

A CRITICAL ANALYSIS OF THE CONTRIBUTION OF A POVERTY ALLEVIATION PROGRAMME FOR YOUTH DEVELOPMENT

By

Patuxolo Otto Sinukela

**Submitted in partial fulfilment of the requirements
for the Degree of Master in Development studies
in the Faculty of Business and Economic Sciences
of the Nelson Mandela Metropolitan University**

December 2011

Supervisor: Dr. Janet Cherry

DECLARATION

I, Patuxolo Otto Sinukela, hereby declare that the treatise for the Degree of the Masters in Development Studies in the Faculty of Business and Economic Sciences is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

Patuxolo Otto Sinukela

ACKNOWLEDGEMENTS

I wish to forward my grateful thanks to the following people for their inspiration, assistance, encouragement and contribution, which ultimately led me to the completion of this thesis.

Ms. Belinda du Plooy of Department of Development Studies Nelson Mandela Metropolitan University, for her guidance and supervision during since the start until her last contribution to the study. Let take this opportunity to thank my supervisor, Dr. Janet Cherry, Department of Development Studies for her professional encouragement, motivation and continued guidance as my promoter throughout the duration of the research study. Her willingness and dedication was extraordinary during the period when I was beginning to lose hope on this study.

Ms. Lind Mostert from Nelson Mandela Metropolitan University, for her academic support and professional guidance during her Proficiency study

I would like to thank my family for their belief in me and continued valued support during the time of my endeavours to meet my own studies.

It is with great pleasure to note and acknowledge the contribution of respondents from both Cala ex-offenders and Siyakhula car wash youth projects. Their willingness to participate on this study has played a vital role in the completion of the study. Department of Social Development in Chris Hani District have managed to open doors for me through their permission to conduct the study.

My son, Yongama Gcolotela, friends and colleagues, especially Vuyisile Makhalane, Sibongile Bana and Mlungisi Rwexwana for their motivation, encouragement and compromised support during my study endeavours.

Last but not list, the almighty for giving me courage and strength to complete the finish the study.

TABLE OF CONTENTS

| | |
|---|-----------|
| Declaration | i |
| Acknowledgements | ii |
| Abstract | vii |
| | |
| 1. CHAPTER I: INTRODUCTION | 1 |
| 1 Research Topic | 1 |
| 1.1 . Background..... | 6 |
| 1.2.The problem statement..... | 6 |
| 1.3.Objectives of the study | 7 |
| 1.4 Research Question | 7 |
| 1.5 Key questions | 7 |
| 1.6 The scope and scale of research | 8 |
| 1.7 Explanation of terms | 8 |
| | |
| 2. CAPTER II: LITERATURE REVIEW AND THEORETICAL FRAMEWORK | 11 |
| 2.1 Literature review Introduction | 11 |
| 2.2 The South Africa Social Development context | 11 |
| 2.3 Poverty Strategies | 13 |
| 2.4 Millennium Development Goals..... | 22 |
| 2.5 Theories of Poverty and Anti-Poverty Programmes in community Development | 25 |
| 2.5.1 Individual theory | 25 |
| 2.5.2 The Theory of Economic, Political and Social Distortion | 26 |

| | | |
|-----------|---|-----------|
| 2.5.3 | Theory of Poverty of Geographic Disparities | 27 |
| 2.5.4 | Theory of Cumulative and Cyclical Independence..... | 28 |
| 2.5.5 | Social Darwinian Theory of Poverty..... | 28 |
| 2.5.6 | Culture of Poverty | 29 |
| 2.5.7 | Situational Theory of Poverty..... | 29 |
| 2.5.8 | Structural Theory | 30 |
| 2.5.9 | Conflict Theory | 31 |
| 3. | CHAPTER III: RESEARCH METHODOLOGY | 32 |
| 3.1 | Introduction | 32 |
| 3.2 | Aims of the study..... | 32 |
| 3.3 | Research Designs | 32 |
| 3.4 | Participation and Sampling..... | 35 |
| 3.5 | Research participation..... | 36 |
| 3.6 | Data collection..... | 36 |
| 3.7 | Structured interview..... | 37 |
| 3.8 | Interview schedule..... | 38 |
| 3.9 | Interview process | 39 |
| 3.10 | Data Analysis | 39 |
| 3.11 | Validity and Reliability | 40 |
| 3.12 | Ethical consideration | 41 |
| 3.12.1 | Informed consent | 42 |
| 3.12.2 | Anonymity and violation of Privacy | 43 |

| | |
|--|-----------|
| 3.12.3 Confidentiality | 43 |
| 4. Chapter IV: RESULTS AND DISCUSSION OF FINDINGS | 44 |
| 4.1 Introduction | 44 |
| 4.2 Research Findings | 45 |
| 4.2.1 Section A: Educational status and House hold income | 51 |
| 4.2.2 Section B: Engagement in the sustainable livelihood youth Project | 51 |
| 4.2.3 Section C: Management structure of the Project | 58 |
| 4.2.4 Section D: Sustainable factors..... | 66 |
| 4.2.5 Section E: The impact of the project..... | 71 |
| 4.2.6 Section F: Stakeholder participation in the project | 75 |
| 5. CHAPTER V: SUMMARY, CONCLUSION AND RECOMMENDATION | 84 |
| 5.1 Introduction | 79 |
| 5.2 Summary | 79 |
| 5.3 Recommendation | 88 |
| 5.4 Conclusion | 91 |
| BIBLIOGRAPHY | 93 |

Abstract

Black youth in South Africa has for decades, been marginalized in development programmes and many young blacks are experiencing poverty. With the advent of the new South Africa in 1994, the government initiated poverty alleviation projects for youth development. These projects offered black youth an opportunity to participate in their own development.

The current study aimed at critically analyzing the contribution of a 'Poverty Alleviation' programme for youth development. The study was conducted at Cala in the Sakhisizwe local municipality in the Chris Hani District of the Eastern Cape.

The study utilized qualitative and quantitative research methods and took the form of exploratory research. The study revealed factors that appear to contribute to the ineffectiveness of youth development projects.

The identified factors include the lack of participation of project members, lack of a sense of ownership and commitment, insufficient skills and non-use of policy and guiding documents by project members during the implementation stage. Stakeholder participation and sharing of expertise was identified as another important factor in determining the contribution of poverty alleviation projects to youth development. Lastly, the study shows that monitoring and evaluation of the project functions are necessary to ensure that a project like this achieves the desired outcome.

A key recommendation made is that project members must be involved and participate fully in all project phases to enhance a sense of ownership and commitment to fellow project members.

CHAPTER I

INTRODUCTION

1. RESEARCH TOPIC

A critical analysis of the contribution of a Poverty alleviation programme to youth development at Cala in the Sakhisizwe local municipality

1.1 BACKGROUND

Black youth in South Africa was deprived future for many years by the apartheid regime. Young black people were victims of political and socio-economic conditions which left them exposed to poverty and other social ills. The majority were vulnerable because of the apartheid government which violated their rights and opportunities through its racial system and oppressive laws. "The apartheid government had never developed any specific policies or programmes to enable the equal development of all youth in South Africa. There was no attention paid to their needs and concerns by the previous government" (National Youth Policy 2000:02). Attention was given only to a white youth minority as they were the beneficiaries of the apartheid government. As a result South African previously disadvantaged youth face inequalities in social, economic and political conditions, high levels of unemployment and inadequate opportunity for education and training. Young black people have also been affected by drug abuse, migration from rural to urban areas and involvement in criminal activities.

Poverty is linked to lack of access to resources such as skills, knowledge and economic independence. Young people are vulnerable to poverty and as it

prevent them from participating in social activities for their own development. Poverty denies human rights to individuals, groups, communities and society at large. It is a sensitive issue among South Africans as it crosses boundaries of age, gender, race, ethnicity, culture etc. Poverty alleviation needs to be attained through application of effective mechanisms by government, poor people, and relevant groups within the community including the private sectors and all people who are affected directly and indirectly. The National Development Agency Poverty conference report (2007:06) asserts that, “overcoming poverty is not a gesture of charity, it is an act of justice. It is the protection of human rights, the right to dignity and a decent life”.

Since a large proportion of the population in South Africa is made up of the youth, their energetic and creative thinking must be utilized for their socio-economic benefit and personal development. With some 39% of South African society aged between 14 and 35 years, young people clearly comprise a substantial part of South African society. “They have experienced poor housing conditions, limited and racially-biased access to education and training, limited employment opportunities, high levels of crime and violence and a general disintegration of social networks and communities” (National Youth Policy 2000:03). Due to lack of job opportunity and unavailability of skills, both young males and females are unable to cope with the poor socio-economic conditions within their communities. According to Dr. Essop Pahad, (2002:06), “young women and men are not only a major resources and inheritors of future society, but they are also active contributors to the nature of society today”.

The study will be conducted in Cala (Sakhisizwe local municipality) under the Chris Hani District municipality in the Eastern Cape. The Eastern Cape Province is characterized mostly by rural areas. Webb, D.A. (2009: 05) mentioned that “The province is mostly rural with 61.4% population living in rural areas”.

The Eastern Cape is one of the provinces most affected by poverty and it suffers from high levels of illiteracy, unemployment and lack of skills among

the youth which makes it difficult to overcome poverty. Census 2001 cited by Webb D.A. (2009:06) indicated that “64% of the population is living below the then Minimum Living Level (MLL) of R800 per month”.

The Department of Social Development has a developmental approach to service delivery which is based on strengthening and capacitate individual, group, and community with skills. It must recognize their capacity for growth and development. Webb, D.A. (2009:06) argued that, “The Department of Social Development has a responsibility to drive the Poverty reduction programme in the province”.

“Youth development provides a foundation and mechanism for youth participation in socio-economic development whilst recognising that young people should be protagonists of their own development and not merely recipients of government support” (National youth Policy development framework 2002-2007:06). Youth is a valuable resource for the country’s future. National youth policy (2000:03), cited President Mandela in May 1994, stating that “youth are the valued possession of the nation. Without them there can be no future. Their needs are immense and urgent. They are at the centre of reconstruction and development.”

South Africa is characterised by high levels of poverty, especially in rural areas. Rural areas pose more challenges of development due to poor socio-economic infrastructure. The demographics of rural South Africa reflect imbalances in the past policies of development among the youth. Eastern Cape is the second largest province in South Africa and it is the most rural with 61.4% of the population living in rural areas. 21% of the population of the Eastern Cape has migrated to other provinces and this has a potentially negative impact on development (Webb. D.A. 2009:09).

Since the democratic emancipation in 1994, the South African government has adopted an effective Constitution and policies which seek to protect and promote the rights of youth in South Africa especially the most vulnerable

groups. The constitution of the Republic of South Africa protects the rights of every citizen regardless of socio-economic background.

The Department of Social development Service delivery model (2007:17) states that “the Constitution, notably section 27 (1)(c), also provides for the right of access to appropriate social assistance for those unable to support themselves and their dependants’.

The South African government has introduced an integrated and sustainable Rural Development strategy in an effort to improve opportunities and well-being for the rural poor. Rural development is one of the five priorities of the current democratic government in South Africa. The government realized the need to pay specific attention to socio-economic development in rural areas in order to improve the lives of the poor within the rural areas. “The Comprehensive Rural Development Programme is focused on enabling rural people to take control of their destiny, with the support from government, and thereby dealing effectively with rural poverty through the optimal use and management of natural resources. This will be achieved through a co-ordinated and integrated broad-base agrarian transformation as well as the strategic investment in economic and social infrastructure that will benefit rural communities” Mr. G. Mkwinti (2009:01). Through these efforts, government presents opportunities for rural poor people to realize their own potential and contribute fully to the country’s future.

One of government’s responsibilities is to facilitate the process of development through various departments, its partners and civil society. The Department of Social Development has a constitutional mandate to drive the poverty reduction programme in the Eastern Cape Province.

The Social Development department seeks to plan social changes designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development (Department of Social Development service delivery model 2007:19).

The South African government has made an international commitment to the United Nations Millennium development goals on the Millennium Summit which was held on the 5 September 2000. As stated on the Development of Policies and Legislations that have impact on Community Development Practice (2008:37), "South Africa has committed itself to achieving the targets set out in the Millennium Development Declarations, which include, amongst others, halving unemployment and poverty by 2014".

The Eastern Cape Province has developed a provincial growth and development plan (PGDP) which provides for a 10 year vision for shared growth and development in 2004, in honouring a commitment to millennium development goals. The PGDP aims to provide transformation of human, social and economic development for all who live in the province.

In his state of the nation address, in 2008 President Mbeki "declared war against poverty as an endorsement to the priority of poverty eradication". The Department of Social Development has to recognize the need to promote the goals of sustainable development to redress past imbalances. As a social services sector has adopted a developmental approach to service delivery, integrating social interventions with economic development (Department of Social development Service Delivery Model 2007:09).

The developmental approach to service delivery is based on strengthening individual, group and community identity and it must recognize their capacity for growth and development.

The Department of Social Development has initiated a number of intervention programmes to enhance the capacity of youth to respond to their own needs and improve their capacity for development, through community mobilization, strength-based approaches and empowerment programmes (Development of Social Development service Delivery Model 2007:19).

Poverty alleviation programmes are viable options to youth development. The Department of Social Development has funded a large number of sustainable livelihood projects. Some of these projects are doing well but others are

limping and some have collapsed. “These interventions have played a very important role in alleviating poverty in the province, but we need to ensure that they are sustainable” (Former MEC Kwelita, S. 2009:09). Young people are able to sustain themselves by participating in sustainable livelihood project which are aimed at alleviating poverty, instilling a sense of self-reliance and empowerment. In 2007/08 the Department of Social Development completed a Macro-social report in which, according to Webb. D.A. (2009:06) “the challenge remains for the environment where the current population and socio-economic indicators require innovative approaches to the lives of the people of the Eastern Cape”. A people-centred approach is vital in realizing the objectives of the socio-economic development in youth development. This approach is based on principles of participation, social learning, sustainability and empowerment.

1.2 THE PROBLEM STATEMENT

Young black people in South Africa experience challenges of unemployment due to insufficient possession of skills needed in the labour market. In addressing this challenge, the government of South Africa through the Department of Social Development has introduced poverty alleviation programmes to address the challenges facing youth development.

Despite the good intentions of these programmes, many poverty alleviation projects do not make a meaningful contribution to youth development and to overcoming poverty among the youth. This project explores the contribution of such livelihood projects to poverty alleviation, and explores the reasons for their success or failure through the examination of two such projects in the Sakhisizwe local municipality.

1.3 **OBJECTIVES**

- To gain deeper understanding about the reasons which cause ineffectiveness in implementing youth development programmes.
- To determine appropriate skills needed to enable young people to overcome poverty.
- To identify, explore and enhance adequate mechanisms for effective implementation of poverty alleviation projects for youth development.

1.4. **RESEARCH QUESTION**

How can poverty alleviation projects make a meaningful contribution to youth development?

1.5 **KEY QUESTIONS PERTAINING TO STUDY**

This study proposed to answer the following questions:

- How can project members participate in the project so as to ensure that they develop a sense of ownership?
- What needs to be done to ensure the commitment of project members to their own development and for the sustainability of the project?
- How can the sustainable livelihood projects enable young people to develop their potential and acquire useful skills?
- Can project contribute in improving socio-economic conditions and offer

decent jobs for youth?

- Are sustainable livelihood projects implemented in line with relevant government legislations, policies and guiding documents?
- How can integration of relevant stakeholders be utilized for a meaningful contribution to the success of the project?

1.6. **THE SCOPE AND SCALE OF RESEARCH**

The study is limited to a critical analysis of the contribution of poverty alleviation project to youth development in Cala (Sakhisizwe local municipality). Two poverty alleviation projects involving nineteen youth form the case study. From the case study of Cala projects it is anticipated that some lessons on the contribution of such projects to youth development in the province can be extrapolated.

1.7. **EXPLANATION OF TERMS**

1.7.1 **Youth**

- means a person between ages of 14 and 35 according to the National Youth Commission Act of 1996.

1.7.2 **Poverty alleviation**

- this refers to alleviating the suffering of the poor, meeting their immediate pressing needs with welfare handouts and social security, providing safety

nets and dealing with widows, orphans, the elderly and the handicapped. This is basically charitable assistance.

1.7.3 Sustainable development

- is “development which meets the needs of the present generation without compromising the ability for the future generations to meet their needs” (Ilbury & Sunter 2001:28).

1.7.4 Social Development

- is a “process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development” (Policies and Legislation that have an impact on Community Development Practice 2008:19).

1.7.5 Integrated and sustainable development rural development strategy (ISRDS)

- is designed to “realize a vision that will attain socially cohesive stable communities with viable institutions, sustainable economies and universal access to social amenities, able to attract and retain skilled and knowledgeable people, who are equipped to contribute to growth and development” (ISRDS 2000:iv).

1.7.6 Empowerment

Mc Whirther 1991:222-227 cited by Davids I (2007) stated that Empowerment is “the process by which people, organizations or groups who are powerless become “aware of the power dynamics at work in their life context, develop the skills and capacity for gaining some reasonable control without infringing upon the rights of others and support the empowerment of others in the community”.

1.7.8 Social Development approach

- Developmental social welfare focuses on social protection, the maximisation of human potential and on fostering self-reliance and participation in decision making. Developmental social welfare has a particular focus on the causes and effects of social vulnerable and marginalisation and the delivery of integrated services to communities, families and individuals affected by the these phenomena (Policies and Legislation that have an impact on Community Development Practice 2008:21).

1.7.9 Community development

-Refers to the “process and methods aimed at enhancing the capacity of communities to respond to their own needs and at improving their capacity for development, through community mobilization, strength-based approaches and employment programmes” (Department of Social Development Service delivery model 2007:18).

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

According to White, C. J. (2004:36), an important aim of the literature study is to shape the researcher's frame of reference early in the research. The researcher will further focus on different theoretical perspectives about the causes of poverty, developmental programmes and community developmental approaches in addressing poverty in order to assist youth development.

2.2 THE SOUTH AFRICAN SOCIAL DEVELOPMENT CONTEXT

The Eastern Cape is a South African province which came into being in 1994. It is partly the traditional home of Xhosa speaking South Africans. The Eastern Cape remains one of the poorest provinces in South Africa. This province is characterised by extreme poverty especially in the former homelands. The Eastern Cape Province is divided into 38 local municipalities and one metropolitan municipality.

