Alleviating poverty and promoting sustainable livelihoods through implementing skills development programmes.

By

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DECLARATION:
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.

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DATE: 30 November 2011
DEDICATION

To my creator God who has given the strength to carry out this research and for protecting in all the journeys I travelled throughout the research.
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To my grandmother Ntshavheni Mandavha, thank you for being a pillar of strength, for your encouragement and for believing in me. Thank you for sharing your wisdom.

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ABSTRACT

Poverty alleviation projects are interventions designed to assist the socio-economic conditions of poor communities. This is a case study on a skills development project that has been implemented with the aim of alleviating poverty through equipping people with productive skills. The study was conducted in Lephalale, Limpopo province. It was conducted during July and August 2011.

The study focuses on skills development as a poverty alleviation strategy because developing skills is essential for building human capacity. The study evaluates the effectiveness of skills development within a community that is characterised by lack of education and skills. Many rural communities fail to apprehend education and skills as a result of their location and poverty. They are isolated from cities and towns and this has an impact on their surrounding conditions including the level of skills and education.

The study found that the skills development project in Lephalale played a vital role of developing skills through training community members with the skills necessary to obtain jobs and be able to create self-employment. Creating self-employment is one way to address the challenges of unemployment and the lack of income. There research found that there are various job opportunities being created in the area, however the local community cannot participate due to lack of skills required in the labour market. The study revealed the majority of the people who joined the skills development project did not complete grade 12 and have never worked.
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1. CHAPTER ONE: INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Rationale and Background of the study

According to Everatt (2001:42) poverty is a multi-dimensional condition that requires diverse methods of intervention. In South Africa, poverty is mostly widespread in rural areas where the levels of skills and literacy are low. The socio-economic state of South Africa is currently a challenge to the South African government due to high levels of poverty, inequality and unemployment (Pillay 2000:17). As a result, there is lack of skills in the rural areas because the majority of the population is poor and children from poor families have limited access to quality education due to poor educational facilities (Triengaardt 2006:3). Post-1994 South Africa made efforts to re-establish the education system and combat injustices in order to provide high quality education. The challenge has been that the transformation has not successfully occurred as it requires an equitable distribution of resources in order to contribute towards poverty alleviation and ensure socio-economic well being of a society (Department of Education of South Africa 2002: 5).

The public sector, private sector and civil society organisations have engaged in developing skills with the optimism to eradicate poverty. They are determined to help and promote conditions of the poor people by developing their skills as a way to escape poverty (International Fund for Agricultural Development 2002:8). Carvalho & White (1996: 27) indicates that it is important to implement projects that are sustainable in order to realise the impact even long after the project has been completed. Everatt (2001:40) shows that since 1994, poverty level in South Africa has been increasing regardless of the new government and new development policies. Akoojee & McGrath (2008:200) shows that the impacts of poverty are highly apparent in the rural areas where socio-economic development is very minimal. Alleviating poverty is the biggest challenge facing South Africa hence poverty alleviation policies, projects and programmes have been implemented in order to alleviate poverty.
Limpopo Province is dominantly a rural area and the level of poverty is high. The level of literacy is low and unemployment is a major challenge. Although there are some opportunities in the areas, the lack of productive skills among the community is a challenge. Lephalale in the Limpopo province is a rural town that is currently having a number of employment opportunities because of the multi-billion construction projects that are ongoing in the area. As a result, the income level of the local community is expected to rise through the employment opportunities arising in the area (Lephalale Municipality 2010: 10).

Skills development addresses poverty because developing skills assures the development of capacities needed in the skilled labour force. Skills development provides opportunities to marginalised communities who are in need of skills in order to improve their living conditions and to develop the community they live in. Skilled people have the opportunity to elevate their individual and household income level (Johanson& Adams 2004: 8).

1.2 Background of the project researched

Skills development is a long-term poverty alleviation strategy more especially in rural areas where skills level is low (King & Palmer 2006:18) . The Mogolo Academy is a skills development project providing skills and training to individuals for the community of Lephalale. It has been formed to enable the community to participate in addressing problems related to poverty, unemployment and inadequate skill levels. The project is designed to meet the social and economic needs of the community. The Academy is an accredited skills training organisation, providing civil skills, brick making, carpentry and plumbing and computer literacy. It is an initiative to ensure sustainability of the livelihoods within the community. The training programme is completed over a period of 10-month. The project also provides an opportunity to those members of the community who did not complete grade 12 to complete through ABET (Adult Based Education Training) classes offering Mathematics and English lessons. ABET is believed to open doors for
the community members because they are able to further their studies in the relevant fields through the local FET (Further Education and Training) collage.

1.3 Research problem

Poverty in developing countries is high and many people are living below the poverty line. Poverty affects individuals and households (Allen & Thomas 2000: 10). South Africa is not immune to the effects of poverty; many people in South Africa live in poverty, especially those living in rural areas. Unemployment is high and this exacerbates poverty; therefore Skills development programmes have been implemented to address the widespread of poverty (Everatt 2001:42). Majority of the rural population in South Africa lacks productive skills. The researcher identified that Lephalale is currently on the verge to socio-economic development due to the establishment of multi-billion rand projects in the area, therefore a skilled labour force is required. However, the Lephalale community cannot fully participate in the projects due to lack of the required skills. There is a high influx of people coming into the area and obtaining employment while the local community fails to secure employment due to lack of skills.

This study will assess the value of developing skills to determine whether skills development contributes towards improving the lives of people both at individual and household level. The researcher envisages evaluating the effectiveness of skills development in alleviating poverty and promoting sustainable livelihoods. This study envisages determining whether the implementation of skills development programmes makes contribution towards meeting the challenge of unemployment.
1.4 **Research Questions**

- Is there a need for skills development within the community?
- How will skills development contribute towards meeting the challenge of unemployment and poverty alleviation?
- How does skills development promote sustainable livelihoods?
- What are the benefits of implementing skills development programmes?

1.5 **Aim and Objectives of the study**

The aim of the study is to evaluate the effectiveness of skills development programmes in alleviating poverty and promoting sustainable livelihoods.

The objective of the study is to:

- Review existing literature in the context of poverty alleviation and sustainable livelihoods,
- To investigate the need for developing skills within the community of Lephalale,
- To identify the opportunities and challenges of skills development,
- To evaluate the impact of skills development towards poverty alleviation to both individual and household level
- To make practical recommendations towards addressing poverty

1.6 **Importance of the study**

The study intends to evaluate the effectiveness of skills development programmes towards poverty alleviation and promoting sustainable livelihoods in Lephalale. Dale (1998: 11) describes evaluation as the process of assessing value. Furthermore, it is stated that evaluation occurs in all spheres of life in both formal and informal ways. In this study, the value of developing skills will be assessed in order to determine whether the project is able to
contribute towards improving the lives of participants both at individual and household level.

The reason for conducting this study in Lephalale is to evaluate how skills development can elevate a community out of poverty. Poverty. The fourth largest power station in the world is under construction in the area and a giant fuel company is envisaged to begin a plant. With such big projects, developing skills is definitely important for the local people so that they become employable. As a result, community members will be able to move from a zero income level to a certain level and to move to a higher income level.

Since 1994, South Africa has been widely engaged in delivering rural development programmes in order to empower and promote sustainability. The researcher identified that Lephalale is currently on the verge of socio-economic development due to a huge coal mine located in the areas and the construction of a huge power station. The developmental projects require a skilled labour force to attain jobs and secure the future. This study will reveal the role of skills development towards alleviating poverty, building capacities and promoting sustainable livelihoods.

The findings of the study will add on to the existing literature on the basis that there is a relationship between the skills an individual possess and the chances of employability (King & Palmer 2006: 25).

1.7 Delimitations of the study

The study focuses on evaluating the effectiveness of skills development in the context of productive skills that enable an individual to gain employment as well as be able to create self-employment. The research will also evaluate the effectiveness of the training programme during trainings as well as evaluate the impact the programme after completing the trainings.
Lephalale is located in Waterberg District, it is found in the Lephalale Municipality in the Limpopo Province. It is greatly known for the large deposit of coal which has led to the establishment of multi-billion projects. Poverty level among the community is high regardless of the ongoing multi-billion projects. The area has vast employment opportunities arising as a result of economic investments attracted by the projects occurring. However, as a result of low skill level, there is still a high rate of unemployment within the community. An area like Lephalale has low skill-base simply because it is a rural area with limited resources to advance skills. The quality of life in Lephalale is low and communities live in high levels of poverty, unemployment, illiteracy and HIV/AIDS is a problem although crime is relatively low (Lephalale Municipality 2010: 11).

1.8 Definition of concepts

The terms defined below are the focal points of the study;

1.8.1 Poverty

Poverty is a condition wherein individuals or households live below the minimum standard of living, which is less than one US dollar per day. Individual or households are regarded to be living in poverty when they lack resources to meet their basic needs such as food and shelter (Thomas in Allen & Thomas 2000: 12).

1.8.2 Sustainable Livelihood

Sustainable livelihood means the ability to maintain a standard condition of living and the capacity to adapt to shocks which may in turn affect the standard of living (Krantz 2001: 6).
1.8.3 **Poverty alleviation**

It is the process of reducing the effects of poverty. It involves implementing strategies that will reduce poverty symptoms among individuals or households through enabling an environment that presents the opportunity to earn income or means to improve living conditions (Grootings & Nielsen 2006:12).

1.8.4 **Unemployment**

It is a situation wherein members of the population do not have paying jobs, including those who are actively seeking for work and those that are not actively seeking work but will accept work if it was offered to them (The National Population Unit 2000: 14).

1.9 **Outline of the chapters**

The structure of the treatise will be as follows

**Chapter 1: Introduction and Background of the study**

This chapter gives a general overview of the research topic, research problem, and purpose of the research

**Chapter 2: Literature review**

This chapter consists of various theories that explain poverty, unemployment and skills development. The purpose of this chapter is to highlight existing information in order to support the research as well as indicating the link between poverty, unemployment and skills development.

**Chapter 3: Research Methodology**

This chapter indicates the methodology and design of the research

**Chapter 4: Data analysis and interpretation**

This chapter presents findings of the study and interpretation of data.
Chapter 5: Conclusions and recommendations

Chapter 5 is the close-out chapter of the research, therefore it consist of conclusions and recommendations in correlation with the objectives of the research.

1.10 Conclusion

The objective of the study is to determine whether implementing skills development programmes is effective in alleviating poverty and promoting sustainable livelihoods. The research questions outlined have been directed towards finding out if the community needed skills, how skills development contributed towards alleviating poverty and promoting sustainable livelihoods. This chapter includes the importance of the study and the delimitations of the study. In the next chapter, the research will depict literatures that enhance knowledge of the study.
CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

More than 1 billion people across the world live in poverty; they live on less than 1 US dollar a day. People who live in poverty are vulnerable to diseases, illiteracy, food insecurity, and unemployment. The lack of resources affects their self-esteem and leaves them powerless; hence they are easily disregarded and marginalised. Poverty is caused by social exclusion and it also occurs as a result of social exclusion, people who are living in poverty often find themselves living in isolation and unable to meet basic needs (King & Palmer 2006: 13). De Beer, in De Beer & Swanepoel (2000: 7) states that poverty hinders human life from development, increase human vulnerability, and limits human potential. People who live in poverty are distracted from focusing on other aspects of life because they are trapped in a situation that does not present them with opportunities to improve their living conditions.

