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ABSTRACT

POVERTY REDUCTION: THE EXPERIENCES OF MEN ENGAGED IN INCOME-GENERATING PROJECTS IN EKURHULENI METROPOLITAN MUNICIPALITY

By

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South Africa has a persistently high rate of unemployment, currently standing at 25,5% (Statistics South Africa, 2014) despite the government's prioritisation of development since the advent of democracy in 1994 (Republic of South Africa [RSA], 2008:11). The lack of sufficient jobs in the formal sector turns the focus for income-generation to the informal sector. The study was informed by the concern that unskilled and semi-skilled men are a neglected group in terms of economic development post democracy and that their poverty persists in spite of their involvement in income-generating projects.

The goal of this study was to explore the experiences of men involved in income-generating projects in the Ekurhuleni Metropolitan Municipality in reducing their poverty.

The researcher utilised a qualitative research approach and an instrumental case study research design. The sample of 18 men was purposively selected from a population of 134 who had engaged in income-generating projects from all three regions of Ekurhuleni Metropolitan Municipality. Data was collected through individual interviews and document analysis.

The study's findings indicate that in spite of the support provided by government, the poverty level of project participants is not reduced, as the income-generating projects fail to provide sustainable livelihoods. Instead, the participants experience many challenges within the projects which impede their success. The study concludes that income-generating projects mostly fail to alleviate poverty as any reduction of poverty level is temporary and modest in magnitude.

Furthermore, the failure of these projects to generate income and create employment means that young men are not attracted to the projects as capacity-building opportunities for business skills, despite the high unemployment rate of this age group.

Recommendations arising from this study include that the government, and in particular the Community Development Directorate within the Health and Social Department of the Ekurhuleni Metropolitan Municipality, wherein the income-generating projects are located, revise these income-generating projects for purpose of facilitating skills acquisition and access to opportunities for employment, either through formal employment or self-employment through small businesses. Furthermore, as facilitators of these projects, social workers have to become more radical in their approach and advocate for resources that will enable them to implement poverty-reduction strategies that would effect positive change to the income and sustainable livelihoods of unemployed men.

KEY WORDS

Sustainable livelihoods

Poverty

Poverty reduction

Income generating project

Ekurhuleni Metropolitan Municipality (EMM)

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CHAPTER ONE

GENERAL INTRODUCTION AND ORIENTATION TO STUDY

1.1. INTRODUCTION

South Africa has a persistently high rate of unemployment, currently standing at 25,5% (Republic of South Africa (RSA), 2014) despite the government's prioritisation of development since the onset of democracy in 1994 (Southern Africa Regional Roundtable on Social Policy, 2009:23; RSA, 2008:11). Income-generating projects are an alternative way for residents in poor and low-income communities to making a living in continents such as Asia and countries like South Africa (Mafoyane, 2002:27; Rautenbach, 2009:184).

The implementation of income-generating projects is in line with the government's approach to being a developmental state. The developmental approach, which encompasses social development, was adopted by the South African government to fight poverty and improve the lives of citizens, and is reflected in international agreements such as the Millennium Development Goals (MDGs) and the Copenhagen commitment to attain sustainable development (Mubangizi, 2007:9). The development approach is entrenched in the Constitution of the Republic of South Africa (1996), which embraces integrated social and economic development in improving the lives of citizens. Income-generating projects form part of the transformation process towards a developmental agenda with the aim of improving the lives of citizens within the Ekurhuleni Metropolitan Municipality (hereafter referred to as EMM). These projects were endorsed in municipalities after the promulgation of legislation, specifically in the context of local government, namely the Municipal Systems Act 32 (RSA, 2000a) and the Municipal Structures Act 117 (RSA, 1998a). Both legislations advocate for the establishment by municipalities of Integrated Development Plans (IDPs) which provide a strategy for all departments to attain social development. The intention with IDPs is to prioritise poverty alleviation, reduce unemployment and encourage community participation in their own development (RSA, 1998b:30).

From inception, the EMM's income-generating projects were predominantly focused on food gardens, which aim to fight food insecurity and poverty, ensure sustainable land use and promote sustainable livelihoods (EMM, 2003). The global prominence of agriculture in income-generating projects is no exception in South Africa; it seems to be the starting point

for many people in addressing food insecurity (Nyamunda, 2009:8). However, within the context of holistic development, engaging exclusively in agriculture was not sufficient, and expansion into other areas of development was required in order to respond to the identified needs of the people. These areas include animal farming, sewing, shoe-making, baking, car washing, recycling and brick-making (EMM, 2006). Community members participating in the income-generating projects facilitated by the EMM have been exposed to various kinds of training, including technical, business and personal development skills (EMM, 2009). In addition, participants with little formal education are encouraged and supported to enhance their employability through enrolling for the Non-formal Adult Education and Training (NFET) programme, which provides basic literacy and numeracy training for adults with little or no formal education.

To date, no studies have been conducted on the income-generating projects of the EMM's Community Development Directorate. There is thus no research-based evidence of how effective the training opportunities have been in influencing the possible success and/or growth of income-generating projects intended to reduce poverty and unemployment, especially with regard to the vision of these projects becoming independent small enterprises and achieving sustainable livelihoods. This study was a step towards this end and focused on income-generating projects for semi-skilled and unskilled men that were in place in the EMM from 2007 to 2011. The rationale for focusing this study on men specifically, is that they are viewed as a group that has been relatively and gradually neglected in terms of development. This is partly because post-1994 development initiatives prioritised women, particularly African women, partly because of their marginalisation and exclusion during Apartheid, and partly because the majority are not active in economic activities under the patriarchal system (RSA, 2010a:27). The researcher has been employed by EMM since 2009 in Katlehong, in the Southern region, specifically focusing on programmes for youth and men. An interest in this research topic was triggered by the rate of unemployment and poverty among men, despite the fact that there are income-generating projects within the entire EMM aimed at addressing the problem of unemployment.

It is envisaged that EMM and all involved role players will benefit from the research findings for the purposes of planning and further developing income-generating projects in order to achieve its goal of reducing poverty and, as a result, promoting self-reliance and sustainable livelihoods.

The key concepts for the study are as follows:

- **Sustainable livelihoods**

The sustainable livelihoods concept refers to approaches within the development context which aim to reduce poverty in disadvantaged communities (Brocklesby & Fisher, 2003:186). The core focus in sustainable livelihoods approaches is the involvement of people in their own development, taking cognisance of their assets, strengths and potential (Sen 1981, in Brocklesby & Fisher, 2003:187). This results in empowering the people for long-term positive changes which can withstand adverse circumstances (Brocklesby & Fisher, 2003:187). Proponents of sustainable livelihoods development argue that the people involved in development projects have to be mindful that the prioritisation of poverty reduction should not ignore the importance of not eroding the environment, but rather strive towards its preservation (Brocklesby & Fisher, 2003:187; Carney, 2002:5; Midgley, 1995:6).

- **Poverty**

For the purpose of this study poverty is defined as structural in that it is deeply rooted in society and reflects deprivation, inequality, exclusion and marginalisation (Institute for Poverty, Land and Agrarian Studies, 2010; Sen, 1999:19). It "constitutes a lack of capabilities and unfreedoms of many kinds, including little access to healthcare, sanitation, clean water, gainful employment or economic and social security, leaving people stripped of human dignity and self-esteem" (Sen, 1999:15).

- **Poverty reduction**

Poverty reduction refers to strategies and policies that reduce the number and percentage of people living in poverty or the severity of the impact thereof in people's lives (Studies in Poverty and Inequality Institute, 2007:14). This is done by building people's capability to ensure food security and access to housing, education, health services, information, skills development, income and employment opportunities, as well as safety and security (Sen, 1999: 10,14; RSA, 2011a:5). Such policies enable people to truly experience a shift towards social inclusion and self-reliance.

- **Income-generating project**

In this study an income-generating project is a strategy to find alternative means for poor communities to make a living in a dignified way (Danish Refugee Council, 2008:2). Income-generating projects are small-scale activities that create an income source for individual or group beneficiaries, and aim to help these individuals or groups to become financially self-reliant and able to care for their families, and to promote the local economy (Mokgotho, 2010:6).

- **Ekurhuleni Metropolitan Municipality (EMM)**

The EMM, also referred to as the Ekurhuleni Municipal Council, is a local municipality situated east of Johannesburg, in the Gauteng province. The municipality is 1,925 square kilometres in size (EMM, 2009:8) and according to the 2012 population estimates, has a total population of 2, 960,421 (Luvuno, 2012). The EMM is divided into three service delivery regions, namely South, East and North. Each of the three regions comprises towns, townships and the informal settlements that form part of the townships. According to the EMM (2007a:5), the Southern region of the EMM contains Boksburg, Germiston, Alberton, Vosloorus, Katlehong and Thokoza; the Eastern region includes Benoni, Brakpan, Nigel, Springs, Daveyton, Tsakane, Duduza and Kwa-Thema; and lastly, the Northern region comprises Kempton Park, Edenvale, Bedfordview, Tembisa, Chief Luthuli and Bapsfontein. The study was conducted across all three regions, in the following townships: Thokoza and Vosloorus (South); Benoni and Duduza (East); and Tembisa (North).

1.2. THEORETICAL FRAMEWORK

The developmental approach, particularly social development which constituted the theoretical framework for this study, is embedded in social justice, human rights and empowerment theories (Hick & Murray, 2009). The developmental approach acknowledges the structural causes of poverty and inequality (Terreblanche, 2002:372) which, in the context of this study, underpins the low skill levels of men. The developmental theoretical framework requires a shift from a remedial to an empowering, preventative and participatory approach that is holistic in nature (Lombard, 2003:157). In order to reduce poverty, income-generating projects must influence men's human, economic and social capital development in an integrated manner. Men must be empowered to challenge the structural causes of unemployment and poverty. The structural approach upholds social justice and requires practitioners to have a radical approach towards the emancipation of people (Hick & Murray,

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2009:86). This approach is critical to the conventional social and economic structures such as capitalism, colonialism and racism, amongst others, which underpin the oppression of people (Hick & Murray, 2009:86) and, in the case of this study, have resulted in men being socially and economically excluded and thus remaining captive in poverty. Developmental social work is embedded in theories that aim to strengthen the capacity of beneficiaries in various ways and to empower them to become self-reliant and thus reducing poverty. These theories include the strengths-based approach (Steven, 2007:276), the asset-based approach (Avant, 2004:78), and the social planning and community education models (Weyers, 2001:148, 174). The EMM's income-generating projects are community based and are intended to draw on men's strengths to build their capacity to reduce poverty and achieve sustainable livelihoods through integrated human, social and economic development opportunities.

1.3.   RATIONALE AND PROBLEM STATEMENT

Alleviation of poverty and reduction of unemployment have been priorities of the South African Government since 1994 (RSA, 2008:11). However, despite a variety of poverty alleviation programmes introduced by the government, these challenges persist (Ozoemena, 2010). As the sphere of government closest to the people, local government is expected to intervene in communities and make an impact on poverty and unemployment by working with local communities to improve their lives (RSA, 1998a:6). Local government's role in addressing the needs of the people has been mandated by the South African Constitution and is aligned with the national and provincial mandates (RSA, 1998a:37) to provide support and an enabling framework for municipalities to achieve developmental goals.

In the context of this study, the majority of African men have been impacted by Apartheid, leaving them unskilled or semi-skilled. As a result, they remain either unemployed or in the low-wage category of employment (Terreblanche, 2002:377). This perpetual cycle of poverty impacts all spheres of their development, including their ability to provide for basic needs like food, proper shelter, healthcare and quality education, and also affects future generations. This problem is exacerbated by the high prevalence of social ills such as crime, domestic violence and the use of addictive substances (Seekings, 2007:19). The lack of sufficient jobs in the formal sector turns the focus for income-generation to the informal sector. The informal sector has the potential to effect economic growth and improve the lives of those engaged, while also addressing the needs of the marginalised that are neglected by the formal sector (Cheston & Kuhn, 2002:211; Engelbrecht, 2008:67; Nieuwenhuizen & Nieman,

2009:9). In addition, commodities produced locally are relatively affordable compared to those from the formal sector (Satre, 2001:419).

In the EMM's context of this study's focus on unskilled and semi-skilled men participating in the income-generating projects, there is a lack of evidence regarding how these projects influence the poverty of these men. Furthermore, there is insufficient documentation on best-practice models for the sustainability of income-generating projects after skills training. Social workers' observations show that there seems to be insufficient support for the improvement of the socio-economic status of those involved in income-generating projects, in terms of enabling them to progress towards becoming financially self-reliant. The skills training for income-generating projects does not appear to be creating employment per se, but rather it seems to be keeping the men engaged with only a modest income that alleviates poverty rather than reducing it and thus freeing them from the trap of poverty. Even with skills training in place, the men remain dependent on the municipality, and thus on social workers as external facilitators. This is in spite of the technical and management skills development and training that men undergo in pursuit of the goal of reducing poverty and becoming empowered to start small businesses and create self-employment. Against this background, the study's focus was on the experiences of men who are engaged in the EMM income-generating projects, with the goal of ultimately becoming financially independent and self-reliant with specific reference to their knowledge, skills and attitudes and to the challenges they face with regard to the projects' ability to reduce poverty while simultaneously building their capacity in the areas of human, social and economic development.

The primary research question which guided the study was the following:

How do men involved in income-generating projects perceive these projects in terms of reducing their poverty and helping them to achieve sustainable livelihoods?

The following sub-questions informed the research question:

- What opportunities are available within income-generating projects to promote job creation for unskilled and semi-skilled men?
- What are the human, social and economic development benefits for men involved in income-generating projects?
- To what extent have income-generating projects contributed to reducing men's poverty?
- What are the challenges experienced by income-generating projects in achieving sustainability?

1.4. GOAL AND OBJECTIVES

The goal of this study was to explore the experiences of men involved in income-generating projects in Ekurhuleni Metropolitan Municipality in reducing their poverty.

The objectives of the study were:

- To contextualise income-generating projects and poverty reduction within a social developmental theoretical framework;
- To explore the extent to which income-generating projects provide opportunities for unskilled and semi-skilled men to develop knowledge, skills and attitudes that can help them become self-reliant;
- To explore the human, social and economic development benefits for men involved in income-generating projects;
- To identify the challenges faced by the income-generating projects in facilitating sustainable livelihoods; and
- To make recommendations for income-generating projects for men that will contribute to the reduction of their poverty and achieving sustainable livelihoods.

1.5. RESEARCH METHODOLOGY

This chapter presents a broad overview of the research methodology utilised for this study. The research methodology of the study together with ethical aspects pertaining to the study, will be discussed in detail in chapter 3.

A qualitative research approach was used for this study as it provided flexibility in the research procedures (Rubin & Babbie, 2010:34) and allowed the researcher to delve deeper into the individual experiences of men who have participated in the EMM's income-generating projects. This is applied research, as it provided for exploring the phenomenon of unemployment among men in their contexts (Neuman, 2007:17) and to determine how income-generating projects address the practical reality of poverty. This study used the instrumental case study research design (Fouché & Schurink, 2011:322), which enabled the researcher to gain an understanding of the participants' experiences of income-generating projects with regard to poverty reduction and sustainable livelihoods.

A non-probability sampling method (Bless & Higson-Smith, 2000:86) was used to draw a purposive sample from the population of all the semi-skilled and unskilled men who

participated in the income-generating projects that ran from 2007-2011 within the EMM jurisdiction.

The researcher employed two data collection methods for the study, namely: one-on-one interviews (Babbie & Mouton, 2001:288) and document analysis (Creswell, 2009:181; Strydom & Delport, 2005:315). The data was analysed according to the steps defined by Creswell (2009).

1.6.   STRUCTURE OF THE RESEARCH REPORT

The research report consists of four chapters.

Chapter 1 introduces the study, providing a definition of key concepts of the study; together with an overview of the theoretical framework and the problem statement and research questions. It also outlines the goals and objectives of the study and gives a brief orientation of the research methodology selected.

Chapter 2 includes the literature review and aims to contextualise income-generating projects and poverty reduction within a social developmental theoretical framework; explores income-generating opportunities for unskilled and semi-skilled men; and discusses the integration of human, social and economic development in relation to sustainable livelihoods.

Chapter 3 offers an in-depth discussion of the chosen research methodology and the ethical principles that guided the study, as well as the limitations and results of the empirical study.

Chapter 4 focuses on determining whether the study's goal and objectives have been met, and presents the key findings, conclusions and recommendations of the study.

CHAPTER 2

LITERATURE REVIEW

2.1.   INTRODUCTION

Creswell (2009:25) concedes that the literature review establishes a theoretical framework for the study, and also justifies both the study itself and how the study fits in, with research already conducted. In this chapter, the researcher wants to achieve this by exploring and presenting literature on the phenomenon of the impact of income-generating projects on poverty alleviation and job creation.

One of the strategies for addressing unemployment and poverty, and improving the economic situation of South Africa is recognition of the importance of the informal sector to which income-generating projects belong, post 1994 by the South African government. Since the advent of the democratic dispensation, the South African government has stated its support for small business enterprises and the informal sector (Herrington, Kew & Kew, 2009:12). This move is coupled with legislation such as the Reconstruction and Development Programme (RSA, 1994), Broad Based Black Economic Empowerment (RSA, 2003a), Cooperative Development Strategy (RSA, 2006a), National Skills Development Strategy (RSA, 2005), White Paper on National Strategy for the Development and Promotion of Small Businesses in South Africa (RSA, 1995) and many others for the redress of the inequalities of the past. Nevertheless, the enforcement and impact of all these policies and programmes is not part of this study. In spite of all the rhetoric and the legislative documentation, the country is lagging behind in terms of small business development (Herrington et al., 2009:15). Poor development and support of the informal sector disadvantages the country in terms of both improving economic growth and the fight against poverty (Herrington et al., 2009:15).

Furthermore, the South African Constitution (RSA, 1996) prescribes that municipalities play an instrumental role in the fight against poverty and the promotion of local economic development since they are the sphere of government closest to the people. The White Paper on Local Government concurs, indicating that positive economic growth and improved living conditions could be achieved through various means favourable to disadvantaged communities, including providing a conducive environment for the growth of businesses in the informal sector, promoting procurement biased towards local businesses, providing training and placement services to help people acquire skills, and creating partnerships that

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would provide access to external expertise and experiences that would stimulate local economic development (RSA, 1998b:28). In response to adopting a developmental agenda, Ekurhuleni Metropolitan Municipality (EMM) mandated its departments to implement a strategy of fighting poverty Local Economic Development Framework (EMM, 2003:2). The Department of Community Development is one of the departments expected to realise this mandate and it has done so through engaging in small business development in the informal sector in order to address poverty and unemployment (EMM, 2003:2; EMM, 2007a). The observed trend is that in most instances income-generating projects are in the form of cooperatives, wherein people work as a collective (RSA, 2007a:55), although there are some who work as sole traders. People often work in cooperatives because in many instances, projects start out through a process of working as a group either of their own volition or through the help of a facilitator (Green & Nieman, 2003:167). In addition, the concept of income-generating projects is common not only in South Africa, but worldwide especially in continents like Africa and Asia (Rautenbach, 2009:184).

This chapter will focus on the concept of income-generating projects, particularly in the South African context. The perspective of income-generating projects from other countries will also be examined and contrasted against what is happening in South Africa. The specific focus of this chapter is on the subjects being targeted by the study, namely semi-skilled and unskilled men, and on exploring their experiences of participating in such projects to make ends meet, and how these projects could assist in the attainment of productive and self-sustaining lives. The researcher will also focus on how income-generating projects fit in within the context of EMM and on the specific roles of the municipality and social workers. This will be followed by a discussion of the theoretical framework for the study. The chapter will also give a synopsis of South Africa's political background and how it influenced the current economic situation, especially in poor communities. This discussion will include the transition of both the country and the social work profession to a developmental approach.

2.2.   SOUTH AFRICA'S POLITICAL HISTORY AND ITS EFFECT ON THE ECONOMY

Literature focusing on unemployment and the economic history of South Africa, acknowledges poverty as a legacy of apartheid that is manifested through disparity in income distribution (amongst others) with Africans being the mostly affected (RSA, 2008:27; Terreblanche, 2002:314). This created a dichotomised economy wherein the needs of the majority were neglected (RSA, 1997:3). Another consequence of apartheid is the marginalisation of affected communities, such as minority groups and Africans; many were

deprived of the human capital to perform skilled work, whilst others were displaced to remote areas far from business opportunities. This deprived those affected of access to business and isolated them from various other aspects of their lives including social, economic and geographical and even from education and information (RSA, 1998b: 23). The above factors set people up for a cycle of poverty, which is difficult to break unless a radical strategy is implemented to effect change. This cycle resulted in people remaining unemployed, having poor employment prospects because of lack of skill, and their children being predisposed to poverty that can carry over to later generations (RSA, 2008:17).