According to the Integrated Sustainable Rural Development Strategy (2000:06) "South Africa is characterised by high levels of poverty, especially in rural areas". According to the Integrated Sustainable Rural Development Strategy, (2000:06) "approximately 70% of South Africans are poor people living in rural areas. Their income is constrained within the rural economy and that is not sufficient to provide them with decent jobs".

In rural areas the cost of living is high because they spend the little they have on basic needs such as food, clothing, energy, health, education, shelter and transport for their survival. The lack of infrastructure hinders personal development and limits chances of escaping poverty. That causes youth migration from rural to urban areas where opportunities for survival are better.

Poverty is a social phenomenon because it violates human rights and an effective mechanism needs to be applied to enable young people to develop self-reliance and a sense of initiative. Poverty emanates from different circumstances; therefore strategies to alleviate poverty should focus on different and collaborative interventions. According to the National Development Agencies Poverty conference report (2007:07), "In pursuing these developmental objectives of our state we will continue to seek means that best empower our people to extract themselves from poverty". Young people therefore will achieve self-sufficiency and self-reliance only as a result of coordinated efforts to alleviate poverty. "Youth are in particular recognized as a vital resource whose future prospects are inextricably tied to that of the country" (National youth commission 1997:03).

The legacy of inequality and poverty continues to shape the lives of the people of South Africa. There is a huge gap between South African who are poor and those who are wealthy. The sustainable livelihoods projects are intended to provide an important intervention in reducing poverty and closing the gap between the poor and the rich South Africans.

According to Webb, D.A. (2009:01), "the emphasis on community development has been one of the major themes in the Department of Social Development during this period there has been a significant growth in the number of projects funded by the Department and also in the number of beneficiaries in such projects". Beneficiaries include households and individuals.

Community development-based projects which are mainly focused on promoting sustainable livelihood projects, youth development projects and women's cooperatives cover the following objectives:-

- Income generation
- Employment creation
- Food security to address hunger and malnutrition
- Improvement of skills

2.3 **POVERTY STRATEGIES**

Poverty is a situation in which an individual or household has no income, or has an income below the standard of living so that people are unable to meet their basic human needs. In South Africa, poverty mostly affects black Africans, including women, people living in rural areas and black youth. Poverty reduction strategies could play a vital role in improving the quality of life of those suffering from poverty.

The Government of South Africa has a three-pillared strategy for poverty alleviation programme.

- To encourage growth and development in the first economy.
- To increase the opportunity for jobs and address the challenges of the second economy.
- To build a social security net to bring about poverty alleviation (Policies and Legislation that have an impact on Community Development Practice 2008:111).

The livelihood approach refers to a way of approaching development that incorporates all aspects of human livelihood including of the assets, activities and entitlements that enable people to make a living. The assets consist of natural resources, abilities, knowledge, skills and employment opportunities.

According to Policies and Legislation that have an impact on Community Development Practice (2008:22), “The assets enable income generating and wealth creating activities within the sustainable livelihood approach”. The sustainable livelihoods approach builds local confidence and self-reliance and hence addresses the problems of passivity and dependence so common with development programmes.

Participation is a national process which engages citizens so that they can contribute through great productivity to efforts to eradicate poverty. The participation process plays a vital role in the holistic development on the youth. “Participation allows young people to develop a sense of belonging, to build their self esteem, to improve their life for a better future” (National youth Policy 2009-2014:29).

“Young people who become actively engaged in social cohesion activities such as community service, civil participation and volunteering are less likely to engage in risk or self-destructive behaviour because such activities inculcate a clear sense of purpose and a desire for them to reach their set goals” (National youth policy 2009-2014:29). Young people should be actively participate and own the planning, implementation and monitoring processes of a poverty alleviation project.

According to Khosa (2000:227) cited by Davids, I. et al (2007:20) “participation can lead to greater acceptance of development activities as it gives people the feeling that they ‘belong’ to a programme or project”. Participation therefore allows people to develop a sense of ownership, which can promote sustainable development. “Young people should become active participants in their development as oppose to passive recipients of services” (National youth policy framework 2002:05).

Community projects offered useful opportunities for economic improvement as a source of income. Work plays a crucial role in the everyday lives of the people. "It provides a source of income and it allows a measure of self-sufficiency. It is an outlet for creative accomplishment:- it creates an environment for stimulating relationships with colleagues and it is a major source of self-esteem" (Duncan N. and Van Niekerk A, 2004:34).

People participate in their development through meeting their objectives which relates to the project and that they are involved in their own development. This type of involvement does not only occur at the implementation phase but in planning stage, implementation, monitoring and evaluation stage. Participation is seen as a right not just a means to achieve project goals. Davids, I. (2007:115) explains that "people participate in a joint analysis, the development of action plans and capacity building". The goal of participation is to make people responsible for the decision making process and responsible for their behaviour which may have a significant influence on how they use their resources.

The implementation of youth development programmes is the responsibility of all the institutions of government and relevant stakeholders. According to the National Youth Development policy framework, (2002:05) "the importance of an integrated and holistic approach towards youth development is highlighted through the identification of strategic intervention areas to address the specific needs, challenges and opportunities confronting young men and women".

Public participation is an active process by which the public influence the execution of community project with the aim of enhancing the well-being of project members in terms of income, personal growth, self-reliance and community values. "The participation of the public is essential to improving the outcomes of a project through cost sharing, increased efficiency and effectiveness" (Davids, I. at al 2007:116). The public has a degree of power and responsibility to govern a community project.

Burkey's (1993:56) cited by Davids, I. (2007:119) states that "public participation is an essential part of human growth, pride, initiative, responsibility and cooperation". The process of young people trying to take charge of their own lives and solve their own problems is the essence of development. But on the other hand, without public participation the youth will not realize their aim of self development through sustainable livelihood projects. The community must be consulted through participatory rural appraisal just at the initial stage of the project. Participatory rural appraisal is a method that emphasizes local knowledge and enables local people, development practitioners and government officials to work together to plan, analyse and appraise the project. Community participation continues to the initial stage of the project until up until the last stage though contribution on project meetings. The goal for active participation is to make people responsible so that they can take part in planning, implementation and monitoring stages of sustainable projects. The Government is not the only agent for change in sustainable development. Everybody must take responsibility and get involved in pursuit of sustainability as it is the people's right to have a sustainable life.

The White paper on local government (1998:60) cited by Davids, I. and Mapumye, K. (2007:60), states that "local government promotes development by putting forward a vision of the development and role of local government centred in working with local communities to find sustainable ways to meet their needs and to improve the quality of their lives".

Sustainable livelihood projects should be integrated into an Integrated Development plan (IDP) of local government for guidance in planning, support and monitoring by a local municipality. "IDP is a tool that allows a municipality to take a broad, strategic view of developmental needs which address all of its key issues in a holistic, integrated development plan" (Davids, I and Mapumye, K. 2007:59).

Operationally therefore development must be pursued in a way that evolves and benefits from the complementary actions of the three key stakeholder groups, namely public institutions (government), private sector (business) and

civil society (UNESCAP, conference 2003:01). The basic rationale for partnership among stakeholders is the integration of services and the avoidance of services duplication.

Sustainable livelihood development projects depend on well skilled members to ensure sustainability. Young people should be equipped with business skills which will allow them to attain competency, knowledge in small business management and market driven skills, by way of practical accredited training courses.

“The lack of specific skills among young people, especially those that are outside the social and economic mainstream act as a serious debilitating factor for the latter’s massive involvement in income generating activities” (National youth development policy framework 2002:18). Training must be of a quality and address the daily challenges faced by the project and strengthen project efforts to promote the quality of productivity.

The training programme for youth must be accredited. The National youth development policy framework (2002:20), explains that “empowering young people helps them to make meaningful contributions in the development of their society, thus preventing alienation and creating a sense of belonging and responsibility among the young generation”. The project members are recruited from the community without relevant skills because some have dropped out of schools, while others have passed their matriculation but are unable to proceed with their studies due to socio-economic difficulties. Training must be provided to young people in order to enhance their lives and provide professional skills which would assist in integrating the youth into the economy.

Government, private sector and civil society organisation should work closely and ensure that skills development programmes has include a strategy to link project members to decent employment opportunities within the project. Sustainable livelihood projects offers opportunities for young people to learn,

influence, take responsibility, training and gain experience while contributing to the development of South Africa's poorest communities.

Effective monitoring and evaluation of the projects is essential for measuring the success. The monitoring is an ongoing process which seeks to guide the implementation of the project. Monitoring and evaluation are therefore, aimed at ensuring youth developmental targets as spelled out in a systematic business plans and they should also have a mechanism for making key role players accountable to the youth development project on delivery of their mandate.

A Business plan is the guiding document which seeks to spell out the project planning and implementation plan, specifying details of targets to be reached in the short term and long term plan.

A Business plan contains qualitative and quantitative indicators with time frames in order to track progress on objective during the monitoring process.

The project members while monitoring and evaluating for performance must use tools such as reports, minutes of meetings and attendance registers. The emphasis must be on assessing relevance, performance, challenges, successes and the impact of various recommended interventions when implementing the business plan.

The monitoring and evaluation is a crucial area for community development projects. It indicates what is to be done and with whom in accordance with timeframes. The public service commission, in its review of poverty relief projects noted the high degree of inconsistency in the monitoring and evaluation of the impact of the project. It has proposed a core set of indicators to measure progress across all poverty relief projects (Policies and legislation that have an impact on community Development practice 2008:137). The external monitoring of the sustainable livelihood projects will be conducted by community development workers.

Service level agreements between the project and the Department of Social Development needs to be honoured by both parties as it outlines the terms

and conditions of an agreement. A Service level agreement is based on the objectives of the Public finance management Act no.1 of 1999.

Sustainable livelihood development encourages democratically elected committees to manage the projects. The constitutions of sustainability livelihood projects must define the roles and responsibility of the management. The role of the committee is to manage the affairs of the project. The youth as primary stakeholders and beneficiaries of sustainability livelihood projects should play an active role in the monitoring and evaluation process. The National youth policy, (2009:18), states that “monitoring and evaluation will be attained through embarking on research such as impact assessments, customer satisfaction surveys and opinion polls targeting the youth population”.

The Department of Social Development organises programmes to equip vulnerable people such as woman, children, the disabled and the young with skills that enabled them to reach their potential. The Department of Social Development is the leading advocate for the Social Development programmes.

Social development is regarded as a people centred public sector department that:-

- Promotes the well being of the population as a whole, and of households and vulnerable individuals/ groups within it.
- Aims to address inequalities which exist due to disadvantages resulting from lack of education, poor housing, poverty, social crime, preventable ill health, victimization and vulnerability.
- Focuses on social inclusion, poverty alleviation and cultural outcomes to bring about change.
- Targets the most vulnerable: children, the elderly, people with disabilities, women, youth, people living in poverty, unemployed and

people with HIV/AIDS (Department of Social Development Service delivery model 2008:20).

The Department of Social Development seeks to protect the vulnerable, by enhancing human potential in promoting self reliance and encourage participation on decision making. Community Development is a process and method aiming at enhancing the capacity of communities to satisfying their needs and aims to improve their capacity for socio-economic development. Community Development is a way of strengthening civil society by prioritising the actions of communities and their perspectives in the development of social, economic and environmental policy and action. Community Development seeks to empower local communities.

“It plays a crucial role in supporting active democratic life by promoting the integration and autonomous voice of disadvantaged and vulnerable communities. Its core values are concerned with human rights, social inclusivity, equality and respect for diversity” (Policies and legislation that have an impact on community development practice 2008: 19). It is in Community development where the efforts of individuals and government programmes can come together to improve social, economic and cultural conditions.

According to Barrat, J. and et al, (1976:50) “any program uplifting the people concerned needs to be recognised”. They must feel they are part of the decision making of affairs that affect them. They want to know that they are capable of doing something for themselves and their communities.

In focusing on the needs of South African youth, the legislations and policies highlight priority target groups that include youth with disabilities, unemployed youth, youth in rural areas and those at risk. Policy and legislations support the interventions that will provide for development of young people.

According to the National Youth Policy (2009:01), the four pillars upon which the policy proposes specific interventions are education, health, economic participation and social cohesion. It is hoped that this will encourage the

inclusion and active participation of young people in decision making processes, policy, and programmes for project implementation.

The South African constitution is one of the most progressive constitutions in the world. Since the democratic emancipation in 1994, the South African government has developed valuable policies which, seeks to protect and promote the rights of the youth in South Africa especially the vulnerable youth. The South African constitution encourages a sustainable livelihoods approach when offering services to the people.

The constitutional mandate ensures that these rights must be achieved and honoured. The constitution allows for participatory governance when developing and supporting communities. The Constitution lays down foundation for youth programmes to capacitate and instil human potential for self reliance. The South African constitution protects the rights of every citizen regardless of socio-economic background. The Department of Social Development Service delivery model states that “the Constitution, notably section 27 (1) (c), also provides for the right of access to appropriate social assistance for those unable to support themselves and their dependants’.

In 1994, democracy was established in South Africa. The new democratic government signed up to international agreements concerning human rights, during the United Nations world conference on human rights. All countries present signed the universal declaration to protect human rights. In 1999, South Africa hosted Common Wealth Conference at Fan-court and important agreements on globalisation and people centred-development among the Commonwealth leaders and government were signed (Policies and Legislation that have an impact on Community Development Practice 2008:35) .

The South African government has made an international commitment to the United Nations Millennium Development Goals at the Millennium Summit which was held on the 5 September 2000 and millennium declarations, including the millennium development goals were adopted. As stated in the Development of Policies and Legislation that have impact on Community Development Practice (2008:37), “South Africa has committed itself to

achieving the targets set out in the Millennium Development Declarations, which include, amongst others, halving unemployment and poverty by 2014". This declaration set out, within a single framework, the key challenges facing humanity, outlined a response to these challenges and established concrete measures for judging performance through a set of inter-related commitments, goals and targets on development, peace, security and human rights.

South Africa agreed to the terms and time frames of the millennium declarations. These goals were a high point of the international negotiations by developing countries and are structured around commitment to halve world poverty by 2015.

2.4 **MILLENNIUM DEVELOPMENT GOAL**

"Member states re-affirmed their commitment to work towards a world of peace and security for all and a world in which sustainable development and poverty eradication would have the highest priority" (Policies and Legislations that have an impact on Community Development Practice 2008:37). The member states responded to eight challenges by committing themselves to the targets and goals on development, peace, security and human rights. The following goal which is relevant to the study is as follows:

Goal 1: Reduction of extreme poverty and hunger by half in 2015.

The new partnership for Africa's development (NEPAD) has a vision and a strategic framework for Africa's renewal. The NEPAD initiative arises from a mandate given to develop an integrated socio-economic development framework for Africa. The purpose is to address the current challenges facing the African continent, including South Africa such as the increasing poverty levels, underdevelopment and the marginalisation of Africa. Poverty eradication is one of the five priorities of NEPAD. NEPAD seeks to give direction for youth empowerment and development at continental, national

and local level in accordance with its socio-economic programme. (NEPAD Planning and coordinating Agency 2010:01)

In 2002, the United Nations met in South Africa for a world summit on sustainable development (WSSD). The focus of the summit was how to improve the lives of human beings everywhere, while confronting the reality that billions of people across the globe live on less than one US dollar a day. The summit came up with internationally agreed sustainable developmental targets. The former president of South Africa described “the importance of the decade of meetings as a sign of hope to all humanity that the global political leadership and people were entitled to enjoy the human rights’ to development” (Mbeki 2002).

Increasing poverty and inequality have resulted in an increasing emphasis on the poverty eradication component of sustainable development to improve standards of living and meet the needs of the youth of South Africa. Poverty alleviation aims to deliver opportunities that enhance young people’s participation in the community. “The sustainable development Policy focuses on integrating strategies for economic growth, social development and environmental protection into a new paradigm for development. It is intended to provide a framework for global, national and local development strategies” (Policies and legislations that have an impact on community development practice 2008:24).

This policy gives directions on actions that need to be undertaken by the state and community at large to meet the challenges faced by the youth of South Africa. It further seeks to close gaps and brings measures to improve and enhance implementations in youth development programmes.

The Skills Development Act, no. 97 of 1998 (1998:99), was “promulgated to provide an institutional framework for devising and implementing national, sector based and workplace based strategies which should have the aim of developing and improving the skills of the South African work force”. The

Skills Development act aims to pursue a holistic development on young people.

The act enforces and encourages government to enable young people to contribute as productive citizens by shaping their talents and creative energies, equipping them with appropriate skills and removing the barriers that may prevent their participation in the labour market.

The National Youth Policy (2000:1) stated that “South African government gave directives for those responsible for provision of youth development services so that they can be adequately and effectively address the challenges faced by the youth within their respective communities”.

The Reconstruction and Development Programme (RDP) drafted by the ANC-led tripartite alliance was intended to provide a blue print for a post apartheid government. The main aim of the RDP was to reduce poverty experienced by the majority of South Africans by redressing the imbalances of the past. The RDP was an integrated, socio-economic policy framework. The RDP committed itself to the empowerment of South African women, youth, and rural and disabled persons. The RDP committed the government to ensuring that suitable programmes aimed at young people are established to ensure redress of backlogs in education, training and job creation. The RDP white paper aims to ensure that community economic development is realized. The white paper encourages local government to support and promote local economic development.

Local government is the sphere of government that is close to the people and aims to encourage full participation of the youth in local economic development. A programme is required that is achievable, sustainable and meets the objectives of freedom, and an improved standard of living and quality of life for all South Africans within a peaceful and stable society characterized by equitable economic growth (Wales J. Wikipedia: Reconstruction and Development programme 2010:02)

2.5 THEORIES OF POVERTY AND ANTI-POVERTY PROGRAMMES IN COMMUNITY DEVELOPMENT

The following are theories of poverty that contributed to the development of Anti-poverty strategies. The different theoretical perspectives identify causes of poverty, community developmental approaches in addressing poverty. The theories of poverty are as follows:-

2.5.1 INDIVIDUAL THEORY

The individual theory claims that individuals are responsible for their own poverty situation. Rainwater (1970:16) cited by Bradshaw, T. (2006:06) critically discusses “individualistic theories of poverty as a moralizing perspective and notes that the poor are ‘afflicting with the mark of Cain’. They are meant to suffer, indeed must, because of their moral failings. They live in a deserved hell on earth”. According to Wikipedia, personal failure theory states that a person is poor because of personal traits. These traits in turn have caused the person to fail. Supposed traits range from personality characteristics, such as laziness, to educational levels. Despite this range, it is always viewed as the individual’s personal failure not to climb out of poverty.

