schools, it can bring a big change in the communities ... Because poverty affects a lot of families but if FREC can equip people they will bring gold to them.” (P4)

“I suggest that they can spread out to encouraging the young ones maybe matric, Grade 11. Go to schools and introduce those kids to the programme so that they can help them while young. So that they can know that okay even if I cannot afford school fees. I have a programme that I can attend and maybe open a small business. Maybe by getting what I am going to get there I can move forward in life. Because there are other kids that are sitting at home and they do not know that there is FREC programme, they are just sitting with ideas and so.” (P9)

Engelbrecht (2009:159) singles out financial literacy as an important tool for poverty alleviation. As noted by Midgley (2014:153) most entrepreneurs struggle in their micro

businesses because of lack of education, which can be corrected by educating the young entrepreneurs as early as possible.

4.4 Summary

Chapter Four presented the empirical study and research findings. The chapter presented participants' biographical information which includes their genders, ages, qualifications, household size, household members contributing to participants' household income, and their employment status. The biographical information also included participants' dates of joining the FREC programme and their respective phases in the FREC programme. Six themes emerged from the findings and these included participants' reasons for joining FREC, how participants' social and economic well-being changed since joining the FREC programme, participants' livelihood strategies, challenges faced by entrepreneurs in running their businesses and participants' recommendations for improving the FREC programme. The themes were supported by participants' anonymised direct quotations. Where possible, these were supported by relevant literature evidence.

CHAPTER FIVE

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the study's key findings, conclusions, and recommendations. It begins by reviewing how the study's goal and objectives were achieved. Following this, the study's key findings and conclusions are presented in sequence. The chapter ends by providing recommendations given poverty mitigation and promoting sustainable livelihood outcomes through entrepreneurship and micro businesses including recommendations for further research.

5.2 Goal and objectives

The goal of the study was to explore the FREC programme's contribution to mitigating poverty from participants' perspectives.

This goal was achieved through the following research objectives:

Objective 1

- ❖ To contextualise the FREC programme within the sustainable livelihoods framework.

This objective was accomplished from a literature perspective in Chapter One (Section 1.2) and Chapter Two (see Section 2.2), which presented the SLF as the study's theoretical framework. These sections presented the SLF as a broad and inclusive approach to addressing the needs of the poor directly and at policy levels. It consists of five components which are the vulnerability context, livelihood assets, transforming structures and processes, livelihood strategies and livelihood outcomes (DFID, 1999). This objective was furthermore realised in Chapter Two (see Section 2.4) which contextualised the FREC programme within the sustainable livelihoods framework. The FREC programme links with the SLF in that it assists programme participants in expanding opportunities for self-employment given mitigating poverty.

Objective 2

- ❖ To determine the reasons for participants joining the FREC programme.

This objective was attained in Chapter Four (see Theme 1) which presented the empirical findings on participants' reasons for joining the FREC programme. These

reasons include the need for financial, physical and human capital to enhance their business operations.

Objective 3

- ❖ To explore the alignment between the goals of the FREC programme and the needs of the participants for sustainable livelihood outcomes.

This objective was partially realised in Chapter Two (see Section 2.4) which highlighted that the goal of the FREC programme is to mentor entrepreneurs, and provide skills development training and potential funding to FREC programme participants in Mamelodi and Nellmapius. This objective was furthermore realised by the empirical findings in Chapter Four (see Theme 1), which highlighted participants' reasons for joining the FREC programme. Participants' reasons for joining the FREC programme were aligned with the goals of the FREC programme. They included the need for business funding in the form of financial capital, the need for physical capital in terms of equipment to efficiently run their businesses, and the need for human capital in the form of business knowledge and skills.

Objection 4

- ❖ To explore what has changed in participants' social and economic wellbeing since joining the FREC programme.

This objective was achieved in Chapter Four (see Theme 2), which presented empirical findings on what had changed in participants' social and economic wellbeing since joining the FREC programme. These changes included the acquisition of business knowledge and skills, increased self-confidence, access to physical capital investments, access to social capital, the ability to meet household needs and employment creation.

Objection 5

- ❖ To recommend strategies that contribute to sustainable livelihood outcomes.

This objective was achieved in Chapter Four (see Theme 6), which presented participants' recommendations for improving the FREC programme in view of better assisting entrepreneurs to realise sustainable livelihood outcomes. Participants' recommendations included tailor making programmes for different levels of

participants, expediting the FREC funding process. Participants furthermore recommended introducing and integrating entrepreneurship programmes into the school curriculum so that young children can learn skills for job creation early in life. This objective was furthermore realised in Chapter Five (see Section 5.4) which gives the researcher's recommendations for promoting sustainable livelihood outcomes and for future research.