Since the advent of the democratic dispensation in 1994, the South African government has prioritised transformation that would promote equity and social justice, and would redress the inequalities of the past (RSA, 2010b:21; Mubangizi, 2007:8). The transformative process was effected in the country's legislation, which would further affect planning and intervention in all spheres of government (RSA, 1998a; RSA, 2003a). The transformative process was influenced by the global developmental agenda which was agreed upon by various countries through the United Nations declaration of fighting poverty and unemployment through the Millennium Developmental Goals (MDGs) (RSA, 2010a:8). Through international agreements member countries collectively agreed on a developmental approach to address human suffering (Lombard, 2008:157).

Transformative legislation was intended to embrace the developmental approach which was enacted through the country's Constitution (1996), together with other legislation and policies which prescribed the transformative and developmental route and the required outcomes. This paved the way for the ratification in the welfare sector of the White Paper for Social Welfare (RSA, 1997), which imposed a change in the method of transformation from a remedial to a developmental approach. The White Paper for Social Welfare gave birth to developmental social work and developmental social welfare, which refers to working with people in poor communities to bring about development and promoting harmony between social and economic development (RSA, 1997:1). This meant that all spheres and departments in government had to adopt the developmental approach in all community interventions (EMM, 2003:2; RSA, 2008:9). For example, the Gauteng Provincial government promulgated a Human Resource Development Strategy for Gauteng (RSA, 2006a) and the provincial Social Development Strategy named the Gauteng Social Development Strategy, 2006-2010 (RSA, 2006b).

During and before this transformative period, South Africa had been battling with persistent structural unemployment, resulting in poverty and vulnerability (RSA, 1998b:23; RSA, 2003b). Structural unemployment contributed to the decline in the country's economic growth in the 1970s and the 1990s, two decades leading up to the country's first democratic elections in 1994, resulting in increased poverty and pressure on the welfare system (Terreblanche, 2002:373). Some of the programmes and policies that have been implemented to alleviate poverty do not even benefit the people on the ground for whom they are intended (RSA, 2006c:7). The trends of poor economic growth and poverty persisted even with redistributive macro-economic policies such as Growth Employment and Redistribution (RSA, 2007b), Broad-Based Black Economic Empowerment (RSA, 2003a) and Affirmative Action, the New Growth Path (NGP) and the recent National Development Plan - Vision 2030 (RSA, 2012) in place. With GEAR, economic growth was realised but unemployment was relentless (Organisation for Economic Cooperation and Development, 2008:18).

Initiatives such as Agenda 21 (signed in 1992), committing to the 1995 Copenhagen agreement resulting from the international Summit for Social Development, and the establishment of the MDGs following the UN's Millennium Summit in 2000, all influenced South Africa's development agenda and legislation. However, according to the Public Service Commission (RSA, 2007a:7), after more than a decade of post-democracy South Africa did not have a clear and comprehensive anti-poverty plan, despite the fact that there were policy initiatives already in place and donor funds were pouring in to aid development in the country (Moyo, 2009:29,36). The lack of an aid development plan and policy direction stifled the progress and effectiveness of intervention in the fight against poverty and unemployment.

On the other hand, proponents of social justice agree that a redistributive approach to poverty alleviation is best, indicating that the previously disenfranchised have to be assisted with their basic necessities because they may not be able to improve, or even come out of the poverty trap to live productive lives on their own (Banerjee, 2005:9; Clark, 2002:38; Hick & Murray, 2009:94; RSA, 1997:16). The redistributive approach brought about poverty alleviation programmes such as free basic water and sanitation, and free electricity, as well as education, health services and housing subsidised by the government (RSA, 2010a:32). The quality of these services and the extent of their effectiveness are, however, not within the scope of this study. What is relevant for the purposes of this study is acknowledging the initiatives that aim to impact poverty particularly those that target unskilled and semi-skilled

men, and the income-generating projects in which these men engage for survival and job creation.

EMM is certain about its mandate when it comes to poverty reduction, job creation and its involvement in the development of the informal sector, which is termed "Local Economic Development". This mandate is obtained primarily from the Constitution and is articulated in municipal documents such as the Municipal Systems Act (RSA, 2000a), Indigent Support Policy (EMM, 2006), departmental strategic guidelines and Integrated Development Plans (EMM, 2007c). The latter refers to municipalities' five-year priorities for needs identified within their jurisdiction, and plans on how these needs are to be addressed (EMM, 2007c:1). The people prioritised in these municipal programmes are those deemed indigent (EMM, [Sa]-a:12). The plan is to provide these families with free basic services such as water, electricity and sanitation. Above all, the aim is to engage these people in an exit strategy, which involves connecting the indigents with job opportunities and income-generating projects (EMM, 2007c:116). These job opportunities are linked to the government's Expanded Public Works Programme (EPWP), which includes training and development of people (EMM, 2007c:116). However, EPWP jobs are mostly unsustainable because they are seasonal and project based, although they do provide temporary poverty relief.

One of the priorities of the Community Development Directorate specifically for men, is to initiate and facilitate sustainable development programmes in communities so as to improve the quality of life of the people within those communities (EMM, [Sa]-b). It is also the Directorate's responsibility to identify indigent families and promote their participation in exit strategy programmes. The exit strategy programme involves participating in job creation opportunities, creating awareness about technical skills, and, where possible, involving families in skills development programmes and in the development of entrepreneur development programmes amongst others (EMM, [Sa]-c). Observation in practise indicates that income-generation projects facilitated by social workers are either established through community development programmes or through communities approaching the social workers' offices for assistance to engage them in existing programmes.

The strides EMM has made in developing the informal sector were recognised in 2007 already, when the Draft Co-operative Development Policy for Gauteng Province (RSA [Sa]-a:10) announced that EMM had taken the lead in this initiative, followed by Johannesburg and Sedibeng. EMM's efforts in developing the informal sector were already commendable. However, the snare in the twenty one years of democracy is in government's re-iteration of its support of local businesses in addressing employment, and poverty as reflected in

legislation and promises from various platforms such as the State of the Nation addresses and budget speeches. Although there is seemingly a lot of effort and resources being channelled to such projects, the results are insufficient. The reality is that there is a significant lack of model projects that fully meet the intended purpose of sustainability and job creation (RSA, 2007a:55).

There are also multiple constraints to the implementation of poverty alleviation and entrepreneurial programmes. Firstly, unskilled and semi-skilled people have difficulty accessing job opportunities and hence are a target group to be engaged in skills development programmes, including entrepreneurial activities (EMM, [Sa]-a:16). Secondly, a constraint identified within the Community Development Department is inadequate budgetary support in terms of entrepreneurship development. As recently as 2012 the budget allocation for business development for the 2012/2013 men's task team was only R45,000 per region (EMM, 2012). Each region consists of vast areas and is divided into three sub-regions, which consist of a town, townships and several informal settlements. The money each region receives is intended to assist people within that region to engage in entrepreneurial projects, based on the needs that they have identified in collaboration with the facilitator. This budget is insufficient, bearing in mind that the programmes needed by future entrepreneurs include business skills development, such as drafting business plans and constitutions, marketing skills, and linking people with resources that they need to develop their business. Outsourcing services to service providers is also not a viable option as these service providers charge for the programmes they offer in instances where social workers do not have the skill or the necessary experience in the business development process, and the allocated funds are insufficient to pay for these services.

This scenario is contrary to the goals outlined in the EMM ([Sa]-a:21) which states that financial and political resources must be available if poverty reduction and job creation priorities are to be realised. Furthermore, literature, especially government policies, emphasises the importance of different government departments to engage in the development of the informal sector (EMM, 2003:2; RSA, 2008:9). Little is known about the different government departments' collective ventures towards this course of action. This is an aspect that needs to be strengthened if social workers are to bring about effective business development. Social workers in local government could, for example, draw from the expertise of the Local Economic Development Department (LED) to enhance the effectiveness of the programmes they are facilitating. It is also imperative that monitoring and evaluation processes in the development of local projects, such that those included in this study be intensified.

Monitoring and evaluation helps to indicate the impact of intervention; identify a need for service delivery improvement; learn from the past experiences; plan for allocating resources; inform the course of action; and influence policy (EMM, [Sa-b], Noyo, 2005:230). If they are to effect social change, social workers should know the impact of their interventions in poverty reduction. For this reason, it would be necessary to conduct a baseline assessment of circumstances prior to intervention, in this instance, income-generating projects. The baseline assessment would be a yardstick against which effectiveness could be measured (Unesco, 1993:245).

In the case of EMM, the need for economic development programmes to be implemented and for the informal sector to be promoted for poor people is identified and stipulated in documents like the Integrated Development Plans (EMM, 2007c:23). Information on income-generating projects (EMM, 2007c) is not specific to men, but inclusive of all communities who are in need of services for poverty alleviation within the municipal jurisdiction. Therefore, this study is an attempt to shed light on the effectiveness of the programme of income-generating projects to the neglected category of unskilled and semi-skilled men within the Ekurhuleni Metropolitan Municipality.

2.3.   EXPERIENCES OF UNSKILLED AND SEMI-SKILLED MEN

During the colonial and apartheid eras, the disenfranchised were displaced from job opportunities and were discouraged from developing businesses (EMM 2007a:8). They were also denied quality education, used as cheap labour in mines and had their families disintegrated because men had to migrate to mine areas where family life was not accommodated (Marais, 2001:18). Such practices led to a number of problems which persist to this day, such as men being minimally skilled and relying on the type of job they were first introduced to for their survival, namely working in a mine (Marais, 2001:29). The risk for the unskilled or semi-skilled in times of retrenchment from whatever job they are accustomed to is higher than average as they are not prepared to be competitive in the open labour market, which results in the entrenchment of poverty. These people remain on the periphery of the economy and have to improvise to earn a living for themselves and their families. This lack of means for earning an income gave birth to income-generating projects and other initiatives in the informal sector (Lombard & Strydom, 2011:329). While the suffering of the unskilled and semi-skilled continued in post-1994 South Africa, the skilled, irrespective of race, have better opportunities to benefit from economic growth although it sometimes happens that the skilled also struggle to get jobs, or to get jobs specific to their trade. Opportunities for the skilled include improving their skills through more advanced education.

Some have also benefitted from affirmative action and some from BEE deals (Mbeki, 2010). This era has seen the emergence and growth of entrepreneurs and an increase in the black elite (Mbeki, 2010). During this time, the gap between the rich and the poor has widened even more and the country's dual economy where extreme poverty co-exists with wealth is clear (RSA, 2006b:5).

The problems faced by unskilled and semi-skilled men were aggravated when jobs in the formal sector were shed in the 1990s and the early 2000s (Terreblanche, 2002:379). As a means for survival, some men were thrust into the informal sector, including income generating projects. Some companies had preparatory programmes for exit, offered employees training in technical skills as part of their retrenchment package, thus affording them a means to survive (RSA, 2011b:7). However, in spite of the acquired technical skills the development of these men's business skills has been hampered by their poor educational background. A person must be literate if he/she wants to acquire formal business management and development skills, such as marketing, finance and human resource management (Lombard, 2003:157). The men who lack these skills are disadvantaged, and it is this group that is the focus of this study of how to reach the higher level of expertise that is needed to develop income-generating projects into businesses.

Furthermore, development opportunities for men in the democratic dispensation have taken a back seat because they have been perceived as better equipped and in a better economic position than women (Stepney & Popple, 2008:39). This is the case for a variety of reasons, such as the patriarchal history which has disadvantaged women who are mostly confined to unpaid house work, with some being deprived of learning opportunities while others were oppressed and just expected to be looking after their children and caring for their homes (Cheston & Kuhn, 2002:171). Although the prioritisation of women's development and emancipation is justified given their history of marginalisation, the prioritising of women has contributed to the neglect of the economic development of men in poor communities, disadvantaging them even more. Hence the economic prospects of unskilled and semi-skilled men are dismal, because they lack empowerment and the skills to compete in the open labour market.

The prioritisation of women's development is also obvious in terms of a lack of research pertaining to men's economic development. This is based on the fact that the researcher could not find many studies specifically focusing on men. Rakabe (2008:49) attests to the scarcity of research pertaining to men and issues affecting their economic status and the effects of unemployment. Against this background, the challenge is to respond to the implications for already disadvantaged men. In a study done by Mosoetsa (2011:42) there is

evidence of a situation in which women are becoming the breadwinners while men's dignity and self-esteem gets eroded by the decline in their economic participation. As already indicated, EMM has embarked on a variety of initiatives to address unemployment, such as income-generating projects that aim to encourage business development in the informal sector. However, these income-generating projects encounter a number of challenges, which will be discussed in the next section.

2.4.   CHALLENGES IN INCOME-GENERATING PROJECTS

As mentioned earlier, income-generating projects have multiple benefits for the communities in which they are implemented. These include poverty reduction through job creation in the form of self-employment, providing goods and services locally, and re-circulating money within the neighbourhood. A study by Unesco (1993) shows that income-generating projects should be directed to people who are not economically self-reliant and those who are at or below the poverty line. These projects also assist in improving people's skills and innovation, which has the further benefit of boosting the self-esteem and dignity of participants, reducing crime, improving social cohesion within a community, and enabling the accumulation of assets (Gobar, 2009:13; Green & Haines, 2008:7; Tandari, 2004:13). Locally produced items are also referred to as affordable and within easy reach because people may not need to commute to access these goods (Nkosi, 2010:77). People working collectively, as in the case of income-generating projects provide support to each other and gather strength from one another (La Ferrara, 2005:340). In spite of the expected positive benefits of income-generating projects, several authors argue that there is a widespread phenomenon, not only in South Africa, but also elsewhere, of these projects being riddled with countless challenges (Botha, 2009:41; La Ferrara, 2005:342), which tend to hamper the growth of small business (Midgley & Conley, 2010:118).

Such challenges include the illiteracy or poor educational background of participants, which makes it difficult for them to effectively run businesses (Kadozo, 2009:25; Nkosi, 2010:74). The lack of knowledge, as well as of business management and technical skills, is prevalent, particularly because most projects are started not because of an identified market, but rather because of a need for an alternative way to earn a living in poverty-stricken communities. Some people in the informal sector specialise in arts and crafts and use indigenous ways to trade, which results in a lack of competitiveness with the formal sector (Kadozo, 2009:25; Trollip, 2001:45). Therefore, the market may not be conducive to the development and expansion of the envisaged business. Start-up capital is also a major challenge in small business development, mostly because some people do not meet the collateral

requirements for borrowing (RSA, 2011a:12). In some instances there could also be a lack of commitment to the project, particularly if there are other competing means of earning an income. Furthermore, there is the likelihood that income-generating projects will lack the necessary resources, such as working space and implements to carry out the required tasks (Lombard, 2003:161). Stringent bureaucratic structures such as those found in the formalising of business and political interference, also have a significant negative impact on the progress of income-generating projects (RSA, 2011a:12). According to the Public Service Commission (RSA 2007a:55), income-generating projects are, to an extent, neglected by government, which, could prevent these projects from being sustainable. On the other hand, those projects that are successful are either unknown or difficult, if not impossible, to replicate (RSA, 2007a:55). However, the aspect of whether the projects are successful or not, is difficult to debate in the absence of research evidence on income generating projects.

It is the researcher's view that all is not lost with all the challenges faced by income generating projects because there are conditions cited that have the potential to have a positive influence on the development of such projects. These are, primarily, a need for political will to commit to the development of the informal sector, as can be seen in the case of a study from the Philippines (UNESCO, 1993:7). The government could not only promote but enforce policy and legislation favourable to the informal sector, such as preferential procurement procedures for locally produced items of good quality, so as to create a market for them (RSA, 1998b:28). Emphasis on skills development and capacity building of participants is also imperative in order for a project to develop (RSA, 2012:111; RSA, 1997:17). Therefore it would be imperative for people in business, even after technical training, to be able to be mentored or receive business incubation services as a form of support, either for a stipulated period of time or until they are able to run the business on their own. According to the National Empowerment Fund (NEF) (RSA, 2013:20), for a business to expand, it needs incubation in the form of support and mentoring. Associated with this problem is that in South Africa there are programmes established to mentor business development, but because of major changes, the stability and possibly even the effectiveness of such programmes could be affected. For example, agencies like Khula and Ntsika, after operating for a number of years, were discontinued and replaced with the NEF (RSA, 2013). Therefore the process of transition can bring with it delays and other changes, although some of these changes could be beneficial. Yet more stable and intense business support and mentorship programmes could sustain income-generating projects. Through the support of business mentoring, the collapsing of projects after the departure of a facilitator could be minimised.

There is also a need for the literacy and capacity building of entrepreneurs because the collapse of an entrepreneurial initiative could easily be influenced by people not being adequately trained to run a business and/or having relied only on the facilitator. The National Skills Development Strategy (RSA, 2005a:12) advocates for skills development and continuous learning as strategies to equip people and promote the sustainability of programmes aimed at poverty alleviation and job creation. Tandari (2004) emphasises the need for economic literacy of the facilitators of income-generating projects or, where possible, sourcing the services of people skilled in economic development in order to effect positive change.

Within the community development context, many social workers engage in facilitating income-generating projects as a means to impact on poverty and unemployment, as in the case with EMM. This is in alignment with the developmental approach for social welfare and social work, which will be discussed next.

2.5.   SOCIAL WORK AND POVERTY REDUCTION

In South Africa the social welfare system was influenced by the colonial and apartheid regimes (Patel, 2005:66) and was demarcated into two separate systems, whereby the needs of the poor white were prioritised over all other races (Patel, 2005:72). The nature of the social work profession has also for decades been only remedial in the services provided to their clients, most of whom are among the marginalised groups (Midgley, 2010:6;8). The welfare sector was not left untouched in the transformative process, a universal social grant system emerged which catered for all who qualified, counteracting prejudice experienced under the previous political dispensation (Patel, 2005:116; RSA, 1997:1). The social work profession has a mandate to implement programmes of poverty alleviation especially because, they are closest to the poor and disadvantaged (Midgley & Conley, 2010:105).

In the development fraternity, developmental social work was adopted in South Africa as directed by the White Paper for Social Welfare (RSA, 1997), and other policy documents such as the Norms and Standards for Social Development (RSA, [Sa]-b). Developmental social work refers to a comprehensive approach towards the development of people, which entails the application of skills, knowledge and values to enhance people's lives. It further refers to the involvement of people in the development process and their empowerment to participate (Patel, 2005:205). Developmental social work is in line with the requirements of

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the developmental Global Agenda on Social Work and Social Development (Global Agenda) as stipulated by International bodies such as the International Federation of Social Work (IFSW) and the International Association for Schools of Social Work (IASSW). The Global Agenda (IFSW, 2012) acknowledges the inequalities of the past and the consequences thereof, as well as the marginalisation of some communities. According to the Global Agenda, social service professions should endeavour to promote equity through the upliftment of human rights. IFSW and IASSW prioritise both social and economic development on an equal basis and further aims at strengthening human relations (IFSW, 2012) which in turn, will positively influence social cohesion within communities.

The social welfare system in South Africa is one way of promoting equity among citizens as this system includes the provision of social grants and free basic services. However, the provision of grants is the only strategy deemed to have a visible impact in terms of poverty alleviation (RSA, 2006c:21). This is in spite of critiques by dissidents such as economists who are sceptical of the social grant system, although they do admit that poverty is alleviated to an extent. These sceptics as quoted by Midgley and Conley (2010:7), regard social services as wasting resources particularly because its consumers were and still are mostly not in a position to generate revenue, but instead use up resources. Opponents of excessive dependence on social security argue that this approach is unsustainable and costly to public funds (RSA, 2005b:7). The Department of Social Development does, to an extent, concur with this view. In its discussion document on recipients of social grants (RSA, 2006c:2), the department indicates that grant reception has to be coupled with an exit strategy wherein recipients who have the ability to do so must have to be engaged in economic activity that will render them economically self-reliant. The anti-poverty strategy (RSA, 2008:57), echoes the sentiment about the importance of establishing programmes that have a potential to create jobs so as to provide opportunities for the unemployed to enter the labour market.