Like any other developing country, South Africa is facing the challenge of poverty and unemployment among its population. Since the advent of democracy in 1994, there were high expectations that South Africa would deliver better services to improve human well-being, however, poverty is still high and many people still experience inequalities. There has not been any apparent changes made in the rural areas of South Africa, and the majority of the people in rural areas are poor and lack facilities due to unequal wealth distribution among the population (Everatt, 2001: 20). The condition of poverty is also influenced by the livelihoods because the poor struggle to attain sustainable livelihoods. The problem of unemployment is another root cause of poverty both at individual and household level. Unemployment is basically caused by the lack of education and skills. Poor health condition also reduces the ability of people to improve their lives socially and economically because it hinders them from participating in economic activities (Lindahl, 2005: 44).
According to the National Population Unit (2000: 11), rural population is excluded from many socio-economic development projects. Many opportunities benefit the elite group who already live in better conditions while the poor remain poorer. Poverty eradication gained momentum in the public and private institution and civil societies. Everatt (2001: 42) indicated that various interventions have been implemented to address the challenge of poverty. South Africa implemented poverty alleviation programmes and projects, of which skills development is included. Skills development is regarded essential for poverty alleviation because it builds individual capacity and enhances opportunities for employment. According to Statistics South Africa (1998: 26), there is a relationship between education and unemployment. The South African government, as indicated in the Department of Labour (2004), developed the Skills Development Act (1998) in order to address the issues of skills development and poverty alleviation. This was supported by the development of ASGISA (Accelerated and Shared Growth Initiative) in 2005. According to Akoojee & McGrath (2008: 202), ASGISA aims to reduce unemployment, halve poverty, and promote employment.

Skills development is one of the most effective strategies to reduce poverty. It is believed that developing skills does not only create opportunities to generate income, but also develop human capacity and enhance knowledge. Botchie & Ahadzie (2001: 22) states that skills development is wide and therefore it is important to make sure that the skills training respond to the labour market needs. Implementing skills development requires thorough understanding of the community needs as well as potential opportunities and identifying the target groups.

2.2 Understanding Phenomenon of Poverty

The problem of poverty is multidimensional and it is not measurable in a distinct way. People in developing countries have different views of poverty than those in developed countries, because the determinants are different
Poverty cannot only be measured in terms of income and consumption rate, although these are also regarded as basic indicators of poverty. Poor people are often vulnerable, voiceless and powerless hence there is a need to address the non-monetary factors of poverty. Various strategies have been developed in order to address the challenge of poverty (Davids et al 2005: 37). Developing human capital through providing opportunities and increasing capacities of the poor is a sustainable strategy to eradicate poverty (Mestrum in Hens & Nath 2003: 37). Poverty is highly prevalent in rural areas where society also suffers from low-quality education and less access to basic services (Schoeman in Fox and Van Rooyen 2004:16). People who live in poverty are susceptible to disease, crime and substance abuse and this affects their creativity.

There are various factors that contribute towards the poverty conditions of the developing countries. These factors range from social, economic, political and institutional factors (Schoeman in Fox and Van Rooyen 2004:16). According to Min & Zhiyong (2005: 5), poverty has been a major factor hindering human development and the effects of poverty on human cause them to lose focus on other aspects of life. People who live in poverty are deprived from life improving opportunities such as employment, better education, economic growth, income generation and nutrition. As a result people are vulnerable to diseases; the problem is more exacerbated by the unavailability or the poor health care services poor people experience.

### 2.2.1. Defining poverty

Poverty has been defined in many different ways; it is multi-dimensional and affects people from different places in different ways. The United Nations Human Development Report (1998) defined poverty as a condition wherein people lack resources, are deprived and lack opportunities for better living conditions. Looking at this definition, one can deduce that poverty is wide to such an extent that no definition of poverty can be said to be more descriptive or better than the other. According to Oduro & Aryee (2003: 13), poverty does
not only refer to lack of social resources wherein individuals or communities have low levels of health, education and assets. Poverty marginalizes people, causing vulnerability and taking away human rights and dignity.

De Beer in Swanepoel & De Beer (2000: 2) distinguishes poverty in two ways, one being case poverty and the other being community poverty. Case poverty is the kind of poverty that occurs at individual or household level, either the individual or household is poorer than the surrounding society. Community poverty affects the whole society and almost everyone is poor within a particular community. This kind of poverty is prevalent mostly in rural areas and informal areas in cities. The level at which different people experience poverty is classified into absolute poverty and relative poverty. People who live in absolute poverty are those whose income level is very low or have no income at all to an extent that they lack basic needs such as shelter and food. Absolute poverty is common in rural areas, especially in the Third World. In relative poverty people are able to survive although they are disadvantaged as compared to others.

Maxwell (1999: 3) indicates that absolute poverty is measured by a living of less than 1 US dollar per day; it is also referred to as living below the poverty line. According to Oosthuizen (2005: 2) absolute poverty is a condition where people do not afford food. The inability to meet a basic need such as food is concluded to be a sign of absolute poverty. People who live in absolute poverty lack means to produce or buy food; they do not know where their next meal will come from. Relative poverty is defined by the inability of individuals to access welfare aspects that are important for their wellbeing.

2.2.2 Causes of poverty

There are various causes of poverty however the challenges experienced correlate because poverty is the lack of resources for a better living. Hurley (1990: 12) states that poverty is a condition that causes people to suffer as they are vulnerable and struggle to live. Min & Zhiyong (2005: 5) shows that
poverty is caused by different factors and that the causes of poverty are on the other hand the results of poverty. Factors such as high population growth, environmental depletion and high illiteracy rates are causes and results of poverty. According to UN/ISDR (2004:13), the causes and results of poverty is a joined chain that traps people and make it difficult for them to escape from poverty.

2.2.2.1 Situational cause

The environment around people plays a role in defining the opportunities and challenges that they face. The environment in developing countries is different from that of developed countries. African countries are referred to as tropical countries because they are situated in the tropical zone. Tropical zones are associated with a high prevalence rate of infectious diseases that affect the human well being. Diseases such as Malaria, Cholera, and Tuberculosis (TB) and the HIV/AIDS pandemic are a serious problem (Mills 1998: 11).

United Nation/International Strategy for Disaster Reduction (2004:22) shows that the surrounding locations develop or underdevelop people. The environment where people are located determines their living conditions and people in rural areas have fewer opportunities than those in the urban areas. Handley et al (2009: 2) states that risk and vulnerability affect people everywhere, however the effects are severe on poor people, more especially in the rural areas. Poor people lack many choices, their living conditions force them to rely upon the environment. The risks pose insecurities upon their daily lives; risks such as climate change have huge impact on food security because harvest is affected by climate change. Inadequate agricultural knowledge and equipments also cost them because they are unable to fight or cope with risks and shocks. Poor people in rural areas are situated apart from the market; they are unable to sell products for income purposes because they lack access to the market. Another factor that exposes them to poverty is their lack of assets, both capital and physical. They are also situated in areas where there is no infrastructure and this disconnects them more from opportunities.
2.2.2.1 Political cause

Poverty is a political challenge as much as it is perceived as a social problem. The political condition is important because it determines the economic condition. Most developing countries are politically unstable; as a result the economies are poor. Most countries without political stability oppress human rights and impose people to live in fear without voicing their views (Berthelemy, Kauffmann, Renard & Wegner 2002:2). The political condition of a country influences the manner in which resources are distributed. Growth can only be an agent of poverty alleviation when it is shared evenly among the people. When the politicians in government leadership collect all the wealth for themselves, poverty obviously increases (UN/ISDR, 2004: 22). According to Handley et al (2009: 8) political leaders want to benefit on their own from resources and they use the wealth to enhance their own territories.

2.2.2.1 Economic cause

The economic condition of a country plays a role in the living conditions of the people. When a country’s economy is struggling it causes negative conditions and affect the government, community and individuals. The economy of a country plays a major role of defining growth and development of that particular country. Most developing countries have poor governments as a result of low economic performance (Francis 2001: 4). The majority of People from poor countries lack education and health services. Unemployment is a norm for poor people because they are not educated and lack economic opportunities that present them with an employment environment (Handley 2009:7). Although a strong economy is a fundamental aspect of development, it is important to build an enabling economy that provides opportunities to growth for both the government and the people. Economic growth of a country plays a vital role in increasing human development because people are encouraged to develop their capacities in order to participate in the economy. A strong economy is characterised by a high level of skills development and education (UN/ISDR 2004:13).
Poor economic conditions have an impact on the livelihoods opportunities; it limits the potential for productive works, rises in wages and sustainable livelihoods. For many developing countries, the lack of commitment by leaders hinders the opportunities for the economy to grow and stabilise. Economic depression is also caused by corruption, wherein the leaders combine personal wealth with public or government wealth (Handley et al 2009: 7).

2.2.1 Social cause

According to UN/ISDR (2004: 25), social cause of poverty are influenced by various factors such as lack of education and knowledge, poor health conditions, lack of employment opportunities, and oppression of human rights and voice.

a. Overpopulation

High population growth has always been associated with developing countries. The population growth rate is faster than that of developed countries. Poor people have large families wherein the number of people in a family exceeds the means of living and resources available (Jordan & Harmse 2000:4). Women in developing countries have limited knowledge about family planning; they continuously give birth without realising that they are increase the number of mouths to feed (Kabeer 2003:176)

b. Inadequate social services

The lack of access to social services such as clean and safe drinking water, sanitation, markets and credit facilities increase the prevalence of poverty. In addition, lack of social security services such as government grants increases poverty (UN/ISDR 2004: 25). People that live in these conditions are vulnerable to water born disease such as cholera and diarrhoea. They also lack funds to seek medical attention when they are ill (Parker & Gordon in
c. Lack of education

Education is important for development because people who are educated have more analytical skills and are able to uplift the community they live in. Education is not only important because it enables one to find formal employment, it increases one’s social skills and approach to challenges (Handley et al. 2009: 13). Developing countries have the highest number of children who are not in school. Lack of education in most poor countries is influenced by inability to afford to pay fees to enrol their children at school (Friedman & Bhengu 2008: 89).

d. HIV/AIDS

The HIV/AIDS epidemic is a major cause of poverty in the developing world. The effects of this epidemic are evident both at macroeconomic level and household level (Barnett & Whiteside 2002:16). The highest numbers of people affected by the disease are within the workforce. The epidemic causes increases on health care expenditures because the treatment is not cheap. Once the virus progresses into AIDS and causes death, family members spend money arranging for funerals. The impacts are more severely when parents die and leave children behind with no other income; the children are forced to live in poverty for the rest of their lives. Mainly children whose both parents die at a young age are less likely to attend school and complete. They often drop out so that they can take care of their siblings (UN/ISDR 2004: 29).

2.3 Poverty in South Africa

South Africa’s history fully contributed to the current situation of poverty. The rural areas and townships resemble the destitute living standards that were intended for the black community.
2.3.1 Poverty before 1994, during the Apartheid regime

The history of South Africa has been put on the lime light by the issues related to the apartheid government. It is said that South Africa's history will remain in the knowledge of those who have experienced it as well as those who read about it. Hirschowitz & Orkin (1997: 3) shows that apartheid began to be dominant around 1948 when the National Party began to rule. The apartheid government was a major agent of poverty, it dictated what education people could get, the kind of work they could do and forced people to live where the government deemed right. The apartheid government separated the African community from the White community in terms of dwelling, education, and work. The African community was barred from utilizing facilities designed for the White community, this level of inequality contributed to poverty in South Africa, the African community being the poorest people.