This theory blames the individuals for not working hard to release themselves from poverty. Indeed this argument is accompanied by an increasing emphasis on self help strategies for the poor to pull themselves out of poverty, using strategies encouraged by elimination of other forms of assistance. According to Katherine S. Newman cited by Wikipedia, the view is that those who are worthy are rewarded and those who fail to reap rewards must also lack self-worth. Personal failure theory resists social and economic development programmes, claiming that poverty is a personal failing.

“Individuals are seen here as being responsible for their poverty situation but a community perspective, on the other hand, addresses poverty by focusing

on the strengths of an individual” according to Bradshaw (2006:07). Development perspectives address poverty by focusing on individual characteristics.

Community Development is opposes the theories that tend to punish individuals as a solution to poverty. It is the objective of community development to work with individual needs and abilities. Human beings are to be allowed to take full responsibility for their own human potential and are offered support for self development to enhance self-reliance.

2.5.2 THE THEORY OF POVERTY OF ECONOMIC, POLITICAL AND SOCIAL DISTORTIONS

This theory explains that the poor have limited opportunities and resources which have caused them to live in poverty. Marx cited by Bradshaw (2009:10) showed how the economic system of capitalism created the “reserve army of the unemployed” as a deliberate strategy to keep wages low. The theorists explain that individuals could overcome poverty despite the existence of economic, political and social inequalities. Poverty is a result of failings at the structural level. Social and economic structural failings contribute heavily to poverty.

Wikipedia (2008) cited Rank, Yoon, and Herschl (2003), and state that “Social and Economic structure is a failure of the job market to provide a proper amount of jobs which pay enough to keep families out of poverty”. High rate of unemployment cause labour market to become saturated with low salary payment and also temporary work has few economic benefits to sustain the worker.

The theory of economic, political and social distortions is explained in such a way that poor people fall behind regardless of how competent they may be. Poor education and training has excluded the poor from all but unskilled jobs.

The inadequate levels of education lead the poor to a lack of wealth and power which excludes them from having any influence on decision making. “No treatment of poverty can be completed without acknowledging and empowering youth against discrimination and legal protections. The process of gaining stronger rights for minorities in poverty is an ongoing one, for which legal initiatives and public policy reforms must work with efforts to change public attitudes” (Bradshaw, T. 2006:11).

2.5.3 **THEORY OF POVERTY OF GEOGRAPHIC DISPARITIES**

The theory of poverty of geographic disparities explains that people live in different urban and rural areas. Rural areas are characterised by high rates of unemployment and lack of employment. This theory continues to explain that as long as there is lack of infrastructure emigration will continue to happen from rural areas to urban areas. Goldsmith and Blakely (1992:15) cited by Bradshaw, T. (2006:12) argues that “the joint processes of movement by household and jobs away from area in central cities and rural regions create a “separation of work, residence and economic, social and political life”. The lack of infrastructure hinders the economic support for development of rural people. Rural poverty plays a major role in emigration to more developed infrastructure areas.

Niles Hanse, (1970) has cited by Bradshaw (2006:13) points out “that rural areas are often the last resort because they do not have access to modern technology which results in low wages”. The development programmes are aiming to assist communities to utilize available resources.

2.5.4 **THEORY OF CUMULATIVE AND CYCLICAL INTERDEPENDANCIES**

This theory explains that community resources and individual situations are interrelated. The cyclical explanation explicitly looks at individual situations and community resources as mutually dependent with a filtering economy, for example preventing individuals from participation in the economy which makes economic survival even harder for the community since people pay fewer taxes (Bradshaw, T. 2006:14). "Lack of employment leads to inadequate income which means that individuals can not invest in their future". The cycle of poverty denies people job opportunities due to poor education and therefore insufficient income leads to lack of confidence, weak motivation and depression.

This theory illustrates that, people become disadvantaged in their social life and that affects their psychological ability. It is necessary to break the cycle of poverty and a community needs to organise itself to form a development project in fighting poverty together in a unified manner. Bradshaw, T. (2006;16) cited Kretzman and McKnight, (1993) states that "a way to identify whatever strengths the community has to solve problems in the most effective way is better than to spend time identifying problems for which they may not have adequate answers".

2.5.5 **SOCIAL DARWINIAN THEORY OF POVERTY**

This theory tried to explain poverty in terms of the behaviour and attitudes of the poor themselves. Islam, D. at al (2007:02) said, "the poor were poor because they did not work hard, they squandered money on gambling, drinking and unnecessary luxuries and they led a disorderly family life. They had no ambition, no inner call for work, were fatalistic, and suffered from education".

2.5.6 **CULTURE OF POVERTY**

This theory assumes the existence of a sub-culture among the poor that influence their behaviour. According to Islam, D. at al (2007:02), “the culture of poverty is a specific syndrome that grows up in some situations. It requires an economic setting based on a cash economy, high rate of unemployment and underemployment, low wages and people with low skills. Islam, goes further to explain that, in the absence of voluntary or state support and a stable family, the low-income population tends to develop the culture of poverty against the dominant ideology of accumulation praised by the middle class”. In order to survive, the poor have to develop their own institutions and agencies because the society at large tends to ignore and bypass them. Thus the poor come to embody a common set of values, norms and patterns of behaviour, which is different from the general culture as such.

Development plays a central role in poverty reduction in third world countries. The national mindset itself plays a role in the ability of a country to develop and to thus reduce poverty. Development orientated values and culture change will be needed in these nations in order to reduce poverty.

2.5.7 **SITUATIONAL THEORY OF POVERTY**

The situational theory of poverty posits that the poor behave differently because they do not have resources and opportunities to survive. This theory gives necessary attention to the structural conditions that lead to poverty and focuses on an individual response to the real situation of poverty. The situational theory holds that individuals follow a pattern of behaviour, which is suitable for the objectives situation of their life. The poor do not follow middle class values because they know that they cannot achieve them.

Poor people live in a situation which is characterised by poverty. Chakravati cited by Wikipedia (2008:75) states that “poor people are handicapped by their limited understanding of social norms when undertaking transactions and thus compound their poverty”. Through this a sort of cycle is born in which the dimensions of poverty are not merely additive, but are interactive and reinforcing in nature. People in poverty lack adequate voice and exit strategies with which they can change their position. When a capacity is not refined through practice it falters and often fails. Poor people’s aspirations are self-fulfilling and therefore we must raise their aspirations by giving them a voice in deciding their own interest. Through collaborative projects, the poor are able to expand their aspiration level.

2.5.8 **STRUCTURAL THEORY**

The structural theory of poverty explains that poverty is caused by the structure of the socio-economic circumstances. According to Islamic S. 2005:05, “it is the macro structure of society that produces inequality and consequently poverty”. The structure of global capitalism for example, gives rise to inequality and large-scale poverty all over the world.

Gore (1995) cited by Islam S.A. (1995:47) argues that “the process of exclusion that occurs through the institutions of marketing, state and civil society can be understood in terms of four determinants:

- Rapid transnationalization of the economy, modernization of society and the decreasing role of the nation state.
- The change in the supply and distribution of economic, political and cultural assets in the face of unpredictable economic changes.
- Social and political structures through which power is exercised and relationships among groups and individuals are defined.

- The nature of the state and its role in the process of allocation and accumulation”.

Structural theory analyses the poverty situation in a positive way. It explains poverty and inequality serve a specific function in the community. This theory illustrate that poverty motivates people to wake up and do something for the purpose of fighting poverty. It further state that inequality on the other hand encourages people to keep on reaching different income levels. The structural theory emphasises that everything that happens in the community has a purpose.

2.5.9 **CONFLICT THEORY**

Conflict theory focuses more on class conflict, between those who are rich and those who fall below the poverty line. Conflict theory states that outside forces prevent the individual or group from achieving a desired goal or certain aspects of living.

When relating to poverty, most people would like to be involved in an upward mobility action in order to have a better quality of life for themselves and their families.

The element that seeks to prevent this upward mobility from occurring are the limits that the upper classes place on certain aspects of the chain such as education, availability, jobs etc. Specifically, lower classes are less likely to be able to stay in school. They have to seek jobs in order to support themselves and their families, thus some don't graduate. This theory blames society for setting up these barriers to prevent the poor from escaping from their poverty. The class system continues to benefit the minority. Therefore the restrictions that are placed on the poor's ability in striving for equal chances are beyond their control.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

In this chapter, the researcher demonstrates how he had conducted the study. The chapter contains the research methodology used to conduct the study. Included in the chapter is the aim of the study and approach used. The research design of the study shows how the study was planned. Method of data collection and the type of respondents on which data was collected (unit of analysis) is highlighted. Method of data analysis used is descriptive statistics method. Steps taken to ensure trustworthiness of the data collected. Other aspects such as the size of the sample and the sampling procedure are demonstrated.

3.2 AIM OF THE STUDY

The aim of the study is to explore and describe the contribution of a Poverty alleviation project to youth development at Cala in Sakhisizwe local municipality.

3.3 RESEARCH DESIGN

According to Mounting J. (1996:107) “research design is defined as a set of guidelines and instructions to be followed in addressing the research problem”.

The research design will guide the researcher in monitoring the research participants and in the collection of information from the participants during

the study. The research has been administered using a mixed mode of qualitative and quantitative research methodologies. Both methods were used during the study to address the identified research problem. A quantitative research method deals with figures and typically begins with the collection of data based on a theory or hypothesis, followed by the application of descriptive or inferential statistical methods. Makhalane, V. (2009:43) stated that “quantitative research is often an iterative process whereby evidence is evaluated, theories and hypotheses are refined and technical advances are made”. Quantitative research uses statistical methods. “The quantitative research believes that the best or only way of measuring the properties of phenomenon is through quantitative measurement” (Babbie, E. et al 2001:49).

The qualitative research methodology described the purpose of the project and underlying challenges which hampers the effectiveness of the poverty alleviation project. The qualitative data collected is analyzed and tabulated in writing through hand tabulation with statistical analysis being calculated manually in order to display the experiences of the respondents.

The qualitative research approach was administered to explain opinions and attitudes. Babbie, E. et al 2001:53, mentioned that “qualitative research attempts always to study human action from the insider’s perspective. The goal of research is defined as describing and understanding, rather than explanation and prediction of human behavior”. This method places emphasis on observations and analysis of research respondents and it also includes observational methods such as unstructured interviews, participation observation and the use of relevant documents. The researcher has engaged respondents in their own setting by describing their understanding about the project situation.

The research study is conducted using nineteen respondents are the members of the youth development programme. The study further illustrate the quality their life eversince they became members of the sustainable

livelihood youth projects. The study is mainly focused on both quality and quantity aspects.

The research study is based on the case study approach. Maree, K. (2008:75) and Yin (1984:23) defines the “case study research method as an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident and in which multiple sources of evidence are used”.

Dlakavu M.M. (2005) cited Salkind (1994:211) views “case study as a method used to study an individual or institution in a unique setting or situation in an intense and as detailed a manner as possible”. The identified research design provides answers to the research question. The case study explores understanding and can provide insights into the dynamics of a particular situation. “The case study is often used to determine whether an event has any effect upon a group of subjects” (Bless and Higson-smith 1995:68).

In this case, the study seeks to determine the contribution of sustainable livelihood youth projects in the lives of the project members. The case study was administered to determine the contribution made by sustainable livelihood projects on youth development.

Sustainable livelihood projects are regarded as viable options for improving lives of young people and also to equip them with relevant skills in order to help them cope with the challenges of raising their standard of living. The case study has been conducted in order to identify the challenges facing a youth alleviation project in real life so that young people can be helped to fulfil its developmental goal. The purpose of this exercise is to find timely and effective interventions to make a direct contribution to youth development. The documents were reviewed to identify the decisions that are taken to

ensure the success of the project and also to gauge whether those decisions are adhered to.

According to Maree, K. (2008:82) mentioned that “criticism of case study methodology is frequently levelled against its dependency on a single case and it is therefore claimed that case study research is incapable of providing a

generalized conclusion but this is not the purpose or intent of case study research". This could be true in the sense that not all poverty alleviation youth projects are experiencing the same challenges. Some of these projects are successful whereas some are limping and others have already collapsed due to different reasons. There is no way that the outcome of this study can be generalized to determine the reasons which caused lack of effectiveness and sustainability on all youth projects.

3.4 **PARTICIPANTS AND SAMPLING**

Two youth projects that were identified are those that were funded by the Department of Social Development in the 2006-2007 financial year. The poverty alleviation projects seek to address poverty and lack of skills on youth development in rural areas. There are nineteen members of both projects with twelve males and seven females. They form the total of sample of respondents in the case study.

There are number of factors which are associated with poverty among youth and as such lack of skills is one of the major indicators that are linked to lack of youth development. The poverty alleviation project within the Department of Social Development seeks to address these challenges.

The research study used probability sampling when selecting research participants. According to Welman J.C. and Kruger S.J. (2002:46), "in the case of probability sampling, we can determine the probability that any element or member of the population will be included in the sample".

The sampling aims to get a sample that is equally representative of the target participants. The researcher is used simple random sampling to identify nineteen research respondents representing both males and females respondents. Researcher selected a sample for the study based on the aims of the research and the knowledge of the population. Each member of the project had the same chance of being selected to participate to the study. The

interviews have been conducted face to face and aimed to last for 20 minutes with each respondent. Siyakhula car wash was formed by ten members even though it is currently having eight members and Ex-offenders group for change also was established by ten members but the increase their membership number to fifteen because of high rate of turn-over on project members. According to Bless, C. and Higson-smithh, (1995:64) “the unit of analysis is the people or object from whom the researcher collects data”. The researcher planned to draw a sample of nineteen respondents out of twenty-five intended sample and generalize the characteristic of the sample to the entire population. ‘The generalization is called the statistics inference’ (Leary, M.R 1995: 21). The study was conducted on nineteen project members from Cala ex-offenders and Siyakhula car wash. The unit of analysis for this study are young people who are members of the ‘Siyakhula car wash’ and ‘Cala ex-offenders group for change’ projects.

3.5 RESEARCH PARTICIPANTS

The researcher is identified twenty-five respondents who would be involved in the study.

Data saturation has been used. When using data saturation, the decision on the number of participants is based on the quality of the study and the availability of the respondents. Meanwhile the researcher was intended to found twenty-five respondents as other project members were no longer taking part in the projects.

3.6 DATA COLLECTION

The following section provides details of the measures followed by the researcher to collect data from the research participants. Data collected

includes primary and secondary data obtained and collected data from books, research papers, government documents and project members as well as from internet sites. The information collected from the said documents assisted clarifying youth development issues. It updated the researcher about the current developments in poverty and youth development matters. This has assisted in identifying challenges facing youth projects and the decisions that can be taken to ensure success of such project. All of this is necessary in order to develop a well prepared and comprehensive report.

3.7 STRUCTURED INTERVIEW

Interviews are a predominant mode of data collection mostly used in research. de Vos et al (2005:287) cited Kvale (2001:01) define qualitative interviews as “attempts to understand the world from the participant’s point of view, to unfold the meaning of people’s experience and to uncover their lived world prior to scientific explanations”.

The interview allows interaction between the researcher and the respondents. Interviews can give a deeper understanding of the respondents’ insights about matters of youth development. Data is collected through structured interviews using an interview schedule. According to Maree, K. (2008:87), “in the structured interviews, questions are detailed and developed in advance, much as they are in survey research. It is frequently used in multi-case studies or large sample groups to ensure consistency, but if they are overly structured they inhibit probing”.

The structured interview can provide comprehensive and comparable data because all respondents have been asked the same questions. The respondents are hand tabulated and descriptive statistics are manually calculated for the purpose is to examine and analyse the data collected. Interview as a two way process, provides a chance to learn about the views of the participants. Interviews are a one on one interaction between the participants and the interviewer. For this study questions were developed in

time to ensure consistency of participants' answers and accurate data could be obtained because questions had the same meaning for all participants.

3.8 INTERVIEW SCHEDULE

“The interview schedule provides the researcher with a set of predetermined questions that might be used as appropriate instruments to engage the participants and design the narrative terrain” (de Vos 2005:296). The researcher developed the questions for the interview schedule and they were based on what the researcher needed to cover during the interview. When developing the interview schedule, the researcher had to think about appropriate questions related to youth development in order to address challenges facing youth projects.

The interview schedules consisted of both open-ended and closed questions allowing the participants to express themselves freely. Contingency questions were included in the interview schedules. The questions developed attempted to avoid judgemental and biased views. The interview schedule was used to ensure all questions were answered clearly without omissions, misinterpretation and misunderstanding. The researcher has written down answers from the respondents. The respondents are from rural areas and are familiar with hand recording as a regular exercise. The process of recording was conducted in a manner that did not threaten the respondents. The researcher decided not to record the interviews using tape or video because the respondents could feel unhappy being taped and become sensitive when giving answers fearing their voices might be recognised. The unavailability of tape or video also contributed to this decision. The research schedule covered the following areas during the data collection: Educational status and House hold income, engagement in poverty alleviation projects, management structure of the Project, sustainability factors, impact of the project, and stakeholder participation in the project.

3.9 **INTERVIEW PROCESS**

The researcher has delivered consent request to Department of Social Development which explained the research purpose of the project structure in conducting the study. The objective of the study was highlighted, together with the commitment to keep the respondent's information confidential and to adhere to the time required in each interview. The researcher obtained permission to conduct the study and appointments were secured with the participants so as to conduct the interviews. The researcher established rapport by warmly welcoming the respondents, showing interest and respect to participants' contribution to the study.

The interviews were conducted at the project site and lasted for 20 to 25 minutes each. The researcher concluded each interview by seeking clarity questions from the respondents and thanking them for their valuable contribution to the study.

3.10 **DATA ANALYSIS**

This section, will describe how the researcher made sense of the data collected. The research analysis is in accordance with the purpose of the study. The researcher took note of what was verbally communicated by the respondents as well as their non-verbal behaviour in order to analyse the responses. de Vos, (2005:311) cited Morgan & Krueger, 1998: Vol. 6:3-17: and Krueger; & Casey, (2000:128;130), mentioned that "the critical ingredients of qualitative analysis are that it must be systematic, sequential, verifiable and continuous; and that it requires time; is jeopardised by delay; seeks to enlighten; should entertain alternative explanations; is improved by feedback; and is a process of comparison". The qualitative data collected has been analysed in writing through hand tabulation to display the experience of the respondents during project implementation.