Failure to engage such recipients in an exit strategy could lead to perennial dependence on the state, depriving them of their dignity and leaving them stranded if they have to exit the system. A case in point is those individuals in foster care or receiving child support grants when they reach the age of majority, or as those on temporary disability grants must exit, when the grants are discontinued. Kwon's (2005:479) reflection on the Taiwanese social grant system indicates that it was not universal; rather there were conditions attached so as to avoid recipients of social security becoming totally dependent on it and even feeling entitled to it.

The involvement of social workers in economic development is imperative because most of the people who require social services are poor, unemployed or disadvantaged in various ways (Lombard, 2008:157). Through the employment of intense strategies for development, social workers can help facilitate the process of equipping people with the skills to become self-reliant. The majority of people attended to by social workers are unlikely to be absorbed into the open labour market because they lack the appropriate skills or due to other forms of social exclusion. However, from a developmental perspective, they need opportunities to develop their capabilities (Sen, 1999) and therefore social workers can facilitate skills development and mobilise skills to this end. As Midgley and Conley (2010:22) argues, social workers have a responsibility to prioritise economic development programmes in developmental social work. Therefore income-generating projects could be used for capacity building with the goal of attaining economic self-reliance (RSA, 2007a:54).

Midgley and Conley (2010:167) further states that through community development social workers can assist in bringing economic development to marginalised and poor communities. Most income-generating projects evolve from community development programmes that are initiated either by community members or through the assistance of facilitators such as social workers (Nthomang & Rankopo, 1997:211). Communities' active participation in their development is imperative for both human development and the sustainability of the changes effected in those communities (Chikadzi & Pretorius, 2011:40; Lombard, 2003:157). Participation leads to the community taking ownership of its development, acquiring skills in the process in various aspects of their lives, namely, human, social, economic and political development (Green & Nieman, 2003:167). Capacity building of communities is an important aspect of developmental social work and bringing about effective and sustainable change. Capacity building in the different aspects of life as mentioned above equips people with the skills to be able to lift themselves out of circumstances that stifle their development such as poverty and unemployment (Lombard & Strydom, 2011:330 and Sen in Green, 2012:x). Sen (1999:10) further explains that the different forms of capacity building are complementary to each other; for example, if people are equipped with economic skills and their awareness of their political rights is accentuated, they can stand up for what is rightfully theirs because they have been so equipped. The discussion below (2.6) will focus on the theoretical framework around the development of people and involvement of the social work profession.

Midgley and Conley (2010:13) esteem capacity building, empowerment and conscientisation as being imperative in developmental social work. These elements are the building blocks that people need to earn an income, which brings with it dignity, hope and a sense of worth (Lombard, 2003:161). Engelbrecht (2008:167) argues that being solely dependent on the state will not bring economic independence. Therefore, it is the responsibility of the government to assist in the provision of opportunities for skills development. People's growth and development can be brought about through the capacity building of individuals (Patel, 2005:104), which includes income-generating project workshops and training programmes organised by project facilitators such as EMM. Legislation echoes the fact that the government has a plan to skill and develop people in the informal sector (RSA, 2004a:9). In the EMM projects, such as agricultural activities being researched for the purposes of this study, training and development have taken place; however it has yet to be established (from participants) (see Chapter 3 sub-theme 2.1) how effective this is in bringing about change in their level of poverty.

To contribute to poverty reduction, social work should focus on capacity building which will equip people with skills and empower them to strive for and attain self-sufficiency. Capacity building should target human, social and economic capital development, as well as the political will to provide an enabling environment for this capital development to be realised (RSA, 2012:294), as outlined below.

2.5.1. Human capital

Human capital refers to improving people's capabilities by empowering them with skills and knowledge, by investing in their health, and their nutritional and general wellbeing so as to enable them to compete in the open labour market (Green & Haines, 2008:85; Patel, 2005:104). Gobar (2009:7) commends the importance of human capital development, seeing it as imperative for the sustainability of development or changes brought about in the community. Skills development could mean basic education for those who never finished school, but could also refer to specific skills such as those needed for business development (Mafoyane, 2002:43). The latter could be provided by organisations for small business incubation such as the Industrial Development Corporation (IDC), the National Empowerment Fund (NEF) and the Gauteng Enterprise Propeller (GEP).

2.5.2. Social capital

Social capital pertains to collective activities undertaken by community members which are brought about by relations and ties among them (Green & Haines, 2008:109). These social ties can bring about social cohesion, which further improves people's way of life and can attract development of the other dimensions, namely physical, social, political and economic (Larance, 2001:9). Furthermore, social capital also includes improvement in infrastructure, which is a resource for the benefit of the community (Lombard, 2003:161). Infrastructural development includes improvement in transportation, machinery and technological advancement, all of which has the advantage of improving trade (Rainey, Robinson, Allen & Christy, 2003: 709).

2.5.3. Economic capital

According to Sen (1999:10), economic development means being provided with opportunities to participate in trade and production. He further argues that economic freedom has a ripple effect, impacting on the social aspect of development in the form of public resources and personal development. In line with this, commentary on Black economic development by the Department of Trade and Industry (DTI) refers to the fact that poor economic development can destabilise the country's political environment (RSA, 2004a:9). Economic development refers not only to being able to generate an income, but also to being enlightened as to how to use money, to create wealth and accumulate assets, to being able to invest this wealth, and to being able to make sound economic decisions (Engelbrecht, 2008:168). Ife (1995:141) alludes to the fact that for communities to generate economic capital, they need to be assisted to participate in radical economic strategies. He further posits that these economic strategies should be implemented within the communities so that the currency and products are internally circulated which subsequently could lead to their economic development.

2.5.4. Political will

Capacity building cannot be realised without both a political will and the communities' political awareness. The latter helps communities to be conscious of their rights, and to seize opportunities to influence political decisions and political power (Patel, 2005:99). Various authors emphasise the importance of political sensitisation and awareness about people's rights so that they are able to challenge and defend what is rightfully theirs (Lombard & Strydom, 2011:330; RSA, 2012:261; Wilson, 1996:622). Ife (2012:229) adds that it is

important for people to be empowered in all aspects of their lives, including political empowerment, in order for them to define their own rights and take action in addressing their needs. Political development and awareness should be promoted, especially in previously disadvantaged communities where the effects of past political injustices are still being felt. Most participants in income-generating projects come from previously disadvantaged communities (RSA, 2007a:6). Conradie (2011:320) and Sen (1999:11) concur that exposing people to different opportunities is imperative for promoting their development. Therefore, the exclusion of poor communities from various aspects of their lives, namely, social, political, educational and economic should be counteracted through the provision of information and opportunities that can lead to the narrowing of inequality gap (RSA, 2006b:5). Exposing people to a variety of opportunities can bring about enlightenment, giving them the power to choose because they are informed. When political will and awareness of development and empowerment are neglected, this influences the other aspects of development, namely human capital, economic and social development and cohesion (RSA, 2006b:5). For improvement to be achieved; economic and social development has to be equally prioritised (RSA, 2010a:17). Social and economic development should be coupled with the promotion of social justice, providing for the basic needs of the disadvantaged and developing human resources through capacity building in order for people to be empowered. Within this social development framework, the expertise and radical approach of social workers become necessary for speaking up and advocating for the needs of the marginalised, on the one hand, and to facilitate capacity building and empowerment opportunities to prepare them to speak out for themselves, and or for others.

2.6.   THEORETICAL FRAMEWORK

Ife (2012:221) emphasises the need for social workers to be politically aware especially of human rights and the history of the violation of the communities they are working with, if they are to be effective in promoting change and development. In lieu of the above-discussed arguments to capacitate participants through opportunities such as income-generating projects, there is, in the context of the social development framework, a need for a radical approach to development if positive and effective change is to be achieved (Hick & Murray, 2009:87; Dominelli, 2002:27). These authors refer to radical approaches such as structural social work and anti-oppressive social work (Hick & Murray, 2009:87; Dominelli, 2002:27). Ife (2012:221) calls for a strong collective approach, seeing this as necessary for human rights to be realised. The researcher views the structural and the anti-oppressive social work theories as part of this collective approach to bringing about change in people's lives.

These theories advocate for the emancipation of the previously disenfranchised and for the promotion of social justice (Dominelli, 2002:12; Hick & Murray, 2009:86). These theories further acknowledge that it is possible for those who are supposed to be agents of change (in this case social workers) to be oppressive towards the people they are supposed to help and stifle development (Dominelli, 2002:11).

Radical approaches call for social workers to not only view communities as having problems, but also acknowledge that they have potential. Social justice and equity should also be upheld when dealing with previously marginalised communities (Dominelli, 2002:13). Radical approaches also aim to address the injustices of the past and create opportunities for the future, in the case of this study, for unskilled and semi-skilled men. This implies that social workers should aim to capacitate people, starting with identifying the potential in these communities and actively engaging these communities throughout the process of their own development (RSA, 2006b:6). Some examples of radical and social justice approaches to positive change are the rights-based, asset-based and strength-based approaches. These theories are people-centred, upholding the involvement of people in the development process and further equipping them to be self-dependent and to facilitate sustainable change. As Freire (1999) in Ife (2012:286) argues, people have to be equipped and conscientised such that the information and knowledge they have frees them from the bondage of whatever plight they are in, in this instance, poverty and unemployment. The premise for the theoretical framework of the study is that social work practitioners who adopt the developmental approach have to be radical in their approach to effect positive change. The rights-, asset- and strength-based approaches were selected to guide this study as they are embedded in the social development framework of income-generating projects.

2.6.1. Rights-based approach

Under democratic dispensation in South Africa, the human rights of all citizens are universal and upheld (RSA, 1996). The rights-based approach refers to development that upholds peoples' right to humanity, equality (in terms of accessing opportunities) and equitable distribution of resources (Patel, 2005:98). According to Midgley and Conley (2010:16) developmental social work endorses human rights in both policy and programmes. The White Paper for Social Welfare as a policy document provides a directive towards the recognition of human rights in the social service professions (RSA, 1997:10). It is of significance for the facilitators of income-generating projects, such as social workers, to uphold human rights in their interventions to fight poverty and unemployment so as to bring about effective change.

This approach refers to being considerate in acknowledging that the disadvantaged have been excluded in terms of social and economic benefits, and that the facilitator's expertise is important in guiding participants to close the inequality gap.

2.6.2. Asset-based and strength-based approaches

The asset- and strength-based approaches oppose the conventional theories of treating communities as passive consumers of services and only focusing on their needs and problems (Kretzman & McKnight, 1993:4; Steven, 2007:275). Both approaches are based on the premise that no matter how disadvantaged a community is, it possesses inherent potential, assets and capabilities that can be utilised to drive their own development (Avant, 2004:78). Such assets include people's interests, talents, values, skills and knowledge, as well as physical resources that the community could be oblivious to (Avant, 2004:78). This is where the expertise of the facilitator is important: to help tap into those assets while fully engaging the community throughout the process, from assessing their needs to setting and attaining goals (Nel, 2011:351). Within these approaches, communities are regarded as experts on their own lives (Nel, 2011:346). Avant (2004:77) argues that the process of asset identification has the potential to stimulate positive action towards change. Developments in which communities are fully involved are empowering and can lead to sustainable change, which should be the ultimate aim of income-generating projects. Development in communities can be enhanced through employing models such as social planning and community education. These models, as explained by Weyers (2001:174), assist in improving people's literacy, which could subsequently empower them for employment opportunities. These models pertain to mobilising available resources that people might not have access to in order to improve their knowledge, insights and skills. The premise for the theoretical framework of the study is that social work practitioners have to be radical in their approach to effect positive change in communities in need.

2.7. CONCLUSION

This chapter discussed the trajectory of income-generating projects in South Africa and their relation to the social work profession. Income-generating projects can play an instrumental role in changing the social and economic condition of the poor with the necessary support and an enabling environment. Further, the role played by social workers has to be strengthened because they can be instrumental in promoting the success of income-generating projects and impacting change in the lives of the previously disadvantaged.

The South African Constitution (1996) expects municipalities to play an instrumental role in the fight against poverty and in the promotion of local economic development. Furthermore, the White Paper on Local Government (RSA, 1998b:28), provides a guideline for positive economic growth and improved living conditions which could be achieved through various means favourable to the disadvantaged communities. These include, providing a conducive environment for the growth of businesses in the informal sector; promoting procurement biased towards local businesses; providing training and placement services to help people acquire skills; and creating partnerships that will provide access to external expertise and experiences that would stimulate local economic development.

This implies that a lot has to be invested in people in order to intensify the activity involved in productive income-generating projects. As it was also indicated that the country lacks a skilled workforce, the government should possibly intensify the education and support given to the informal sector. The importance of government departments working collectively in promoting the development of the informal sector has been highlighted in this chapter. It was concluded that these actions have to be intensified so as to yield tangible results that could ultimately impact on poverty reduction. Further, the monitoring and evaluation processes of projects should be intensified to ensure constant, continuous checks on the projects aimed at improving their effectiveness.

Developmental social work has been discussed as regards its relevance for the South African context, with an emphasis on social and economic development. Social development is embedded in radical approaches that are directed at injustices, and hence the human rights approach and the asset-based and strength-based approaches were argued as being appropriate for the theoretical framework of this study.

In conclusion, this chapter showed that, despite particular challenges, income-generating projects have the potential to reduce poverty and hence enhance sustainable livelihoods. In the following chapter the focus will be on exploring whether this is in fact the case, based on the experiences of unskilled and semi-skilled men who participated in EMM's income-generating projects.

CHAPTER 3

RESEARCH METHODOLOGY, EMPIRICAL STUDY AND RESEARCH FINDINGS

3.1. INTRODUCTION

In this chapter, the researcher reports on the findings of the study. The volumes of data were broken down into smaller chunks through the process of categorising of the information so as to make sense of it and be able to create meaning (Henning, van Rensberg & Smit, 2004:128).

The researcher intended to answer the following research question:

How do men involved in income-generating projects perceive these projects in terms of reducing their poverty and helping them to achieve sustainable livelihoods?

The following sub-questions informed the research question:

- What opportunities are available within income-generating projects to promote job creation for unskilled and semi-skilled men?
- What are the human, social and economic development benefits for men involved in income-generating projects?
- To what extent have income-generating projects contributed to reducing men's poverty?
- What are the challenges experienced by income-generating projects in achieving sustainability?

In this chapter the researcher will first present the research approach, type, design and methodology, as well as the pilot study and the ethical aspects related to the study. Next, the empirical research findings of the study will be discussed. First, a brief biographical narrative of the research participants will be provided. This will be followed by the presentation of the themes which emerged from the research data.

3.2. RESEARCH APPROACH

A qualitative research approach was selected as the most appropriate approach for this study because it is flexible and allows research procedures to evolve as more observations are gathered (Rubin & Babbie, 2010:34). The qualitative approach allowed the researcher to delve deeper into the individual experiences of men who have participated in income-

generating projects in the Ekurhuleni Metropolitan Municipality (EMM). The researcher sought to gain insight into the meaning participants attached to the income-generating projects and their perception of the contribution of these projects to reducing their own poverty as well as the subsequent promotion of self-reliance and sustainable livelihoods.

3.3.   TYPE OF RESEARCH

For this study the researcher chose to use applied research, which Neuman (2007:17) describes, as a type of research that explores a particular phenomenon in the social context of the respondents in terms of how it affects them. In the case of this study, the social context is poverty and the phenomenon is unemployment, which has both social and economic consequences for men involved in income-generating projects. Income generating projects aim to address the practical reality of unemployment and poverty so as to promote self-reliance and sustainable livelihoods.

Furthermore, this study was exploratory in nature, in the sense that it aimed to delve deeper into the subjective observations and experiences of participants in income-generating projects. Fouché and De Vos (2011:95) and Rubin and Babbie (2010:41) concur that an exploratory study can be employed in instances where little is known about a particular phenomenon. In the case of this study very little was known about the effectiveness of income-generating projects in the EMM in terms of reducing poverty. Furthermore, studies on income-generating projects generally focus on women and/or other previously disadvantaged groups, such as the youth or the poor in general. The focus of this study was on the poverty of African men in EMM, particularly those who are semi-skilled and unskilled, as well as on contributing to knowledge building on this phenomenon with the aim of influencing further research on the topic.

3.4.   RESEARCH DESIGN

The researcher chose to utilise the case study research design in this study because case studies have the benefit of helping to explore a programme or activity in depth, allowing the use of more than one data collection method (Stake, 1995 in Creswell, 2003:15). Case studies strive to provide a holistic understanding of how participants interact with each other in a specific environment and how they derive meaning from a particular phenomenon (Maree, 2007:75).

In particular, the instrumental case study design was considered most suitable for this study as it allowed the researcher to gain an understanding of participants' experiences of income-generating projects with regard to poverty reduction and sustainable livelihoods (Fouché & Schurink, 2011:322). This information helped the researcher to make proposals that could influence policies and strategies for income-generating projects that have a positive impact on poverty reduction and sustainable livelihoods. Instrumental case studies are considered to be beneficial in the sense that they help to explore and describe a phenomenon in depth, "with the aim of gaining new knowledge which may inform policy development" (Fouché & Schurink, 2011:322).

3.5.   RESEARCH METHODS

In this section, the population, sampling and data collection methods selected for this study will be discussed.

3.5.1. Population and sampling

The sample was drawn from a population of all the semi-skilled and unskilled men who have participated in the income-generating projects that ran from 2007 to 2011 within the jurisdiction of the Ekurhuleni Metropolitan Municipality. The focus was, however, on those men who have consistently participated in projects in question, and who were expected to be able to provide as much information as possible on the phenomenon being studied. These men are at different stages in their lives in terms of participation in projects. Some have changed from the initial project to another; others have taken breaks from participating in the initial project and have later recommenced with the same project; and still others have left the projects altogether. Welman, Kruger and Mitchell (2005:204) describe research participants who are better informed or have engaged more in the studied phenomenon as being a rich source of data. The sample was identified through the perusal of attendance registers maintained by the social workers who have been facilitating these projects. However, as some participants were untraceable and could not be reached, assistance was sought from the available participants to identify their colleagues in projects. According to the current database of income-generating projects, the population consisted of 134 men who participated in projects under review.

The final sample comprised eighteen men. The researcher recruited an equal number of men (six) from each of the three regions of EMM, namely South, East and North. Because of the researcher's involvement in Katlehong, this area was not included in the study.

The participants from all regions share similar characteristics, namely being African men who are or have been engaged in the projects due to poverty and unemployment and who are either semi-skilled or unskilled.

A non-probability sampling method was used because for a variety of reasons, it was unlikely that all elements of the population would be included in a sample (Bless & Higson-Smith, 2000:86). Only those men who, according to the researcher's judgement, had characteristics that would be representative of the population being studied (Rubin & Babbie, 2010:148) were selected to participate in the study. Initially, the researcher had planned to use purposive sampling with participants selected from social work registers according to the set criteria. However, due to limitations faced in the study, which pertained to sampling and accessing documents, the sampling method had to be extended to include snowball sampling. The challenge encountered was that not all potential research participants were reachable. Most of them had given cellphone numbers as their means of contact on the attendance registers, and some cellphone numbers went unanswered, some seemed to have been deregistered from the network, and some people, although they appeared on the registers, did not fit the set criteria. There were a few who had no interest in participating in the study. The researcher ended up relying on the research participants to help identify their counterparts in other projects. The researcher had to start screening the names given to ensure that everyone selected for the study met the criteria. This was a very time consuming process which ultimately prolonged the empirical study. The researcher had used purposive and snowball sampling methods. The flexibility of a qualitative study allows for flexibility in sampling (Tuckett, 2004:3), as the study develops to accommodate challenges encountered along the way, as was the case in this study.

The sampling criteria for participants were:

- Semi-skilled or unskilled African men.
- Participation in the project due to poverty or unemployment.
- Participation in the programme for at least a year prior to the commencement of the empirical study.
- Attendance of a minimum of five training sessions.
- Current involvement in the EMM project; or
- Exited the EMM project not more than twelve months of the stipulated study period.