Inequalities were highly visible during the apartheid regime. African people could not stabilise because they were shifted from their original lands and were restricted from certain employment opportunities (Akoojee & Mcgrath 2005: 9). The kind of education that was given to the Africans was low quality and this limited them from getting certain skills. The policies were designed to favour White population; Africans were discriminated because they were restricted from many things that the White people benefited from. Segregation between Africans and Whites maintained the different status of the classes (Seeking, 2007: 2).

2.3.2 Poverty after 1994

A feature that rose from the democratic South Africa is that democracy created winners and losers. The winners are those who are in power and are benefiting from the democratic government, mainly the politicians. Ordinary citizens, especially those in the rural areas are the losers. Many promises were made to improve and elevate people from poverty. The democratic government broke away the barring rules which limited Africans from certain employment opportunities, labour and housing (Francis, 2006: 4).
Seeking (2007: 2) indicates that there were anticipations that inequalities and poverty would come to an end after 1994. The newly elected ANC government came into power and it was a relief for Africans to be governed by a democratic government. The democratic government focused on reforming policies from the apartheid government, among the reformed policies was human rights. Section 27 of the Constitution Act 1996 states that:

Everyone has the right to have access to:

- Health care services
- Sufficient food and water
- Social security, including, if they are unable to support themselves and their dependents, appropriate social assistance.

Section 28 states that children also have rights, and section 29 states that everyone has the right to education.

According to Seeking (2007: 8), income inequalities became worse after 1994 and in the early 2000s. Poverty level among Africans worsened due high income inequalities. The wealth gap between the poor and the rich is too wide and it is obvious. The Whites maintained their status, but the African population consists of those who are extremely rich and those who are poor. Poor people are dominantly located in remote areas and they do not exercise many of the rights stated in the constitution.

### 2.3.3 Development Strategies

#### 2.3.3.1 RDP

Reconstruction and Development Programme (RDP) came into existence in 1994 as a programme of the South African government; this strategy had two main goals namely alleviating poverty and reconstructing the economy. RDP played a major role in terms of integrating growth with economic reconstruction and social development. This programme aimed to combine
growth and development through meeting basic needs, enhancing human resources, strengthening the economy, creating a fully democratic state and society as well as reorganising the state and public sectors. These aspects were identified as key areas that needed transformation in order to address poverty and inequalities. The policy enhanced democracy through giving people the platform to participate in their own development (Maile 2008: 9).

According to Monaheng in De Beer & Swanepoel (2000: 132), the RDP’s aims were to disband the problems from the apartheid regime and to develop people and alleviate poverty through meeting basic needs. People who are poor are powerless and voiceless and therefore it is difficult for them to raise their concerns. RDP intended allowing people to participate in decision making through empowering their rights and political will. Another major role played by RDP was that of bringing together various role players in poverty alleviation collaborating the state, private sector, NGOs and civil society.

2.3.3.2 GEAR

Maile (2008: 9) indicates that Growth, Employment and Redistribution (GEAR) was implemented in 1996 by the government. This strategy was directed towards enhancing investment opportunities. The objectives of GEAR are different from those of RDP. GEAR’s objectives of development were that of macro-economic, reducing government deficit fiscal and economic regulation. The implementation of GEAR was accompanied by decentralisation of government intervention.

2.3.3.3 ASGISA

Accelerated and Shared Growth Initiative (ASGISA) was launched in 2006 by the government. Its objectives are to improve public infrastructure, private investment and skills development (Akoojee & McGrath, 2008: 201).
According to Seeking (2007: 19), ASGISA aims to achieve the goal of halving poverty and unemployment through sharing growth. ASGISA is likely to create high level skill jobs that will not alleviate poverty because many poor people are located in rural areas where the level of education is low. Many people in rural areas are less likely to complete matric and if they do, there are less chances that they will get post matric education either from FET collages, University of Technologies (previously referred to as Technickon) or University. ASGISA’s achievements are more practicable in urban areas where people are exposed to formal education.

2.4 Unemployment

Wield & Chataway in Allen & Thomas (2000: 100) defines unemployment as the stage at which one does not have work, either paid employment or self-employment that generates income. Unemployment is when one is not engaged anyhow with any activities that enable them to receive income or make profit. However, to be identified as unemployed it requires that one is counted and included in the statistics of unemployment; although statistics are regarded as not very inaccurate they still give an approximate. In addition, unemployment ratios include those members of community available to work and are looking for work.

2.4.1 Unemployment in South Africa

Unemployment is a cause of poverty while on the other hand poverty is a factor that contributes towards unemployment. Another factor that has led to high rates of unemployment is the rise of inequalities (Schoeman in Fox & Van Rooyen, 2004: 15).

According to Burger in Brown (2005: 35), South Africa witnessed a decline in unemployment between 1995 and 2002. At this stage, job scarcity and the growing population of people who needed employment also influences
unemployment rate. There are more people looking for jobs than what the employment sector can offer.

Statistics South Africa (2006: 6) reveals that in 2006 South Africa’s population was estimated to be 47.7 million. Africans constitute the majority, with the White population coming second, then the Coloured and Asian being the smallest population group. Report by Statistics South Africa (2010) indicates that South Africa’s population has increased to about 49 million people. Again, Africans constitute the majority, followed by Whites, Couloreds and Asians being the smallest population. The population of South Africa is scattered around 9 provinces.

An analysis made by Bhorat (2003) indicates that unemployment refers to people that are appropriate to work, who posses skills and/or education. Furthermore it is stated that the majority of people who are unemployed are unemployable due to lack of education and skills. For South Africa, the African population forms the majority of unemployable people composed of women, youth and people who are not well. Given the fact that Africa population is dominant in rural areas, it is makes it predictable why Africans constitute the highest unemployment rate.

2.4.2 The causes of unemployment

2.4.2.1 Lack of education

In Botchie & Ahadzie (2001: 11) education is defined as the process of acquiring academic skills, employment training, and development of analytical thinking which influences attitude and aspirations.

Education is essential for society development, people that are educated are able to improve their health and uplift other social aspects of their lives and that of the society they belong to. Education imparts skills and creates possibilities for change and growth (Stewart, Wilkinson & Howard in Hens &
Nath 2003: 171). The reason why education is perceived as a key towards better employment is because people who are educated have better chances of acquiring employment than those who are not educated.

2.4.2.2 Poor socio-economic conditions

Wield & Chataway in Allen & Thomas (2000: 114) show that a major cause of unemployment is the population growth, when the number of people who are looking for work exceeds the work opportunities available it become a problem.

2.4.3 The effects of unemployment

Unemployment does not only affect the physical ability of humans but also affect the unseen parts such as their psychological status. Unemployment has negative effects on society and individuals because it causes distortions in society settings. Unemployment is a major cause of poverty, people who are unemployed either in the formal sector or informal sector do not generate income (Seekings 2007: 13).

Barker (1999) indicates that unemployment lead to frustration on the mind of individuals to an extent of deviant behaviour, it causes people to commit crimes as a livelihood strategy. People who are unemployed are poor and lack material; instead they are forced to take risks of breaking laws in order to gather wealth, material and to boost their self-esteem.

2.4.3.1 Diseases

Unemployed people are at greater risk of malnutrition and diseases. People who are unemployed lack money, therefore they have limited or no choices to make with regards to where they live, what they eat and wear. Such people are vulnerable to disease born from the food they eat or pollution in the areas
they live in (Morake, 1997). Furthermore, their health is threatened by so many factors such as HIV/AIDS. Women are more at risk because they tend to engage in risky behaviour such as sexual affairs in exchange of material.

2.4.3.2 Hinders human development

Unemployment hinders human development from childhood stage; children who are born of unemployed parents have a poor childhood development starting from the food they eat and social experiences. In many developing countries poor parents are unable to enrol their children for primary education due to unavailability of funds. As a result, the lack of proper education during childhood hinders children from growing into productive adults (Fitchett 2009:1).

2.4.3.3 Substance abuse and addictions

UNDOC (2011: 5) indicates that poor people are more susceptible to drugs and alcohol as a mechanism to cope with frustrations resulting from unemployment. The use and abuse of addictive substances is harmful to the community and individuals. At community level the people that use substances abuse and offend other members of the community. At individual level, families are destroyed as a result of conflicts that arise when people act under the influence of substances. The use of substances may be a short-term solution due to short-term happiness that may occur under substance influence, however it worsens poverty. People take all the little resource they have and spend it on buying substance. Drugs are detrimental to human well-being. As a result, the use of drugs and alcohol undermines human development; perpetuate health problems causing long-term damages.
2.5 Poverty Alleviation

Min & Zhiyong (2005: 5) indicates that poverty alleviation requires a holistic approach wherein both economic and non-economic factors are taken into consideration. Economic development is an important factor in poverty alleviation as it creates an enabling environment where people are able to improve their standard of living. On the other hand, a strong economy alone is not sufficient to address the problem of poverty, it is crucial to modify people’s minds.

2.5.1 Poverty alleviation projects

These are projects established to alleviate poverty. Many developing countries have launched such projects in the poor communities. According to Min & Zhiyong (2005: 5), it is important to establish projects that meet the needs of the community. Poverty is a cause and a result of low literacy because people who are poor lack quality education and in turn they become poor because they are uneducated.

2.5.2 Skills development

Skills development gained recognition as a poverty alleviation strategy (Grootings & Nielsen 2006: 7). Looking at the current situation of South Africa, unemployment rate is high to an extent that even those with formal education also do not get employed. It even becomes a major problem for those without formal education as they stand less chances of employment; hence skills development would enable them to get employment and be able to start community projects where they can also employ other members of the community (Burger in Brown 2005: 36).

This study focuses on skills development projects as a long-term poverty alleviation strategy because skills sharpen the ability to work. According to Min & Zhiyong (2005: 6) developing skills within a community is a practical way of enhancing local economic development and giving poor people the
opportunity to improve their standard of living. Implementing skills development projects at a community level promotes;

- The ability of people to access education and gain knowledge required for the development of their own community,
- Improve the quality of skills people possess in order to equip them with technical skills that match the labour market criteria,
- Increase opportunities of income generation and sustainable livelihoods.

International Institute for Education and Planning (2006: 3) shows that skills development in the rural areas is a good way of promoting people’s choices and enabling them to realise their potential of being productive. Implementing skills development programmes reduces poverty and the number of people with low income because people who are skilled are able to look and find work. In addition, Johanson & Adams (2004: 34) stated that skills development create the opportunity for finding employment and the ability to create self-employment. Implementing skills development serves economic, political and social objectives.

International Institute for Education and Planning (2006: 4) indicates that many countries have practiced implementing skills for the rural community. To mention a few;

2.5.1.1 China

It is stated that large developing countries such as China have implemented skills development for their rural people. In 2000, China implemented skills development programmes for the poor farmers in order to develop their technical skills. Skills development proved to work, about 5-10 percent of
poverty funds was directed towards capacity building and training (International Institute for Education and planning 2006: 4).