The data collected is tabulated in order to facilitate analysis. Some statistical analysis has been performed manually with a calculator. Descriptive statistics such as frequencies of occurrences and percentages is displayed. Where necessary the data is presented with the help of graphs. The aim of such a presentation is to present the data so that it is easy to understand. Graphic interpretation highlights the relationship between two or more variables in the data obtained. Data analysis is a step by step process that is guided by the purpose of the study and it does provide possible answers to the research question.

It is possible that unforeseen problems may crop up during data analysis and there is no guarantee that all such problems will be solved. According to de Vos et al (2005:218), “analysis means the categorising, ordering, manipulating and summarising of data to obtain answers to research questions”. The purpose of analysis is to reduce data to an intelligible and interpretable form so that the interrelationships of research problems can be studied, tested and conclusions drawn.

3.11 **VALIDITY AND RELIABILITY**

3.11.1 **Validity**

According to Elmes, (1991:130), validity is concerned with how accurately observable measures actually represent the concept in questions. This refers to whether the researcher has measured what he intends to measure. Maree, K. (2008:38) citing Maxwell (1992:284) saying “validity is not an inherent property of a particular method but pertains to the data, accounts or conclusions reached by using that method in a particular context for a particular purpose”.

The researcher has used a common interview schedule form with all respondents to ensure equal understanding against some criterion. The researcher has used probing questions to measure the understanding of the respondents concerning the subject of the study. Questions reflecting on the research schedule are developed based on the research questions mentioned in chapter one to measure what they are supposed to measure.

3.11.2 **RELIABILITY**

The researcher tested and re-tested the interview schedule with colleagues before using it to question the research respondents. Researcher identified colleagues who are professional and tested the research schedule. They contributed with constructive criticism helping to ensure that the interview captures relevant and objective data. “The purpose of testing the data collection tool was to test how reliable the interview schedule is” (Elmes, 1995:130). That process enabled the researcher to edit, omit and add questions which are relevant to the study after testing and re-testing the research schedule.

3.12 **ETHICAL CONSIDERATIONS**

In this study, the researcher was aware that the research could be harmful as well as helpful to respondents and that it depended on how he approached the respondents. Makhalane, V. (2009:52) cited Rose and Lawton (1999), mentioning that, “ethics can be defined as a set of principles, often defined as a code or system that acts as a guide to conduct”. The researcher understands that the study should comply with the research ethics which entails respecting human ethics.

The human research body has an ethical code that highlights professional conduct in areas such as confidentiality, informed consent and anonymity. Participants were protected by ensuring their rights are upheld. The identity of the participants was kept confidential by the researcher. The personal details of the respondents were kept safe to ensure that their participation was voluntarily.

The main body that imposed ethical guidelines for the current study is the Nelson Mandela Metropolitan University's Human Research Ethics Committee. The researcher applied for the right to conduct the study and the committee assessed whether the ethical requirements are met and granted the researcher the right to proceed with the study. The following section highlights specific ethical aspects that were considered in the study.

The researcher wrote to the Department of Social Development and to participants to obtain their permission for participation in the study. After the study had been concluded, the raw data from the participants was destroyed.

3.12.1 **INFORMED CONSENT**

In the study informed consent was obtained by signing contract agreements between researcher and participants, before the collection of data take place. The respondents signed consent forms which were developed by the researcher and they agreed to take part in the study. The researcher wrote letters seeking permission. The purpose of the study was communicated to the respondents just before collection of data. The participants were informed of their right to refuse to participate in the study. All the above raised matters were discussed with the individual participants. "Obtaining informed consent in research implies that research participants are informed fully of the nature of the research and possible risks, and that they agree that they have not been coerced into taking part in the research project" (de Vos et al, 2005).

3.12.2 **ANONYMITY AND VIOLATION OF PRIVACY**

“Anonymity means that research a participant’s identity remains anonymous and any variable that could potentially identify participants is removed from the study” (de Vos et al, 2005:170). Before the commencement of the study, the researcher ensured anonymity of the respondents. It is further stated that participation will be voluntary and respondents are free to withdraw at any stage of the study. The respondents were informed about the procedures to follow to ensure their anonymity and confidentiality. The researcher will exclude respondent’s particulars and other characteristics that could be used to identify them, such as nick-names or family members’ names to protect their privacy.

3.12.3 **CONFIDENTIALITY**

Confidentiality refers to “keeping any information private that has potential to harm participants, for example legal issues, or any information that the participants ask the researcher to not reveal in the study” (Heaton, 2004). In order to ensure confidentiality, the researcher not to reveal any information that could potentially give away the identity of the participants. Another practical example of ensuring confidentiality is that the researcher destroyed data collected after use in the study. These attempts were made to ensure that the rights of the respondents are upheld. The researcher will destroy the data collected and the consent forms after completion of the study.

CHAPTER 4

RESULTS AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The South African government funds community projects with a large amount of money as social investment for the purpose of reducing the high rate of poverty experienced by rural communities. In this scenario, both projects started in 2006 and received funding from the Department of Social Development for 2006-2007 financial year. Cala Ex-offenders group for change was funded with an amount of R33200.00 under the Crime Prevention programme and its core business is to render a hiring service on tents, chair and removable tables for events and occasions. Siyakhula car wash is under Community Development programme and it was injected with an amount of R25000.00. Each project was expected to create ten jobs even though Cala Ex-offenders group for change decided to extend the number of members to fifteen in order to deal with the high rate of turn-over and unavailability of some member when the project received a job for tents hiring service. Siyakhula car wash is currently having 8 members as the other 2 members left the project. It was not clear how much does each job cost on both projects and for how long will each project sustainable itself.

This chapter will be dealing with the interpretation of research findings and the analysis of data. The data collected involved nineteen identified research participants. The sample was made up of twelve males and seven females. The females were fewer than the males at the time the researcher collected the data even though both genders were represented to the study. During the data collection each member of the project had the same chance of being selected to participate in the study.

Two youth projects were targeted for the administration of the research schedules. Out of the sample of nineteen respondents, the researcher generalized the characteristic to the entire population of twenty three population and the generalization is called the statistics inference. All statistics have been calculated on the basis of nineteen respondents.

The main purpose of this chapter is to analyse data according to information contained in the research schedule answer sheet. The researcher has attempted to interpret the data clearly and his main goal is to obtain scientific objectivity. In this chapter, the results of the study are presented and thoroughly discussed.

4.2 **RESEARCH FINDINGS**

The interpretation of research findings is divided into six sections according to the areas of information covered by the sections of the questionnaires administered to respondents,

Section A – Educational status and House hold income

Section B – Engagement in the sustainable livelihood youth project

Section C – Management structure of the Project

Section D – Sustainable factors

Section E – The impact of the project

Section F – Stakeholder participation in the project

4.2.1 Section A - Educational and household income

The frequency table below indicates education and economic status of the respondents. This information is further presented by means of a bar graph

Table 1

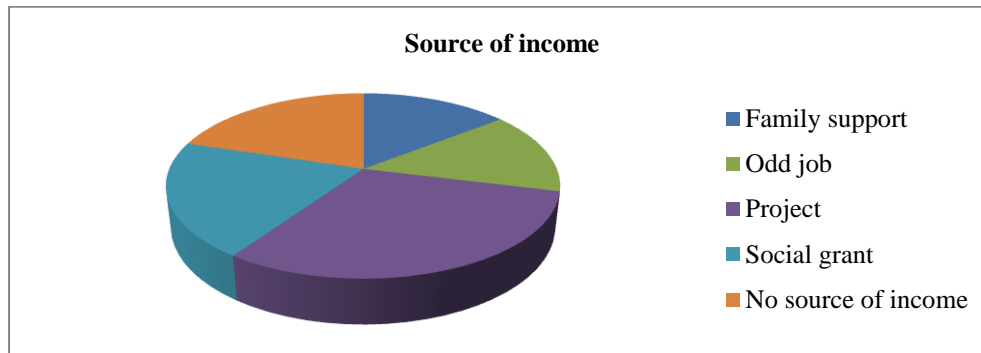
Frequency table: Education

| Grade 6 or less | Grade 7-12 | Diploma | Degree | Drop out at Tertiary level |
|------------------------|-------------------|----------------|---------------|-----------------------------------|
| 4 | 13 | 0 | 0 | 2 |

Only 68% of the respondents have reached grade 7-12 level and 10% of the respondents have dropped out from a tertiary institution. The overall finding indicates that most of the respondents have managed to reach between grade 7-12 even though it is clear that most children who studied in rural areas are unable to read and write. They experience difficulty in reading and writing and could be the result of the legacy of Bantu education. Grade 7 to grade 12 children who have studied in rural areas experience reading and writing difficulties. The poor English amongst the project members is one of the factors contributing towards unemployment and poverty. Their inability to read English was confirmed by the participants' constant request for the research schedule to be translated into their mother tongue (Xhosa). This further illustrates that most of the respondents are unable to understand the project guiding documents such as business plans, project constitutions and the administrative issues of the project.

Table 2

Frequency table: Source of income



Pie chart illustrates respondents' sources of income

21% of the respondents depend on social grant and 15% rely on their families for financial support. 10% regard odd jobs as their source of income while 21% do not have a source of income. This shows that families do have a source of income even though it is not enough to meet basic needs. Social grants play a vital role in boosting the economic status of the families and but these grants are on insufficient source of income. So the bottom line is that, people in these households are poor and do not adequately benefit from the South African economic development programme. 32% depend on the project for financial support. The pie chart illustrates that most people depend on the project for income. To some members, project involvement does not yield sufficient income because it leads some members to seek extra financial income through odd jobs. The project members experience divided concentration on the operations of the project and that could compromise time and production of the project. It further shows that the project is regarded as a viable option by respondents because most youth do not have other sources of income and they do not even qualify for social grants. Therefore if the project does not yield reasonable results that could mean it will be impossible for the youth to escape the poverty spectrum. According to Bhorat, Poswel

and Naidoo (2004:11) cited by Batyi, T. (2009:41), “to be poor is to be illiterate and lacks adequately paid and secure jobs”. This means therefore that there is a very low level of education among the members and some cannot understand business plans even though they depend on the project for income. The project can be regarded as job opportunities to project members because they earn money from their participation and contribution to the project. As an indicative factor, should the breadwinner die other family members become vulnerable and that could get the family deeper into the poverty spectrum. Some family members do receive social grants such as old age, child support and disability grants which provides assistance from government to fight poverty and supplement household income helping the families of some young people to survive. There is a very high dependency on Social grants in the rural Eastern Cape which does not encourage sense of reliance and it provides about 66% of income on average. 32% of project members are reliant on the project for income and this is a positive sign, though it has a limited to support for their families.

Table 3

Frequency table: Total income per month

| Below R300 | R300- R600 | R600- R900 | R900- above | None |
|-------------------|-----------------------|-----------------------|------------------------|-------------|
| 5 | 8 | | | 6 |

The table above shows that 27% of respondents receive an amount of R300 and less per month. Another 32% of respondents do not have income while 43% of respondents are having a monthly income of between R300 –R600. The results indicate that the involvement of project members to the projects resulted in a limited benefit to some members, while in some members do not benefit from the project.

Even those who manage to benefit within the project does not benefit the same amount. As it was indicated by project members that the profit is shared according to the input each member makes to the project. The above table illustrates that all respondents are living below the Minimum Living Level (MLL) of R1000 per month. 43% of respondents are able to earn a R300-R600 monthly income which is not enough to meet their basic needs. However the MLL is for a household. If youth are staying with their families then they are supporting the whole household which sometimes receives government grants.

The income is poor but better than the first group which does not benefit from the project except to rely on handouts and social grants given by government to their families. This portrays the poverty experienced by many young people within the community. As a result they are unable to meet their basic needs and some depends on youth projects, odd jobs and government social grants including handouts. The household income of other families improved with the addition of youth project income for members even though it is insufficient for the family to make ends meet.

Table 4 - Family members working

| Yes | No |
|-----|----|
| 10 | 9 |

Table 4 shows that 52% of family members of project members are working and 47% respondents do not have family member who are working within their families. This table illustrates the high rate of unemployment which affects many families.

Table 5

Frequency table: Form of work family members occupy

| Formal | Semi-formal | Informal |
|---------------|--------------------|-----------------|
| 5 | 4 | 1 |

This table illustrate that 26% of family members are working in a formal working situation and 21% are occupying a semi-formal working situation. A formal working situation is where employees are working in a structured working environment, governed by policies and labour laws of the country in which the employee is expected to perform in an agreed manner after signing a performance agreement. 5.2% are working in an informal working situation. Informal work includes work which is not regulated by any law and there is no working agreement except verbal agreement and agreed payment. The work is more a general work of which it does not need much expertise. The table shows that out of those family members who are working, half of them do not have sustainable job. In most families, household income is insufficient to guarantee a reasonable standard of living for young people and their families.

4.2.2 Section B - Engage in a sustainable livelihood project

Table 1:

Frequency table: Involvement of respondents during planning stage

| Yes | No | Do not know |
|-----|----|-------------|
| 4 | 13 | 2 |

Table 2 shows that only 21% of respondents who took part during the establishment of this project. 68% respondents were not involved in the initial stage of the project. Only 11% of respondents do not know at what stage does their involvement within the project took place. Most current members were not part of the initial stage of the project. Therefore there is no continuity within the project. Most members joined the project during its implementation stages. Lack of continuity has a negative impact on the project because it affects time frames and consistency.

Table 2:

Frequency of table: Initial involvement and participation to the project

| Founders of the project | Recruited | Not sure |
|--|------------------|-----------------|
| 3 | 14 | 2 |

Table 3 illustrate that 74.% of respondents were recruited to join the project and only 16.% respondents are the initiators of which most members who started the project. 10% respondents were not sure about how they joined the project. There were ten members who started the project and some left with different reason.

This portrays challenge of consistence within the project because members are joining and leaving the project. The high rate of turn-over could have negative impact to the result of the project. Project is based on the objectives which seeks to be achieved by the project.

Table 3:

Frequency of table: Participation during the development of the business plan

| Yes | No |
|------------|-----------|
| 0 | 19 |

100% of the respondents never took part during the development of the business plan. The business plan was developed by government officials for the project members. Project members do not own the business plan and as such, that might affect the implementation of the business plan. The participation during the initial stages of the project allows project members to be aware about the aim of the project and how it is to be realized.

A Business plan is the project guiding document, which seeks to reach the reality goals, not just ideal goals. Non participation during the development of the plan could impact on the time frames for the project activities and objectives outlined on the business plan.

Table 4:

Frequency of table: Knowledge of the content of the business plan

| Know | Do not know | Not sure | Do not answer |
|-------------|--------------------|-----------------|----------------------|
| 4 | 12 | 3 | 2 |

16% of respondents are not sure if they know the content of the business plan and 63% of respondents do not know the business plan. Only 21% claimed that they know the content of the business plan. 10% do never answer the question. The chances are slim for project members to realize the objectives of the project because they are supposed to know and understand the content of the business plan before they engage in its implementation phase. It is important for members to have enough knowledge about the project and know what is expected of them for the benefit of the project even before the implementation phase starts.

Table 5:

Frequency table: Participation on business plan implementation

| Yes | No |
|-----|----|
| 19 | 0 |

100% of respondents claimed that they participate in the implementation of the business plan although 63.1% of respondents did not know the content of the business plan. There are possibilities that some members are delaying and hampering the implementation plan during their participation in the project. Implementation is the most time-consuming stage, therefore it needs consistency, efficiency and effectiveness. It is highly likely for members not to realize that if they were not part of the planning phase.

Table 6:

Frequency table: Necessary skills and knowledge to contribute in the project

| Yes | No |
|-----|----|
| 14 | 5 |

Three-quarters of the respondents acknowledge the importance of necessary skills and knowledge to contribute to the project implementation and just a quarter of respondents does not consider necessary skills and relevant knowledge as important and necessary for the project. Most respondents regard necessary skills and knowledge as a corner stone for the success of the project. Project members feel the need for continuous trainings in order to be able to perform their expected roles within the project.

Project members should be equipped with relevant skills for them to satisfy the demands of the project. Their business competitiveness allows for the

projects members to keep on improving their knowledge about how to meet the demands of their market.

Table 7:

Frequency table: Skills possessed

| Formal | Recognition of Prior learning | Do not possess skills |
|---------------|--------------------------------------|------------------------------|
| 3 | 11 | 5 |

Only 16% of the respondents possess formal skills which can benefit the project and 58% have prior learning in which some do not benefit the project. 26 respondents do not possess any skill that might benefit the project. Most respondents joined the project without relevant skills. Project members lack capacity to implement project plans for the benefit of the project and its members due to non existence of training and relevant skills. The project is expected to train its members to master required skills.

The Business plan has modality or cost activity which indicates that the project members are supposed to receive training in basic skills such as administration, marketing and customer care. The training is necessary for members to use and maintain the project equipment. It has been confirmed that no member has been in training since the project started. They were never trained on how to utilize and maintain their equipment after it was purchased. Project members were just shown how to use the equipment and their prior experience is based on informal learning.

They only rely on prior learning experience to utilize the project equipment and to run the project. However their prior experience might not be relevant to meet the objectives of the project. The level of relevant knowledge of the project members is not equally shared because some members were fortunate to be exposed to what the project is aiming to achieve. Some members depend on other members to show them how to perform their roles.

Possession of relevant skills and knowledge are required to enhance the effective and efficient implementation of the project plan.

Table 8:

Frequency table: Benefit of necessary training that they wish to possess

| Personal benefit | Project benefit | Both personal and project | Do not know |
|-------------------------|------------------------|----------------------------------|--------------------|
| 4 | 10 | 1 | 4 |

21% respondents regard training of project members as providing for personal development to those who get the training. 5.2% of the respondents believe that training benefits both project and individuals within the project. 52.6% respondents regard training as something which benefits the project. Only 16% of the respondents are not aware that training can benefit the project members. It is important for the project members to gain personal development because the projects seeks to capacitate and encourage personal development so that each members becomes self reliant and responsible for his or her own development. Be that as it may, the aim of training project members is to invest in the project by empowering its members for an effective and efficient performance so as to pursue the objectives of the project. Through relevant training, the project will be able to sustain and to grow. Training therefore benefits the project and allows for personal development of its members.

Table 9:

Frequency table: Skills needed by project members

| Yes | No |
|-----|----|
| 18 | 1 |

95% respondents stated that the project is in need of skills in order to realize the objectives of the project and only 5.% respondents did not agree and maintained that the project members do not need skills to perform the project goals. The figure shows that most project members recognize that training might benefit the project. In a sense training provides more knowledge and expertise for individually trained respondents to develop confidence and have high self esteem which at the end might help to yield positive results. Continuous training can improve the skill and knowledge required for the attainment of project expectations.