3.5.2. Data collection methods

The researcher employed two data collection methods in the study, namely, in-depth individual interviews and document analysis. In-depth individual interviews were selected over focus group interviews primarily because the researcher wanted to avoid the possibility of group members influencing the sharing of information during the interviews, which is a possibility in group interaction (Greeff, 2011:362,363). In-depth individual interviews allowed participants to elaborate on how they have personally experienced the income-generating projects and hence provided rich data on the phenomenon under study (Babbie & Mouton, 2001:288). A semi-structured interview schedule was utilised (See Appendix A) as it allowed for probing in order to gain clarity on the various levels of participants' understanding (Field & Morse, 1994, in Greeff, 2005:294). During the interviews, the researcher observed participants' behaviour, such as non-verbal communication and gestures, and captured this information in the field notes, as it added value to the verbal data (Greeff, 2005:291). The length of the interviews averaged approximately one hour, ranging from slightly under an hour to one that took over an hour.

Document analysis was utilised as a supplementary data gathering method. The intention was to analyse official municipal documents, which were expected to contain information on income-generating projects. Documents that were analysed included social work reports on the projects, annual reports and the strategic plans of various social work task teams on the projects. Inferences were made from the analysed documents and from the comparison of these documents with the information gained from the interviews.

However, it was a challenge for the researcher to do document analysis because of the unavailability of information that the researcher had intended to use. In some cases not all information was readily available from the archives, while in others, especially with social work records, some documents were less detailed, with regard to income-generating projects, than expected. In other instances the information available on social work accomplishments was generic, and did not refer only to the concept under study but encompassed other areas that social workers had focused on such as men's health, prevention of domestic violence and human rights. Kumar (2011:236) confirms that resources such as data do interfere with the carrying out of a study.

3.6. DATA ANALYSIS

The large volumes of collected data comprised field notes from in-depth individual interviews, transcripts from tape recordings and notes compiled during the document analysis process. To make sense of this raw data, reach conclusions and, finally, write up the findings, the researcher organised the data into usable information for the purposes of interpretation (Babbie, 2008:415). Literature cautions researchers to be thorough in the process of analysing data so as to avoid biases and drawing hasty conclusions because of processing large volumes of data (Bless & Higson-Smith, 2000:137; De Vos, 2005:333; Neuman, 2007:328).

Creswell's (2009) thematic data analysis process was used to analyse the data. However, the process of data analysis is non-linear and on-going; it involves constant reflection on collected data throughout the process, both during and in between the interviews, as well as interpreting the data and coming to conclusions. The data analysis was done according to the following steps (Creswell, 2009):

- After each interview, the researcher transcribed the recorded interview.
- All the data was read thoroughly more than once to get general sense of the information and its overall meaning.
- As she read through the transcripts, the researcher broke down the data into usable information in order to make sense of it.
- The researcher coded data manually using coloured markers and written memos to identify similarities and contrasts from the various sources of data.
- Through this process, the researcher identified themes based on the data at hand. The different themes were interpreted and analysed, and connections were made as they emerged.
- Finally, the researcher wrote up the findings of the study in this chapter making known the results of the study (Babbie, 2007:112). The presentation of the empirical study's findings was integrated with findings from the literature which the researcher interpreted within the context of the research topic.

3.6.1. Trustworthiness and credibility of the data

Authors in qualitative research agree that there are several factors that a researcher needs to take into account to ensure credibility and trustworthiness of a study (Creswell, 2009:185; Nieuwenhuis & Smit, 2012:137). According to Schurink, Fouchè and De Vos (2011:419), the credibility and dependability of a study is achieved by accurate representation of the

participants' views and a truthful reconstruction of such by the researcher. Therefore authors in qualitative study caution that researchers should be meticulous in dealing with the data throughout the study, from the process of preparation for capturing of data, to interviewing, storage of data and the analysis of findings (Creswell, 2009:191). A credible study, according to Schurink et al. (2011:419) and Franklin, Cody and Balla (2010:356), can be replicated and applicable to other situations and cases.

To enhance the credibility of the study, the researcher employed the following methods in dealing with the data: ensured that the environment from where data was taken was relaxed and non-threatening; used more than one data collection method; did member checking; ensured prolonged engagement; conducted peer debriefing; and made use of triangulation and thick description write-ups (Creswell, 2009:193). To ensure positive reconstruction of data, the researcher was clear about her position regarding the phenomenon under study (Horsburgh, 2003, in Lietz, Langer & Furman 2006:447). As was explained in the rationale of the study (see Chapter 1, section 1.3), the researcher decided to undertake the study after working in an environment where income-generating projects are employed within EMM, yet the lives of the people do not seem to change. To this end, the researcher sought to find out from the participants what their views of the situation were so as to ascertain how it could be improved. Further, to ensure the positive representation of the participants' views, the researcher engaged in extensive literature study throughout the research, so as to operate from an informed perspective when processing and analysing the data, as recommended by both Macbeth (2001 in Lietz et al., 2006:447) and Thyer (2010:363).

The research interviews were conducted in environments familiar to the research participants, within the vicinity in which the projects were located. This was done for the purpose of ensuring a relaxed atmosphere (Nieuwenhuis & Smit, 2012:137). Furthermore, the researcher carefully explained her role and the purpose of the research; she assured the participants of confidentiality of the information they provided, and indicated how long the interviews could take. This was intended to put participants at ease and let them know what to expect (Nieuwenhuis & Smit, 2012:137). In addition, participants were promised feedback on the findings of the study.

In order to improve the reliability of the study and to avoid contamination by the researcher's views, the researcher applied the process of reflexivity. This process entails sharing the writings of the study from the proposal to the final stage of the report with a peer, who is well-versed in the phenomenon of income-generating projects in the EMM. This led to the researcher receiving feedback and critique of her work from the peer to identify ambiguities in the researcher's work (Creswell, 2009:192). The person consulted raised a concern

regarding the issue that young people were not represented in the studied projects. His view was that it implies that the projects are designed without considering young people, and hence the projects do not appeal to the younger age group. This study was further enhanced by the critique of the researcher's work by her supervisor.

Schurink et al. (2011:422) posit that a research process has to be reasonable and well documented, and that the researcher must be able to give an account of the whole research process to ensure its credibility and trustworthiness. The researcher achieved this by, amongst other methods, using a tape recorder for the interviews to ensure accuracy in the capturing of data. This process was coupled with safe storage of the data, as recommended by Marshal and Rossman (1995, in Thyer 2010:358) so as to avoid tampering with and distortion of information as well as to ensure that the information is retrievable (Kirk & Miller, 1986, in Thyer, 2010:355). The researcher also wrote transcripts of the tape recordings soon after the interviews were conducted, as recommended by Franklin et al, in (Thyer, 2010:355), while the information was still clear in her memory so as to avoid information lapses which can occur with time and which could interfere with the trustworthiness of the data. These transcripts are available from the researcher. The above process improved the audit trail, which entails diligent accounting for every detail in every decision, step and procedure taken by the researcher throughout the research process (Creswell, 2009:191; Franklin et al., in Thyer, 2010:356). This process was further supplemented by providing thick write-ups that contained all the details of the steps taken in the research that do not form part of the actual research report. In addition, the study's ethical clearance, approval from EMM's Community Development Directorate, consent forms, and the interview schedule are attached to the research report (see Appendices). This is to ensure the transparency and accountability of the researcher about the entire study (Creswell, 2009:193). Publishing the findings of the study is also part of the audit trail because it opens the researcher's work up to further critique (Lietz et al., 2004:450) and could further influence research on the topic. The researcher intends to publish the research findings in a scientific journal.

Member checking and prolonged engagement is another method that is recommended by authors to improve the credibility and trustworthiness of a study (Nieuwenhuis & Smit, 2012:138). At the end of each interview session, the researcher proposed to the participants that should information gaps or ambiguities in the data be identified, follow-up interviews would be conducted and participants were to be contacted in the same way as for the initial interview. However, there was no need for a follow-up session with any of the participants.

3.7.   PILOT STUDY

A pilot study was conducted with three men, one from each of the three EMM regions, each of whom gave their informed consent. Bell (2005:147) indicates that the subjects of a pilot study have to be similar to the sample of the study so as to give a clear indication of how the actual study will work. These participants' data were not included in the main study. The pilot study helped the researcher to identify potential defects in the interview schedule and adjust the final questions accordingly (Rubin & Babbie, 2010:147). Adjustments had to be made in the way the question regarding the highest grade passed by participants was asked. The researcher translated the question on the spot into the research participants' home languages, namely Zulu and Sotho, without changing the meaning of the question. The participants in the pilot study were unclear on exactly what was being asked and provided various answers that were not specific in terms of which grade they were in when they left school. Instead, they gave for example, the year in which they left school and did not clarify whether they passed the grade they were in when they left it incomplete. Furthermore, the pilot study helped to establish whether the research methodology, in terms of the research design, sampling technique, interview schedule and analysis, was adequate and appropriate (Bless & Higson-Smith, 2000:155). This pilot study's process gave the researcher confidence and composure which were applied during the empirical process of the main study.

3.8.   ETHICAL ASPECTS OF THE STUDY

The researcher strived to uphold ethical values in this study to ensure protection of the participants, making appropriate decisions and acting honestly with respect to all individuals that were part of the study (Gravetter & Forzano, 2006:89). The ethical aspects applicable to this study included the following:

3.8.1. Informed consent

The researcher ensured that the involvement of all participants in this study was voluntary and that participants were made aware that they could withdraw from participation in the study at any point, should they so desire (Creswell, 2003:64). To ensure that participants made informed decisions regarding being part of the study, the researcher informed them of the aims of the study, their role in participating in the study, the length of the interviews and the intention to use a recording device during the interviews. Individuals who agreed to participate in the study were asked to give their permission in writing by signing a consent form (see Appendix B) stating the conditions of participation (Creswell, 2003:65).

The participants were also informed that the researcher obtained permission from the Community Development Directorate, and thus from EMM to conduct the study (see Appendix C). The researcher has submitted the research topic to the Directorate, as the municipality requires that all studies carried out within the Directorate should be made known to the Directorate. Permission to conduct the study has also been applied for with the Ekurhuleni Health District Ethics Panel (EHDEP), which is the decision-making body on research to be conducted within the Department of Health and Social Development in the Ekurhuleni district. However, because the researcher had already been granted permission by the Directorate in which the study was conducted, the EHDEP indicated that there was no need for an application to be made with them. The study was granted ethical clearance by the University of Pretoria.

3.8.2. Deception of participants

The researcher aimed to be transparent with the participants in terms of what the research entails. Rubin and Babbie (2010:259) advise that deception of participants relating to the purpose of the research must be avoided at all costs. Babbie (2008:68) further alludes to the fact that deception of participants could falsify the credibility of findings and bring devastating effects on the participants when they realise they were deceived. In this study the researcher avoided deceiving the participants by clearly explaining the rationale for the study and how it was expected to benefit service delivery within the EMM in the area of income-generating projects. The reason for the participants' engagement was clarified so as not to create an expectation that their participation had the potential to bring about tangible benefits or that their lack of participation could bring about negative effects.

To demystify any possible ambiguities regarding the purpose of the research, the researcher, in alignment with Creswell (2003:64), explained to participants the purpose of the study as being part of requirements towards the completion of her studies, the rationale for undertaking the study and the role of the participants in the study, as well as the fact that they would receive feedback on the findings of the study once it had been completed. The researcher also explained her role as researcher and referred the participants to area social workers (the programme facilitators) for any follow-up services that might result from the interviews. This was necessary as some participants thought the presence of the researcher could help link them with further resources that would enhance their projects, in spite of the researcher's role having been explained. Some of the concerns that were raised included complaints about not being helped to secure lease agreements on land to work from or to obtain resources such as bore holes for water supply in agriculture. It was thus important to refer the participants back to the area social workers to deal with these concerns. The

researcher was asked by the participants to communicate their specific concern not being helped to obtain permission to use land they had been operating from to the social worker in Tembisa although they also undertook to follow up on this themselves. The feedback the researcher had committed to provide to the participants regarding the findings of the study (Strydom, 2005:66) will be provided after the final examination of the study.

3.8.3. Violation of privacy and confidentiality

The researcher was determined to protect the information provided by participants and to protect their identity, as this information would have been given in confidence (Gravetter & Forzano, 2006:103). The research findings were written up in a manner that would not link any information with a particular participant. Violation of the privacy of participants was avoided by concealing their identity on the stored data, field notes, recorded tapes and transcripts. This was achieved by the researcher using a coding system understandable only to her and by labelling data obtained from participants using pseudonyms. The labelling was done in a way that the researcher was able to identify the participants in case there was a need for follow-up interviews to clarify the data obtained. The researcher stored the information in a safe environment during the research process so as to ensure it was not tampered with or accessed by people who were not supposed to have access (Huysamen, 2001:183). The research data will be stored for 15 years in the Department of Social Work and Criminology in the University of Pretoria.

3.8.4. Actions of competence of the researcher

Strydom (2005:63) regards it as an obligation that a researcher must take upon him/herself to ensure that he/she is adequately skilled and competent to undertake a proposed study. The researcher must be sufficiently competent to be able to make informed decisions and reach credible results for the study. To this end, the researcher has successfully completed a research methodology module as part of her postgraduate course work programme. To add value to the study, the researcher first engaged in an interrogation of relevant literature, studying the concepts of unemployment and poverty in both the South African and the international context as well as the trends towards informal employment. The researcher also familiarised herself with literature on income generation within the local, provincial and national sectors so as to thoroughly understand all aspects of this phenomenon. Related legislation was also used as an additional source of information.

3.8.5. Dissemination of the research findings

The purpose of disseminating research findings is to publicise what the researcher has learned from the study, what conclusions were reached about these findings and what recommendations are made to influence changes in the phenomenon under study (Babbie, 2007:112). The researcher made the findings of the study known by submitting this written research report to the University of Pretoria. After the examination process has been completed, a final copy of the research report will be submitted to the EMM, as well as to the Quality Assurance Department within the Community Development Directorate (the unit in which the study was conducted). On completion of the study, the researcher will make a request to present the findings to the Community Development Directorate, namely the director, chief social workers (as supervisors), the managers of social work programmes and social workers. The research findings will also be submitted to a scientific journal for publication.

3.9.   LIMITATIONS OF THE STUDY

Kumar (2011:237) states that the limitations of a study refer to the obstacles, particularly with regard to the methodology, that a researcher comes across while carrying out the study. Although it was not a limitation that impacted the outcomes of the study, it was a challenge for the researcher to select a sample (see section 3.5.1 above). It was, in particular, very time consuming, which prolonged the duration of the study.

A limitation of the study was the unavailability of some of the information and documents that the researcher had intended to use (as indicated in section 3.5.2), as not all documents were readily available from the archives. The unavailability of documents influenced the richness of the data, in particular for the purposes of comparing empirical data with process notes and other information on the income-generating projects.

3.10.   RESEARCH FINDINGS

In this section, the biographical details of participants will first be presented in a narrative format, followed by a visual presentation. The findings from the individual interviews will be discussed by means of themes and sub-themes that emerged during the interviews and data analysis. The discussion and analysis of data will be supplemented by the voices of the

participants by means of direct quotes. Findings will be verified with reference to the literature.

3.10.1. Biographical profile

Eighteen men were interviewed, six from each of the three regions of EMM. Seventeen of the eighteen were African and one was Coloured. This picture echoes the indication given in the EMM's Policy Guideline on Poverty Alleviation [Sa]-d which states that as much as all races are affected by poverty, African particularly those in informal settlements, are the worst affected.

In the following sub-sections, the age, education and the number of years that participants have been involved in the projects will be discussed.

3.10.1.1. Age

Only three of the 18 men (16,7%) interviewed fell within the "youth" age category 25-35 years of age, and they were aged 25, 30 and 35 years. One participant (5.5%) was within the 41-45 years category; four (22,2%) were between the ages of 46 and 50 years; three (16,7%) were between the ages of 51 and 55 years; two (11,1%) were between the ages of 56 and 60 years, and the remaining five (27,8%) participants fell within the category of 61 years and above. The age distribution is illustrated in Figure 1 below.
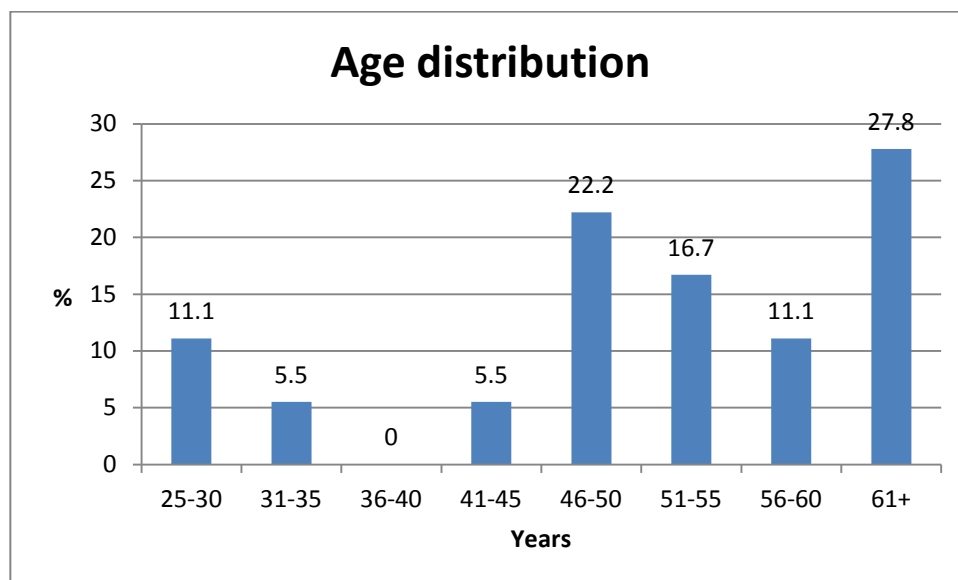

Figure 1: Age distribution of participants

Perceptions of participants regarding age

The age of people involved in a project was considered by research participants to be significant. There was an assumption by other participants that young people are knowledgeable and that they have speed and potential, therefore their involvement in projects could have been beneficial. Nevertheless, a number of participants were frustrated because they cannot attract young people to be involved in the projects. This failure to attract youth is in spite of the exponentially higher unemployment of youth as compared to that of older adults in South Africa which, in the second quarter of 2014, was 36,1% (RSA, 2014). Sen (1999:88) believes that age is a factor that can determine whether a person is able to earn a living or not and he further argues that advanced age can reduce the ability of a person to work and earn an income.

The research participants' perceptions are that young people are not interested in the local projects, especially cooperatives, and they cited a variety of reasons including a lack of commitment, not wanting to be involved in hard labour and losing patience because it takes time before there are earnings in a project. One participant who as a young person, had himself employed his peers, reflected on his experiences, saying:

"Yes, four young people that I have employed, the problem with them is that they do not have the same vision as I do. They wouldn't come to work after getting paid, especially on Mondays, and you find that there is work to be done, a customer is waiting for their work to be finished, then I get stuck in that regard".

Furthermore, although the research is not specific to young people, it should be indicated that in the strategic objectives of the Directorate, youth is directly targeted and is supposed to be part of income-generating projects as a way of curbing their unemployment and poverty (EMM 2009:78), although not many could be identified to be part of the research. The researcher's experience is, however, different in the sense that a lack of participation by youth in projects could result from the fact that the types of projects offered are not appealing to young people. Taking cognisance of the fact that most project participants are of an advanced age and started engaging in projects after losing their jobs, and because they were unskilled they did not have many options and the projects presented an alternative to creating self-employment. The EMM's Growth Development Strategy 2025 (EMM, 2007a:26) postulates that people living in poverty sometimes resort to desperate measures to earn a living.