2.5.1.2 Senegal

Senegal implemented skills development programme for Craft Food Sector, which is an industry dominated by women. This sector plays a major role in the employment and income of women; hence the programme is implemented to enhance literacy and vocational skills to enhance capacity. The programme is not only intended to help women gain skills required in the craft food sector, but it also helps women to acquire a better standing in community and gain a power to fight against poverty (International Institute for Education and planning 2006: 4).

2.5.1.3 Latin America

Latin America has been facing decline in the employment sector, with youth forming the highest number of unemployed people. Skills development programmes have been implemented to improve employability of youth as most of them lack adequate education. The programmes are designed to meet the demands of the job market (International Institute for Education and planning 2006: 4). Improving the capacity of youth to find employment has been identified as an effective poverty alleviation strategy. Some of the training programmes go to the extent of finding jobs for the youth once they have acquired the skills. The programmes are found to be meeting the needs of the youth intended because it presents them with opportunities to network, acquire a variety of skills and this improves their self-esteem. Skills development programmes restores and build confidence for youth to an extent that some even return to formal education (King & Palmer 2006:16).
2.6 Skills development in South Africa

Skills development in South Africa is supported by the Skills Development Act of South Africa (Act 97 of 1998) promulgated in 1998. The purpose of the Skills Development Act is to develop skills of the work force in South Africa and improving the quality of life of the workers. Skills development aims to improve productivity of the employed population and promote self-employment for those members of the population who are not employed (Daniels 2007: 3). The Skills Development Act does not only put emphasis on improving work, it also focuses on uplifting education and training. Skills Development Act aims to bridge the gap between education and employability because the core values of the Act are to assist people find work. The Act also supports of those who are less skilled to improve their skills through attending training provided by the employers. People who have gathered minimum skills of education are able to improve their status as the Act encourages employers to enhance the capability of workers in order to strengthen productivity (www.labour.gov.za).

The government, civil society and private sector have implemented various programmes to address the challenge of poverty, unemployment and skills needs in South Africa. The lack of skills is influenced by the background of South Africa which was characterised by unequal education systems (Akoojee & McGrath 2005: 12). However, even in the democratic era, education and skills remain a challenge due to the fact that rural areas are disconnected from opportunities even in the new government. Many adults from the rural areas did not complete grade12; they have minimum literacy from the Bantu education which is not competitive given the current economic situation (Daniels 2007: 1).
2.6.1 Factors exacerbating skills shortages

2.6.1.1 Inequalities

Inequalities in the South African education system have been influenced by the history of South Africa; pre-1994 education between the African and White populations was different. This kind of system left a dent that has been difficult to cover; the apartheid education system contributed largely to the lack of skills in South Africa (Van den Berg 1990: 6). However, education equalities continue to be a challenge even in the new democratic government. Rural areas are often left out in terms of service delivery; they have poor education, health and social infrastructures.

The quality of education in rural areas is not comparable with that in the urban areas. There is a problem of high secondary school dropout in rural areas, this is mainly caused by the fact that many people are poor and cannot afford to continue with higher tertiary education. Many people who are poor are discouraged to attend school because they are deprived and unable to focus on their education. Rural areas are predominantly low income households and this affects the quality of schooling (Carter 2008: 27). High levels of inequalities in South Africa cause the uneven distribution of production factors (Tadaro & Smith 2006: 236).

South Africa has a high unemployment rate; almost five and a half million people do not work. Unemployment and poor service delivery is a major cause of inequality and poverty. Unemployment has negative effects on human potential and development, since people who are unemployed are not doing productive work that would improve their lives and develop the country. A major factor contributing to slow growth is the issue of badly though out and co-ordinated economic policies and less effort towards improving competitiveness. In order to solve this problem, South Africa requires new thinking towards education and skills development (May 2010: 4).
2.6.1.2 Gender roles

Botchie & Ahadzie (2001: 6) shows that inequalities among men and women are a problem in many developing countries. Although there have been large attempts to bridge the inequality gap, rural people are still marginalised, women still have less opportunities to improve their capacity to find work. In developing countries, less attention has been given to female education and skills acquisition; as a result the literacy rate is low. According to Kabeer (2003: 143) educational inequalities in Africa contribute towards job accessibility and opportunities. Women are severely affected by poverty as a result of gender inequalities, primary household responsibilities lie on the shoulders of women, this include ensuring that there is food, children go to school and other that all households needs are met.

2.6.1.3 HIV/AIDS

HIV/AIDS stands for Human Immune Virus/ Acquired Disease Syndrome; it is predominantly sexually transmitted. However, there are other ways that the disease can be transmitted from one individual to the other. Developing countries face a major challenge of this epidemic and it is even more difficult to manage the epidemic due to that fact that developing countries have poor health care facilities. HIV/AIDS is depleting social and economic conditions because it has huge impacts on individuals, societies, companies and governments (Barnett & Whiteside 2002: 3). In South Africa, the epidemic is affecting economic growth because the country is struggling to take control over the epidemic. The labour force is severely affected by HIV/AIDS and eroding it away (Schoeman in Fox & Van Rooyen 2004: 16).

Teachers who are infected by the disease are frequently absent from work and are unable to improve their teaching skills because the diseases may hinder their likelihood of attending workshops to enhance their teaching skills. School attendance for children deteriorates as they are forced out of school due to HIV/AIDS household impacts. School children experience education problems through the loss of teachers, school leadership, planners, inspectors
and principals because their absence affects the quality of education (Barnett & Whiteside 2002: 310)

According to (Barnett & Whiteside 2002: 16) HIV/AIDS erode one’s ability to learn and work as the disease progress. There is a strong link between HIV/AIDS and development because if affects the economy, population growth and community life. People who are healthy are able to work hard and are more productive which gives them the opportunity to earn income than those who are unhealthy. The effects of HIV/AIDS on the community life are harsh because many households lose breadwinners, children are orphaned and this results in poverty and loss of social security. Many children who lose parents often lose direction in life as they drop out of school and seek work where they work as unskilled labours (Burger in Fox & Van Rooyen 2004: 192). HIV/AIDS has caused changes in many people’s lives and the health of many people has been ruined and many have died. Francis (2006:7) indicates that rural areas face the challenge of the epidemic in more devastating conditions because they have fewer resources to fight the diseases.

2.7 Development

The World Bank (2004: 7) states that development is hard to define due to the number of aspects involved, however development is seen as the process of improving the quality of life for the poor. The process of development encompasses economic growth and political stability. Development is a long process that cannot occur fast, development requires joint efforts from different role players and participation by all involved.

Thomas in Alan & Thomas (2000: 23) show that development means good change, it is stated that development refers to the process in which there is improvement in people’s living conditions such as health and well-being for everyone.
Human development is a critical part of development. According to Handley et al (2009) Human Development Index (HDI) measures three components of human development, namely; life expectancy, educational attainment and standard of living.

Human Development Report (2010: 13) describes HDI as an element that symbolises and captures human development. It measures health, education and income. HDI evaluate other aspects that are important for human development and does not focus on income as the only aspect hindering human development. The HDI is important because it provides data that is important for measuring human capacity and capability. Human development is a basic requirement for development because development is for the people; therefore they should be able to live long healthy and creative lives. Human development is important for people to be able to participate in developmental aspects and enhance the capacity for growth.

2.7.1 Role players in development

The role players in development are the key parties whose stake in development is essential. Development is a long process that cannot be achieved in isolation; it requires collective ideas, efforts and management. When development occurs, changes are seen at state level because a developed state has the capacity and resources to manage state assets and resources accountably. A developed state secures the lives of communities and that of individuals.

The major role players in development are; state, civil society and the private sector.

2.7.1.1 The State

The state has a major role to play in development; the state is the fundamental element of development. Development cannot occur in a weak
state, it is important that the state takes a senior role towards the development process. The state is a major role player because it makes the laws, policies and has authority over many aspects (Swanepoel in De Beer & Swanepoel 2000: 86).

2.7.1.2 Civil Society

Civil society consists of non-governmental organisations such as faith-based organisation and community based organisation. The role played by the civil society is important for development because civil society can be influential in state policy making. The civil society has the ability to connect with grassroots people who are often forgotten during policy making (Noyoo 2010: 22). Rural people depend on civil society than on the state because they have better access to civil society. Civil society has an influential role in the minds and lives of community, in cases where the community is resistant to change. Civil society also plays the role of intervention when state or private sectors oppress people’s rights and speak on behalf of the poor and voiceless (Liebenberg in De Beer & Swanepoel 2000: 114).

2.7.1.3 Private Sector

Puri (2003: 56) shows that the private sectors consist of profit oriented organisations such as business and industries. The role of the private sector in development is fundamental in building the economy. Economic growth is perceived as a core part of development because development cannot occur in a state where there is no economic growth. The private sector plays a role of attracting foreign direct investment which boosts the economy and present employment opportunities. The private sector makes large deposits in infrastructural development in order to attract investors and strengthen investment. The private sector generates more wealth and contributes largely to Gross Domestic Product (GDP).
2.7.2 Development planning and projects

According to Knipe in De Beer & Swanepoel (2000: 139), development planning is defined as the process of setting goals and ways of achieving objectives. Planning is described as the process of putting ideas into perspective and transforming them into goals. Planning for development is characterised by:

- Making choices and choosing alternative ways of achieving goals.
- Putting correct measures are required to solve problem,
- Another aspect of planning is that it enables developers to allocate resources carefully.
- Planning enables developers to forecast the outcome and measure, development cannot occur without measurement.

A project is defined as a large task, the kind of task that requires more than one man’s capacity. A project is goal oriented, has limitations, deliverables are measurable and aims to bring change (Knipe in De Beer & Swanepoel 2000: 146).

2.7.3 Millennium development goals (MDGs)

Handley et al (2009: 12) indicates that the MDGs aims were announced in September 2000 at the United Nations Millennium Summit. The MDGs consist of eight goals, 21 targets and 60 indicators. The MDGs have developed a global vision fighting poverty, they have had a positive impact on the international development agenda, and they have brought together various actors from international development. MDGs aim to combat poverty, diseases, hunger, illiteracy, environmental degradation, and discrimination against women. Because of the MDGs, the fight against poverty has become a global issue wherein in human basic needs is a core issue, especially meeting basic needs of the poor people.
2.7.3.1 Millennium Development Goal number one

Brynard & Stone in Fox & Van Rooyen (2004: 31) indicated that the World Summit on Sustainable Development held in Johannesburg in 2004 pointed out the core ideas towards sustainable development of which Poverty eradication is one of them; deduced from the Millennium Development Goal number one. The goal is focused on the eradication of extreme poverty and hunger through halving the proportion of the World’s population who lives in less than 1US dollar a day by the year 2015. According to Kabeer (2003: 107), the achievement of MDG number one requires an improvement of household income.

2.8 Sustainable development

There are various debates around the meaning of sustainable development, and various writers have attempted to define sustainable development. According to Mestrum in Hens & Nath (2005: 44), sustainable development is defined as the process of development that meets current needs without compromising the ability of the future generation to meet its needs.

Kates et al (2005: 10) indicates the definition by The Brundtland Commission which states that sustainable development is the ability to make development that meets the needs of the present without compromising the ability of future generation to meet their own needs.