Table 10: Pie chart: Skills needed

The Pie chart illustrates how respondents can be related according to the skills needed for their projects:

10.5% respondents mentioned that they do not know which skills are needed to sustain the project and 5.2% identified administration as a skill which is needed by project members to keep project records. 26% respondents revealed that marketing skill is a scarce skill within the project and that it can play a vital role in broadening the market. This indicates that marketing of products can bring more business opportunities. 37% of the respondents identified customer care as an important skill which the project members could need. Customer care is an import skill because it can assist project members to develop a good relationship with their customers. Such relationships might develop a sense of loyalty and belief in the project. Customer care in a way gives opportunity for customers to market the project because of good service they receives. Customer satisfaction can leads to project sustainability. All the above mentioned skills are applicable on both project as for Siyakhula car wash to sustain the project and Ex-offenders which service includes hiring of tents, chairs, tables etc.

58% of respondents have noted business management skills as the skills most needed within the project. The high percentage shows that project members run their project without the basic skills of business management. All the identified skills are seen by project members as having great importance within the project. The aim of these projects is to make a profit and therefore project members need to acquire more basic skills in order to compete effectively in the market.

4.2.3 Section C - Management Structure

Table 1

Frequency table: Existence of management committee

| Yes | No |
|-----|----|
| 18 | 1 |

Most respondents agreed that project management does exist in both projects and only one respondent disagreed by denying the existence of the project committee. It may be that this one respondent is not aware of the present committee within the Ex-offender's project because he is not actively involved within the project. Both projects do have leaderships which have a responsibility to provide leadership roles for the management of the affairs of the project.

Table 2

Frequency table: Period when it was established

| 2006 | 2007 | 2008 | 2009 | Do not know |
|-------------|-------------|-------------|-------------|--------------------|
| 1 | 2 | - | 11 | 5 |

This result indicates that of 5% of the respondents the only project committee they know is the one which was formed in 2006. 11% of the respondents mentioned that the committee was formed in 2007. 58% respondents mentioned that the committee was formed in 2009.

This result indicates that most people members are only aware of the committee elected this year. 26% respondents do not know when the project committee was formed and this really shows that there are project members who were not sure about the establishment of the current project. Members who were there during project inception confirmed that there were committees formed in 2006 and 2007 respectively but due to the rapid turn-over of members, committees lacked sustainability. Alternatively, it is a good thing to elect a new committee each and every year because it is more accountable and democratic.

Table 3

Frequency table: Involvement in committee establishment

| Yes | No |
|-----|----|
| 13 | 6 |

Most respondents claimed that they were involved during the establishment of project committees although the above table illustrates that their involvement took place in different years.

68% respondents indicated that they were involved when the committee project was formed and 32% respondents indicated that they never took part in project committee formulation. The challenge of involvement is indicated by the above table and it could be because some members do not take the issue of forming committees seriously. The high rate of turnover could impact on the participation of members during committee formulation because some members join the project after a committee has already been formed.

Table 4

Frequency table: Committee is democratically elected

| Yes | No |
|-----|----|
| 13 | 6 |

68% respondents believed that their project committee was democratically elected by project members whereas 22% respondents do not agree. The majority of project members asserted that the project committee was objectively established based on fairness without favour whilst only few who disregard that. All members that were present during the formulation of a project confirmed that the previous and current committees were elected democratically. No members seemed to have disregarded the democratic process followed in electing the committees even though there is evidence

which shows lack of continuity of leadership but this may be only partial, as some members leave and others come in to the project. The projects continued to experience a high rate of turnover even though they operate under leadership committee. One of the previous tables above indicated that there was no training organised regarding empowerment of project management committees and because of that, even the previous and current committees had been unable to lead and guide the project. The said committees might not understand of their expected role as a committee within the project.

Table 5

Frequency table: Committee possessed skills and knowledge

| Yes | No |
|-----|----|
| 4 | 15 |

79% respondents mentioned that committees lacked the required skills and knowledge to run the project although 21% respondents believed that they possess relevant skills and knowledge to sustain the project.

A minority of respondents regard themselves as capable to manage the project even though they never got training. Most respondents strongly believed that committees lack management skills to lead projects and such training could empower committee members to play a vital role in managing the projects.

Table 6

Frequency table: Committee have clear roles and responsibility

| Yes | No | Do not know |
|-----|----|-------------|
| 8 | 8 | 3 |

42% of respondents said their committee had clear roles and responsibilities while 42% said the committee does not. In this case the 42% who answered in the affirmative were all from the Siyakhula project while the 42% who answered in the negative were all from the Ex-Offenders project.

This result illustrates that roles and responsibility within Ex-offenders project were not communicated to project committee when they were elected to their positions. The figures above indicate that there is genuine confusion in Ex-offenders project with regard to what they should be doing and seem to be clear on the Siyakhula car was project.

Table 7

Frequency table: Committee holds meetings

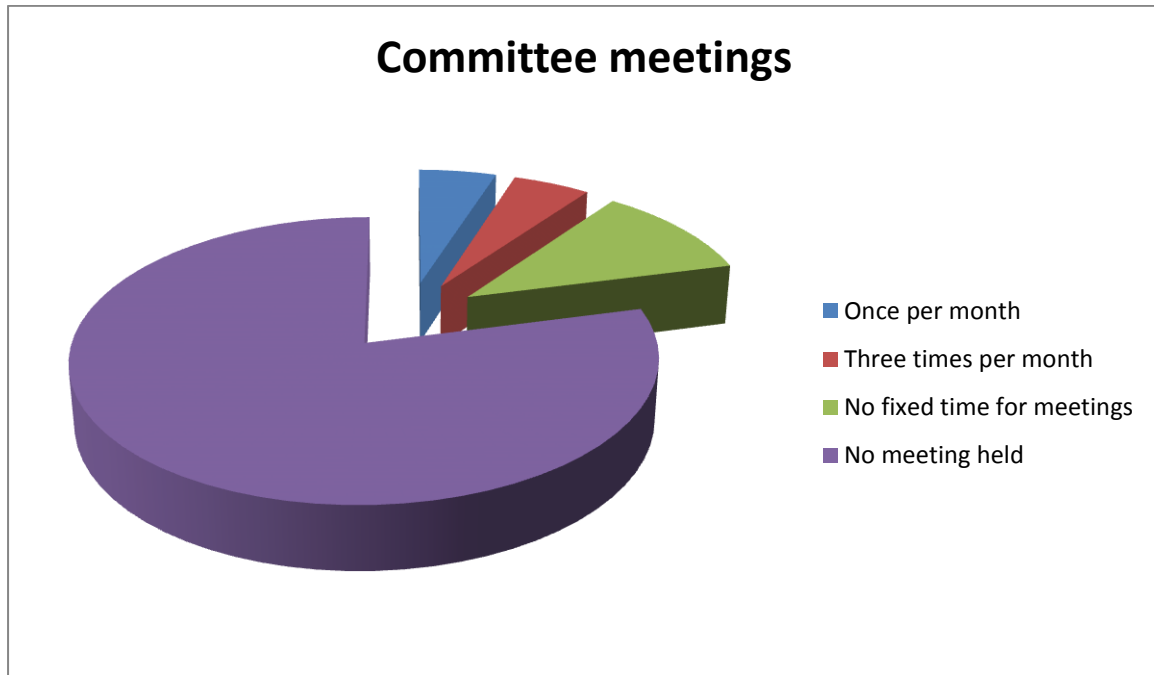
| Yes | No |
|-----|----|
| 4 | 15 |

78% of the respondents disagreed that project committees holds meetings, while 21% believe that the committees do meet. Most respondents are convinced that committee meetings are not held by the committee and as such there is no guidance and support from the committee on the operations of the project. Both projects experience the same challenge and as such it also affects the general meetings which are not called by committees. The meetings which are held are called by government officials for the project and that is how the projects were enabled to discuss matters affecting their

project. In that sense, the projects will not gain autonomy or sustain themselves and could have developed a dependency syndrome.

Table 8

Frequency table: How often



5% of respondents stated that Cala ex-offenders committee holds meetings once per month while 5% of said the meetings are held three times a month. In this case the 5% who answered in the affirmative were all from the Cala ex-offenders group for change while the 5% who answered in the opposing from the Siyakhana car wash. 11% respondents stated that those committees have no fixed time to hold their meetings. 79% of the respondents asserted that there are no meetings held by the committee. The projects committee seemed not to be functioning properly and even the meetings which they are able to attend, are called because of government officials' involvement. The lack of consistency in having meetings does affect management of the project. It could use crisis management approaches in dealing with challenges affecting the project. The projects committee should foresee challenges even before they emerge and be pro-active.

In crisis management approach, the leadership will wait for the challenges to crop up before it intervenes as opposed to a pro-active approach where leadership is able to foresee the problems even before they emerge and then take preventative measures to address such problems.

Table 9

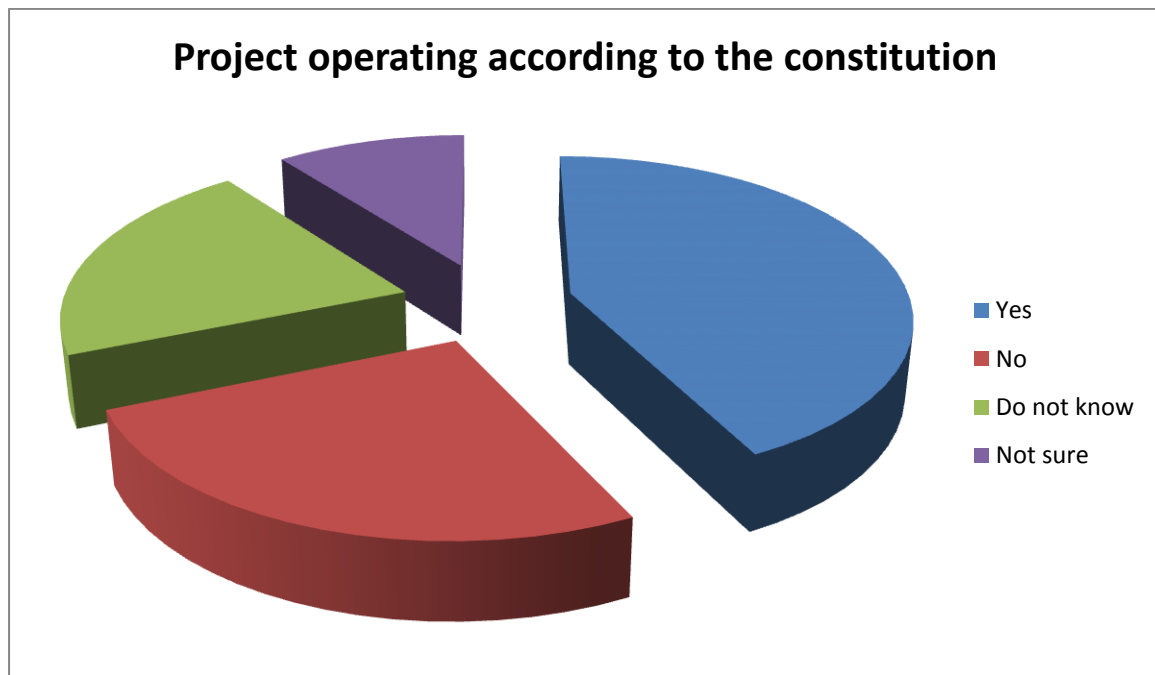
Frequency table: Project holds general meetings

| Yes | No |
|-----|----|
| 14 | 5 |

The result illustrate that 73% respondents agreed that they hold general meetings while 22% respondents disagreed. The table illustrates that other project members are not active within the project and as such they are not aware of general meetings. As confirmed by project members, by the time the research study was being conducted there were interventions underpinning the projects from government officials in assisting the projects to realize their objective. A numbers of general meetings had recently been held and were chaired by the officials for the projects. This could be the reason for most project members to confirm that general meetings do occur. It could be possible that the remaining respondents who disagreed that general meetings are held are aware that the projects should organize general meetings on their own. Other possibility could be that a few members are not involved in the operations of the project and therefore they do not attend the meetings of the project.

Table 10

Frequency table: Projects operate according to the constitution



42% of the respondents believed that the projects are operating in accordance with a projects' constitution and 26% of the respondents disagreed. 21% did not know whether the project's operations are based on its constitution and 11% of these respondents are not sure that the constitution is utilized to manage the project. The largest group of respondents agreed that the projects are managed through their constitutions even though that does not comprise even though this is not a majority. The other groups of respondents seem to have a different view. The general responses show a genuine confusion among the respondents which might be caused by their ignorance of their project's constitution. It is highly likely that project members know about the existence of the constitution even though they do not know what is entailed in the constitution. The lack of constancy in holding meetings might show that perhaps project members do not honour and respect what is contained in their constitution. It could be that they do not realise that what is entailed in the constitution strictly binds everyone who is a member of the project.

4.2.4 Section D – Sustainability factors

Table 1

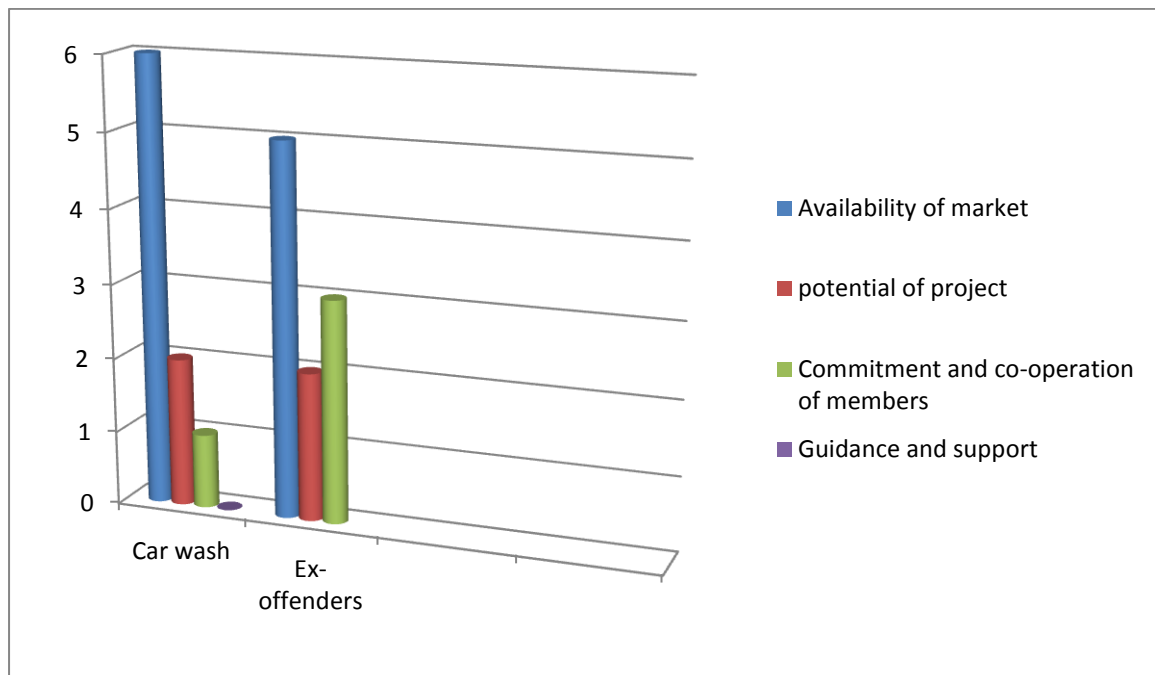
Frequency table: Sustainability of the Project

| Yes | No | Not sure |
|------------|-----------|-----------------|
| 14 | 4 | 1 |

The table illustrates that 74% of the respondents mention that there are possibilities for the project to sustain itself and 21% of the respondents disagree. Only 5% are not sure whether the project is sustainable or not. The above table shows that project members believe in the idea of the project. Most respondents indicated that the project goals is a viable option as they saw the existing projects had the potential to realize their goals. There is a potential market for their services within the community as the projects exist because of community needs. The project committee need trained to run the project and as such they lack knowledge about their roles. Since 2006, these projects had never collapsed, maybe due to the support of the market and the hope that the projects can eventually operate successfully.

Table 2

Frequency table: Sustainability



On the table, the car wash indicates 32% and 26% of respondents from Cala ex-offenders indicate for 'availability of market'. The community, business sector and government Departments are regarded as markets for the projects because they are utilizing the services of these projects. 26% of the respondents regard their projects as having potential to generate profit because of the validity of their business idea. In a sense, the services of the projects seem to be in demand as they are addressing the challenge of the scarcity of car wash services and hiring of tents for different events within the area. 10% of the respondents from Cala ex-offenders and 6% respondents from Siyakhula car wash noted that lack of commitment and co-operation can become stumbling blocks to the sustainability of the project. Project members cite lack of commitment and co-operation as possible main causes for the projects to become un-sustainable. The lack of cooperation and commitment among the members can affect the success of the project. It could be because some members took project goals and objectives for granted.