3.10.1.2. Education

The findings of the research relating to education indicate that none of the participants interviewed had a post-matric qualification. This is in alignment with the sample category of semi-skilled and unskilled individuals. In terms of grades completed at school, the smallest group comprised those who had completed standard 1 to 4 (grades 3 to 6) of which there were only two (11,1%). Eight participants (44,4%) had completed standards 8 to 9 (grades 10 to 11), while four participants (22,2%) had completed standards 5 to 7 (grades 7 to 9), and another four participants (22,2%) had completed matric (grade 12). Only three of the eighteen participants (16,7%) had participated in adult and/or vocational training courses outside of the school curriculum. One did maths and science as a requirement for an engineering company that one participant worked for. Another participant (5,5%) went through a year-long learnership in agriculture offered by the Department of Agriculture. One (5,5%) participant had done a course in carpentry through a Further Education and Training College. The visual representation of the education level of participants can be seen in Figure 2, below.
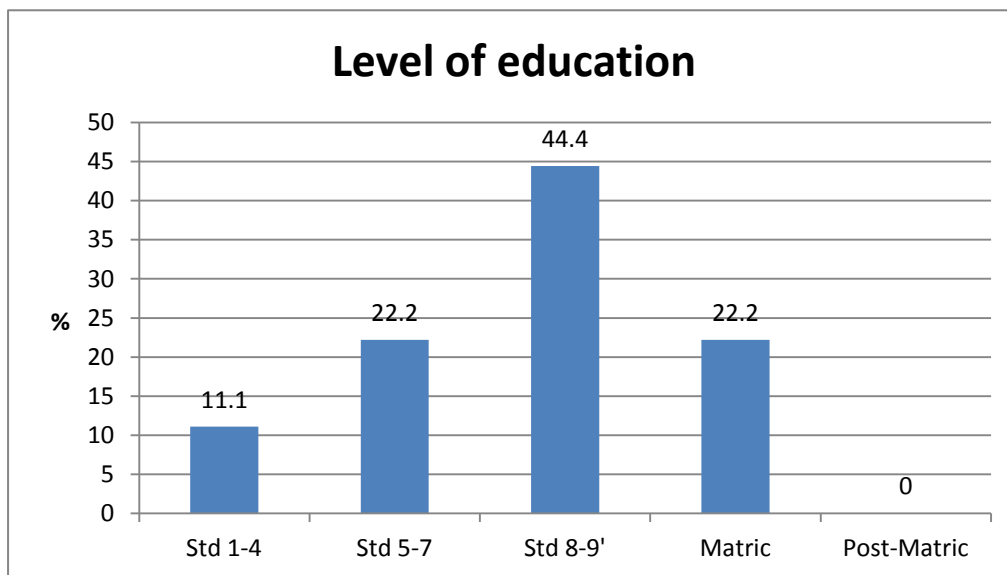
Figure 2: Education level of participants

The research participants identified their level of education as having a direct impact on the trajectory of their projects. Some participants cited the fact that their lack of advancement in education led to them not having the confidence to take their businesses forward, in spite of the training they had received. One participant described his experience as follows:

"Lack of education is costly; being in business requires one to be educated. We are from the apartheid background. It is like a dog if it has been used to being tied down, one can get information but will not be able to know how to utilise it. Government gives out information but due to fear of taking risks, for example marketing [one] self to companies is not easy, one can undermine oneself and fear of disappointment makes one not to even try approaching those companies".

Further, he says lack of education led him to rely on others with better education, some of whom did not have the business's best interest at heart and who could quit the project at any time.

3.10.1.3. Number of years spent in projects

In spite of a number of participants having not made significant strides in terms of business development to sustainable levels, many have been involved in the projects for a number of years. Four participants have been with projects for 3 to 4 years (22,2%) and a further five have been involved for 7 to 8 years (27,8%), while five participants have been participating for 5-6 years (27.8%), one participant has been in a project for 9-10 years (5,5%) and three participants (16,7%) have been involved for 13 years or more. The fact that the majority of projects have not grown to the level where they are capable of sustaining livelihoods to the extent of creating employment goes against the prescription in the EMM Policy guideline on Poverty Alleviation [Sa]-d which states that a project should be fully fledged as a business within two years of its establishment. Some people are resilient. In spite of not having had the breakthrough they would wish for in terms of the development of their businesses they are still holding on with the hope of overcoming the obstacles faced by their projects and building them to be sustainable and reduce their poverty. The number of years worked by participants in income-generating projects is summarised in Figure 3 below.
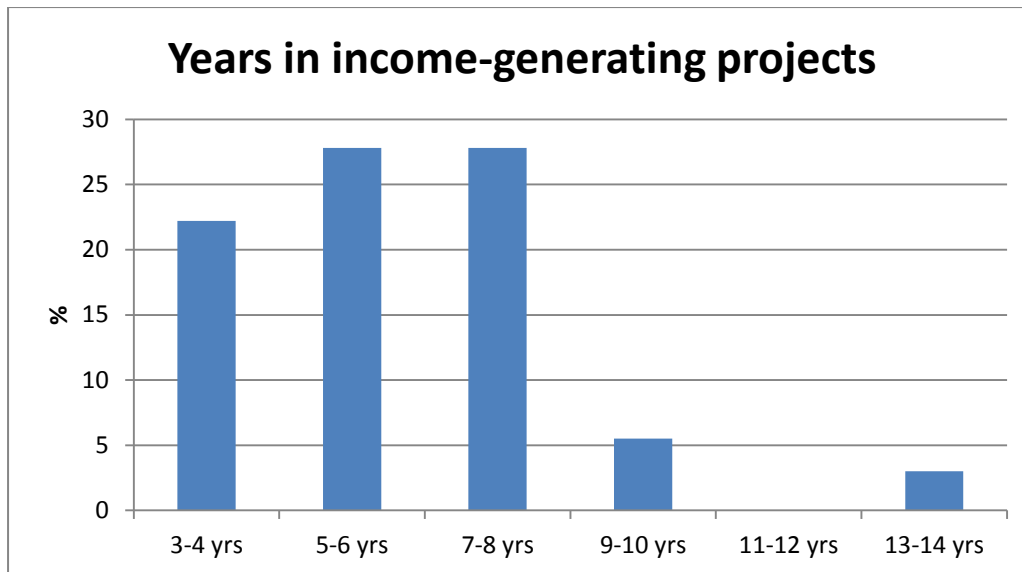
Figure 3: Years in income-generating projects

Figure 3 shows that only one project (5,6%) has developed into a successful business. This business has grown such that the owner can maintain two houses; he managed to put his younger brother through tertiary education, owns a car and even has an overdraft facility from a conventional bank, which he acquired through the income obtained from his business. This research participant defected from a cooperative and now works for himself. He employs three to four men at a time depending on the demands of the project at a particular time. However, he encounters problems with the people he employs, as they do not turn up for work after getting paid. This problem is reportedly setting him back such that at times he has to work alone and this prevents him from meeting deadlines for his clients. Because of this experience, he concluded that most young people do not want to get involved in hard labour in spite of being unemployed and having no means to earn a living. Three participants (16,7%) have businesses that are thriving, but not to the extent of being able to create employment rather just enabling them to provide for themselves and their immediate families. It is difficult to quantify the earnings from these projects and businesses in terms of specific amounts, because participants were only comfortable with stating what they had acquired from earnings from the projects in terms of material possessions.

3.10.2. Themes

Kumar (2011:232) states that data can be analysed manually, which the researcher has done for this study. A process of thematic analysis was utilised to identify and make sense if common themes from the experiences of the research participants (Kawulich & Hollard, 2012:231). The themes and sub-themes identified from the data are summarised in Table 1.

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Table 1: Themes and sub-themes

Themes	Sub-themes
1. Scope of income-generating projects	1.1. Link between unemployment and income-generating projects 1.2. Projects initiated by government to fight unemployment 1.3. Involvement in projects through political association
2. Expectation for sustainable livelihoods	2.1. Expectation to be capacitated through training 2.2. Unfulfilled expectation of projects to becoming sustainable fully-fledged businesses
3. Experiences with project facilitation	3.1. Poor commitment from facilitators 3.2. Government support and resources to promote small businesses

4. Challenges faced by project participants	4.1. Level of commitment to participate in projects
	
	4.2. Ill-preparedness of participants to manage projects
	
	4.3. Lack of clarity on the objective of establishing of projects
	
	4.4. Low quality of products
	
	4.5. Unfavourable workspace
	
	4.6. Inadequate security of project sites
	
	4.7. Bureaucratic structures hindering progress in businesses:
	    4.7.1 Business formalisation processes
	    4.7.2 Changes in government structures
	
	4.8. Participants ignored in decision-making
	
	4.9. Conflict in projects

5. Benefits of being in income-generating	5.1. Human capital benefits

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projects	5.2. Social capital benefits
	5.3. Economic capital benefits
6. Recommendations by participants on improving projects	

Theme 1: Scope of income-generating projects

Overall, findings indicate that apart from agriculture, the projects that people engage in as an attempt to generate income are diverse, and include animal farming, trading in scrap metals through a scrap yard, recycling, and house construction and other related fields, such as brick making, brick-laying, carpentry, plumbing and welding. Other projects are road construction, catering, sewing and sign-writing. In the services sector projects include giving information and job placement, business hubs to promote growth in local businesses, advocacy for cooperatives and local business development, and sports development.

Most participants started involving themselves in income-generating projects after losing their jobs, mostly due to retrenchment, whilst others got involved because of their engagement in politics. In other instances though, projects started off as pilots by government to fight unemployment. Three sub-themes emerged from this theme, namely: the link between unemployment and income; government-initiated projects; and income-generating projects through political affiliation.

Sub-theme 1.1: Link between unemployment and income-generating projects

For many participants their unemployment came about because of retrenchments which happened when many industries shed jobs in the 1990s. Losing their jobs had an impact on participants in various ways. The negative impacts included ill-health, mental exhaustion influencing negative thinking patterns, and destructive behaviour such as drinking. The positive side was that they were forced to seek new opportunities to earn an income.

Engaging in income-generating projects seemed to be a viable option for earning a living for most participants after they had lost their means of support. Because they lacked skills, most participants had few other options but to involve themselves in what seemed to be readily available and viable, namely agricultural projects. Therefore, most participants ventured into business through an agricultural route. The reasons cited by participants for starting off with agriculture were, firstly, to address hunger. The expectations were for project members to take some of the produce for their own subsistence.

They also looked into selling the surplus to local communities so as to generate income. Another reason cited was that, seeing poverty in communities, especially in informal settlements, project members could provide a portion of their produce to the most disadvantaged, such as a shelter for children. Over time, when agriculture did not seem to be yielding the expected results, or as opportunities to advance in this area did not present themselves, some participants changed to other types of projects, such as those mentioned above. The experiences of participants who lost their jobs and started in the field of agriculture are captured in the following statements:

> "I was saved from bad thoughts. You know being a man not working you can think of some things. I lost weight after I lost my job, I was thinking a lot and I was saved from drinking alcohol and even suicide."

> "In 1999 I got engaged in an agricultural project where we worked closely with social workers.

> "In 2006 I registered a CC [close corporation] called RM CC [pseudonym]". "What we did was, we were collecting cartridges from those companies that use cartridges and recycled them but this project did not last for long because we did not have a place to work from".

> "Yes. I grew up in Bapsfontein that is where I obtained knowledge in agriculture. That was a place for Afrikaans speaking people. I know agriculture a lot".

Sub-theme 1.2 Projects initiated by government to fight unemployment

The income-generating projects that started off as municipal pilot projects were intended to assist residents to earn a living as the unemployment rate was rising. Another aspect that became prominent during interviews is that when projects were initiated by the government, people were supposed to group themselves according to their interests, such as sewing, catering, agriculture and others. In some instances the groups were as large as twenty people or even more. There was an expectation that when the project started generating income, all the participants would share in the dividends. One participant confirmed the huge numbers in the projects:

> "We were close to 30; both men and women but most it was women."

> "We were selected 21 of us in 2004 that Ekurhuleni government had that pilot project of industrial hives. So ours was one of the cooperatives that were formed with that initiative of the government."

However, the size of projects most of which became cooperatives made it difficult for participants to earn an income as there were too many who had to share an income in a project.

Sub-theme 1.3: Involvement in projects through political association

Some participants got involved in income-generating projects through their association in politics. Examples are those individuals who started off as overseers of government-initiated programmes in their respective wards, especially in the construction of government-subsidised houses and roads in those areas. They were appointed as Community Liaison Officers (CLOs) working from the offices of municipal councillors and acted as mediators between the community and the construction companies. Some of the CLOs heard about projects happening in their wards and got involved. One participant explained as follows:

> *"I worked full time in ministry (religious) for 8 years. Then I got a job as a CLO for ten years and now I have been unemployed for 4 months."*

> *"I take it that at first stage when you work with people you then identify their needs. I started off as a ward committee member so those operate informally but even then I worked closely with people."*

Much as political association has benefitted some people involved in projects, there are instances where politics has had adverse effects on projects. A case in point is a project that disintegrated due to political interference. A participant verbalised his dissatisfaction of what a municipal councillor did to a working space that they occupied and worked from a project in as follows:

> *"That space ended up being taken by the councillor of that time where we manufactured bricks from. He took a container of another NGO that was making bread and fat cakes and put it on the space from where we were."*

He continued:

> *"Then we stopped from operating because we no longer had space to continue manufacturing bricks, we had about 25 pallets that we had already manufactured, maxi bricks."*

From this it is obvious that political interference can either support or destroy local business initiatives.

Theme 2: Expectations for sustainable livelihoods

The expectations from the projects came from both the Community Development Directorate where social workers are employed and from participants in the projects. These expectations were that projects would be able to capacitate men with various skills through training programmes and they would subsequently be able to generate income. Another expectation was for projects to be used as platforms for men to address an array of other problems that they experience in their homes. These expectations will be discussed below as sub-themes.

Sub-theme 2.1 Expectation to be capacitated through training

Being skilled would have equipped participants to be economically involved, to run projects efficiently and to have their poverty reduced. At the launch of one of the men's forums from which some projects resulted, a Member of the Mayoral Committee (MMC) for Health and Social Development, Maluleke (2008), stated that forums should be used for capacity building of participants.

Skills training at the inception of income-generating projects was planned to take place through workshops and meetings facilitated directly by social workers, or through other government departments and/or service providers. The main purpose of the training was to equip men to start income-generating projects which could lead to lowering of the unemployment rate, reduction of poverty and, ultimately, in creating sustainable livelihoods. In addition, participants regard training on various subjects relating to business development as a form of support and assistance by facilitators. They indicated that certain training content was specifically related to the trade pertaining to the type of business participants were interested in. Those interested in agriculture reported having been trained on soil preparation, handling of various crops, harvesting and pest control. Those in construction were trained on bricklaying, and in working on concrete and the foundation of a structure. Participants also received training in business development, including business and finance management, drafting of business plans, marketing and pricing. Others were also trained on conflict management, human resource management and legislation pertaining to cooperatives. It must, however, be noted that not all participants received the same training; the findings are on the overall training as experienced by various participants. Participants indicated that the training received benefitted them differently; some participants use the benefits directly in their businesses, whereas some are using it in other fields. What seems not to have been taken into consideration in training is that the participants have different educational backgrounds and experiences, which had an impact in terms of the absorption and understanding of information. One participant explained his frustration:

["Company X] gave us an advanced training on business management. [Company Y] assisted me to register my CC [close corporation] in 2003. The problem, however, is that much as you have received training on business but with poor education you suffer." "Yes, without education you don't have much confidence. We were also taught on bookkeeping but without money to work on the business it suffers."

Much as training was aimed at providing technical and business skills for projects to grow, the training also posed many questions in relation to achieving the aim of capacity building. Firstly, training was intermittent, mostly offered for short periods and provided by external service providers who had no commitment to provide further support. Participants further cited that the theory provided should have been followed by coaching to ascertain whether people could link what they had learnt and the actual practice in the field they are specialising in. A few participants cited lack of monitoring and evaluation of their business by social workers and other service providers as one aspect that had an impact on their businesses and as the reason for them not doing well. Furthermore, participants see a definite role for social workers in the training, ranging from being directly involved to assisting them with implementation issues and with monitoring and evaluation. The following quotes from participants capture their views with regard to training:

"People have to commit to training people; not just once-off programmes."

"Training, I apply here and there. The problem is that they are sending service providers, those people are time conscious because they know they have to be paid. It would have been better if the training [was] provided by social workers who get a monthly salary because with those, a task has to be done and completed. They [service providers] leave us blank at times without having completed a task. At times they even have to help us complete the project files because they have to show that they have done the work, yet we are left without the knowledge."

"The other thing I don't understand is the social workers, the way I grew up I believe that every three months there has to be training and evaluation of the learning to see if it has taken place."

From as early as 2008, EMM's Community Development Directorate acknowledged that training provided to people had been more like life-skills training because of the lack of accreditation. The Directorate further acknowledged that their training is within the ambit of skills development legislation, but improvements have to be made towards ensuring accreditation of its training (EMM, 2008:67). To date no strides have been made in this regard; the training provided is still without accreditation.

Sub-theme 2.2: Unfulfilled expectation of projects becoming sustainable, fully-fledged businesses

Participants' expectations were that the projects would progress over time and become successful businesses, which would subsequently lead to the participants having comfortable lifestyles. Growth of the businesses would have helped the participants to provide for themselves and their families, and to even create employment for others.

The findings indicate that expectations in this regard were met either partially or not at all. It was found that the majority of these projects have not realised the vision of becoming sustainable. One participant articulated his dissatisfaction with the project having not met expectations as follows:

> *"Not that much [regarding his expectations], not to my satisfactions because there was a change in my life but I didn't grow the business to my satisfaction."*

> *"Firstly, my aims were to grow and not be stuck in the same place. For an example, after five years of being in the business one should have at least a shop or a company to work from. So in many things we are affected by lack of education, lack of schooling and lack of money to start-up the business the correct way."*

Instead of sustainable businesses, the level achieved by most participants is a meagre income that is not even regular and in the worst situations there has never been an income at all, despite the number of years participants have worked in a project. In other instances, findings indicate average earnings of R100 to R500 for each group member, and this only once, and after many months. Earnings through income-generating projects are unstable, due to the lack of own resources, and hence do not meet the immediate needs, of the participants, as one explains:

> *"From 2000 until now, the brick-making cooperative when they [the government] started they involved a club of both women and men, we had no resources of our own. We depended on government for funding. When people got involved they have different expectations, they want money to be paid now, they have children to feed. With being in an income-generating project you can't have guarantees about money. People are looking for jobs, they want something sustainable. People wait too long for funding. This is what happened in all projects - money is not sufficient for what people dreamt of."*

Because participants do not earn sufficient money to provide for their basic needs, they have to search for other employment while they would have preferred to work in the cooperative to make it sustainable. The dilemma they face is reflected in the following quote:

"People are poor. People leave co-ops at certain times to go to temporary jobs because they need money, yet the co-op is also important. How do you convince a person to stick with a cooperative if it is not productive?"

The poor progress in projects occurs despite some of them having been established over a number of years. It is also astounding that even projects that had received assistance in the form of funding have collapsed over time. Raising his frustration, one participant said:

"*In 2004/ 2005 [project X] received R20 000 and another R20 000 the following year. In the same breath another project, [Y] [which he was also involved in], received R20 000 and R30 000.*"

"If we were able to sustain it, it was supposed to be there still."

With participants seeing their expectations were not being met, some deserted the projects they were in; some took breaks at certain intervals and some changed the types of businesses they were involved in, all in pursuit of making a living and earning money from the projects. The trend verbalised by participants is that they often contribute financially to the projects for long periods of time, even though they are not making any income at all. Most, however are resilient, holding onto the hope that, with time, there will be support and a breakthrough, and that their businesses will flourish.

Participants had various opinions on whether the expectations of projects, in terms of being able to reduce poverty and grow into businesses, were being met. Some participants are optimistic in that the projects provide food and hence could still earn them an income in the long run if certain challenges could be addressed, and that this could eventually reduce their poverty. On the other hand, a few participants indicated that, by virtue of the fact that they had not made sufficient income for themselves or created employment for their children, they were sceptical of whether their poverty could be reduced through projects. The sentiments of participants in this regard, can be seen in the voices of two participants:

"With my family I don't have to keep buying vegetables, I bring from the agricultural project. So we don't starve, actually we always have vegetables. You know if we did not have some of the problems we have, many people would benefit."

> *"Whatever we do is for our children. If the project did well we could employ our children because they are not employed. Our children need employment, poverty is too much. If something doesn't work for you, why should your children get involved in it? There is just no employment."*

Training of project participants is essential and was expected to empower them and enable them to become self-reliant and be able to run sustainable projects. However, the findings indicate that there were a number of irregularities and short-falls that rendered the training less effective than it was intended to be.

Theme 3: Experiences with project facilitation

Certain actions by both government processes and officials seem to run contrary to the proclaimed government support of small businesses. Participants acknowledge that the government provides support in different forms, including money, work space, implements and capacity building through skills development (see sub-theme 2.1 on capacity building). However, as much as participants appreciate the involvement of government officials, namely social workers, training providers from primarily the Departments of Agriculture and Local Economic Development, and other organisations, there is also an outcry regarding the poor conduct of officials in their support of the projects. Facilitators were blamed for showing a lack of full commitment to projects, and for failing to implement policies and deliver on them.