5.3 Key findings and conclusions

The study's key findings and the conclusions that are drawn from them are presented as follows:

- ❖ The findings show that the FREC programme is a collaboration between Future Families and the Ford Motor Company Fund that is aimed at providing entrepreneurship training, mentorship, and potential funding to entrepreneurs in the Mamelodi and Nellmapius townships in the City of Tshwane.
- It can be concluded that partnerships are important in view of implementing programmes that mitigate poverty.
- ❖ The findings demonstrate the agency of people living in poverty in addressing poverty through entrepreneurship and micro businesses with the mentorship and support of the FREC programme.
- It can be concluded that while poverty is best understood by the people who are experiencing it, there is need for external human, physical, social and financial capital support to address poverty.
- ❖ The findings demonstrate participants' innovation in starting micro businesses which include a restaurant, a mobile kitchen, a beauty salon, a butchery, a water purification, and a clothing a design business.
- It can be concluded that entrepreneurs are motivated to start businesses that address both personal needs and the needs in their communities.
- ❖ The findings show that participants were prompted to join the FREC programme due to the need for physical, financial, and human capital.
- It can be concluded that to address the needs of entrepreneurs, business incubator and mentorship programmes must facilitate access to a wide range of capital.
- ❖ The findings show that participants' highest educational qualifications varied from matric to university degrees.

- It can be concluded that having a university degree does not always guarantee that one will secure employment. As such, individuals must consider entrepreneurship as an option given mitigating poverty and unemployment.
- ❖ The study's findings show that men and women of various age groups adopt entrepreneurship and micro businesses as livelihood strategies.
- It can be concluded that women and men of various age groups find entrepreneurship and micro businesses as appealing livelihood strategies in the face of poverty and unemployment.
- ❖ The findings show that entrepreneurs struggle to obtain loans to start up or grow their businesses due to a lack of collateral.
- It can be concluded that the FREC programme fills the gap that is experienced by entrepreneurs due to a lack of access to funding by providing participants with the possibility of obtaining funding in the form of a grant that they do not have to repay.
- ❖ The findings show that a lack of immediate access to funding discourages participants from completing the FREC programme.
- It can be concluded that dropping out of the FREC programme hinders participants from acquiring business capital through the FREC programme.

5.4 Recommendations

The researcher makes the following recommendations in view of poverty mitigation and promoting sustainable livelihood outcomes through entrepreneurship and micro businesses, including recommendations for further research.

5.4.1 Recommendations for poverty mitigation and promoting sustainable livelihood outcomes through entrepreneurship and micro businesses

- FREC should consider creating separate programmes that are tailor-made to meet the needs of participants with different levels of knowledge and are on different stages in their businesses.
- FREC should consider taking into cognisance participants' different styles of learning and should vary their teaching styles to suit individuals with different needs.

- FREC should consider providing funding sooner to enable participants to start or grow their businesses.
- FREC should consider introducing an entrepreneurship programme in schools to assist learners in deciding early what to pursue in future if they struggle academically.
- The Department of Trade, Industry and Competition should consider drawing lessons from the FREC programme and implement entrepreneurship and micro business programmes in in view of developing the township economy..
- The Department of Trade Industry and Competition should develop policies and implementation plans that market township entrepreneurs and give them preferential access to local and international markets.
- FREC must establish a body that represents the collective interests of township-based entrepreneurs, improves their bargaining power and lobby for greater government legislation and support for entrepreneurs and micro businesses. FREC should consider adding a train the trainer component to its current programme.
- The Department of Basic Education and the Council for Higher Education must consider making entrepreneurship a compulsory subject in all school and university curriculum to expose learners and students to entrepreneurship and inculcate in them a vision for self-employment as opposed to becoming unemployed after their graduation.

5.4.2 Recommendations for further research

- As all the study's participants were current FREC programme participants, further research is recommended with former FREC programme participants to explore the long term contribution of the FREC programme on poverty mitigation and sustainable livelihood outcomes.

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Appendix A: Semi structured interview schedule

SEMI-STRUCTURED INTERVIEW SCHEDULE CURRENT FREC PARTICIPANTS

Goal of the study: To explore the FREC programme's contribution to mitigating poverty from the participants' perspective.

Section A: Biographical information

1. Age group

18-24	25-31	32-38	39-45	46-52	53+

2. What gender do you identify as?

Male	Female	Transgender	Other	Prefer not to answer

3. When did you join the programme?

Month	Year

4. Educational level

Grade 12	Certificate	Diploma	Degree	Vocational

5. How far have you progressed in the FREC programme?

.....

.....

6. Marital status

Single	Separated	Living with partner	Married	Divorced	Widowed

7. How many people live in your household?

1-3	4-6	7-9	10+

8. How many members contribute towards the income in your household?

None	1	2	3	4+

Section B: The FREC Programme

1. How did you hear about the FREC programme?
2. Why did you decide to join the programme?
3. What were your expectations when you joined the FREC programme?
4. In what way is the programme meeting these expectations?
5. How is the FREC programme assisting you to start or grow a micro-business(es) to become self-sustainable?
6. What knowledge and skills have you learnt from the respective phase(s) of the FREC programme towards earning a sustainable income?
7. What changes have you experienced in your and your family's social and economic well-being since you have joined the programme?
8. How does the FREC programme enable you to obtain a sustainable livelihood to meet your and your family's basic and other needs?
9. Would you recommend the FREC programme to a friend/family? Why do you say so?
10. How do you see your ongoing involvement in the programme in the short and longer term to have a better future for yourself and your family?
11. What suggestions do you have for the FREC programme to better assist participants to start or grow a micro-business to earn a sustainable livelihood?