The conditions required for sustainable development are not easy to comply with for the poor. The poor depend on the environment for income, survival and food. Sustainable development poses limits to the poor because it implies that people must not take more than nature can supply. Poor people often compete for same resources of which are already scarce (Barrow 2005: 30).
Three aspects that needs to be sustained;

2.8.1 Nature

It is well known that nature is the source of life, therefore preserving nature means harnessing life for all biodiversity and the ecosystem. The ecosystem is the source of food for human beings and other living creatures. Minerals are the source of wealth that is preserved by nature; exploiting mineral wealth is therefore an impediment to sustainable development. Livestock and crops depend on nature for survival; and on the other hand human depends on nature to sustain livestock and crops (Kates et al 2005: 11).

2.8.2 Life Support

Life support consists of all aspects that support life; these are ecosystem management services, resources and the environment. Protecting life support aspects ensures protected well-being and livelihoods. Socio-economic development cannot occur when the life support factors are at risk; an enabling environment is important (Kates et al 2005: 11).

2.8.3 Community

Community is the source of various cultural groups. Sustaining community is essential for maintaining cultural diversity, livelihoods and places. Community plays an important role in sustainable development because for sustainable development to occur it takes a community to share the same view of sustainable development (Kates et al 2005: 11).

2.9 Sustainable livelihoods

The term Sustainable livelihoods is broadly used in the subject of development studies; aligned to poverty reduction. Sustainable livelihoods
assume that in order to address poverty, it is fundamental to understand the underlying factors as well as the limitations and capabilities of a society (UNDOC 2011: 3).

A livelihood is said to be sustainable when it enables people to utilise their capacities to make a living and be able to maintain it. A sustainable livelihood does not exploit the environment and other livelihoods, meaning that the future generation should also be able to generate livelihoods within the same environment without limitations (Kollmair & Juli 2002:3).

Krantz (2001: 1) states that a livelihood is a living condition that includes the capabilities, assets and activities that is required to make a living. The assets encompass availability and accessibility of material and social resources. A livelihood is said to be sustainable when it can survive and recover from stress and shocks, able to preserve capabilities and assets. The Sustainable livelihoods approaches are the UNDP, CARE and DFID.

2.9.1 UNDP

Krantz (2001: 1) indicates that the UNDP approach emphasizes that in order to enhance sustainable livelihoods, it is important enhance the mechanism (resilience) of coping and adapting to situations.

2.9.2 CARE

The CARE approach focuses on empowering the poor to be able to take initiatives to improve their livelihoods. This approach believes that people should be in possession of human capital such as education, skills, health social welfare as well as access to the tangible and intangible assets. This approach believes that allowing people to have access to assets enhances the probability of a sustainable livelihood (Krantz 2001: 1).
2.9.3 DFID

This approach states that poverty can be reduced through reforming poverty reduction policies by directing development to put people at core, allowing them to be part of it and participate. Furthermore it states that development intervention should be relevant to the needs of the people in order to ensure change of poor people’s livelihoods (Krantz 2001: 1).

In order to achieve sustainable livelihoods people need to be in possession of livelihoods resources. The required resources are material and social, tangible and intangible resources. In addition, capital required for the realisation of sustainable livelihoods (Rakodi & Lloyd-Jones 2002: 11).

- Natural capital: it is capital from nature that is important and plays a role. Natural resource supplies capital such as land, water, air and other environmental materials (Rakodi & Lloyd-Jones 2002: 11).
- Economic capital: this kind of capital is monetary, it consist of money, either cash availability or credit accessibility. The presence of infrastructure, production factors and technology is viewed necessary (Rakodi & Lloyd-Jones 2002: 11)
- Human capital: it is believed that skills, knowledge and the capacity to work are fundamental for sustainable livelihoods, coupled with good health ability to can carry out work (Hilmore & Singh 2001)
- Social Capital: refers to the ability to form networking with others people in order to allow one to be informed, gain information as well as share knowledge with central people (Rakodi & Lloyd-Jones 2002: 11).

2.10 Conclusion

Poverty is a global challenge although it is regarded as a mainly Third World problem. It is believed that the largest number of people living in poverty is in developing countries. African countries are the poorest. Regardless of Africa being the most affected, global efforts have come together to address the challenge. Poverty alleviation projects have gained recognition at a global
level as an effective poverty alleviation strategy. The projects vary with regard to the needs of a particular community. Skills development projects aims to build skills required to be competitive in the labour force, skills to be create self-employment and improve numerical and literacy skills. Developing skills is a fundamental aspect of human development.

This chapter gave detailed overview of poverty, the causes of poverty, the impacts of poverty as well as the available possible solutions of addressing poverty. Poverty is stated to be conditions that prevent people from meeting basic needs and living in better conditions. This chapter highlighted the historical context of poverty in South Africa. The researcher covered the South African government’s Skills Development Act (1998). The following chapter indicates the research design, methodology including how data will be collected.
3 CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

In this Chapter, the researcher reports the research design and methodology applied in data collection. This chapter also indicates the type of sampling used for the study and depicts ethical considerations that were taken into consideration. The study aimed at evaluating the effectiveness of Skills Development Programmes in poverty alleviation and promoting sustainable livelihoods. The study was conducted in Lephalale, Limpopo Province.

3.2 Research questions of the study

The researcher used the questions below as guidelines for the study;

- Is there a need for skills development within the community?
- How will skills development contribute towards meeting the challenge of unemployment and poverty alleviation?
- How does skills development promote sustainable livelihoods?
- What are the benefits of implementing skills development programmes?

3.3 Research design

The study is a case study aimed at evaluating the effectiveness of a skills development project that has been implemented to address problems related to the lack of skills and poverty within the Community of Lephalale. The study focused on one had an impact on participating individuals and on the community as a whole. According to Robson (2007: 26) a case study is the study of a selected case, with the aim of finding out causes and results of a certain event or situation. Furthermore, it is stated that a case study can be an evaluation performed in the form of action research.
Babbie & Mouton (2001:335) states that evaluation research aims to measure the implementation and outcomes of a programme that has been intended to intervene in order to solve a social need or problem.

Mouton (1996: 107) defines a research design as guiding principles that are to be followed to address the research problem. The primary role of a research design is to enable the researcher to decide on the factors that will yield the desired results.

3.4 Research methodology

The researcher used a combination of quantitative and qualitative research methods as they are complementary and provide complete analysis of the study. Integrating qualitative and quantitative research is necessary for the case study because characteristics from both methods are needed in order to establish the numerical data as well as theoretical data.

Robson (2007: 23) urged that it is important to combine qualitative and quantitative methodology in instances wherein quantitative numerical data and soft qualitative data is needed to answer the questions. In this study, the research questions formulated required the implementation of both qualitative and quantitative method. Statistical data is important in order to determine the percentage that represent the total population whereas qualitative data will be required to get in-depth information on attitude, perceptions and factors that influence behavior.

In order to ensure reliability of the data, the researcher used triangulation (Robson 2007: 71). According to Du Plooy (2001: 39) triangulation is the process of using two or more data collections methods. Furthermore, it is stated that triangulation is a way of increasing reliability and validity of the data. For this study, the researcher used questionnaires and group-focused interviews to gather information, in other words, data was sourced using more than one technique.
3.4.1 Quantitative research

Quantitative method was implemented because it made easier for the researcher to access information from the respondents. Quantitative research in Mouton (2001: 145) is defined as the method that uses numerical data from a selected subgroup of a population to generalise the findings. Furthermore, Du Plooy (2001: 82) states that quantitative research is suitable for measuring variables. Quantitative research enabled the researcher to predict, describe and explain quantities, degrees and relationships.

In Fouche & De Vos in De Vos et al (2007: 133) quantitative research methodology is described as a method involving questionnaires as data collection and the respondents are selected through random sampling method. Quantitative research methodology yielded answers that the researcher required in order to compose a general perception of the findings. The researcher used questionnaires as data collection tool and the respondents were randomly selected.

Delport in De Vos et al (2007: 160) further indicates that quantitative research measures and quantifies information using numbers or symbols. Knowledge is gathered in a more scientific way than as compared to qualitative research.

3.4.2 Qualitative research

The researcher used qualitative method because it enhances the validity and reliability of the study. Nieuwenhuis in Maree (2007:50) states that qualitative research “is concerned with understanding the processes and the social and cultural contexts which underlie various behaviors”. This method allowed the researcher to find in depth information and to gain knowledge with regard to the participant’s attitudes and perception on the project.

Babbie & Mouton (2001:270) describes qualitative research as the type of research wherein researchers want to understand human behavior,
perceptions and attitudes. For the benefit of this study, the researcher used qualitative research because it allowed the researcher to conduct the research in a natural setting. Conducting research in natural setting plays a role towards the kind of data collected. In some instances the units of analyses may be disoriented if they are moved away from the natural settings, in other words, the researcher believes that people tend to be comfortable in familiar settings and it has an influence on their responses. The researcher was able to gain in-depth answers through acquiring descriptions and understanding the actions. Qualitative research allowed the researcher to gain understanding of the social dynamics.

Babbie & Mouton (2001:270) indicates that qualitative research collects data through methods such as participation observation, semi-structured interviews, personal and documents. In this study, the researcher used unstructured interviews to collect data from the members of the project. The researcher interviewed respondents from the project management team as well as the participating members in order to find out whether the project management team had the same perception on the project as that of the participants (trainees).

According the Welman & Kruger (2002:178) qualitative research methodology enables researchers in the social field to study groups, communities and organisations. The researcher intended to find the impact of the social intervention within the community of Lephalale. The use of qualitative research methodology allowed the researcher to gain knowledge on the challenges facing the community, the age group mostly affected including gender and race.

### 3.5 Sampling

According to Burach in Du Plooy (2002: 100), sampling is the process of drawing units of analysis from a large population. The total sample population for this study consisted of 35 respondents; selected from a population of 80
people. In order to determine the impact of the project upon completion of the trainings, the researcher also selected five members who had completed their training. This was undertaken to comprehend what people could do after completing perspective trainings and to find out the opportunities that existed.

Babbie & Mouton (2001: 174) states that selecting a sample is a way of choosing a portion of the population that will represent the larger population. The sampling method that was used for this study is probability sampling. The researcher selected this type of sampling because it allowed the researcher to determine the possibility of units of analysis to be included in the sample. In Welman and Kruger (2002: 53) it is stated that probability sampling consists of various samples, however, for this study the researcher used random sampling as it is the most attractive type of probability sampling. The researcher used the simple random method because it is simple and it allows each member of the population to have an equal opportunity of being included in the sample.

3.6 Data collection methods

Data collection is described as the process that involves the collection of information from various sources (Mouton 1996: 110). In this study the researcher used various methods to gather the required data.

3.6.1 Interviews

An interview is a data collection method normally in the form of verbal communication, either face to face or telephonically (Mouton 2001: 196). The researcher gave respondents an opportunity to express views and ideas. The researcher used interviews in order to gather field notes as to acquire primary information. The researcher conducted face to face interviews in order to avoid delays from respondents. Furthermore the researcher believes that respondents are willing to answer questions about themselves to someone who is present than to someone over the telephone.
The researcher used unstructured focus groups interviews in order to understand the experiences of the individuals. Focus groups saved time for both the researcher and the respondents. Welman and Kruger (2002:187) indicated that unstructured focus groups interviews enable the respondents to share ideas and thoughts. By doing so, the researcher was able to gain insight on how the project impacted the lives of participants.

Kumar (1999:109) indicates that unstructured interviews allow the researcher to draw more information.