In addition to the financial and other support mentioned above, participants indicated the expectation that government should support them with food while they continue working in the cooperatives, as they are not earning sufficient income to provide for their basic needs in order to survive, as growth of their businesses is slow.

Sub-theme 3.1 Poor commitment from facilitators

Officials are blamed for leaving projects abruptly before people have gained the confidence and skills to run the business on their own. Participants were of the opinion that the early departure of project facilitators kills some of the projects in the very early stages of development because participants are seemingly still fully dependent. Participants voiced their frustration as follows:

> *"I believe we should not be alone when starting projects. But we are left alone. Like with the NPI [pseudonym] project their vision was that there [would] be follow-up programmes, but that did not materialise. I remember after our training when we were supposed to get our certificates, I was contacted to tell others about the*

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certificates, which I did, I made others aware. Only to find that my certificate was not there and everybody else's was there. That made me see that there is a possibly that there will not be follow-ups and they were never there. It was just a launch, just for people to see there was once this."

"*Also organisations who are supposed to provide support like Umso [pseudonym], they come here promising but never deliver. Like here in Tembisa they came, but nothing was provided as promised, hence I decided to leave when I went to start on my own."*

Lack of commitment by authorities to projects is also reflected in the fact that participants blame the municipality for removing the social workers who were working with them in the projects. These social workers are said to be transferred to other areas and are never replaced. Most of this happens when there are new municipal ward demarcations. Moving social workers from their areas destabilises the progress in projects, especially if they are not replaced, as is reflected in the view of one participant:

"The problem started when our social worker was taken from us". He was our social worker but with the municipal demarcations, we were placed under Geluksdal". Yes, and that its far, social workers from that side have not come, it is even far for us to go there, I mean Geluksdal is in Brakpan. How much is it [does it cost] going there?"

The project was initially operating from Boksburg, which is in the Southern region and now falls under Geluksdal, which is in the Eastern region. For a struggling project; it would be too costly for participants to travel between two geographical areas to meet with their project facilitator.

Sub-theme 3.2: Government support and resources to promote small businesses

Herrington, Kew and Kew (2009:31) argue that the South African economy is historically dominated by large corporations and the public sector. The Growth and Development Agreements (RSA, 2003b) and the Preferential Procurement Policy Framework Act 5 (RSA, 2000b) provide the policy framework for government to support local businesses and job creation amongst others, and for preferential procurement practices towards small business.

Participants described the support they received from the government as having come either directly from the social workers, or from other departments and organisations through contact with social workers, or from the participants' own efforts. These include receiving assistance to obtain boreholes as a source of water for their crops; being leased land from the municipality; receiving lump sums of money as capital for starting up businesses and in

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one instance, in the form of a stipend, although this was only for a limited time. Machinery and other implements such as gardening tools and seeds were also provided. In other instances, participants reported support, facilitated by social workers, in the form of linking the participants with resources, such as in one project that obtained a contract to supply tomatoes to Spar and Pick 'n Pay.

In addition to the financial and other support mentioned above, participants indicated that because their businesses grow very slowly and they are not earning sufficient income to provide for their basic needs in order to survive, they expect government to support them with food while they continue working in the cooperative. This expectation is captured in one participant's voice:

> "The one request I have is that if the government can think [about] people; for example, if councillors and social workers could look at the number of cooperatives that are working hard and at least provide food parcels to the members because people are hungry. They are working hard at the co-ops but are not making [enough] money to feed their families; the government is not giving money. It only provides for [gardening] equipment."

However, despite the support, there are gaps in implementing government policy and preferential procurement practices to support local businesses and job creation. One participant described this experience as follows:

> "Like the Department of Agriculture is supposed to help our projects. Rightfully when they want to supply other projects they should be buying from us, but that never happens. For example, when they get to supply trees to schools on Arbour day, they should be purchasing from us but they don't."

Research participants acknowledge and appreciate the support provided to them by the government. However, findings show that there is still an expectation for government and officials to improve in the quality of assistance and support provided.

Theme 4: Challenges faced by project participants

Findings reveal that participants encounter a myriad of challenges that adversely affected progress in projects. The challenges are both internal and external, though interwoven, as one affects the other. These challenges emerged in the sub-themes discussed below: level of commitment to participate in projects; ill-preparedness of participants to manage projects; lack of clarity on the objective of establishing projects; low quality of products; unfavourable

workspace; inadequate security of project sites; bureaucratic structures hindering progress of business; participants ignored in decision making; and conflicts in projects.

Sub-theme 4.1: Level of commitment to participate in projects

Findings indicate that not all project participants are equally committed to the development of the project. Some participants blame their project members for lack of motivation and not wanting to do hard work. The commitment is evident in working hours on the project. However, the commitment has to be seen in relation to the reality that the project does not provide a consistent income that enables participants to meet their basic needs.

Most projects do not have fixed working hours, and in some instances very few hours in a day were spent carrying out project work. The discrepancy in working hours is due to some project members doing other jobs on the side because there is no income from the projects. This prevents them from fully committing to the project and they prioritise the other jobs where they are getting paid. One example of not being fully committed is from a participant who stated that in his project they only work for three hours. With other projects, although time is not regulated, participants work long hours. Some participants stated that a lack of food makes them spend less time working in the project because they would not have anything to eat throughout the day as they worked. However, a few participants indicated that they do compensate by working over weekends, even if it is for fewer hours. It was also found that in instances where there is better commitment in terms of the amount of time spent in a project, the output could be good.

A participant in a sewing project attests to the fact that when there is a lot of work that needs to be done for increased output; he has to put in more hours to complete the task given by his customer. He had this to say:

> "When I started, I used to work from 8:30 a.m. to 4 p.m. But as I got busy I had to change. When I'm too busy I start work at 7:30 and leave here at 5 p.m. or even 6 pm."

The number of hours worked influences productivity and growth of projects and subsequently the sustainability thereof.

Sub-theme 4.2: Ill-preparedness of participants to manage projects

Findings indicate that the majority of the project participants did not possess business acumen and were not fully equipped to deal with the various aspects of the project when they got involved (see sub-theme 2.1). They were thrust into business initiatives to make a

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living as they did not see any other options at the time. They had not studied the market to first identify what business type they could get into. This lack of preparation alone set some projects up for failure, because participants could have decided on a business idea that does not have a market.

Sub-theme 4.3: Lack of clarity on the objective of establishing projects

The one other aspect that was prominent based on responses from participants is that where projects were established as an initiative by government officials, the objective has not always been specifically to generate income, but has instead been to address an array of other problems that men experience in their homes, such as alcoholism, domestic violence and men's health. In a report item that the manager for men's programme in the directorate wrote to the Health and Social Development Portfolio Committee, she described the mandate for income-generating projects as not only to address poverty reduction, but also to address other diverse issues that are affecting men (Mphuthi, 2008). The strategic priorities to establish men's forums, from which some projects developed, were to address poverty and unemployment; to help men to access healthcare facilities and address HIV/Aids matters; to provide safety and security, promote good governance; and to encourage community participation (Mphuthi, 2008). Therefore, it would have been difficult for projects to achieve optimum business development because the focus was wide and diverse.

Sub-theme 4.4: Low quality of products

Another issue that was prominent from the interviews was that some participants were not confident with the quality of the products they produced through their projects. This poor product quality has an adverse effect on the progress and sustainability of their businesses. One participant described the value of quality of products as follows:

> "Now for us, if we can continue with our bricks and they [are] DBS approved, then I think Cashbuild will have no reason not to take also our product. And then maybe if they are approved by [the] SABS [South African Bureau of Standards], we can pursue Cashbuild because it operates in our ward to say, in terms of promoting the local economy we have bricks that are approved by [the] SABS."

For participants involved in agriculture, the quality of produce is affected by a number of aspects, namely, safe running water, the space in which they work, lack of resources (such as a tractor to cultivate larger land area than the one they work on manually), and inadequate security in their work-place. And each aspect can have multiple negative effects. For example, looking at water scarcity, this firstly limits the size of the land that can be

cultivated and, secondly, it can also pose a health hazard, if people end up using unclean and unsafe sources of water just because it is the only water available for their crops.

Sub-theme 4.5: Unfavourable work space

Not having a stable place to work from disadvantages a business. People miss opportunities and their businesses cannot expand as they would like especially in the case where hired space is claimed back by the owner. Funding opportunities also pass these businesses by because potential funders cannot sponsor a project that operates on land that it does not have permission to use. One related observation is that projects disintegrate as the conditions they work with become unfavourable and they are then deprived of funding because they either cannot find land, or cannot find permission to use the space they are working in. Attesting to this experience, one participant said:

> *"The problem is that there are no local venues to really entrench the project. At times we would work maybe from somebody's yard and kids would break the bricks and at times we had to carry things to our homes at the end of the day."*

Sub-theme 4.6: Inadequate security of project sites

The security of places from where a business operates is of paramount importance in preventing theft and thus in ensuring the growth of a business. However, in the case of most projects there is a lack of security at the working sites, such as no proper lock-up facilities which exposes the project to loss of either produce or equipment through theft. The impact of loss is evident in the concern expressed by one participant, who said:

> *"We were thinking with time there would be some money coming in. The one of the things that happens to us is that there are lots of burglaries. They take our tools - 3 wheelbarrows were taken from there."*

Sub-theme 4.7: Bureaucratic structures hindering progress in businesses

Research findings indicate that bureaucratic red tape poses significant challenges for projects. Participants experience bureaucratic practices as being rigid and stringent to such an extent that they hinder the progress of projects. The impact of bureaucracy in business formalisation processes and the changes within government structures are discussed below.

Sub-theme 4.7.1: Business formalisation processes

Participants experience the tasks of registering of businesses and completing other procedures, such as advancing to different levels within the construction industry, as

onerous. These processes are described by participants as having hindered business growth in many instances. Participants revealed that most often they are not assisted through the various processes and so often do not meet the compliance requirements. A participant verbalising his discontentment said:

> "*One, about road construction development board because by that time we tried to register with it but in their system they didn't have cooperatives so it was not possible that we could be registered in their system. Ya [Yes] therefore we were that cooperative that had registered a road construction cooperative yet when we went to the Road Construction Industry Board, the computer systems would reject us as cooperatives (the computer systems were not programmed to accommodate businesses in the form of cooperatives). And that delayed us, we were not even advised [on how] to qualify for Ekurhuleni projects; we were supposed to be on the data base.*"

Sub-theme 4.7.2: Changes in government structures

Lastly, changes in government structures were cited as having a negative impact on projects and small business development. An example of that is the skills development that was initially provided by the Department of Labour. A few years into democracy, this was changed and skills training and development was taken over by the Sector Education and Training Authorities (SETAs). This move is said to have caused setbacks and destabilised the process of skills development. This could have been due to adjustments that had to be made by new staff and the new systems that had to be put in place. Although it was all with good intentions, it nevertheless adversely affected the supposed recipients of vocational skills training. One participant reflected that SETAs had not been as competent as the Department of Labour, was and that the standards of service dropped with this arrangement. He said:

> "*At that time we were dealing with the Department of Labour for people to get training and skills. Then things changed when training was moved to the Department of Education and skills training placed with the SETAs. At this time the Department of Labour helped with doing trade tests for people, because we had people that worked, say with the municipality, who could lay a brick or had other skills but did not have certificates. Therefore through the Department of Labour they could have been helped to get the trade test. But due to the change with the SETAs, this never happened.*"

Another participant attesting to the above said:

> *"The [fact] that skills training [is] seated with the SETAs causes problems because it is not easy for information to filter down to the people."*

Sub-theme 4.8: Participants ignored in decision making

Participants indicated that, much as they appreciated social workers' contribution, they felt ignored in terms of decisions taken that affect them. They felt that being consulted on these decisions could have averted some of the problems experienced in projects. One participant expressed it as follows:

> *"Whoever wants to start projects should call men and explain to them clearly what the government or a department wants to help men with and communicate to the people. They should do a feasibility study; they should not just come and do things. They should check what men need because needs are not the same for all townships. They can't just think they will do farming in the township because that is not always possible. They should check how educated and skilled [the men are] … because if they are brought to projects uneducated and not skilled then there would be problems. Then there's always the problem of the government thinking they have to issue money but that is not the only thing projects would need, like they would need to buy land and equipment to be used."*

Sub-theme 4.9: Conflicts in projects

It transpires a lot that conflicts are one major snare in income-generating projects. People work jointly to share resources in projects. Most of the communities they come from are poverty-stricken therefore it is better if they work together in groups as cooperatives to share resources. However, in working together, there are also conflicts and personality clashes, some of which lead to the dissolution of projects. Most of the conflicts are related to money coming into the project, primarily in the form of funding as start-up capital for projects. According to the researcher's observation, conflicts could arise from lack of business knowledge because when money comes in participants already have needs, and some had worked in the project for some time without receiving earnings. They therefore get discouraged if, in spite of a lump sum having come in, they are still not benefitting as the money has to be ploughed back into the business. A participant indicated that he started off in a cooperative but later had to work alone due to an experience of being voted out of a cooperative because he wanted the money to be re-invested in the business yet others wanted to share it among themselves. He explains his experience as follows:

"As I was Chief of the project, we got R65 000 and we paid ourselves a salary of R1 500 each. We were young then, without much responsibility so R1 500 was enough. We were supposed to bank most of the money, but people were not happy with me doing that and I was voted out."

In other instances social workers are called in to assist with resolving conflicts among project members. However, not all project members are satisfied with the outcome of the resolved conflicts; they consider the social workers' resolutions to be biased. This could be a legitimate concern, but it could also be dissatisfaction arising from not being favoured by decisions taken, which seem to instead benefit others.

Theme 5: Benefits of being in income-generating projects

In spite of all the challenges mentioned above, participants indicate that they experience benefits from being part of income-generating projects, although not all have benefitted in the same way.

The benefits can be grouped into three main categories, or sub-themes, namely, human capital benefit, social capital benefit and economic capital benefit which will be discussed in detail below.

Sub-theme 5.1: Human capital benefits

The training and capacity building discussed in sub-theme 2.1 relates to the human capital benefits, as discussed in this section. The training ranges from informal and mostly non-accredited training or without certificates to more formal training. Some project members received study opportunities in the formal education system, which provided both technical and business management knowledge and skills necessary to establish and maintain businesses. One such example is in the case of a participant who received a year's learnership to study agriculture. These skills help participants to improve in terms of how they run their businesses and to achieve greater benefits. A participant commends training he received for having opened his eyes. He indicated that had it not been for that training, he would have gone to the tuck shop business, which was not making as much money as he is getting now from his project. He explains his experiences as follows:

"We got business management skills, lifeskills, how to deal with people who come late for work. We were trained on a number of things. You know before we went to that training there was a lot of wastage. We miscalculated, took the wrong measurements when going to do work for a client and if there is shortage in

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measurements then would cause a shortage on our side. So since after the training much as there could still be wastage but it has been grossly reduced. Now I have goals about my money, I have goals every year of what I want to achieve."

Sub-theme 5.2: Social capital benefits

Participants experienced the development of social capital as one of the benefits of involvement in income-generating projects. These include being saved from idling and boredom, and from excessive alcohol consumption and stress. Participants cited that being in a project helped them to be in the company of others and that enabled them to interact, learn new skills and also impart knowledge to one another. Their interaction in projects improves social cohesion within their community and they can rely on each other and share information and resources. In other instances, though on a smaller scale, cooperatives have managed to benefit people other than project participants. For instance, one project managed to provide milk to a local shelter for disadvantaged children. However, this benefit to orphaned children was short-lived; it could not be sustained as the project experienced problems.

Sub-theme 5.3: Economic capital benefits

The economic benefits of participants varied and were dependent on a number of factors such as the availability of a market, the pricing of a product, the amount of crop produced, the number of people involved in a project who have to divide the money amongst themselves and the frequency of the influx of money into the project (as discussed in sub-theme 1.2). Furthermore, the income of participants could not be quantified in all instances because some research participants are uncertain of the amount of money coming in because it varies, and does not come in often. At times the little that comes in has to be ploughed back into the project with participants receiving very little or no money themselves. Most participants could indicate how much they earned through a project based on benefits and assets acquired with project money, such as being able to pay rent for where a person stays, being able to buy basic necessities such as food and furniture and partly providing for the school needs of their children (also discussed in sub-theme 3.10.1.3). In other instances there were no monetary benefits but people could take the produce home for their own consumption. This was more likely in agriculture where participants could take some of the vegetables home to feed themselves and their families. A participant summarised the economic benefits as follows:

"I don't carry a bag from a shop to buy groceries but I can bring vegetables home for us to eat and we don't have to buy those."

In one cooperative each member received a stipend of a R1 000 rand per month for nine months from the Department of Agriculture. This temporarily provided relief from the financial strain of not having an income. Part of this money was used by members to establish a recycling business, although that business is said to have later collapsed. In other instances, however, there was minimal salary received. For example, in one participant's case, with the money he gets from his project he is able to cover the bare necessities of living such as paying his rent, buying furniture and feeding himself. However, the intervals of income are inconsistent for now; he cited two to three month intervals between receiving payments. He also verbalised the hope that the situation would soon improve, as his project has a contract to supply two local supermarkets with tomatoes. This, he hopes, has good prospects for future earnings.

Only one project among those researched was found to have become successful to the extent of being a fully-fledged business (as discussed in 3.10.1.3). This participant's business is doing well and is sustainable. He has had incredible achievements, to the extent of obtaining and maintaining two houses, putting his brother through a tertiary education and even qualifying for an overdraft facility from a bank. There is one other incident of a sustainable project, although not as developed as the one above, the participant states that he is not making a lot of money. However, he has also had achievements, such as being able to afford to continue paying his bond after losing his job in the formal sector, putting his children through school and transferring his skills by running an academy for sewing. However, he states that his business has not reached the heights he aimed for which is making even more money than what he earns now because he just gets by.

Some of the money that projects received either as earnings or funding; was used for the collective benefit of project members. These benefits included ploughing the money back into the business, although in some instances this caused arguments (as discussed in sub-theme 4.9). The money was used to buy stock and equipment, and purchase tender documents which are said to come at a cost. In some instances the project does not succeed in a tender bid, and the money is reportedly not refunded. This is one of the reasons found to be causing financial strain especially in projects that are not doing well. In other instances the money earned was invested in the projects' bank accounts. However on occasions where the project is not generating any income, all the money in the bank account gets consumed by bank charges and project members have to contribute from their own pockets to sustain the bank account.

One finding from the two successful projects is that they are owned by people who work for themselves and not in a group, such as in cooperatives. However, it is not the purpose of the

study to compare individually-owned businesses to those with a number of participants, as is the case of most projects in the study.

Theme 6: Recommendations by participants on improving projects

Participants were asked what should be done differently in income generating projects for better results. Their recommendations were as follows:

- Men need to be more committed to their development because as stated earlier (sub-theme 4.1), there were instances where the men were identified as not being fully committed and thus some projects did not do well. Also, men should be patient when involved in a project and not expect financial benefits very early on, as most of the money must first be invested in the project for it to grow, and only later will it generate revenue.

- Infrastructure has to improve such that there are working spaces with the necessary amenities. One such necessity is the improvement of security on project sites (see sub-theme 4.6) to prevent loss through theft. The government should also improve their support with regard to providing space for projects to operate from.

- Participants should be helped to be able to work on individual projects rather than relying on the collective for the purpose of sharing resources. While it was pointed out that some participants rely on each other for resources, the challenge is also that their level of commitment in the project is not the same. Again, this results in frequent arguments that even cause some projects to disintegrate.

- The municipality has to look into the effects of moving social workers away from projects which they were facilitating. Either these social workers should not be moved at all or better measures should be put in place to ensure that they are replaced.

- The quality of training given to participants must be improved, especially with regard to finance management matters and on how to create and submit tender documents correctly to enable them to win tender contracts. Furthermore, on the subject of education, one participant stated that there be a cooperative academy where there is a specific curriculum designed to help people understand the concept of cooperatives. A further suggestion from this participant is that there should be a ministry for cooperatives within the Department of Trade and Industry that would focus specifically on the needs of this sector for it to grow and yield better results. This system will formalise the structure framework of cooperatives and ensure that people understand what they are getting themselves into.