Maybe they are unable to see the possibilities of a positive impact which may lead to the success of the project in their lives. This lack of guidance and support can have a negative impact on the project because some members do not foresee the positive results and personal benefits that these projects could bring. Guidance and support is regarded as one of the challenges of sustainability to the poverty alleviation projects which lack from the stakeholders

Table 3

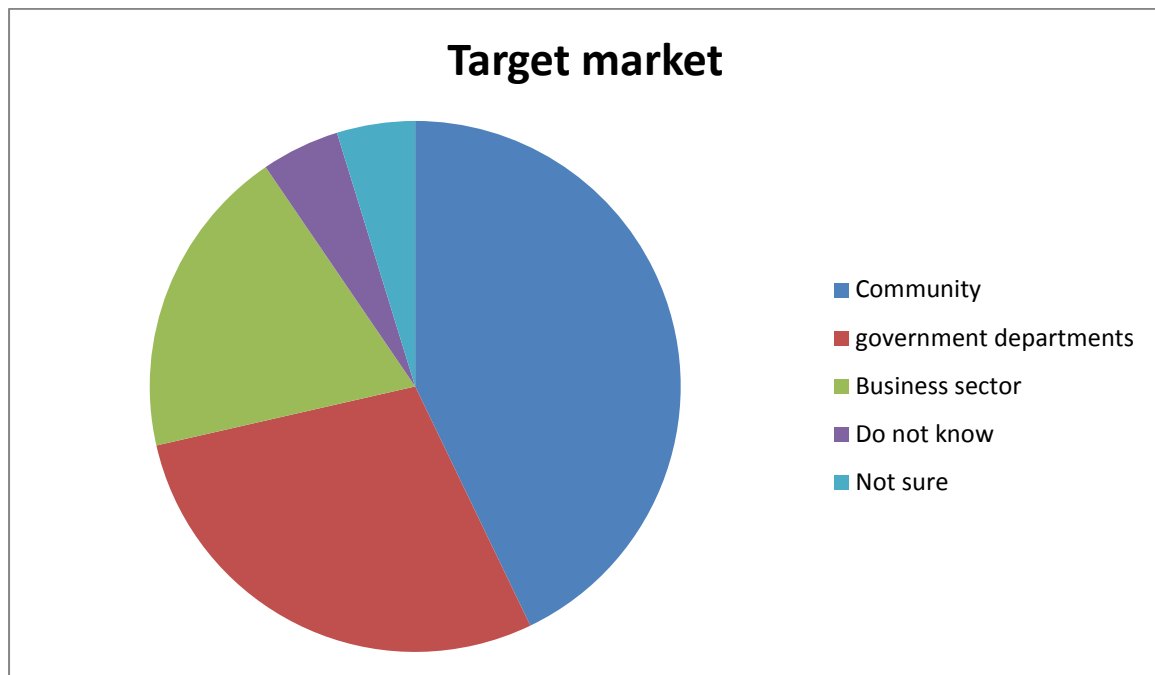
Frequency table: Market availability

| Yes | No | Not sure |
|------------|-----------|---------------------|
| 15 | 2 | 2 |

The result shows that most of the respondents indicated that projects have a potential market within the community although a few respondents disagreed and some respondents were not sure whether the projects have a market to succeed. Most project members agreed that the projects have a potential to succeed and grow due to availability of the market. The products and services of the projects are in demand within the Cala community. The lack of marketing skills could result in projects not being able to take proper advantage of the existing market. The respondents who seem to disagree might be influenced by the long period of existence of the project and the gains obtained by project members since the projects were formed. As a result of that, the market is regarded as insufficient for the project to make a significant benefit.

Table 4

Frequency table: Target market



The table shows that most respondents regard their community as their key target market while some members identify government departments at a local level as another target market for their product. There are also those who regard local business sectors as a market for their project. A few respondents do not know and also are not sure about the target market of the project. The projects have various target markets and that guarantees sustainability. Most respondents are positive that projects have three different target markets which can support and purchase their services for the benefit of the projects. It is likely for projects under studied to lose potential market and influences on their target markets if they do not have quality service and know what kind of service the market want. The lack of marketing skills from project members could result in low demands for their product. To some extent, it is possible that even target market is not aware of the availability of these services.

Table 5

Frequency table: Project generate enough income

| Yes | No | Do not know |
|------------|-----------|--------------------|
| 4 | 14 | 1 |

Only a few respondents indicated that their projects generate enough income for the members and most respondents disagreed by indicating that project members do not receive enough income to meet their basic needs. The smallest number of respondents did not know whether they get enough income or not. The table reveals that projects do not generate enough profit for project members. It has been highlighted from previous findings that most families of project members depend on them for financial support even though it is indicated that members do not get enough basic income from the project. These findings suggest that projects are not doing enough to fight poverty amongst the members.

Table 7

Frequency table: Benefit from the project

| Financial | Experience | Both financial and experience | None | Not sure |
|------------------|-------------------|--------------------------------------|-------------|-----------------|
| 8 | 2 | 2 | 6 | 1 |

31.5% of the respondents state that they get nothing from the project and 10.5% respondents respectively mentioned that they benefit from both finance and work experience that provides useful skills and knowledge from the project. Most respondents, 42.1% show that they benefit from financial compensation out of the project.

Most people receive money from the project even though it is not enough for the project members. This shows that the project has a potential to succeed even though it does not currently yield favourable results. The result indicates that insufficient experience is gained out of the projects.

4.2.5 Section E - The impact of the project

Table 1

Frequency table: Project contribution on the socio-economic status of project members

| Yes | No | Sometimes |
|-----|----|-----------|
| 9 | 7 | 3 |

15.7% of the respondents agree that their project sometimes make a contribution to their socio-economic status whereas 36.8% respondents state that they do not benefit from the project. Only 42.1% respondents agree that they benefit from the project even though it is not enough to meet their basic needs. The table shows that a project do makes a minimum contribution to its members. Previous results indicated that half of the project members depend on the project to support their families. To some extent, projects are regarded as a source of income for its members.

Table 2

Frequency table: Personal benefit from the project

| Yes | No | Not sure |
|------------|-----------|-----------------|
| 15 | 3 | 1 |

The table above shows that 78.9% of the respondents acknowledged their personal benefit from the project while 15.7% respondents claimed they are not benefiting from the project. Only 5.2% of the respondents were not sure about whether they benefit or not. This table demonstrates that most members benefit from the project but their actual benefit might not have a significant impact because of insufficient income to meet their basic needs.

Table 3

Frequency table: Project is regarded as an employment opportunity

| Yes | No | Not sure |
|------------|-----------|-----------------|
| 10 | 6 | 3 |

The table above show that 16% respondents do not know whether their project can be regarded as an employment opportunity or not. 52% agree that their project is an employment opportunity and 32% do not regard the project as an employment. Most respondents seem to regard the project as employment opportunity. The results indicate that due to a high rate of unemployment, project members acknowledge their involvement in the projects as something which provides them with employment within the projects. They further expect their projects to grow in order to become a small business. It can be possible also that because the unemployment rate is high, members join projects just to get some income even though they have no real enthusiasm for the project. The table shows that the project is making some contribution to the socio-economic status of the project members.

Table 4

Frequency table: Reasons which lead project members to join the project

| Only as a source of income | Able to obtain work experience | Insufficient benefit |
|-----------------------------------|---------------------------------------|-----------------------------|
| 6 | 5 | 2 |

31% of the respondents claimed that they join the project in order to obtain income whereas, 26% respondents joined the project in order to obtain work experience. Only 10.5% of the respondents mentioned that their benefit from the project is insufficient.

Table 5

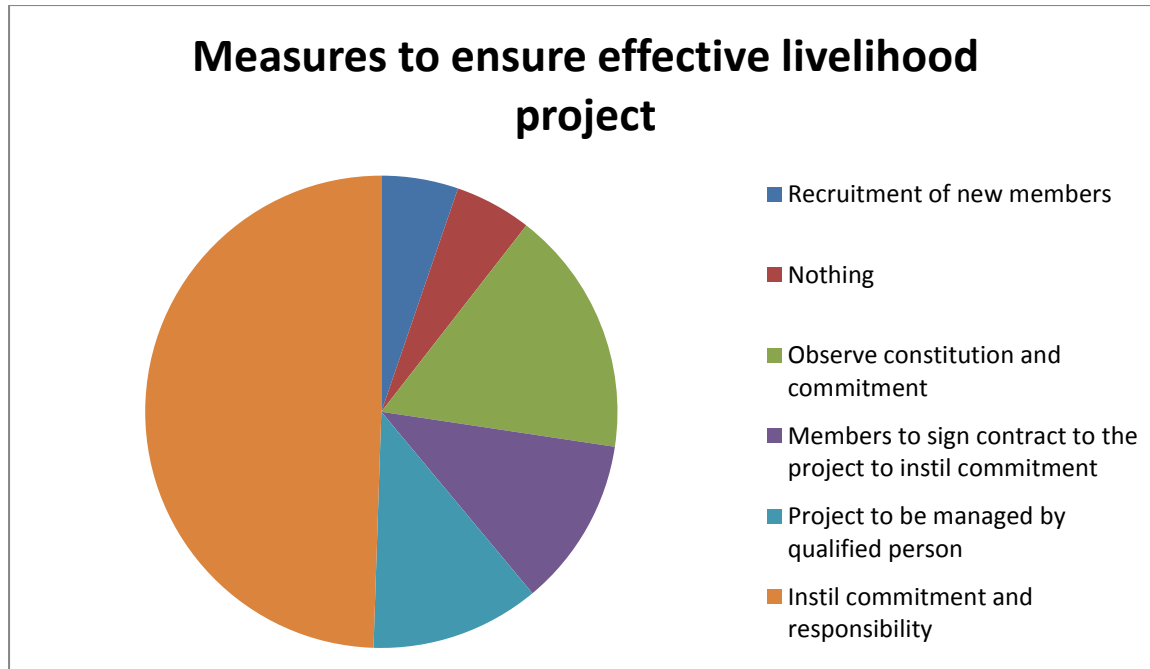
Frequency table: Reasons which have caused project members to disregard a project as an employment opportunity

| No experience | Do not benefit financially | No benefits |
|----------------------|-----------------------------------|--------------------|
| - | - | 6 |

A few respondents do not regard a project as an employment opportunity. This is in accordance the previous result which acknowledges that most members consider their project as their employment opportunity. However these projects have a minimal impact on the socio-economic status of those members who consider it as employment this outcome of this table indicates that a few members who do not benefit from the project might not be committed or have a sense of responsibility to the project.

Table 6

Frequency table: What measures can be taken for a project to be considered as an effective livelihoods project



5.2% of the project members proposed that the project must recruit new members. Another 5.2% respondents mentioned that nothing can be done to improve the situation. 16% of the respondents stated that project members must observe the constitution of the project and 10.5% respondents said that project members must sign a contract to bind members to implementing the plans of the project. Another 10.5% respondents mentioned that the project must be managed by a qualified person. 47% of the respondents said that responsibility and commitment should be instilled in project members. Respondents considered that most of the above interventions would improve high rate of productivity and also benefit operations within the projects. Guidance and support from the stakeholders did not receive favourable support from the project members. There were no participants mentioned this factor. This could be because project members are underestimating the vital role that can be played by the stakeholders in the effective running of the project by the committee.

4.2.6 Section F - Stakeholder participation in the project

Table 1

Frequency table: Participation of stakeholders in the project

| Yes | No | Sometimes | Not sure |
|------------|-----------|------------------|-----------------|
| 6 | 9 | 3 | 1 |

The table shows that some of the respondents indicated that stakeholders do take part on the operations of the project while a few respondents mentioned that sometimes stakeholders do take part in the project. Nearly 50% of the respondents indicated that stakeholders do not contribute to the operations of the projects. They considered that Local stakeholders such as community, business sector, public sector, CBO's, NGO's within their community make a minimal contribution to the project. This seems to indicate that some stakeholders do not support and guide the projects during their implementation. The lack of stakeholder participation could be caused by their non-involvement during the initial stages of the projects. It is possible for the stakeholders to distance themselves from the operations of the project if their role was never defined. In a sense, a stakeholder's participation could support, guide and monitor the operations of the projects and transfer knowledge to young members for better project management.

Table 2

Frequency table: How stakeholders can assist the project

| Business opportunities | Material | Administration, guidance and support | Infrastructure | Do not know |
|-------------------------------|-----------------|---|-----------------------|--------------------|
| 6 | 2 | 9 | - | 5 |

10.5% of the respondents stated that stakeholders could offer material assistance while 31.5% respondents would be pleased if the stakeholders could assist them in organizing business opportunities for their project. 26.3% of the respondents did not know how stakeholders could assist the project whereas most respondents mentioned that stakeholders can assist with administration experience, guidance and support. This indicates that stakeholders are supposed to assist in order to strengthen and sustain the project. Administration and support seem to be lacking within the project.

Table 3

Frequency table: Reasons for stakeholders not participating in the project

| Do not know | Do not know services offered by the project | Do not want to take part | Not aware of their role within project | Not sure |
|--------------------|--|---------------------------------|---|-----------------|
| 16 | - | 1 | 2 | - |

Most respondents do not know why local stakeholders do not participate in the project. At the same time, the projects have no clearly defined role for stakeholders to play within the operations of the projects. There seemed to be no effective involvement of stakeholders during the establishment of the project.

Table 4

Frequency table: Stakeholders have a clear role to play within the project

| Yes | No | Not sure |
|------------|-----------|-----------------|
| 14 | 3 | 2 |

73.6% of the respondents indicated that stakeholders have a clear role to play in the project while 15.7% respondents mentioned that stakeholders do not have a role within their project. Only 10.5% respondents were not sure what role stakeholders could play to assist and guide in project operations. Most project members were interested in getting assistance from stakeholders although other members were not well informed about the role that could be played by stakeholders. Stakeholders have an important role to play within the youth projects. Stakeholders have different kinds of expertise which could benefit:- the project, therefore their involvement could assist the project to attain project objectives.

Table 5

Frequency table: How can stakeholders be involved in the operation of the project?

| Attend project meetings | Guidance and support | Development of skills | Enhance responsibility and ownership | Do not know |
|--------------------------------|-----------------------------|------------------------------|---|--------------------|
| 6 | 8 | 2 | 2 | 4 |

The table shows that 10.5% of the respondents respectively who choose to seek a stakeholder's assistance on development of skills, enhancing of responsibility and instilled a sense of ownership to project members.

21% respondents did not know how stakeholder could be involved. The table further shows that 31.5% of the respondents want stakeholders to attend projects' meetings and the monitoring implementation of the projects. 42.1% seek guidance and support from the stakeholders. Most respondents indicated that lack of guidance and support from stakeholders could not benefit the project. Stakeholders should take part in meetings, enhancement of responsibility and ownership among project members.

CHAPTER 5

SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

This chapter represents the discussion of the research findings. The objectives of this discussion are to give a clear meaning and perspective to the research findings with reference to the literature review. It further provides recommendations and conclusions with regards to the whole study in order to provide insights that could contribute to the effective and efficient running of the poverty alleviation projects.

5.2. SUMMARY

Young people are regarded as one of the most vulnerable groups in South Africa. The study undertaken is based on the assumption stated in chapter one that many poverty alleviation projects do not make a meaningful contribution to youth development and to overcoming poverty among the youth in Sakhisizwe local municipality despite the good intentions they aim to achieve. This project went further to explore the contribution of such poverty alleviation projects to poverty, and explores the reasons for their success or failure through the examination of Siyakhula car wash and Ex-offenders group for change.

The research findings for this study show that youth projects have little contribution to poverty alleviation even though they provide income for the members. These findings further shows that youth projects were unable to show a meaningful contribution on youth development due to identified

challenges faced by the projects as mentioned below. The research study focused on how youth projects can make an effective contribution to youth development and enhance participation among project members. Effective participation ensures a sense of ownership and instils the commitment of project members to the sustainability of the project. The study further looks at how sustainable livelihood projects can provide young people with relevant and accurate skills to showcase their skills in order to enhance personal and project development. These findings do not dispute the fact that there are project initiatives which plays a vital role in alleviating poverty and develop youth in the process. It is therefore important to address some of the identified challenges facing youth projects in order to ensure that they are sustainable.

The projects have a potential to improve socio-economic conditions by offering decent job opportunities for project members. The research study also focussed on the integration of services offered by stakeholders for a meaningful contribution and for support of youth projects.

The study emphasised the use of project guiding documents and government legislation during the implementation of the project. The Department of Social Development has initiated a number of sustainable livelihood projects to enhance capacity by helping to provide young people with skills through empowerment programmes.

These challenges should be analysed and appropriate responses be developed to resolve the identified challenges so that the projects meet their objectives to alleviate poverty and assist with the development of young people.

In the literature review, participation of project members in their own development, together with stakeholders' participation in youth development was emphasised. According to the National youth Policy (2009-2014:29),

“young people within their community must take part in development and contribute as productive citizens by shaping their talents and creative energies, equipping themselves with appropriate skills”. Participation can allow young people to develop a sense of belonging, build their self-esteem and continues to improve their lives for a better future. Respondent no. 10 stated that “Project should have regular meetings that will assist on members to take project serious. The project will be able to identify those who are not serious within the project. It is important to instil sense of responsibility to project members for them to realize that they are self employed and the success of the project depends to them”.

“The importance of an integrated and holistic approach towards youth development was highlighted through the identification of strategic intervention areas to address the specific needs’, challenges and opportunities confronting young men and women” (Youth development policy framework, 2002:05). Lack of skills among the youth has been identified as one of the underlying factors for ineffectiveness of sustainable livelihood projects in youth development. According to the National youth development policy framework (2002: 06), “empowering young people to make meaningful contributions in the development of their society can prevent alienation and instil a sense of belonging and responsibility in the younger generation”. Respondent 13 confirmed that “project members must be trained on marketing skills for them to be capacitated and instil sense of responsibility to the members”.

The theory of economic, political and social distortions explained how poor people fall behind regardless of how competent they may be. This theory illustrates how socio-economic imbalances prevent the poor from gaining better job opportunities. The project members do not have the necessary education and training qualifications even though they have shown competency in doing their work and that results in the poor being regarded as unskilled labours.

Project committee should take full responsibility to manage the project. Management is concern with maintaining the willingness of people to continue to work effectively and productively under whatever circumstances. The aspect of flexibility, openness, honesty and integrity is important on the part of committee. Project members look to the committee for quick and effective decisions, solutions to problems and creation of an effective, positive and productive place of work. Therefore committee role is to enable and support the pursuit of project activities. It is also have to improve and develop the expertise of project members. Lastly to act as a advocate and spokesperson for the project.

2.5.1 Members' engagement and participation in sustainable livelihood projects

Dedication and participation of project members in all project stages is an important contribution. Commitment and participation of project members during the planning stage seeks to yield a positive result at the last stages of the project because they own the project idea and objectives at the beginning and implement effective and efficiently the plan of the project.

In contrary, to these projects few respondents took part in the initial stages of the project and most respondents were not involved because they were not members of the project during the initial phase. In essence from the findings most members joined the project during its implementation phase. Even though few respondents came with an idea to form a project, most of them were recruited to join the project. The lack of consistency might affect the continuity of the project.

All respondents according to table B6 claim that they fully participate in the project implementation although challenges facing the project implementation do not portray that. There are possibilities that some members who left the project lacked a sense of ownership in the project and may be others lacked

passion to attain the objectives of the project because they joined the project with different reasons. Most project members never took part in developing its business plan. Business plans were developed with the assistant of government officials. The implementation plan was imposed by government officials but members were responsible for the implementation of the plan.