3.6.2 Questionnaire

A questionnaire is an instrument designed to collect data, it contains a set of designed question (Madi 2007:45). A questionnaire is also the most accurate instrument to use when applying quantitative method and it is suitable for qualitative research method. Kumar (1999: 110) indicates that a questionnaire is a written list of questions and the respondent records the answers down. Furthermore it is stated that a questionnaire should consist of questions that are easy to understand to allow the respondents to be able to follow questions and answer clearly. The main purpose of a questionnaire is to collect data relevant to the study and a questionnaire should not offend the respondents as they may hesitate to answer some of the questions.

The questionnaire used in this research consisted of both open-ended and closed ended questions. The purpose for drawing both types of questions was to allow the respondents to elaborate their answers and also to limit elaboration where it was not necessary. The questionnaire drawn for this study consisted of four sections, section A focused on demographic information, section B focused on socio-economic condition and livelihoods, section C focused on the value of participating on the project and section D was directed towards the project management team.
The researcher used group-administered questionnaires to collect data. According to Kumar (1999: 113) group administered questionnaires are effective in an environment where the units of analysis assembly and it secures the probability of getting all the questionnaires answered at the same time. The researcher chose group-administered questionnaires in order to save time for the participants and to avoid loss of questionnaires. The questionnaires are written in English however, simple language was used in order to avoid confusing respondents, bearing in mind that the research population was not highly literate and deep English would cause problems.

3.6.3 Analysis of documents

Secondary resources are useful as data sources; in this study the researcher used existing documents that contained information relevant to the researched project. Kumar (1999: 124) argues that secondary resources are useful as a researcher will be able to extract the information required for the study, however the challenge can be availability and accessibility of the information. In this study, the researcher acquired information from the project management team because they possessed reliable information. The researcher identified the need to understand the history of the project with regard to funding, management and participants in the projects. Data was gathered through reading progress reports of the project. In order to broaden understanding, the researcher also used journals and articles that have been written prior by others researchers within the context of poverty alleviation.

3.7 Participants

The participants were drawn from The Mogolo Academy, which is situated in Marapong Township in Lephalale. The Mogolo Academy is a skills development project that has been implemented by the Exxaro Grotegeluk coal mine in Lephalale. The researcher wrote introductory letters to the Sustainable Development Manager at Exxaro mine in order to acquire consent to be able to use the project for the study. The researcher submitted
introductory letters to the Mogolo Academy principal. The principal arranged with class facilitators to inform trainees about the research project and the level of participation required from them.

3.8 Limitations of the study

The researcher found it challenging to communicate with the respondents due to language barriers. The researcher used English as the medium of instruction; the challenge was that some of the participants needed questions to be translated to their language and the researcher could not.

3.9 Data analysis

Mouton (2001: 108) describes data analysis as the process of breaking up the data, categorizing and manipulating the data in order to discover relationships between concepts and detect patterns or trends from the data collected. Data analysis does not give answers to the researcher; however, it gives an opportunity to identify errors and arrange the data accordingly in order to make it easy to interpret the data. The statistical data collected from the quantitative method was analyzed using Microsoft excel. Data was captured accordingly and conclusions were drawn in percentages at the end of the analysis. Data interpretation findings were presented through tables and graphs. According to Oliver (2004: 125) quantitative data can be presented using tables.

3.10 Ethical consideration

Research ethics are a mandatory part of the research that has to be considered before undertaking any form of research wherein other parties are expected to participate. Mouton (2001: 238) states that ethics indicate what is wrong or right when conducting a research. Ethics protect the rights of individuals that may be affected by the research. In this study, the researcher
acquired consent from the parties involved in order to ensure that the research was legitimate and information would be used the intended research only. The intentions of the study were presented honestly to the participants. Robson (2007: 64) indicates that research can have an effect on people in various ways, although social research is less likely to cause harm. The results of the research can affect others and not necessarily the participants. In this study the researcher considered ethics crucial; the researcher did not involve people in the study without their knowledge.

3.11 Conclusion

The researcher applied both quantitative and qualitative research methods. The researcher used questionnaire, interviews and document analysis to collect data. This chapter provided the description of the participants, setting of the study and ethical consideration. The following chapter presents the findings of the study and interpretations of the data collected.
4 CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The aim of this chapter is to present the findings of the study with regard to skills development as a way of alleviating poverty and promoting sustainable livelihoods. The findings of the study are presented according to the structure of the questionnaire (included in appendix B). The data collected represents demographic information, the socio-economic and livelihoods conditions, the value of participating in the project and information regarding the project management team. This chapter also indicates the setting of the project, the funding and the management of the project. This case study analyses the current situation of Lephalale, the skills level of community members.

In order to extend knowledge on the effectiveness of the skills development project, the researcher visited Boitlamo Construction Development, an inheritance of the skills development project. Boitlamo Construction Development is a brick-making project formed by former Mogolo Academy trainees.

4.2 KEY FINDINGS OF THE STUDY

SECTION A: DEMOGRAPHIC INFORMATION

Section A consists of the demographic information of the respondents; it indicates information regarding age, race, gender, home language, marital status, education level and family composition.

Table 1: Age

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 17-25 Years</td>
<td>28</td>
<td>80%</td>
</tr>
<tr>
<td>2. 26-34 Years</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>3. 27-35 Years</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>4. 36-44 Years</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>5. Above 45 Years</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Figure 1: Age

Figure 1: indicates that 80% of the population was between the ages of 17-25 years, this means that the project is dominated by youth. 6% is between 26-32 years, 11% is between 33-35 years and 3% is between 36 - 44 years. There were no participants above 45 years. Another aspect discovered is that the majority of participants fall within youth. It can be concluded that developing productive skills for people within these age groups is fundamental for human development as well as building capacities. The problem with poverty is that it can be hereditary, meaning children from poor household are likely to be poor when they are old as compared to those from well-off households. The skills development project plays a significant role in the attempt to break the chain of poverty by giving people opportunities to gain skills required in the labour market. Orford & Wood in Brown (2005: 19) indicated that investing skills and knowledge in people is essential for forming the human capital base of a country.

Table 2: Race

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. African</td>
<td>35</td>
<td>100%</td>
</tr>
<tr>
<td>2. Coloured</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3. White</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4. Asian</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Figure 2: Race

Figure 2: indicates that 100% of the participants were African, this means all the people who are being trained on skills are African. Poverty in South Africa is high among Africans and extremely rife in the rural areas. It is evident that African people are still far behind in terms of skills, education and employment. The majority of African people are poor because they are situated in rural areas and they are marginalised. Even in the new democratic government, there are no significant changes in terms of service delivery. Aspects such as health and education are still major challenges.

Table 3: Gender

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Male</td>
<td>14</td>
<td>34 %</td>
</tr>
<tr>
<td>2. Female</td>
<td>23</td>
<td>66%</td>
</tr>
</tbody>
</table>

Figure 3: Gender
Figure 3: Indicates that 34% of the respondents were male whereas 66% were female. This means that the project had more female trainees than male trainees. A major problem facing rural women and girls is that they drop out of school at an early age because they carry the burden of responsibility. This problem is not only in Lephalale, but it is a problem facing developing countries. According to Kabeer (2003: 13) women are the poorest of the poor because they are responsible for meeting households’ basic needs, furthermore it is urged that women dominate poverty alleviation projects.

Table 4: Home language

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pedi</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>2. Tswana</td>
<td>15</td>
<td>43%</td>
</tr>
<tr>
<td>3. Zulu</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4. Tsonga</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5. Afrikaans</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>6. Other</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 4: Home Language

Figure 4: indicates that 57% of the participants speak Sepedi while 43% speak Setswana. The researcher found out that the trainees struggled to communicate in English. It can be interpreted that the low level of education within the community played a role in their level of understanding English. Language barriers affect self-esteem to an extent that it can affect people’s attempt to improve their lives. The researcher found that respondents were
shy to express their thoughts because they were avoiding the feeling of embarrassment. Bearing in mind that English is a universal language, it can be concluded that the respondents faced the challenge of communication as much as they lacked skills.

**Table 5: Marital status**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Married</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2. Single</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td>3. Divorced</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4. In a relationship</td>
<td>18</td>
<td>51%</td>
</tr>
</tbody>
</table>

**Figure 5: Marital Status**

Figure 5: indicates the marital status of the participants, 11% is married 37% is single, there were no divorced persons and 51% were in relationships. As indicated in 4.2.1 that 80% of the respondents was between 17-25 years, this explains why only a small amount of the respondents are married.

**Table 6: My highest education level is**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No schooling at all</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2. Primary schooling</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>3. Grade 8-10 (Standard 6-8)</td>
<td>10</td>
<td>37%</td>
</tr>
<tr>
<td>4. Grade 11- (Standard 9)</td>
<td>14</td>
<td>40%</td>
</tr>
<tr>
<td>5. Completed Grade 12</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>6. Post matric education</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>
Figure 6: My highest education level is

![Bar chart showing education levels]

Figure 6: indicates that none of the respondents had post matric education while 23% of respondents have completed grade 12. According to Motloung & Mears (2002) poverty plays a major role in hindering people from continuing their education to tertiary level. Many people from rural areas lack higher education due to lack of funds, poverty and lack of motivation and knowledge on the importance of education on their future. The fact that the area is surrounded by employment opportunities requires that the local people have at least completed grade 12 so that they meet the minimum requirements for some semi-skilled jobs. Looking at the findings, it can be concluded that the majority of the respondents do not meet that minimum requirements of employment. This means that they were not suitable to find employment from the coalmine, power station and the current multi-billion power plant construction project.

40% have completed grade 11 whereas 27% completed between grade 8 and 9. None of the respondents have no schooling at all. According to Motloung & Mears (2002), education plays a major role in determining the opportunities of employment. People with skills stand a better chance of employability than those with no education and no skills. It can be argued that people with better education may be employable as opposed to those without education, people who have education are said to have better grasp of skills. Whiteford et al
(1995) also indicates that poverty plays a role in the lack of education, poor household result in poorly educated household members. Furthermore it is stated that poverty is associated with the lack of education and plays a determinant role in income levels. Hurley (1990) states that people who live in non-poor conditions usually acquire formal higher education and training in particular skills. In the case study, the findings indicate that none of the respondents received formal higher education, the majority had not passed grade 12 while those who passed grade 12 did not further their education.

**Table 7: Do you have any children?**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>13</td>
<td>37%</td>
</tr>
<tr>
<td>2. No</td>
<td>22</td>
<td>63%</td>
</tr>
</tbody>
</table>

Figure 7: Do you have any children?

Figure 7: indicates that 37% of the respondents have children while 63% does not have children. It can be deduced that people who have children have more responsibilities because they need to provide food, education and health care for their children.
SECTION B: SOCIO-ECONOMIC CONDITION AND LIVEHOODS

This section consists of the socio-economic conditions of the respondents. It indicates the findings on where they are in terms of livelihoods, the income they received as well as means of meeting basic needs.

1. Have you ever worked?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>No</td>
<td>32</td>
<td>91%</td>
</tr>
</tbody>
</table>

Figure 1: Have you ever worked?

![Figure 1: Have you ever worked?](image)

Figure 1: indicates that only 9% of the respondents had ever worked whereas 91% has never worked. This gives evidence that unemployment is a challenge in the community of Lephalale and that low level of skills is highly prevalent, especially among youth. The Mogolo Academy is a gateway to assist the local community to be able to partake in the job opportunities arising in the area.