- Some participants stated that the government should prioritise providing not just money to projects, but also equipment and continuing support for people in projects

to the extent that they would be able to function on their own. Functional business hubs were suggested as an important place for people to get continuing and accessible support. This recommendation relates to one of the projects which was a business hub but never progressed due to challenges such as a lack of working space. Therefore, the presence of functional business hubs could assist with sustaining the projects. Participants also suggested that the government should consider supporting local projects, especially those it facilitates and for which it provides training and/or other forms of support. As discussed in sub-theme 3.2 the government is expected to procure from projects it has assisted as a way of showing support and promoting these projects. Procuring from these projects would create a market for them and would also show that the government has confidence in the products developed by local people.

- Project members cited the need to find ways to minimise conflicts among project members, as these can destroy a project, even one with potential, as discussed in sub-theme 4.9.

- Monitoring and evaluation of projects was also suggested as a way to help keep track of developments and assist those struggling along the way.

3.11. Discussion of findings

According to the findings of this study, most participants started involving themselves in income-generating projects after losing their jobs, primarily through retrenchment. Mosoetsa (2011:2) and Rakabe (2008:10) argue that unemployment strips men of their dignity and respect as they are expected to be providers. Therefore, engaging in income-generating projects seems to most to be a viable option for earning a living after they have lost their means to provide for their families.

South Africa has had an uncontrollable unemployment rate over the past two decades, and it would have been difficult for those who lost their jobs to find employment again as they were competing with many others for fewer jobs (RSA, 2011b). This is particularly true in the case of unskilled and semi-skilled men who get frustrated after losing their first job and run a high risk of not being employable again because their level of skill limits their job opportunities. Marais (2008:29) argues that the apartheid government up to the 1970s equipped Africans with inferior education such that they could only be at the entry level in the labour market. This reality is applicable to this target group of participants as most were in school during this period. Most of these jobs were lost in the early 1990s when South Africa shed a lot of jobs through retrenchments caused by disinvestment in the country and a shrunken

economy when it was sanctioned for apartheid, while other jobs were affected by strikes (RSA, 2009).

Findings also show that unskilled and semi-skilled men were introduced to income-generating projects by being part of municipal pilot projects which were initiated to fight rising levels of unemployment. The initiatives by the municipality were somewhat flawed in the sense that the groups in which men had to cluster themselves were too big, which led to them not being properly managed. Bigger groups made it difficult for participants to share project dividends, as whatever income came in had to be shared by many. This posed a challenge as the projects were not yielding much in the way of benefits. On the other hand, some participants of the study became involved through their political associations. Political influence was found to have either a positive or an adverse effect on projects, such that the politically connected benefitted. In another incident where political biasness played a role, where a political leader took over space that was used by another project and handed that space to a project of his choice. In this event, the usurped project had to close down.

Another prominent finding, considering the reasons for men's involvement in projects, was that most participants were ill-prepared for entrepreneurship. They were thrust into projects as a desperate measure to earn a living, which Botha (2009:41) refers to as necessity entrepreneurship. In such instances, the necessary market research was not done to ascertain the potential viability of a project they were involving themselves in. Failure to do market research led to people investing in projects that are redundant, and most projects thus failed to thrive. Undertakings by studies on the informal sector argue that entrepreneurs are mostly risk-takers who, in other instances, have identified their niche in business (Botha, 2009:29). To further elaborate, Nieuwenhuizen and Nieman (2009:5) describe entrepreneurs as change agents who are innovative and respond to a need in the market.

It also came to light that agriculture was the first port of call for many cutting their teeth in business. For most, it was first entered into, with the hope of ensuring food security for themselves and also selling the surplus to generate income. It was only with time that some diverted to other fields when agriculture was not yielding the expected results. Nonetheless, even the other, non-agriculture projects that people ventured into did not generate income; instead, their business bank accounts were depleted by bank charges and participants had to keep contributing to the accounts in order to sustain them. The sustainability and progression of income-generating projects thus becomes questionable, as most projects were not seen to grow, in spite of having existed for a number of years. Further, most of those involved remained in poverty and employment was not created. Project sustainability is of grave concern because even some of those projects that were financially boosted could

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not survive for long. It also came to light that in other instances participants even have to work other jobs on the side for which they are paid while the projects are slow to earn them an income. Kristiansen and Booyens (2011:7) argue that the informal sector has a reputation for not providing much monetary benefit other than temporarily relieving people from poverty. They further posit that projects are regarded as provisional waiting areas while a person is looking for other employment opportunities. This aspect confirms the issue raised by project participants that some members have a trend of taking breaks from projects and coming back or even changing to other types of projects. Due to lack of income, the expectation from project participants is for the government to perpetually provide support to projects (in cash and/or in kind) as most have continued to struggle, even those that have received funding and have existed for years.

Providing training was part of skills development for participants to better equip them to run projects, which were meant to subsequently become sustainable businesses, but this objective was not fully attained. Participants have varying experiences with regards to training; some found it beneficial as they could use the knowledge going forward, while others had reservations about the impact of the training. There were flaws and irregularities identified in the training offered to project participants. For example, the fact that there was no pattern or structure of what should be taught meant that there was no uniformity in terms of what training participants received and, at times, training was sporadic. In most instances, there was neither accreditation nor certification to prove the authenticity of the content of the training. The Community Development Directorate did not improve on accreditation and certification of training provided to projects, in spite of having identified this as a problem as early as 2008 and having indicated the intention to improve it.

Training and skilling up of people was seemingly not given much attention in spite of it being supported by legislation, where obtaining skills through training and supporting the informal sector through promoting a conducive environment, were some of the poverty reduction strategies identified by Accelerated and Shared Growth Initiative of South Africa (ASGISA) (RSA, 2004b). This is based on the premise that in the formal education system, entrepreneurship, and business management and administration are courses that are offered over longer periods and people are evaluated to ascertain whether learning has taken place or not. Yet for projects where training was provided, there was no formal curriculum; furthermore the training was often sporadic and, in some instances, presented with low intensity and minimal follow-up to ensure that participants are able to implement what they have learnt. There is a need for a more structured approach for income-generating projects, one which will properly guide intervention, such as better conducted training. Ewhrudjakpor (2008:520) postulates that interventions aimed at addressing poverty should

be neither rushed nor ad hoc but should be properly planned. Furthermore, the literature (Kristiansen & Booyens, 2011:18) suggests that the quality of training is critical to ensure that learning and skills development for the unskilled and semi-skilled take place. In addition to basic training on business development, Kristiansen and Booyens (2011:18) advocate for training in basic literacy, numeracy and communication skills for the purpose of personal development of the participants with the goal of ensuring sustainable changes.

Findings indicate that in addition to training, government also offers support in the form of money (as start-up capital), working implements (tools), work space and the provision of social workers as facilitators. The support provided was appreciated although participants also experienced deficits in the process. One idea expressed by participants (in sub-theme 4.7.2) was that there was no full commitment from the government's side in terms of the support offered to the informal sector. This includes facilitators being experienced as being less than fully committed such that they would at times leave a project before it was fully established. At times facilitators were referred to as failing to deliver on what they had promised. Social workers and other project facilitators are experienced as neglecting to involve the supposed beneficiaries in decisions that will affect them. Furthermore, legislation that is supposed to propel projects forward was ignored, such as the Preferential Procurement Policy Framework Act 5 of 2000 (RSA, 2000b). Overall, with all the participants that were reached by the study, only one man's project had fully flourished into a business that could create employment, sustain the owner and enable him to accumulate assets. One participant had a business that did relatively well, and he was managing relatively well to the extent that he could provide for his needs and that of his family, although the business did not grow according to the expectations of the owner. In the two case studies mentioned above, the participants had deviated from the practices of working in a group and were working as sole traders. Furthermore, both men had shown commitment in their businesses, which they agree worked in their favour. Full commitment and dedication are recommended as major prerequisites for the development and success of small businesses (Nieuwenhuizen & Nieman, 2009:19).

With all the support provided, findings indicated that certain challenges stalled the progress of projects, namely: a poor level of commitment to projects from participants; ill-preparedness of participants to manage projects; and a lack of clarity regarding the objective for establishing of projects. Other challenges included low quality of products, unfavourable workspaces; inadequate security of project sites; bureaucratic structures hindering progress in businesses, particularly in the areas of business formalisation processes and changes in government structures; participants being ignored in decision making that affects them; and conflicts that mar both participants and projects. Literature attests to the fact that the informal

sector is usually riddled with challenges that pose obstacles to the progression of businesses in the informal sector (Botha, 2009:29; Nkosi, 2010:69; Tandari, 2004). However, there are instances where entrepreneurs at the time they venture into business beat the odds, and in spite of challenges and adversity, pulled through and became the epitome of success by being prominent business people. One such example is Mr Richard Maponya, who, according to his profile had business acumen, took risks, and was adventurous and determined to go against the odds, especially at the inception of his business. He faced the wrath of the apartheid laws which limited Africans from obtaining licenses for businesses of their choice, but he pressed on (Maponya, [sa]). It also transpires that he experienced failure at some stage of his business development. Herrington et al (2009:33) and Nieuwenhuizen and Nieman (2009:19) concur that failure is part of the process in the development of a business. In countries where entrepreneurship is upheld, failure is regarded as a lesson and those involved are supported. In spite of the informal sector being regarded as crucial for a country's economic development, Botha (2009:42) and Herrington et al. (2009:33) also found that South Africa is not particularly kind or supportive to small business development, and that the failure of these entrepreneurs is not understood. These authors and others (Nieuwenhuizen & Nieman 2009:19) further indicate that in countries where the informal sector is not well supported, income-generating initiatives struggle to grow and that the economy of those countries progresses poorly (Botha, 2009:42; Herrington et al., 2009:33; Nieuwenhuizen & Nieman 2009:19).

In terms of work space, the instability that most projects are experiencing was found to have an adverse effect on the projects' growth. In a recent township economy summit held by the EMM's Local Economic Development Department, the head of the department acknowledged the problem of space to businesses. He indicated that many projects have been stifled, and others have even had to close down because they could not afford to purchase land (Chauke, 2014). As part of the department's proposed plan for developing upcoming township businesses, he indicated that old and neglected business structures are targeted to be revamped for reuse by local businesses (Chauke, 2014). This, if put into action, is a step in the right direction in supporting the informal sector through redistribution. Redistributive legislation and proponents of redistributive theory call for privileged support for the previously disadvantaged to address inequality and injustices of the past (Hall & Midgley, 2004:4; Van Soest, 1994 in Banerjee, 2005:11). South Africa's redistributive policy includes the Reconstruction and Development Programme (RDP) (RSA, 1994), the Growth Employment and Redistribution (GEAR) strategy (RSA, 2007b) and the White Paper for Social Welfare (1997).

The most recent National Development Plan - Vision 2030 (RSA, 2012:195), also advocates for the implementation of redistributive interventions if the circumstances of the supposed beneficiaries, the 'previously disenfranchised', are to improve.

Another challenge related to the work spaces where projects operate is a lack of security. This is a major set-back because of the theft of either instruments or products, which halts the growth of projects. According to the National Development Plan - Vision 2030 (RSA, 2012:349), a lack of safety and security measures in communities hinders socioeconomic development.

It transpires from the findings that income-generating projects have the potential to reduce poverty and create employment only if the challenges identified above can be positively dealt with. Findings include several suggestions on what should be done for this improvement to be attained. Government should provide more support and invest in improving the training of those involved in income-generating projects, especially in the semi-skilled and unskilled categories. The role of social workers in facilitating income-generating projects should include involving participants in decision making; delivering on what has been promised; and ensuring proper planning for the exit of social workers from a project to avoid having it collapse when they depart. Social work professionals are also normally the first port of call for the disadvantaged, by virtue of the nature of their work (Midgley & Conley, 2010:105). Therefore, social work skills have to be used optimally to address the needs of the people and to enable social workers to be the agents of positive change in the lives of communities. Within the context of the study, this implies including project participants in decision making at every stage of the development of a project (Hall & Midgley, 2004:73; Mubangizi, 2007:4). Involvement of people implies building on their strength and capacities in empowerment through knowledge and skills; promoting ownership of projects and decisions that are in alignment with the people's strengths and capabilities; and not only considering people as passive participants in their development as considered by the strength-based and asset based approaches (Avant, 2004:78; Nel, 2011:346). Furthermore, social workers should engage participants in accordance with their right to development, which is embedded in developmental social work from a human rights-based approach (Lombard 2011 in Lombard & Strydom, 2011:329; Midgley & Conley, 2010:16; Patel, 2005:98). The upholding of human rights and promoting of equality are enshrined in South Africa's Constitution (RSA, 1996). Furthermore, social workers' role in income-generating projects and socio-economic development is, in the view of Lombard (2011 in Lombard & Strydom, 2011:331) and Midgley and Conley (2010:105), not debatable, but necessary.

Social justice theorists warn the social work profession against further entrenching poverty and oppressing already disadvantaged communities (Banerjee, 2005:7; Dominelli, 2002:8). Rather, through being radical in their approach, social workers should strive to address injustices and promote equity (Banerjee, 2005:7; Midgley & Conley, 2010:20).

In conclusion, regarding what should be done for projects to improve their success rate and help them to become sustainable, multiple factors have to be considered. One of these factors is that necessary changes must be made on both the project members' side and by the support structures, be they the government or other partners involved in local business development. Hall and Midgley (2004:11) and Mubangizi (2007:9) advocate for welfare pluralism, which calls for joint efforts from all concerned, in this case the government, project facilitators and participants, to do their part if positive changes are to be effected. Findings indicate that much consideration should be given to the bureaucracy that is put in place by those in offices of power like the government for the purposes of control and manageability of people and organisations (Keiser, 2011:3). Bureaucracies are, however, negatively experienced by project participants as being stringent and stifling projects rather than promoting them. This finding of the study resonates with an argument by Keiser (2011:2) that bureaucratic requirements determine whether a prospective beneficiary of a service would be eligible or not, by posing either lenient or difficult measures.

Although not reflected by any of the participants, it is relevant for the outcomes of the study to note that the data collection covered the period of the global economic recession. The recession affected even well-established businesses (Marais, 2008) and hence trickled down to the level of unskilled and semi-skilled workers who were affected by a lack of economic activities and job losses. It may also be that participants are so used to being continuously exposed to economic hardships and economically excluded due to their non-existent or limited skills that they did not particularly note any additional pressure or impact of the economic recession. In their struggle for survival, it is evident that even a minor benefit from income-generating projects made a difference in the lives of participants.

In addition to the experienced challenges, findings indicate that there were benefits for those participating in income-generating projects. These are development of human capital, social capital and economic capital. With regards to the development of human capital, one aspect addressed by income-generating projects was the development of participants' skills through training. Improving on the human capital of individuals is in line with the National Skills Development Act 97 (RSA, 1998c) and the Anti-Poverty Strategy (RSA, 2008). Both legislations indicate that skills development enables people to access opportunities to improve their lives, improves their productivity at work and promote self-employment.

Education and provision of skills to people is, according to Patel (2005:98) within the rights of people and in accordance with the developmental approach.

Furthermore, the author argues that investing in people's lives by means of skills development and promoting their health and nutrition is of paramount importance in promoting their human capital (Patel, 2005:104). According to the draft document on the Antipoverty Strategy (RSA, 2008:42), activities by the government aimed at improving human capital, have the potential to improve social cohesion among community members. However, the researcher finds the development of human capital by income-generating projects to be lopsided. This is based on the premise that when literature refers to development of human capital it also encompasses focus on the nutrition, health and environmental wellbeing of people (Green & Haines, 2008:85; Patel, 2005:104, RSA, 2012: 326) while the income-generating projects researched in this study only focused on human capital training. Overall, findings of the study reveal that participants remained in poverty; their achievements were modest and, as such they expected the government to keep providing for them in addition to what they had already received.

With regards to the development of social capital, projects not only saw the achievement of people working together and sharing resources, but participants could also identify other people in need and provide for them. This aspect was discussed in sub-theme 2.2 wherein a home for disadvantaged children also benefitted from a project. This aspect echoes Patel's (2005:29) statement that the different capitals feed into and promote each other. Lombard (2003:155), on the other hand, posits that poverty is multi-faceted and therefore requires multi-pronged measures to reduce it, encompassing human capital, social capital and economic capital development. Furthermore, social workers should recognise that their involvement in income-generating projects is in line with developmental social work (Lombard, 2011, in Lombard & Strydom, 2011:329; Midgley & Conley, 2010:16; Patel, 2005:98). These authors further argue that the role of social work in the involvement of the economic development of people is not debatable, but necessary.

The emphasis of social work on socio-economic development on the micro level is supported on the macro, global level. International bodies in social work, namely the International Federation of Social Workers (IFSW) and the International Association of Schools of Social Work (IASSW) incorporate and pledge their commitment to action on social development in the Global Agenda for Social Work and Social Development (IFSW, 2012). These bodies advocate for capacitation of people in poor communities globally and locally to fight the injustices of the past, including reducing poverty. Patel (2005:29) indicates that investing in people's development leads to their economic development.

Economic capital as defined by Sen (1999:90), refers to people's ability to actively participate in the economy, resulting in them earning an income and being self-reliant. The involvement of participants in income-generating projects was found in this study to have exposed participants to developing economic capital, albeit on a small, survival scale in the case of most participants. Despite participating in the projects, participants are still trapped in poverty.

In conclusion, the study's findings and recommendations by participants to address the gaps of income generating projects to impact on their livelihoods to reduce poverty, call for social workers to implement radical strategies that are not oppressive to the supposed beneficiaries in order to effect change, in this case reduce people's poverty (Hick & Murray, 2009:87).

3.12. Summary

In summary, this chapter presented the research methodology and the findings of the study, followed by a discussion of the findings. The next chapter will draw conclusions based on the findings and make recommendations.

CHAPTER 4

KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1.   INTRODUCTION

This chapter focuses on how the goal and objectives of the study were met, and on presenting the key findings arising from the study in order to derive conclusions and make recommendations for further consideration and implementation.

4.2.   GOAL AND OBJECTIVES

The goal of the study was to explore the experiences of men involved in income-generating projects in the Ekurhuleni Metropolitan Municipality in terms of reducing their poverty. The goal of the study was achieved through the attainment of the following objectives.

Objective 1: To contextualise income-generating projects and poverty reduction within a social developmental theoretical framework.

This objective was mainly covered in Chapter 2 through a literature review of relevant texts, including articles and research papers, which outlined income-generating projects as an alternative to employment in poor communities. However, those involved in such projects experience challenges, leading to the projects' failure to become sustainable. Chapter 1 defined income-generating projects and elaborated on the role of social workers in facilitating income-generating projects to achieve the mandate of local government, which is to promote social and economic development. The objective was also addressed in the empirical study discussed in Chapter 3, where theme 1 explored the scope of income-generating projects; theme 2 clarified the expectations of income-generating projects, i.e. to sustain livelihoods; and theme 5 elaborated on the contribution of income-generating projects in developing the human, social and economic capital of participants.

Objective 2: To explore the extent to which income-generating projects provide opportunities for unskilled and semi-skilled men to develop the knowledge, skills and attitudes required for them to become self-reliant.

This objective was addressed in Chapter 3, under sub-theme 2.1 of the empirical findings, which reflects on the expectation of participants to be capacitated through training. Opportunities that would enable unskilled and semi-skilled men to develop knowledge and skills required for becoming self-reliant were identified and presented in this chapter, namely,

business management skills, including financial management and human resource management, and skills-specific training. Other minor opportunities were derived from a learnership training and by securing a market for agriculture sales.

Participants' attitudes towards the potential of income-generating opportunities to reduce their poverty varied, as was indicated in Chapter 3, sub-theme 4.1, in that their levels of commitment were affected by the common challenges experienced: some continued to have hope, while others got discouraged as there was no income generated. These challenges hampered the progress of the projects' overall development.

Objective 3: To explore the human, social and economic development benefits for men involved in income-generating projects.

This objective was realised in Chapter 3, theme 5, as the benefits of all three types of capital were identified and described in detail. The human capital benefits appeared to be primarily in the area of educational development. The benefits of social capital were, noticeably, social cohesion amongst members and, in one case, with external community members. Economic capital was visible in only three projects. One specific project that experienced outstanding success and excelled above all others in terms of creating employment and growing into a fully-fledged business, is owned by an individual.

Objective 4: To identify the challenges of the income-generating projects in facilitating sustainable livelihoods.

Objective 4 was achieved, as the challenges experienced by participants in their projects were listed in Chapter 3, theme 4, and confirmed by the literature reviewed in Chapter 2.

Objective 5: To make recommendations for income-generating projects for men that will contribute to the reduction of their poverty and achieving sustainable livelihoods.

The objective is covered in this chapter in section 4.4 below.