The consequences of imposing business plans to project members can be a lack of effectiveness and inefficient participation from members. As illustrated on table B5 above, most respondents did not know the content of the business plan. It is therefore possible that if members are not aware of the implementation plan, they cannot deliver on the expectations of the project. The idea behind a 'sustainable project' is to allow the project members to own the project. Ownership starts from the initial stages of the project which includes the development of the plan. A sense of ownership from project members enhances responsibility, commitment and accountability. Project members' participation plays a vital role in holistic development on youth projects.

As illustrated by Khosa (2000:227) cited by Davids I, (2007:20) "participation can lead to greater acceptance of development activities as it gives people the feeling that they "belong" to a programme or project". "Participation therefore, allows people to develop a sense of ownership, which can promote sustainable development. Young people should become active participants in their development as opposed to passive recipients of services" (National youth policy framework 2002:05).

With regard to imposing of business plan onto project members, youth participate in their projects to meet the objectives of the projects and be developed at the sometime within project. Participation should not only occur at the planning stages of the project cycles but also during the implementation and monitoring stages of the project.

The goal of participation is to make people responsible for the decision making process and responsible for their behaviour which may have a significant influence on how they use their resources. As mentioned in the National youth policy (2009-2014:29), "young people within their community

must take part in development and contribute as productive citizens by shaping their talents and creative energies, equipping themselves with appropriate skills”.

2.5.2 The impact of the project on project members

The main purpose of establishing a project is to contribute meaningfully to the lives of the people by improving their socio-economic conditions and providing decent job opportunities. Young people in rural areas are living in extreme poverty and that is caused by the high cost of living because they spend the little they have on basic needs such as health, education, shelter and transport.

Income in rural areas is constrained by the rural economy and that is not sufficient to provide young people with decent jobs. Poverty therefore emanates from different circumstances and intervention strategies need to be applied to alleviate poverty amongst young people.

The lack of infrastructure prevents people from developing themselves and that limits their chance of escaping poverty. Young people therefore have limited opportunities and resources; this causes them to live in poverty. The social and economic structural failings contribute to poverty. According to Rank, Yoon and Herschl (2003) cited by Wikipedia (2008), “social and economic structure is a failure of the job market to provide a sufficient number of jobs which can pay enough to keep families out of poverty”. Rural areas are characterised by a high rate of unemployment. The poverty of geographic disparities explains that as long as there is a lack of infrastructure, emigration will continue to happen from rural to urban areas.

Poverty is a social phenomenon that violates human rights and youth projects as an effective mechanism that have been established to address poverty

among the youth. “In pursuing these development objectives, our state will continue to seek means that best empower our people to extract themselves from poverty” (National Development Agencies Poverty conference 2007:07). People will achieve self sufficiency as a result of coordinated efforts to alleviate poverty. Young people are recognized as a vital resource whose future prospects are solely dependent on the support of the country. Poverty alleviation projects offer important opportunities for source of income and potentially for economic improvement.

Youth projects aims to enhance the well-beings of project members in terms of income, personal growth, self reliance and instilling of community values. According to the figures on the table E1, respondents stated that projects contribute to their family economic status whilst most respondents are benefiting even though such benefits are not enough to meet their basic needs. Some members are also able to acquire knowledge and experience from the project.

The contribution of the projects to the project members and their families is insufficient. Young people regard the project, as illustrated in table C6, as a workplace even though the respondents noted that the project members should be instilled with a sense of responsibility and commitment to the project. Youth projects provide job opportunities which can determine the future of their members as long as commitment and dedication are shown by the members. According to Duncan and Van Niekerk (2004:34), work has a crucial role in the everyday lives of people. It provides a source of income and allows a measure of self-sufficiency. It is an opportunity for creative accomplishment, it creates an environment of stimulating relationships with colleagues and it is a major source of self-esteem. Some of the respondents noted that project members should observe its constitution and human resource issues. The projects have a potential to make profits because of the availability of the market according to table D2. It is hoped that this will encourage the inclusion and active participation of young people in decision making processes during the project implementation.

2.5.3 Stakeholders participation in the project

Stakeholders are the cornerstone of community development. Without their participation, guidance and support, the development is doomed to fail. The importance of integration and a holistic approach towards the youth development is that it seeks to address needs and challenges of the youth development. Stakeholders have knowledge about the available resources within their community and are enablers who can encourage public participation. According to information presented in table F1, there are few stakeholders who take part in the project operations. Some stakeholders respond when the youth project calls for assistance. They do not offer support and assistance. This clearly shows that without a call for help from project members, their presence in the project will not be felt. The table F2, clearly shows that stakeholders do assist the youth projects by offering business opportunities and also avail themselves when they are desperately in need of the project services.

The respondent no. 7 stated that “This is a second year since we approached local municipality about a site for the project but up until now they keep on promising to give us but in vain, what kind of stakeholders who do not take serious youth development and they do not know what is happening in this project. Some stakeholders distance themselves, claiming that the project is not their responsibility therefore project funders must take full responsibility”. As mentioned, respondents said that they do not know the reason why stakeholders do not participate in their project. Some respondents mentioned that they suspect, stakeholders are not aware of their role in youth projects and therefore, project members have a responsibility to involve the stakeholders during the planning stages of the project. If the project does not involve the stakeholders at the planning stages, it is likely that project objectives will be unknown.

The non-involvement of stakeholders during the planning stages of the project might result in the stakeholders distancing themselves from the project implementation phases. Stakeholders need to work together as and the basic

rationale for partnership among stakeholders is the integration of services offered to the project.

According to the UNESCAP conference of (2003:01), “operationally therefore development must be pursued in a way that involves and benefits young people from the complementary actions of the three key stakeholders groups, namely institutions (government), private sector (business) and civil society (community)”. The implementation of youth development is the responsibility of all government institutions and other community stakeholders.

According to respondent 13, “Stakeholders should mentor us, attend our meetings and guide us on how to run the project. Their presence can encourage us to be serious about our work. The community have a role to play such as to advice and empower us. Social Development is the only stakeholder which is active in our project”. Community participation is regarded as an active contribution by which the community influences the implementation of youth projects with the aim of enhancing the socio-economic circumstances of the community. Stakeholders’ participation in youth projects can help the project members to realize the objectives of the project. Burkey’s (1993:56) cited by Davids, I (2007:119) stated that “public participation is an essential part of human growth, pride, initiative, responsibility and cooperation”.

Local government is working towards the goal of developing people by assisting local communities to find ways to meet their needs and to improve the quality of their lives. Therefore, local government has a clear role to play in coordinating and assisting the youth project to be sustainable.

Our government must take responsible actions to improve the infrastructure in rural areas. The lack of infrastructure hinders youth development and it further limits economic support for development of people. Rural poverty plays a major role in encouraging emigration to more developed infrastructure areas. The development programmes are aiming to assist communities to utilize available resources for their development.

Research questions highlighted in chapter one, have been dealt with and the research study shows that really sustainable livelihood projects are a viable option for youth development and also a source of income. This may happen when challenges facing the projects are that needs to be addressed. Poverty alleviation programmes have a potential to uplift the living standards of the young people suffering poverty through economic development initiatives. The availability of resources within the community can be used for the advantage of the community and as such youth projects seek to identify people's strengths and their ability to generate income in order to ensure self development among youth members. Youth projects therefore needs to be made sustainable until they achieve a sense of independence which will allow projects to compete effectively in the market.

5.3 **RECOMMENDATIONS**

The following recommendations are proposed based on the results of the study:

(1) A further research study must be conducted

There is a need for further research on the contribution of sustainable livelihood projects on youth development. Youth projects are perceived to not have realized their objectives.

A further research study might identify other mechanisms which were overlooked by this study to deal with the sustainable livelihood project challenges.

(2) Monitoring and evaluation

The monitoring and evaluation of youth projects should be given priority to ensure their effective contribution to youth development. The study considers

monitoring and evaluation as a crucial area for youth project processes. Monitoring and evaluation are different in nature and happen at different stages during the implementation of a project.

Monitoring as a management tool is the observation or verification of project activities to check if they are happening according to planning and if the available resources are being used efficiently and effectively. A continuous flow of information is the key to enhance decision making, while accurate data collection is essential to allow for comparisons to be drawn before even taking any decision.

Evaluation is a careful and systematic retrospective assessment of the design, implementation and the results of activities. The aim of evaluation is to determine the value of the fulfilment of objectives, efficiency, effectiveness, impact and sustainability of service delivery and development. Evaluation should be useful and enable the incorporation of lessons learned into the decision making process. Monitoring and evaluation are therefore interdependent although independent, monitoring and evaluation are however different. Monitoring is an ongoing process which monitors implementation progress on a daily basis. The evaluation seeks to evaluate periodically the implementation progress to determine whether is according to the plan.

It is therefore proposed that government departments and the funders must take part during monitoring and evaluation of the projects for the purpose of ensuring efficiency, effectiveness and sustainability. They are also expected to intervene in time and effectively when the need arises. The review of sustainable livelihood project guarantees a high degree of consistency in the monitoring and also the evaluation of the impact of the project.

- (3) Training of government officials to enhance their effect guidance and support of youth projects

Government officials deserved to be trained on project management in order for them to acquire knowledge and skills to guide, support and have the ability to identify project challenges before they get worse and intervene effectively and with efficiency. Government, private sector and community agencies should work closely and ensure that any skills development programme has a strategy to link project members to decent employment opportunities.

(4) Effective use of guiding documents for a clear implementation of a business plan

Project implementation is based on some of the guiding documents such as business plans that seek to spell out the project planning and implementation plans that specify details of the targets to be reached in the short and long term plan.

The implementation plan makes it easy for monitoring and evaluation processes to take place because the project has targets and time frames for implementations stages:- The emphasis will be on assessing performance, challenges, successes and the impact of various recommended interventions when implementing the business plan.

(5) Efficient use of funding and cost effective job creation

Department of Social Development should ensure that the funds for youth projects are used efficiently. This seeks to ensure that funds received from government institutions be value for money.

Therefore, government needs to have simple and understandable financial management system to ensure accountability from the projects. A clear articulation and detailed understanding of Public finance management Act should be explained because is of great paramount to project members. The youth project has to comply on government financial management system and

have a credible financial management system for the purpose of ensure consistence and accountability.

The projects should ensure that they create jobs which are cost effective and sustainable. The project plan has to clarify how many jobs will be created and for how long are they going to sustain for the purpose of measuring impact and to determine effectiveness in poverty alleviation and youth development.

5.4 **CONCLUSION**

Since the emancipation of new democratically government in 1994, one of government's priorities was to eradicate poverty. In order to achieve this objective, government has encouraged the establishment of sustainable livelihood projects. The purpose was to allow community members to take responsibility for their development and enhance self-reliance. There is no doubt, that government has been successful in some aspects of poverty reduction. The challenges faced by sustainable livelihood projects need dedicated intervention to improve the operations of limping and collapsing projects. Youth projects are considered as a viable option by which it can contribute to the fight against poverty experienced by poor South Africans.

Nogenga (2007) cited by Batyi, T. (2009:39), stated that "South Africans have made remarkable strides towards reducing poverty and empowering youth". Government has put in place poverty alleviation programmes and initiatives aimed at ensuring that every South African has a decent living standard and economic security.

Poverty alleviation programmes should make an effective contribution to youth development. When government invests to young people it also invests in the future of the country. Department of social development systems must be constantly adjusted to enable it to adapt to the changing global environment.

Further research and constant investigations in sustainable livelihood project are always needed to make them effective and sustainable. It is clear that when current challenges are solved, new challenges will emerge and a demand for new solutions will arise. Research on sustainable livelihood project will generate more innovative ideas and approaches in order to make poverty alleviation projects sustainable and enhance youth development. Young people are suffering from poverty because of the economic conditions under which they are living. Sustainable livelihood projects seek to encourage youth to take the initiative by participating in empowering youth programmes. Support and guidance from stakeholders can make a vital contribution to youth empowerment. There are a number of youth projects which have been funded by the Department of social Development: however young people in rural areas are still below the poverty line and experiencing lack of youth development and that still poses a challenge to poverty alleviation programmes.

Bibliography

Babbie E. & Mouton, J. (2001): *The practice of Social Research*, Oxford University Press Cape Town

Barrat J., Davids C., Kurt G. and Herman M. (1976): *Strategy for Development*, Mac Millan, New York, South Africa

Batyi, T. (2009): *The Link between Economic and Development Programmes (RDP & GEAR) and Poverty Reduction*, N.M.M.U. Eastern Cape, South Africa

Bless, C. and Higson-smith, C. (1995): *Fundamentals of Social Research Methods: An African perspectives*, Juta and Co. LTD, Lusaka, Zambia

Bradshaw T.K. (2006): *Working paper Series: Theories of poverty and Anti-poverty Programs in Community Development*, Colombia [Online] Available www.rprconline.org accessed on the 18 August 2008

De Vos A.S., Strydom H., Fouche C.B. & Delport C.S.L. (2005): *Research at Grass Roots: For the Social Sciences and Human Service Professions*, Van Schaik Publishers, Pretoria, South Africa

Dlakavu M.M. (2005): *The Role of southern African Development Community in Regional Conflict Management and Resolution*, Bachelor of Social Science Honours, International Relations at the university of Transkei, South Africa

Duncan N, and Van Niekerk A, (2004): Race, racism, knowledge production and psychology in South Africa, Nova Science, New York

Elmes D.G. (1995): *Research Methods in Psychology*, West Publishing Co., New York, U.S.A.

Grieva, K. Deventer, V. Mojapelo-Batka (2005): *A Student's A-Z of Psychology*, Juta and Co. Ltd, Landsdowne, South Africa

Ilbury C. and Sunter C. (2001): *The mind of a fox: Scenario planning in action*, Human and Rousseau Co. Cape Town

Ishmail, D. Francios, T. Maphumye, K. (2007): *Participatory Development in South Africa: A Development management perspective*, Van Schaik publishers, Pretoria, South Africa

Integrated Sustainable Rural Development Strategy (2000): South Africa [Online] available on the <http://www.info.gov.za/otherdocs/2000/isrds.pdf> Accessed on the 22 March 2010 at 06:40

Kwelita, S. (2008): *Vote 4; Social Development 2008/09 Budget Vote Speech*, South Africa: Bisho Provincial legislature, South Africa

Leary, M.R. (1995): *Behaviour Research Method*, Free Press Inc, New York U.S.A.

Makhalane V. (2009): *The Assessment of factors contributing to the Sustainability of poverty Relief projects in the Eastern Cape*, N.M.M.U. Port Elizabeth, South Africa

Maree, K (2008): *First Step in Research*, Van Schaik, Pretoria, South Africa

Mbeki T. (2002): *Statement of the President of South Africa: Opening Session of the meeting of Heads of State and Government at the World Summit for Sustainable Development*, Johannesburg, South Africa information [online] Available at <http://www.infor.gov.za/speeches/2002/02090212461005.htm>, access on the 18 August 2008 at 17:28

Mbeki T. (2008): *The State of the Nation Address of the President of South Africa, Thabo Mbeki: Joint sitting of Parliament*, Cape Town, South Africa [Online] Available at <http://www.infor.gov.za/speech/2007/07020911001001.htm> accessed on the 18 August 2008 at 12:32

Mounting J. (1996): *Understanding Social Research*, Van Schaik publishers, Pretoria, South Africa

National Youth Policy, (1997): Pretoria, South Africa

National Youth Development Policy Framework (2002-2007): *Towards integrated National Youth Development initiatives and programmes*, South Africa [Online] available on <http://www.thepresidency.gov.za/docs/pcsa/social/youth/part1.pdf> Access on the 20/ March 2009 at 16:07

National Youth Commission no.19 of Act 1996, Pretoria, South Africa

National Development Agencies Poverty Conference Report (2007): [Online] Available from

<http://www.nda.org.za> (Accessed on the 31 March 2009 at 11:38)

NEPAD Planning and coordinating Agency (2007) Technical body of the African Union Available [Online] from <http://www.nepad.org/> accessed in May 2009:20:48

Nkwinti G. (2010): *CRDP Background and Framework* [Online] Available on the www.ruraldevelopment.gov.za/DLA-Internet/paga/CRDP_Background_and_Framework.jsp [Online] accessed on the 01 September 2010 at 21:42

Policies and Legislations that have an impact on Community Development Practice

(2008): Department of Social Development, South Africa

Service Delivery Model, (2007): *Department of Social Development*, South Africa

Skills Development Act no. 97 of (1998) South Africa [Online] available on the

http://www.workinfo.com.free/sub_for_tegres/labskills.html Accessed on the 20

March 2009 at 06:18

UNESCAP conference (2003): *Escape Virtual Conference*, Orientation Hall, New

York Available on internet: http://www.unescap.org/drrpad/vc/orientation/m6_o.htm

Accessed on the 22 March 2009 at 05:40

United Nations Development programme (UNDP), (2003): S.A. *Humans Development Report*, 2003, Pretoria, United Nations Development programme

We can end poverty 2015: Millennium Developmental goals (2010): Available

[Online] <http://www.un.org/millenniumgoals/> accessed June 2009 at 21:53

Webb, D.A. (2009): *End of Term Report 2004-2009 Eastern Cape*: Department of Social Development, South Africa

Webb, D.A. (2009): *Milestone of the Previous Cycle, Strategic and Administrative Direction*: Department of Social Development: Strategic Planning session, Empekweni, Eastern Cape, South Africa

Welman J.C. and Kruger S.J. (2002): *Research Methodology for the Business and Administrative Science*, Oxford University Press, New York

Wikipedia (2008): Theories of Poverty Available on internet:
[www.wikipedia.org/wiki/Special:Search?search=Rank%2C+Yoon+and+Herschl&go=](http://www.wikipedia.org/wiki/Special:Search?search=Rank%2C+Yoon+and+Herschl&go=Go)
 Go Accessed on the March 2009 at 09:56

Wikipedia (2010) Reconstruction and Development programme available [Online] at
[http:// www.metagora.org/training/encyclopedia/rdp.htm](http://www.metagora.org/training/encyclopedia/rdp.htm) accessed on the July 2009
 at 22:10

White, C.J. (2004): *An Introduction to Research Methodology*, Ithuthuko Investments publishers, Pretoria, South Africa