Table 2: Do you receive a monthly income?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>No</td>
<td>27</td>
<td>77%</td>
</tr>
</tbody>
</table>
Figure 2: Do you receive a monthly income?

Figure 2: indicates that 23% of the respondents received a monthly income other than the Stipend that they received from the training. The skills development project pays a stipend of R35.00 daily. 77% did not receive any other income besides the stipend they received from the project. This means that the majority was struggling to survive, as they did not receive any other income.

Table 3: What is your current monthly income?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Below R400</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2. R400-R800</td>
<td>18</td>
<td>51%</td>
</tr>
<tr>
<td>3. R800-R1200</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>4. R1200-R1800</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>5. R1800-R2200</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>6. Above R2200</td>
<td>4</td>
<td>14%</td>
</tr>
</tbody>
</table>
Figure 3: Monthly incomes during and after the skills development training

Figure 3.1 indicates the monthly income of the respondents. Although the project gave a stipend of R35.00 per day, it was evident that the people were not in the same income level. 11% have a monthly income of below R 400.00, 51% between R400 - R 800.00, 3% between R800 - R 1200.00, 17% between R1200-1800, 3% between R 1800-2200.00 and 14% above R2200.00. This means that the majority was dependent on the stipend that they received from the project.

Some of the respondents indicated that they received social grants for their children but they could not acknowledge it as income generated. Some indicated that they received pocket money from relatives, parents and partners.

As indicated in the introduction of this chapter, this study analysed the findings from the Boitlamo Construction Project. The researcher found it important to study the monthly income pattern of those who have completed trainings from the skills development project. The study revealed that 25% of the respondents have a monthly income of above R2200.00 while 75% had an income of between R1800-2200.00 a month. It is apparent the money is not a lot, however it makes a difference in the livelihoods as they moved from a zero income to a certain amount monthly.
The respondents indicated that they were happy to be part of the project and to generate their own income. They indicated that they used the money for rent, groceries and transport. The respondents indicated that they did not have enough money for savings. This means that their living conditions have improved from being dependent to being independent.

**Table 4: Are you able to cover your basic needs from the income you are receiving in this project?**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>No</td>
<td>35</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Figure 4: During and after skills development training**

Figure 4.1 indicated that 100% of the respondents were unable to meet their basic needs. Section A, Figure 3 in the study reveals that 37% of the respondents had children; this means that they were facing more responsibilities other than supporting themselves. The research revealed that the majority of the respondents lacked education and skills, meaning that there is less probability for them to generate income. The skills development project gives stipend to trainees so that they have a reduced financial burden and be able to cover for aspects such transport costs as lack of transport can influence trainees’ attendance.
The above figure indicated that 25% of the respondents were able to cover the basic needs from the money generated by the project while 75% indicated that they were unable to meet their basic needs. Basic needs are essential for human life survival; this is shelter, food, clothing and transport. The above data was collected in order to compare the difference between those who are still in training and those who have completed training and are in other endeavors. The research revealed that there is a slight change in living conditions because at least 25% is able to cover basic needs, this indicated that the project has the capacity to deliver.

5. How has it changed your living? Please specify or elaborate

The respondents indicated that although there were not getting enough money to cover all their needs, they appreciated the fact that they received something as compared to not getting anything at all. The respondents indicated that the stipend has not changed their lives much, but the skills gained from the project added value to their lives and has also improved their self-esteem.

Table 6: Do you have any part-time job or self-employed?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>No</td>
<td>31</td>
<td>89%</td>
</tr>
</tbody>
</table>

Figure 6: Do you have any part-time job or self-employed?
Figure 6: indicates that 11% of the respondents have a part-time job or self-employed, this means that only 11% of the respondents are able to generate income. 89% did not have other means of income, of which they are hopeful that the skills attained from the project would enable them to generate income, as they would be employable. This means that once they completed the training, they would be able to start community income generating projects or be self-employed as they received accredited certificates after completing the trainings.

**Table 7: What are the major problems in the community?**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Crime</td>
<td>8</td>
<td>23%</td>
</tr>
<tr>
<td>Diseases</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>Unemployment</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

Figure 7: What are the major problems in the community?

Figure 7: indicates that 23% of the respondents perceived crime as a major problem in the community. Poverty does influence towards people towards criminal behaviour. Sometimes people are involved in crime because they want to escape poverty and its impact. 9% of the respondents see diseases as a major problem in the community; it is evident that although diseases such as HIV/AIDS are rife in the area it is not considered a major problem within the
community. The low level of education and knowledge among the community also influences this. 66% of the respondents indicated that unemployment is a major challenge in the community. Unemployment is the cause of poverty and is also caused by poverty. According to Lephalale Municipality (2010) a major cause of unemployment in the community is the lack of skills and low education level. It is evident from section A, Demographic information, figure 6 that education level is very low and as a result people in the local community lack skills. 3% of the respondents identified poverty as a challenge within the community.

**SECTION C: THE VALUE OF PARTICIPATING ON THE PROGRAMME**

This section presents the findings on the value of the project. The interpretations indicate the attitude of the community towards the project. Attitude plays a major role in determining success of anything hence this case study deemed it important to study the attitude and perceptions towards the project.

In a scale of 1-4, Please rate the project. Wherein 1 is the weakest point and 4 is the strongest point.

**Table 1: Is the project located in a good area?**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>3 Agree</td>
<td>23</td>
<td>66%</td>
</tr>
<tr>
<td>4 Strongly agree</td>
<td>6</td>
<td>17%</td>
</tr>
</tbody>
</table>
Figure 1: Is the project located in a good area?

Figure 1: indicates that 17% of the respondents strongly agreed that the project was located in a good area. 66% of the respondents agreed that the project was located in a good area. 6% disagreed with the idea that the project was located in a good area whereas 11% strongly disagree that the project is located in a good area. It was evident during field data collection that the Marapong area in Lephalale was a good area to locate the project as the areas is nearby the Exxro mine, Matimba Power Station and the Medupi Power Station project. The researcher believes that skills development is effective when the skills developed respond to the market.

Table 2: Does the project accommodate members of the community?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Disagree</td>
<td>4</td>
<td>11%</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>3 Agree</td>
<td>17</td>
<td>49%</td>
</tr>
<tr>
<td>4 Strongly agree</td>
<td>7</td>
<td>20%</td>
</tr>
</tbody>
</table>
Figure 2: Does the project accommodate members of the community?

![Bar chart showing the responses to the question about accommodation of the project members.]

Figure 2: indicates that 20% of the respondents strongly agreed that the project was accommodative to members of the community. 49% agreed also. 20% indicated that the project was not accommodative to community members whereas 11% strongly disagreed that the project was not accommodative to community members. The majority agrees, this means that the project does accommodate community members. The researcher believes that community members participate wholly in projects directed towards meeting their needs when they have sense of ownership on the project. People get satisfaction from putting in their own effort towards their own development; people do not always get satisfaction from handouts.

Table 3: Is the community interested in participating on the project?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>3 Agree</td>
<td>21</td>
<td>60%</td>
</tr>
<tr>
<td>4 Strongly agree</td>
<td>8</td>
<td>23%</td>
</tr>
</tbody>
</table>
Figure 3: Is the community interested in participating on the project?

Figure 3: indicates that 3% of the respondents strongly disagreed that the community was interested in participating in the project. 14% of the respondents also disagreed with the idea that the community was interested in participating in the project. Participation in this regard refers to the involvement of the community in the skills development project. The researcher identified that in areas where education and skill level is low; the people often lack motivation hence some of the community members may not be interested in the project. However, 60% of the respondents agreed that the community was interested in participating in the project, 23% strongly agreed that community members were interested in participating in the project.

The respondents indicated that they have joined the project in order to learn skills so that they would be able to find jobs and earn money. According to Sandham & Van Der Walt (2004) a project implemented for the community must address the social and economic conditions in a community.
Table 4: Is there a shortage of Skills required to attain employment?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Disagree</td>
<td>3</td>
<td>9%</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>3 Agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>4 Strongly agree</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

Figure 4: showed that 9% of the respondents strongly disagreed that there was indeed lack of skills within the community. On the other hand 20% disagreed with the idea that the community lacked the skills required to attain employment. Many people from other areas have flooded Lephalale in search of employment whereas most of the local community does not qualify for the jobs. 57% agreed there was a shortage of skills required to attain employment within the community while 14% of the respondents strongly agreed. The researcher believes that lack of skills within local community is a challenge and hinders people from opportunities, as they would not be able to work any kind of work requiring certain skills and knowledge. The researcher further studied the respondent’s perception towards the project. The study revealed that the trainees were passionate about having a future with secured jobs hence they joined the project.
The study revealed that 40% of the respondents had completed grade 11 and that 80% of the respondents were between the 17-25 years. It can be deduced that the 80% would usually be expected to be at school, either completing high school or at tertiary level. The situation in Lephalale is influenced by the poverty conditions at household level. The project was deemed to have a positive influence on the community and that it impacted positively on sustainability of skills. Levin (1994) indicates that the lack of education and skills contributed to the high levels of poverty in South Africa. Furthermore it is stated that skills development can contribute towards alleviating poverty provided employment opportunities are available.

Table 5: Are the skills learned at the project useful?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Disagree</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>3 Agree</td>
<td>20</td>
<td>57%</td>
</tr>
<tr>
<td>4 Strongly agree</td>
<td>8</td>
<td>23%</td>
</tr>
</tbody>
</table>

Figure 5: Are the skills learned at the project useful?

Figure 5: indicates that only 6% strongly disagreed that the skills were useful and 14% of the respondents disagreed that the skills were useful. Minority of the respondents were not in the view that the skills gained are useful. On the
other and 57% also agreed with the idea that the skills learned were useful while 23% of the respondents strongly agreed that the skills learned from the project were useful. In other words, the majority of the respondents are in the view that skills learned from the project are useful.

The researcher established that the skills were useful in the sense that a lot of local people were only spectators while people from other areas migrated into their area and took over job opportunities. The skills from the project remain the inheritance of those who were trained.

A leading example was the Boitlamo Civil Construction project (mentioned in the introduction) formed by people who have completed their trainings in brick making. Boitlamo Civil Construction is a brick-making project; the bricks are sold to local community. 4 members from the skills development project started it and they have also employed other local people to assist them. The project has proper machinery to manufacture bricks, a huge slab to lay the bricks and a truck to deliver bricks to customers. The researcher found it interesting that the project had a proper office and a cash register book.

The researcher visited the project in order to be able to determine and get a thorough analysis of “life after” completing the skills development project. The researcher noted that the people were proud of the project and had high expectations.

Table 6: Is the community benefiting from the project?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Strongly Disagree</td>
<td>1</td>
<td>3%</td>
</tr>
<tr>
<td>2 Disagree</td>
<td>6</td>
<td>17%</td>
</tr>
<tr>
<td>3 Agree</td>
<td>21</td>
<td>60%</td>
</tr>
<tr>
<td>4 Strongly agree</td>
<td>7</td>
<td>20%</td>
</tr>
</tbody>
</table>
Figure 6: Is the community benefiting from the project?

Figure 6: indicated that 3% of the respondents strongly disagree that the community benefitted from the project, 17% also disagreed that the community was benefiting. On the other hand 60% of the respondents agreed that the project benefited the community. The community benefited in the sense community members acquired skills that enable them to compete and participate in the labour market. 20% of the respondents strongly agreed that the community did benefit from the skills development project.