4.3. KEY FINDINGS AND CONCLUSIONS

The key findings that emanated from the study are presented below, together with conclusions:

- **Finding:** Demographic data reveal that the majority of project participants are advanced in age, in that they fall within the age category of 45 to 60 years.

  Conclusion: Income-generating projects are seemingly more appealing to older men than to the youth, who form the bulk of the unemployed in Ekurhuleni and nationally, namely 36,1% (RSA, 2014). This can be attributed to the youth aspiring to seek sustainable income through employment opportunities, while older men rely less on employment opportunities and more on alternative means to earn a livelihood, such as income-generating projects.

- **Finding:** The study's findings indicate that project participants were provided with training aimed at developing their business skills; however, the projects did not reflect the implementation of these skills.

  Conclusion: It can be concluded that the training does not seem to address the needs of the target group, taking into consideration their low educational levels, which impact their comprehension abilities. It appears that skills development programmes are a starting point to business development, but do not fully equip participants to operate sustainable businesses. This confirms arguments set out in the literature that such skills development programmes are tantamount to lifeskills (EMM, 2007b:67) because they do not produce recognisable certificates that participants can utilise for seeking employment or obtaining business deals. Lombard (2003:157) and Kadozo (2009:25) indicate the relevance of literacy to honing business management and development skills.

- **Finding:** Findings indicate that projects that participants have engaged in are diverse, ranging from agriculture to manufacturing and service. Income-generating projects mainly arose out of the need for participants to earn a living and were not market-driven, which Botha (2009:41) refers to as "necessity entrepreneurship". Therefore, participants lacked full commitment to develop projects and this, linked to the challenge of lack of income, causes desperation and leads them to search for

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other means of generating income. Hence, some projects failed and members subsequently lost interest and left.

Conclusion: It can be concluded from this finding that income-generating projects were generally not sustainable despite having been in existence for a long period, and having received support in the form of funding and skills development. The benefits received are miniscule in that they are limited to training, building social cohesion and providing limited economic benefit that does not equate to overcoming poverty. Income-generating projects are failing to transform into viable businesses, in spite of the informal sector being referred to in literature as having the potential to improve the economy of a country, create employment and fight poverty (Gobar, 2009:13; Nieuwenhuizen & Nieman, 2009:3). This conclusion supports Mosoetsa's (2011:47,48) argument that the informal sector provides temporary relief rather than being reliable in terms of permanently reducing poverty, and emphasises that work in this sector is not sustainable and that the success rate is low and sporadic.

- **Finding:** Income-generating projects were found to be riddled with challenges that negatively impacted their growth and effectiveness, including participants' ill-preparedness to manage projects, the low quality of produce, the inadequacy of security at project sites, the stringency of bureaucracies, conflicts in projects, and poor commitment from government, stakeholders and project participants. Government's lack of full support for these projects in spite of the rhetoric of prioritisation of the informal sector is further evidence of the lack of enforced policies to ensure the effectiveness of these projects. Other factors include excluding project participants from decisions that affect them, abruptly removing social workers without considering the impact of such action on the projects, and failure to implement sufficient monitoring and evaluation measures. Negative political influence on projects is another aspect that illustrated the government's lack of support.

Conclusion: It is seemingly only in principle that government supports income-generating projects. The challenges experienced by project participants have existed over an extended period and not much has been done by government to address them. This has hindered the ability of income-generating projects to grow into small businesses that would provide income for sustainable livelihoods.

- **Finding:** A key finding in the context of the study is that the EMM's Community Development Directorate, through which income-generating projects are facilitated, experiences challenges with regard to its focus and objective in establishing and maintaining income-generating projects. The allocation of human resource support is grossly affected by the processes of ward demarcations; there are budgetary constraints regarding project development and information management systems. Monitoring and evaluation and aftercare support was found to be lacking, which has negatively impacted the sustainability of projects because the effectiveness of interventions could not be assessed for the purposes of future planning. Noyoo (2005:230) argues that monitoring and evaluation "assists in gauging the effectiveness of a particular intervention, learning from past experiences, improving on the services, planning and allocation of resources and also that it is a way of being accountable". Participants see a definite supporting role for social workers in training, linking them with resources, facilitating monitoring and evaluation, and conflict resolution among project members. However, these findings also raise concerns that social workers may be biased in their responses to conflict resolution and hence in succeeding in facilitation income-generating projects into small businesses.

  Conclusion: The Community Development Directorate is not fully equipped to manage income-generating projects. It has its attention divided with regard to the development of projects and addressing other problems affecting men, such as human rights, men's health and domestic violence. Monitoring, evaluation and aftercare are important factors for the Directorate to keep track of interventions on income-generating projects for the purposes of developing sustainable livelihoods. Municipal social workers should be bolder in their approach so as to facilitate transforming income-generating projects into small businesses for the purposes of poverty reduction and sustainable livelihoods. Midgley and Conley (2010:20) concur that a radical approach in necessary, indicating that within developmental social work there is a need for skilled practitioners, in terms of being able to involve people, making decisions and even practising advocacy to address injustice and inequality. This finding confirms Mosoetsa's (2011:3) supposition that, thus far, the welfare system post democracy has not yet fully addressed economic transformation in the country.

- **Finding:** Lastly, although it was not the purpose of the study to compare individually-owned businesses with partnerships such as cooperatives, a key finding was that

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income-generating projects driven by individuals perform better in terms of generating income than those formed by people grouped together for the purpose of sharing resources.

Conclusion: Participants who have sole ownership of projects exert themselves more and do not rely on anyone for their project to progress to becoming a business. Again, sole traders are not compelled to work with others for the sake of sharing resources, even if they are unwilling, as is the case with cooperatives.

4.4. RECOMMENDATIONS

In view of the aforementioned findings and conclusions, the researcher makes the following recommendations regarding income-generating projects to reduce poverty and promote sustainable livelihoods for men.

4.4.1. Strategise to incorporate young men in income-generating projects

One recommendation to address the failure of projects to attract youth is for the Divisional Head within the Community Development Directorate to support social workers, chief social workers and managers in Poverty Alleviation and Quality Assurance to take the time to study model projects from other municipalities, as well as those on the regional, national and, if possible, even the international level in order to identify and develop strategies that can be implemented to improve the facilitation of income-generating projects into small businesses. Should such practices result in tangible progress in the lives of project participants, this could help draw the attention of young men.

4.4.2. Improve the quality of training provided to project participants

The way capacitation training for participants is conducted must be improved so that projects can be managed effectively to create employment and reduce poverty. Considering the loopholes identified in the training of project participants, proper planning must be undertaken by the social workers who facilitate the projects. This planning should entail conducting an audit to identify the needs, skills and assets available amongst project participants with the aim of incorporating theoretical frameworks from developmental social work, such as strength-based and asset-based theories, with a human rights-based approach. This would balance out a lopsided approach of focusing only on problems, and could further inform the type and level of training that should be provided according to the needs of the people, as well as address the concern of participants being excluded from decision-making.

Furthermore, managers within the Community Development Directorate and social workers should work together and consult with Skills Education and Training Authorities (SETAs) and Technical and Vocational Education and Training (TVET) centres, formerly known as Further Education and Training institutions (FETs), to improve the credibility of the training provided to project participants.

Training should include equipping participants with communication skills designed to improve their confidence in marketing their businesses and to enable them to communicate their needs at any stage.

4.4.3. Clarify and improve the Community Development Directorate's role in income-generating projects

It is recommended that the Community Development Directorate change its approach to how income-generating projects are facilitated and address the identified shortcomings. A starting point should be clarifying its objective of overseeing income-generating projects so as to provide focus and implement the necessary strategies. The chief social worker responsible for skills development and the quality assurance manager within the Directorate should conduct a skills audit and assess the attitudes of social workers towards their involvement in socio-economic development. This calls for attention from the Directorate to ensure that social workers are equipped to effectively facilitate income-generating projects and socio-economic development. Until the role of social workers in promoting socio-economic development is addressed and clarified, their interventions in dealing with poverty within communities could be futile if there are knowledge gaps. Social work skills could be improved through in-service training and workshops which incorporate the anti-oppressive, social justice and structural social work theories (Adams, 2002:87; Dominelli, 2002:13; Hick & Murray, 2009:87).

Further improvement of social work skills in the future could be achieved by incorporating economics into the social work curriculum, as has already been done at the University of Pretoria and the University of South Africa. Furthermore, it is recommended that social workers improve their skills in terms of effectively dealing with conflict among project participants. Where possible, conflict should be avoided; for example, dealing beforehand with aspects that are likely to cause conflict, such as finance, by providing financial coaching.

Social workers should provide continuous aftercare support to project participants following training. They should review their relationships and implementation strategies with the stakeholder organisations with which they work to provide support to the projects, so as to improve the quality of service offered to projects.

A further recommendation is that programme managers and chief social workers within the Directorate lead the way in revising and improving the record keeping strategies, considering one of the research limitations of the study was that some documents were not found in the condition that the researcher would have preferred. Some documents within the Directorate, such as the Antipoverty Strategy, the Youth and Men Task Team Guidelines, the Policy Guidelines on Poverty Alleviation, among others, were undated. These managers and chief social workers can consult with the internal Communications and Information Departments to assist in improving the management of information and records within the Directorate.

4.4.4. Improve the commitment of project participants

It is recommended that the effectiveness of projects be improved in order for them to become sustainable. Improvement in projects refers to a better quality of services rendered by government and all stakeholders involved such that the projects ultimately attain the goal of generating income and subsequently reducing the poverty levels of participants. More attention should be paid to addressing the challenges experienced in projects so as to minimise or eradicate their effects, and improve the overall outcomes of the projects. This would subsequently improve participants' commitment to projects, as it was found that some divided their attention between the projects and other jobs that are bringing them an income.

4.4.5. Improve the support government provides to the informal sector

It is recommended that the government put more effort into improving its strategy in terms of the support it purports to provide to the informal sector in its entirety. By enforcing policy, including participants in decision making and providing participants with additional support to help them deal with bureaucratic red tape, improvement in projects could be achieved. Furthermore, the government should obtain political buy-in to avoid negative interference from politicians that adversely affects projects. Failure to enforce policies confirms Mosoetsa's (2011:2) argument that current state policies regarding the informal sector are ineffective and are only aimed at supporting survival-level livelihoods, and not at radically and permanently improving people's lives.

4.4.6. Address infrastructure problems faced by project participants

There is a need for project participants to be assisted with problems pertaining to infrastructure. As stipulated in the findings, most projects have experienced challenges with regard to accessing land and space to work from, as well as security problems at their project sites. This is a major concern, as indicated in Chapter 3, sub-theme 4.5, that lack of space has hampered the growth of projects such that some even had to close down. The issue of land is a generally bone of contention in South Africa, and is a cause of turmoil between political parties, with the land restitution and redistribution programmes having been both delayed and ultimately not very successful since the dawn of democracy (*The Herald*, 2013). It is recommended that government consider strategies for either leasing land to projects or helping with other solutions to deal with this matter. Other potential strategies could include helping projects in agriculture to obtain safe water for their crops so as to avoid the risk of using unsafe water sources and spreading water-borne diseases. This concern calls for the incorporation of environmental health practitioners, who are also employed within the municipality, to assist in testing water to ensure its safety and even advising on further forms of support.

4.4.7. Recommendation for further research

Lastly, the Directorate should invest in conducting research studies to help achieve evidence-based practices, which according to Midgley and Conley (2010:24) are imperative in developmental social work to promote effective interventions. Studies should be conducted by social workers through the quality assurance manager, and should incorporate monitoring and evaluation, which was found to be lacking. Implementing monitoring and evaluation measures would help social workers to keep track of the impact of their interventions, and of whether or not the expected objectives are being met, and why.

There is already a researcher at the Department of Health and Social Development within which the Community Development Directorate is located. It is therefore recommended that the services of this person be utilised to conduct further research and to consider the implementation of the recommendations made by studies conducted within or by the Directorate.

Further research in the form of a comparative study is recommended to ascertain which projects perform better in terms of reducing poverty and creating employment; as well as the nature of the project, namely individually-owned projects or cooperatives. This is based on the fact that the projects that were found to be better performing in the study are individually

owned. Such a comparative study could assist social workers in facilitating projects that are evidence based and could thus help improve the social worker's practice.

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SEMI-STRUCTURED INTERVIEW SCHEDULE

SECTION A:

Biographical information

1. Age
2. Region:

South	North	East

3. What is the highest level of schooling that you reached?
4. Have you done any skills training in the past?

    4.1 If yes, what skills did you learn?
5. What skill(s) did your previous employment require?
6. Were you ever been employed in the past?

    6.1 If yes, for how long and where were you employed?

    6.2 If no, please ignore question 7
7. What were the reasons for you leaving your place(s) of employment?

SECTION B

EMM project

1. What project are you / have you been involved in?
2. How did you get to know about the project you are/were involved in, at the EMM?
3. Did you know anything about the nature of the project before you got involved?
4. What gains did you think the project would provide to you before you got involved?
5. Are/ did these gains meet your expectations about the project? Please explain.
6. Why did you join the project?
7. Which years were you part of the EMM income generating project?
8. For how long were you in the project?
9. At what stage did you join the project?

10.1 At inception

 10.2 In the middle

10. How did you become part of this project?

11. What did your project specialise in?

12. What did the activities in the project entail?

13. How many were you in the project?

14. What role did you play in the project?

15. What other roles did others play?

16. Did you have a project committee?

17. What was the role of this committee?

18. Did you hold meetings in your project?

If yes, how often?

SECTION C:

Benefits of the project

1. Are you/ did you receive an income from the project?

   If yes, how much?

   How often?

2. What are/ were your financial expectations of the project?

3. In what way are/were your expectations met or not met?

4. Other than finance, were there other benefits from this project?

   4.1 If yes, what are/were those?

   4.2 If yes, do/did you think these benefits had an impact in reducing poverty?

5. Do/did you receive any training since you joined the project?

   5.1 If yes, what does/did the training entail?

   5.2 If yes, does/did the training you attended beneficial?

6. Does/did your project receive any form of support other than training?

7. Does/did the support you received benefit the group?

8. Are/were there any challenges encountered by your project?

   8.1 If yes what are/were they?

   8.2 If any, how are/were they addressed if ever?

9. Are/were these challenges resolved?

10. Are there any changes you think are/were necessary to be implemented in your project to improve on your expectations?

    10.1 If yes, what are/were these?

11. What do/did you think needed to be improved in projects if they are to reduce poverty?
12. Do you have any further inputs about your experiences whether good or bad about the project that we have not covered?

Thank you for being part of this research project. Feedback on the findings would be provided to you as a group with all the other participants in your area. You will be contacted telephonically in this regard.

APPENDIX B

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Department of Social Work & Criminology

16/11/2013

Our Ref: 10-601407
Busisiwe Nkosi
Tel: 072 150 1411
Email: samketibusi@yahoo.com

INFORMED CONSENT

Title of the study

Poverty reduction: The experiences of men engaged in income generating projects in Ekurhuleni metropolitan municipality

Goal of the study

The goal of this study is to explore the experiences of men involved in income generating projects in Ekurhuleni Metropolitan Municipality in reducing their poverty.

Procedure

The study will be conducted in the form of individual interviews with the participants for the duration of approximately one hour. Follow up interviews may be conducted if further information is required. A tape recorder will be utilised to audio tape all the interviews, however participants can indicate if they do not want to be recorded during the interview. In addition the researcher will take notes during the interview.

Risks and discomforts

There are no risks that could result from participating in this study. However, should there be any concerns or discomfort during the course of the study/ interviews, participants are welcome to raise it with the researcher.

Benefits of the study

There are no benefits or incentives attached to participating in the study.

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Participant's rights

Participation in the research is purely voluntary and participants are not coerced into being part of the study. Participants can at any time withdraw from the study if they so wish without any negative consequences.

Confidentiality

The information provided during the interviews will be kept safe and confidential. It will be accessed only by the researcher and the study's supervisor at the University of Pretoria. To ensure this, participant's names will not be used and be replaced by pseudo names which only the researcher will know to which information it links. The research findings will be written up in a research report which will be submitted to the University of Pretoria. A copy will be provided to the EMM. Furthermore, the research findings will be published in a scientific journal. All the raw data, including the tapes and the transcripts thereof, as well as the informed consent forms will be stored at the University of Pretoria for a minimum of 15 years as per stipulations of the University. Research data will only be used for further research with full consent of the research participants.

Declaration by participant

I --- (full name of participant), understand my rights as a research participant, and I voluntarily consent to participate in this study. I understand what the study is about and how and why it is being conducted. I have read through the copy of this consent form.

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Participant's signature	Place	Date

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Researcher's signature	Place	Date

**EKURHULENI
METROPOLITAN MUNICIPALITY**

Health and Social Development Department
Community Development Directorate

Southern Service Delivery Region
Germiston Customer Care Centre
Tel.: 011 999 1731
Email: busisiwen@ekurhuleni.gov.za

MEMORANDUM

To: The Acting Head of Department
               EMM Health and Social Development Department

               The Regional Manager
               Community Development Directorate

From: Busisiwe Nkosi
               Social Worker: Community Development — Katlehong and Germiston CCAs

Date: 14th January 2013

Subject: **REQUEST FOR APPROVAL - RESEARCH STUDY**

The research proposal focusing on the experiences of men engaged in income generating projects in Ekurhuleni municipality, bears reference.

Kindly be informed that the proposal needs acceptance by Ekurhuleni municipality for it to be approved by the University of Pretoria's Faculty of Humanities Ethics Committee A copy of the proposal is attached for your information.
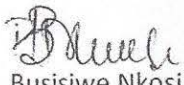
The study to be conducted will be beneficial to the EMM Health and Social Development Department in that the outcome of the study will serve as a basis for the development of a capacity building strategy for income generating projects in the three regions of the municipality under the custodianship of the said Department. The study focuses on income generating projects that were conducted between 2007 and 2011. Individuals in these projects received training and capacity building from social workers who were overseers of the projects. The projects have however not developed into businesses that can provide reasonable income for the participants to be able to provide for the families and create employment within the communities.

I plan to implement the study in March 2013 to enable me to complete the report by the end of May 2013 for examination purposes. A copy of the research report will be made available to the EMM Health and Social Development Department for reference purposes, upon receipt of the examination results.

Therefore, I hereby respectfully request your kind permission to conduct the study as per the outline of the proposal in accordance with research ethical standards and the ethical code of the social service profession. I further request to access and utilise the department's records on income generating projects to for analysis and for obtaining the projects participants' details these records will include attendance registers, social work records and annual reports.

Thank you

Yours faithfully

14/01/13

Busisiwe Nkosi
Social Worker

SUPPORTED/ NOT SUPPORTED

Sandra Somnath
Regional Manager: Community Development Directorate
Southern CCAs
Date: 17/01/2013

APPROVED/NOT APPROVED

A. Fihla
Acting Head of Department
EMM Health and Social Development Department
Date: 17/1/2013

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Appendix D

UNIVERSITEIT VAN PRETORIA
UNIVERSITY OF PRETORIA
YUNIBESITHI YA PRETORIA

Faculty of Humanities
Office of the Deputy Dean

4 September 2013

Dear Prof Lombard,

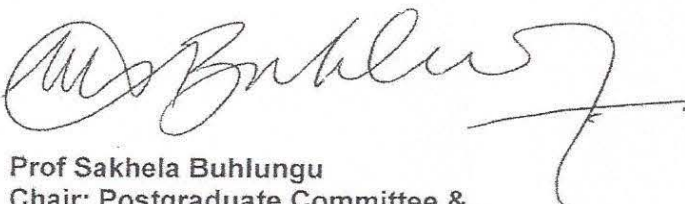|	
Project:	**Poverty reduction: the experiences of men engaged in income-generating projects in the Ekurhuleni metropolitan municipality**
Researcher:	**PB Nkosi**
Supervisor:	**Prof A Lombard**
Department:	**Social Work and Criminology**
Reference number:	**10601407**

I am pleased to inform you that the above application was **approved** by the **Postgraduate Committee** on 13 August 2013 and by the **Research Ethics Committee** on 29 August 2013. Data collection may therefore commence.

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.

The Committee requests you to convey this approval to the researcher.

We wish you success with the project.

Sincerely

Prof Sakhela Buhlungu
Chair: Postgraduate Committee &
Research Ethics Committee
Faculty of Humanities
UNIVERSITY OF PRETORIA
e-mail: sakhela.buhlungu@up.ac.za

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