APPENDIX A

NELSON MANDELA METROPOLITAN UNIVERSITY

INFORMATION AND INFORMED CONSENT FORM

| <u>RESEARCHER'S DETAILS</u> | |
|--|--|
| Title of the research project | A critical analysis of the contribution of a Poverty alleviation programme for youth development |
| Reference number | H09-Bus-EDS-001 |
| <i>Principal investigator</i> | PATUXOLO OTTO SINUKELA |
| Address | No. 25 HARTLY QINA STREET, IKHWEZI TOWNSHIP, MTHATHA |
| Postal Code | 5099 |
| Contact telephone number (private numbers not advisable) | 083 5834 206 - 045 838 4644 |

| A. <u>DECLARATION BY OR ON BEHALF OF PARTICIPANT</u> | | <u>Initial</u> |
|---|-------------------------|-----------------------|
| I, the participant and the undersigned | Luyanda Mlilo-Motolwane | L. |
| ID number | | |
| <u>OR</u> | | |
| I, in my capacity as | (parent or guardian) | |
| of the participant | (full names) | |
| ID number | | |
| Address (of participant) | | |

| A.1 <u>HEREBY CONFIRM AS FOLLOWS:</u> | | <u>Initial</u> |
|---|---|-----------------------|
| I, the participant, was invited to participate in the above-mentioned research project | | P.O. |
| that is being undertaken by | PATUXOLO OTTO SINUKELA | |
| from | Faculty of Business and Economic Sciences | |
| of the Nelson Mandela Metropolitan University. | | |

| THE FOLLOWING ASPECTS HAVE BEEN EXPLAINED TO ME, THE PARTICIPANT: | | | | | Initial |
|---|---|---|------|---|---------|
| 2.1 | Aim: | <p>The investigator is aiming to critically analyse the contribution of poverty alleviation programme to youth development at Cala in Sakhisizwe local municipality.</p> <p>The information obtained from the respondents will assist the researcher to compile a report outlining contribution of Poverty alleviation programme to youth development and those areas that need improvement in order to ensure effective implementation of Sustainable livelihood projects that yields the anticipated outcome.</p> | | | P.O. |
| 2.2 | Procedures: | I understand that every interviewee will participate in the study on voluntary bases. | | | |
| 2.3 | Risks: | N/A | | | |
| 2.4 | Possible benefits: | As a result of my participation in this study | | | |
| 2.5 | Confidentiality: | My identity will not be revealed in any discussion, description or scientific publications by the investigators. | | | |
| 2.6 | Access to findings: | Any new information or benefit that develops during the course of the study will be shared as follows: | | | |
| 2.6 | Voluntary participation / refusal / discontinuation: | My participation is voluntary | YES | x | |
| | | My decision whether or not to participate will in no way affect my present or future care / employment / lifestyle | TRUE | x | |

| 3. THE INFORMATION ABOVE WAS EXPLAINED TO ME/THE PARTICIPANT BY: | | | | | | | | Initial |
|--|-----------|--|---------|--|-------|---|-------|---------|
| Luyanda Mlilo-Motolwana | | | | | | | | L. |
| in | Afrikaans | | English | | Xhosa | X | Other | |
| and I am in command of this language, or it was satisfactorily translated to me by | | | | | | | | |
| PATUXOLO OTTO SINUKELA | | | | | | | | |
| I was given the opportunity to ask questions and all these questions were answered satisfactorily. | | | | | | | | |
| | | | | | | | | |

| | | |
|----|---|--|
| 4. | No pressure was exerted on me to consent to participation and I understand that I may withdraw at any stage without penalisation. | |
|----|---|--|

| | | |
|-----------|---|--|
| 5. | Participation in this study will not result in any additional cost to me. | |
|-----------|---|--|

| A.2 I HEREBY VOLUNTARILY CONSENT TO PARTICIPATE IN THE ABOVE-MENTIONED PROJECT: | |
|--|---|
| Signed/confirmed at Cala on August 2009 | |
| Signature or right thumb print of participant | Signature of witness: |
| | Full name of witness: Nelisa Madikizela |

| <u>B. STATEMENT BY OR ON BEHALF OF INVESTIGATOR(S)</u> | | | | | | | | | |
|---|--|--|------------------|---|-------------------------|--|--------------|---|--------------|
| I, | PATUXOLO OTTO SINUKELA | | | | declare that: | | | | |
| 1. | I have explained the information given in this document to | | | | Luyanda Mlilo-Motolwana | | | | |
| | and / or his / her representative | | | | N/A | | | | |
| 2. | He / she was encouraged and given ample time to ask me any questions; | | | | | | | | |
| 3. | This conversation was conducted in | | Afrikaans | | English | | Xhosa | X | Other |
| | And no translator was used <u>OR</u> this conversation was translated into | | | | | | | | |
| | XHOSA | | by | | PATUXOLO OTTO SINUKELA | | | | |
| 4. | I have detached Section D and handed it to the participant | | | | YES | | | | |
| Signed/confirmed at Cala on August 2009 | | | | | | | | | |
| Signature of interviewer | | | | Signature of witness: | | | | | |
| | | | | Full name of witness: Nelisa Madikizela | | | | | |

| <u>C. DECLARATION BY TRANSLATOR (WHEN APPLICABLE)</u> | | | |
|---|---|---|--|
| I, | Patuxolo Otto Sinukela | | |
| ID number | 7803185604089 | | |
| Qualifications and/or | B.A. Social Work | | |
| Current employment | Principal Social worker | | |
| confirm that I: | | | |
| 1. | Translated the contents of this document from English into | Xhosa | |
| 2. | Also translated questions posed by | Luyanda Mlilo-Motolwana | as well as the answers given by the investigator/representative; |
| 3. | Conveyed a factually correct version of what was related to me. | | |
| Signed/confirmed at Cala on August 2009 | | | |
| I hereby declare that all information acquired by me for the purposes of this study will be kept confidential. | | | |
| Signature of translator | | Signature of witness: | |
| | | Full name of witness: Nelisa Madikizela | |

| <u>D. IMPORTANT MESSAGE TO PATIENT/REPRESENTATIVE OF PARTICIPANT</u> | |
|---|------------------------|
| <p>Dear participant/representative of the participant</p> <p>Thank you for your/the participant's participation in this study. Should, at any time during the study:</p> <ul style="list-style-type: none"> - an emergency arise as a result of the research, or - you require any further information with regard to the study, or - the following occur <div style="border: 1px solid black; height: 60px; width: 100%; margin-top: 10px;"> <p>N/A</p> </div> <p>(indicate any circumstances which should be reported to the investigator)</p> | |
| Kindly contact | Patuxolo Otto Sinukela |
| at telephone number | 083 5834 206 |

APPENDIX B**DEPARTMENT OF ACADEMIC ADMINISTRATION****EXAMINATION SECTION – NORTH CAMPUS**

PO Box 77000

Nelson Mandela Metropolitan University

Port Elizabeth 6013

Tel. +27 (0) 41 504 3206 / 504 3392

Fax. +27 (0) 41 504 9206 / 504 3064

**DECLARATION BY STUDENT****NAME:** Patuxolo Otto Sinukela**STUDENT NUMBER:** 209074928**QUALIFICATION:** M.A. (*Guided Research Report - Treatise*) Development Studies / 14500**TITLE:** A critical analysis of the contribution of a Poverty Alleviation Programme to Youth Development**DECLARATION:**

In accordance with Rule G4.6.3, I hereby declare that the above-mentioned treatise/dissertation/thesis is my own work and that it has not previously been submitted for assessment to another University or for another qualification.

SIGNATURE:.....**DATE:**

APPENDIX C



PERMISSION TO SUBMIT A TREATISE/DISSERTATION/THESIS
FOR EXAMINATION

Please type or complete in black ink

FACULTY: *_BUSINESS AND ECONOMIC SCIENCES*

SCHOOL/DEPARTMENT: *DEVELOPMENT STUDIES*

I, (surname and initials of supervisor/promoter) *_JM Cherry*_____

and (surname and initials of co-supervisor/co-promoter) _____

the supervisor/promoter and co-supervisor/co-promoter respectively for (surname and initials of candidate) *Patuxolo Otto Sinukela*

(student number) *209074928* a candidate for the (full description of qualification)

Degree of MA Development Studies

with a treatise/dissertation/thesis entitled (full title of treatise/dissertation/thesis):

A critical analysis of the contribution of a Poverty Alleviation Programme to Youth Development

hereby certify that we give the candidate permission to submit his/her treatise/ dissertation/ thesis for examination.

01/12/2010

SUPERVISOR / PROMOTER

DATE

APPENDIX D

**ETHICS PROFORMA FOR TREATISE**

Please type or complete in black ink

FACULTY: *BUSINESS AND ECONOMIC SCIENCES*

SCHOOL/DEPARTMENT: *DEVELOPMENT STUDIES*

I, (surname and initials of supervisor) __JM Cherry__

the supervisor for (surname and initials of candidate) PO Sinukela

(student number) 209074928 a candidate for the (full description of qualification)

Degree of the Master in Development studies (Guided Research Report - Treatise)

with a treatise entitled (full title of treatise):

A critical analysis of the contribution of a Poverty Alleviation Programme to Youth

Development considering the following ethics criteria (please tick the appropriate block):

| | YES | NO |
|---|-----|----|
| 1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large? | | X |
| 2. Are particular characteristics of the target groups required (e.g. age, cultural derivation, background, physical characteristics, disease status etc.)? | | X |
| 3. Does the data that will be collected require consent of an institutional authority for this study? | | X |
| 4. Will the participant's privacy, anonymity and confidentiality be disclosed? | | X |

| | | |
|--|--|---|
| 5. Will feedback be given to participants? | | X |
|--|--|---|

Please note that if any of the questions above have been answered in the affirmative the student will need to complete the full ethics clearance form and submit to the Faculty Ethics Co-ordinator.

hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.



SUPERVISOR / PROMOTER

____01/09/2010_____

DATE

HEAD OF DEPARTMENT

DATE

Please ensure that the research methodology section from the proposal is attached to this form.

APPENDIX E

**No. 25 Hartley Qina Street
Ikhwezi Township
Mthatha
5099**

**The Area Manager
Department of Social Development
P.O. Box 684
Cala
5455**

Dear Sir

Re: **Request for permission to conduct study research**

My name is Patuxolo Otto Sinukela. I am a Master's student in Developmental Studies at the Nelson Mandela Metropolitan University (NMMU). As part of my master's degree, I am conducting a research study on Poverty Reduction Projects.

- A. The main aim of this study is the critical analysis on the contribution of Sustainable livelihood Project to youth development in Chris Hani District Municipality (Sakhisizwe Local Municipality).

This serves to request a permission from you to allow me to conduct the study focusing on the members of the projects funded by the Department of Social Development. Please note the participation in this study is voluntary and that non-participation will have no negative consequences. The research ethics will be adhered to in order to ensure that the participants are not intentionally exposed to any harm.

Please note that the respondents can withdraw from the study at any time, should they feel that they do not want to continue.

The study will in turn contribute to effective and efficient implementation of the Poverty Reduction Projects to ensure sustainability.

The outcomes of this research will be made available to your organisations and all other stakeholders that took part in the study.

Yours faithfully,

**Patuxolo Otto Sinukela
Plooy**

(Researcher)

Cell no. 083 5834 206

Ms. Belinda du

(Research supervisor)

041 5042 038

APPENDIX F

INTERVIEW SCHEDULE FOR PROJECT PARTICIPANTS

1. Opening

- A. **(Establish rapport){Shake hands}** and the interviewer introduce him to the respondent.
- B. **(Purpose)** The purpose of the interview is to obtain the respondents views on the Poverty alleviation programme to youth development at Cala in Sakhisizwe Local Municipality.
- C. **(Motivation)** The information obtained from these interviews will assist the researcher to compile a report outlining contribution of Poverty alleviation projects to youth development and those areas that need improvement in order to ensure effective implementation and Sustainability of youth projects that yield the anticipated outcome.
- D. **(Timeline)** The interview should take about 20 minutes. Are you available to respond to some questions at this time?

2. Body

A. Educational status and House hold income

- 1. Have you been to school?
- 2. What level of education do you have?
- 3. What is your source of income?
- 4. What is your monthly income?
- 5. Is there any member of your family other than you who is currently working?
- 6. What total household income is per month?

B. Engagement in poverty alleviation project

1. When did you become the member of this project?
2. Were you involved in the planning of the project?
3. If yes, what was your involvement?
4. Were you part of the business plan development for this project?
5. If yes, what does the business plan entails?
6. Do you take part in the implementation of the project?
7. Do you have necessary skills and knowledge to contribute in the project?
8. If yes, what skills do you have that assist in the implementation of this project?
9. Have you ever trained in this project?
10. Is it necessary for you to be trained?
11. If yes, why?
12. If no, why?
13. Are there any skills needed to be possessed by project members for project effectiveness?
14. If yes, what are those skills?
15. If no, why not?

C. Management structure of the Project

1. Does the project have a management committee?
2. When was the committee established?
3. Were you involved in the establishment of the committee?
4. How was the committee established?
5. In your own views, do you believe that the committee was democratically elected?
6. Does the committee possess the necessary skills and acknowledge for managing the project?
7. Are the roles and responsibility of the committee clear?
8. Does committee hold its meeting?
9. How often does the committee hold its meetings?
10. Do project hold general meetings?
11. How often are such meetings held?
12. Is the project run according to its constitution?

D. Sustainable factors

1. Do you see this project sustaining itself?
2. If yes, how?
3. If no, why?
4. Do you have markets for your products?
5. Who is your target group for your products?
6. Does the project generate enough income to provide for its members?
7. Is there anything that you get as compensation from the project?

E. The impact of the project

1. How does the project contribute to your household socio-economic status?
2. Does what you receive as compensation from the project assist your family?
3. Does your involvement in the project also benefit yourself?
4. If yes, how?
5. If no, why?
6. Do you regard your project as an employment opportunity?
7. If yes, how?
8. If no, why?
9. What do you think is the reason of forming a project?
10. What measures can be taken for a project to be considered as an effective working place by project members

F. Stakeholder participation to the project

1. Do stakeholders taking part in the project?
2. Do they have a clear role to play in your project?
3. If yes, how are they assisting in your project?
4. If no, what are your expected contributions from stakeholders for the project?
5. Is there a need for stakeholders to take part in the project?
6. How can they become involved in the project?

3. Closing

A. Summary of the interviewee's responses

B. (Maintain Rapport) I appreciate the time you took for this interview and your responses will be treated with high level of confidentiality. Is there anything else that you think would be helpful for me to know?

C. (Action to be taken) Your participation in the study gives the information that is needed to assist the communities and the government to improve the implementation of the program. When all the information is collected, the researcher will compile a research report and make recommendation that are necessary to ensure effective and efficient implementation of the projects. Such report will be made accessible even to the project members.

Thank you

APPENDIX G

Profiles of two sampled projects

Project one

Project Name

Cala Ex-offenders group for change

Project Location

The project is located 210m just outside the town of Cala

Project Objectives

The Cala Ex-offenders group for change project is to prevent re-offending and fighting poverty by opening job creation through poverty alleviation project in order to reduce levels of poverty amongst the youth.

Project activity

Cala ex-offenders group for change is rendering hiring services for events. Their services ranges from tents, chair, tables and their target market is the community, private sector and public sector. It has ambitions to open an internet cafe in future.

History of the Project

The project was formed in 2006 by ten ex-offenders who experienced unemployment. The project applied for funding to the Department of Social

development and their application was approved. An amount of R33200.00 was funded to the project.

Current membership

4 Women

11 Man

Project Management

The project has a management structure of five members elected by project members.

Training

The project members never received training since its inception.

APPENDIX H

Project two

Project Name

Siyakhula Car Wash

Project Location

The project is located 200m just outside the town of Cala

Project Objectives.

The Siyakhula project aims to reduce poverty levels amongst the youth through job creation opportunities.

Project activity

Siyakhula car wash seeks to wash vehicles for the community, private sector and public sector transport such as car, taxis, mini-trucks, buses etc.

History of the Project

The project was formed in 2004 by a group of unemployed 10 women. It approached Department of Social Development by for funding, of which it was funded in 2006 with an amount of R25000.00. The project was formed by 25 members

Current membership

6 Women

3 Man

Project Management

The project is managed by an elected management committee of about five members.

Training

The project members did not receive training.



APPENDIX I

PERMISSION TO SUBMIT A TREATISE/DISSERTATION/THESIS

FOR EXAMINATION

Please type or complete in black ink

FACULTY: *_BUSINESS AND ECONOMIC SCIENCES*

SCHOOL/DEPARTMENT: *DEVELOPMENTAL STUDIES*

I, (surname and initials of supervisor/promoter) _____

and (surname and initials of co-supervisor/co-promoter) _____

the supervisor/promoter and co-supervisor/co-promoter respectively for (surname and initials of candidate) *Patuxolo Otto Sinukela*

(student number) 209074928 a candidate for the (full description of qualification)

Degree of the Master in Development studies (Guided Research Report - Treatise)

with a treatise/dissertation/thesis entitled (full title of treatise/dissertation/thesis):

A critical analysis of the contribution of a Poverty Alleviation Programme for Youth Development

hereby certify that we give the candidate permission to submit his/her treatise/ dissertation/ thesis for examination.

SUPERVISOR / PROMOTER

DATE

CO-SUPERVISOR / CO-PROMOTER

DATE

ETHICS PROFORMA FOR TREATISE

Please type or complete in black ink

FACULTY: *BUSINESS AND ECONOMIC SCIENCES*

SCHOOL/DEPARTMENT: *DEVELOPMENTAL STUDIES*

I, (surname and initials of supervisor) _____

the supervisor for (surname and initials of candidate)

(student number) *209074928* a candidate for the (full description of qualification)

Degree of the Master in Development studies (Guided Research Report - Treatise)

with a treatise entitled (full title of treatise):

A critical analysis of the contribution of a Poverty Alleviation Programme for Youth Development

considering the following ethics criteria (*please tick the appropriate block*):

| | YES | NO |
|---|-----|----|
| 1. Is there any risk of harm, embarrassment of offence, however slight or temporary, to the participant, third parties or to the communities at large? | | |
| 2. Are particular characteristics of the target groups required (e.g. age, cultural derivation, background, physical characteristics, disease status etc.)? | | |
| 3. Does the data that will be collected require consent of an institutional authority for this study? | | |
| 4. Will the participant's privacy, anonymity and confidentiality be disclosed? | | |
| 5. Will feedback be given to participants? | | |

Please note that if any of the questions above have been answered in the affirmative the student will need to complete the full ethics clearance form and submit to the Faculty Ethics Co-ordinator.

hereby certify that the student has given his/her research ethical consideration and full ethics approval is not required.

SUPERVISOR / PROMOTER

DATE

HEAD OF DEPARTMENT

DATE

Please ensure that the research methodology section from the proposal is attached to this form.