Appendix B: Informed consent form



12/10/2022

Researcher: Vuma Joyce Ledwaba
Tel: 0762844635
Mobile: 0762844635
E-mail: leddwabaji@gmail.com

Research supervisor: Dr P Chiwara
E-mail: peggie.chiwara@up.ac.za

INFORMED CONSENT TO PARTICIPATE IN A RESEARCH STUDY CURRENT AND PAST PARTICIPANTS

1. **Title of the study:** The Ford Resource and Engagement Centre (FREC) programme's contribution to mitigate poverty: perspectives from participants
2. **Goal of the study:** The goal of the study is to explore the FREC programme's contribution to mitigating poverty from the participants' perspective.
3. **Procedures:** The study will use one on one interviews to collect data from participants. The interview is estimated to approximately take one hour. The interview will be audio recorded and the recording will be transcribed for the purposes of data analysis. Only the researcher and the study supervisor will have access to recordings and transcripts. The researcher will write a research report for submission to the university. The research data will be securely stored by the University of Pretoria for a period of 10 years and destroyed afterwards. If data is used again, it will only be for research purposes.
4. **Risks and discomforts:** There are no known risks and discomforts that you may endure as a result of participation in the research study. The researcher will do a debriefing with you after the interview and if needed, refer you to a social worker for further consultation on matters of concern arising from the study.

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Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotho

Appendix C: Permission letter to conduct study



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+27 12 111 7887

Ford Resources and Engagement Centre
Ford Motor Company
Gate 1
Simon Vermooten Road
Pretoria

Subject: Letter of Authorisation to Conduct Research Future Families Enterprise.

Dear Prof Lombard,

This letter will serve as authorisation for the University of Pretoria Master's students to conduct the research project entitled "The Ford Resources and Engagement Centre (FREC) programme's contribution to mitigating poverty: perspectives from participants" at Future Families Enterprises. I, Robin Learmonth authorise the master's students to conduct their research study with current participants enrolled in FREC's Entrepreneurship Mentoring Programme (EMP) and those who dropped out.

The FREC team will inform potential participants of the purpose of the study and seek their permission to provide their names to the students who will in turn communicate with inviting them to participate in the study.

This also serves as an assurance that the FREC team will provide the students with all the necessary information concerning the FREC Entrepreneurship Mentoring Programme (EMP) to enable them to conduct the study.

If you have any queries or concerns please contact Martin Matakanure at +27 12 111 7887, martinm@futurefamilies.co.za.

Yours faithfully

A handwritten signature in black ink, appearing to be 'Robin Learmonth', is written over a faint, illegible printed name.

Appendix D: Research ethical clearance letter



Faculty of Humanities
Fakulteit Geesteswetenskappe
Lefapha la Bomotheo



28 October 2022

Dear Vuma Joyce Ledwaba

Project Title: The Ford Resource and Engagement Centre (FREC) programme's contribution to mitigate poverty: perspectives from participants
Researcher: Vuma Joyce Ledwaba
Supervisor(s): Dr P Chiwara
Department: Social Work and Criminology
Reference number: 98124235 (HUM017/1022)
Degree: Masters

I have pleasure in informing you that the above application was **approved** by the Research Ethics Committee on 27 October 2022. Please note that before research can commence all other approvals must have been received.

Please note that this approval is based on the assumption that the research will be carried out along the lines laid out in the proposal. Should the actual research depart significantly from the proposed research, it will be necessary to apply for a new research approval and ethical clearance.

We wish you success with the project.

Sincerely,



Prof Karen Harris
Chair: Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: tracey.andrew@up.ac.za

Research Ethics Committee Members: Prof KL Harris (Chair); Mr A Bizos; Dr A-M de Beer; Dr A dos Santos; Dr P Gutura; Ms KT Govinder Andrew; Dr E Johnson; Dr D Krige; Prof D Mase; Mr A Mohamed; Dr I Noomé; Dr J Okeke; Dr C Puttergill; Prof D Reyburn; Prof M Soer; Prof E Taljard; Ms D Mokolapa

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Appendix E: Counselling letter



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Simon Vermooten Road
Pretoria

Subject: Counselling Services to Research Participants

Dear Prof Lombard,

The purpose of this letter is to inform you that I **Delia Nation** a Social Worker at Future Families have agreed to offer counselling and psychosocial support to any Ford Resources and Engagement Centre's Entrepreneurship Mentoring Programme participants participating in the research study to be conducted by your master's students.

If the need arises, the students should communicate with me to schedule appointments. These services will be provided free of charge.

If you have any concerns or bookings please contact me at +27 082 374 5174
delia@futurefamilies.co.za.

Yours faithfully



Delia Nation

Social Worker: Future Families

SACSSP Nr. 10- 13710