Table 7: Do you understand your facilitator?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>35</td>
<td>100%</td>
</tr>
<tr>
<td>2. No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 7: Do you understand your facilitator?
Figure 7: indicates that 100% of the respondents understood their facilitators; it indicates that the skills were transferred effectively. This shows that the trainees are interested in learning the skills and that the instructors are committed to transferring the knowledge and skills.

**Table 8: Are you interested in learning the skills?**

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>35</td>
<td>100%</td>
</tr>
<tr>
<td>2. No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 8:  indicates that 100% of the trainees were interested in learning the skills. The skill learned from the project enables them to attain sustainable livelihoods, as they were able to attain employment. The researcher believes that availability of opportunities plays a major role in determining people’s destinations. Most poor communities often lack opportunities and this influence their socio-economic conditions. In this case the community has to partake in determining their own success as there are existing employment opportunities both skilled and semi-skilled.
Table 9: What skills are you being trained on?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ABET</td>
<td>10</td>
<td>29%</td>
</tr>
<tr>
<td>2 CIVIL</td>
<td>9</td>
<td>26%</td>
</tr>
<tr>
<td>3 BRICK MAKING</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>4 CAPENTRY</td>
<td>7</td>
<td>20%</td>
</tr>
<tr>
<td>5 COMPUTER LITERACY</td>
<td>2</td>
<td>6%</td>
</tr>
</tbody>
</table>

Figure 9: What skills are you being trained on?

Figure 9: indicated that 29% of the respondents were trained in ABET, these are the people who did not complete grade 12 but wished to further their studies once the complete the skills development project. It was indicated that the trainees stood better chances of employment of which they ended up receiving more on job training from prospective employers. 26% of the respondents were trained in Civil skills, due to high volume of construction works in the area; Civil skills are also in demand. As a result, the local community was able to attain some of these jobs. 20% of the respondents were being trained on Brick Making skills; another 20% was being trained on Carpentry. 6% of the respondents were being trained in Computer Literacy.
SECTION D: PROJECT MANAGEMENT TEAM

This section was developed for the Mogolo Academy project management team. It is highly important for project to have a management team as to ensure the project delivered and meet objectives.

Table 1: Do you have a project committee?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2. No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 1: indicates that there was a project management team. 100% of the respondents indicated that a team existed. A project management team is responsible for ensuring that the project deliverables are on time and that the goals are reached. This is an NGO project and therefore requires proper management so that there is accountability to the funders as well as the community. The research revealed that the project management team consists of members from the Exxaro Mine as the project funder and people employed from the local community to manage the project.
Table 2: How often do you hold project meetings?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>2. Monthly</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>3. Quarterly</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>4. Annually</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 2: How often do you hold project meetings?

Figure 2: 100% of the respondents indicated that project meetings were held on a monthly basis. This means that meetings enable the project management team reviews progress and identify challenges and draw mitigations. The meetings also enhance teamwork because ideas are shared.

Table 3: Is the project funding sufficient?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2. No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 3: Is the project funding sufficient?
Figure 3: 100% of the respondents indicated that the funding for the Mogolo Academy was sufficient. The Exxaro Mine is the sole sponsor of the project as it is operating within the area. The project is a sustainable development project implemented for the community because it was evident that the local community lacked skills.

4. When was the project implemented?

The project started in 2007. This means that the project has been in existence for the past 4 years. The study revealed that the project received adequate funding from Exxaro coal mine. Large amount of funds had been dedicated towards the project hence the project has been running successfully for the past years.

Table 5: Do you see the value of the project within the community?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2. No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 5: Do you see the value of the project within the community?

Figure 5: 100% of the respondents indicated that they see the value of the project within the community because community members have been able to attain skills and their knowledge towards the importance of skills increased. A poverty stricken community hardly produces an educated society because many people drop out of school due to poverty related problems.
Many communities are in poor conditions to an extent that even the schools fail to produce good results and as a result, the school leavers are unable to further their education. The marginalization of rural areas in South Africa contributed to the low education and skills level in the rural area. A report by the Limpopo Provincial government (2009) indicated that education facilities were important for human development. Furthermore, the report indicated that apart from formal education, it was important to achieve growth and development in Limpopo province and it has been hindered the shortage of skills resulting in high unemployment levels. It is evident that the implementation of the project is an objective to reduce unemployment and alleviate poverty because the project develops job creating skills and improved opportunities of employability. The value of the project in the community was not doubtful because implementing skills on people is effective and also a sustainable way of addressing solutions to poverty.

Table 6: Is the management team committed to the project?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Yes</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>2. No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 6: Is the management team committed to the project?

Figure 6: indicate that there was 100% commitment from the respondents. Commitment in a project is crucial because even if there was enough funding but no commitment, the project’s sustainability would be at risk.
Table 7: Are the trainees cooperative?

<table>
<thead>
<tr>
<th>Answers</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Figure 7: Are the trainees cooperative?

Figure 7: shows that 100% of the respondents were satisfied with the manner in which trainees behaved. Considering that 80% of the trainees were 17-25 years, it could be difficult to control their behaviors. This indicates that the trainees value the opportunity of being part of the project. The findings show that the trainees were dedicated towards the project as they wished to escape poverty and unemployment.

6. What are the challenges of managing the project?

The research discovered that the trainees had learning difficulties; it was indicated that English was a challenge to many trainees. Another major challenge was that trainees from poverty stricken families had personal issues that hindered their capacity to develop. Some trainees dropped out due to family responsibilities.
The study revealed that a major challenge facing the project was that of pupil leaving school wanting to join the project. This was identified as a challenge because the project aimed to curb poverty and the lack of skills within the community. The issue of youth leaving school in order to join the project was not ideal because they were leaving school before completing grade 12. This takes us back to Section A, where it was stated that grade 12 was at least a minimum requirement for some semi-skilled jobs.

4.3 CONCLUSION

Chapter 4 presented the findings and interpretations of data. Data was presented according to the structure of the questionnaire. This chapter depicts the answers to the research questions, it revels the demographic information of the respondents. It covered information regarding age, gender, race, family composition and education level. This chapter provided answers as to whether implementing skills development project was ideal for poverty alleviation. The findings presents that in a community where education is low and skills are low, social intervention of this kind is highly essential. The study revealed that that the poverty can be curbed through developing productive skills that enable people to find jobs as this change their livelihoods. The next chapter will highlight key findings; give conclusions and recommendations of the study.
5 CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

The study aimed at evaluating the effectiveness of skills development in the context of poverty alleviation and promoting sustainable livelihoods in Lephalale, Limpopo Province.

The objective of the study is to:

- Review existing literature in the context of poverty alleviation and sustainable livelihoods,
- To investigate the need for developing skills within the community of Lephalale,
- To identify the opportunities and challenges of skills development,
- To evaluate the impact of skills development programmes towards poverty alleviation both at individual and household level, and
- To make recommendations practical in addressing poverty.

The researcher aimed to find out the factors that contributed towards high levels of poverty within a community that is surrounded by job opportunities. The researcher observed that Lephalale was undergoing high population influx from other provinces and also from the neighbouring countries such as Botswana and Zimbabwe in search of employment. This indicated that there are job opportunities; the problem was the locals were not attaining these jobs. The study intended to determine whether implementing skills development programmes was addressing the challenge of unemployment and poverty in the community. The study revealed factors impeding the community from skills; poverty was the main cause of unemployment because community members had low skill levels and lacked of formal education.
5.2 KEY FINDINGS OF THE STUDY

The case study covered factors influencing poverty and unemployment within the community of Lephalale, in Limpopo Province. Lephalale is predominantly rural and poverty is a major challenge in the community. Data analysis depicted that antecedents played a role on the current living conditions and had affected the socio-economic conditions.

The study revealed that poverty influenced the level of education in the community because poor people have less chances of acquiring formal education. Maboa (2009) states that the level of formal education possessed determine the skill level because people who are educated are likely to master skills faster than those without formal education. Unemployment remains a challenge even among those that hold qualifications, but in this case Lephalale has a lot prevailing of opportunities for both skilled and semi-skilled as indicated in Chapter 1.

In the case of Lephalale, the community skills and education level is low. The area is rural in nature and like any other rural community poverty is a challenge. The community plays spectator while people from outside Lephalale take over jobs. Rural education has been marginalised even after the advent of democracy. As a result, rural community has poor results and have limited or no exposure to bursary opportunities to proceed to higher education. Chapter 4 revealed that the majority of the respondents had only completed grade 11 and not grade 12. Those who had completed grade 12 had not acquired any further education. The level of education influences the lack of productive skills within the community.

The research depicts that people who are part of the skills development project are economically active and are able to work. Hence, developing skills was an effective strategy to alleviate poverty and promote sustainable livelihoods. The fact that trainees were younger than 45 years means that
they are within the working age. The study revealed that community members were interested in participating in the project and that they value the role of the project within the community.

An attention drawing aspect was that females dominated the project. This situation indicates that gender inequalities are still a challenge because it can be deduced that females were still more struggling to find employment as compared to their male counterparts. Gender issues are crucial for development because denying female access to opportunities hinder sustainable development.

In chapter 2 it was highlighted that poverty alleviation projects are an intervention to alleviate poverty. The findings of the study have shown that the skills development project is to an extent effective because some of the participants have been able to attain jobs after completing the trainings; in addition they received on job training. This means that their livelihoods changed for better as they were in semi-skilled jobs and generating better income.

An indentified challenge facing the skills development project was that of language. The medium of instruction was English; it came to the attention of the researcher that trainees battled with English. To a certain extent this is critical because as it means that communication was not very efficient. It is a difficult situation wherein the message being transferred is distorted. However the fact that 100% of the respondents indicated that they understood the instructors shows that the instructors have a good relationship with the trainees. This means that the trainees saw potential behind the language barriers, although in some instances instructors had been forced to interpret from English to an African language.
The research revealed that the majority of the respondents had never worked and this has been influenced by their level of skills and education. Although unemployment is a major problem facing South Africa, in this case employment opportunities are prevalent. The economic transition occurring in the area requires that the community acquire skills so that they are able to benefit through attaining jobs and forming income generating projects. The research revealed that unemployment was the biggest problem, followed by crime and then diseases.

The skills development project is significant for the community. A remarkable aspect was the fact that the project received adequate funding to operate in a formal and professional manner. The project has a management team to ensure its sustainability. Another assignment for this team is to ensure that the project delivers results and meets its objectives.

5.3 CONCLUSION

Under the vicious circle of poverty, human development could be a utopia. Poverty is a multifaceted problem that has many causes and many consequences. Some of these consequences occur as secondary causes of poverty and even increase poverty. Interventions are required in order to elevate people from poverty. It is evident that unemployment is major cause of poverty. People who are unemployed are unable to improve their living conditions. The study revealed the interconnectedness between poverty, unemployment, education and skills. South Africa has an increasing number of poverty and the majority of people living in poverty situated in rural areas and lack formal education and the skill level is low. As a result probability of employment is less than that of those who have formal education and are skilled. The study indicated that skills development is an effective way if alleviating poverty because it builds capacity required for human development.
Poverty is one of the biggest problems and the disparities between the rich and poor keeps growing. Many countries around the world have fought against this problem with less success. The goal of the skills development project is to eliminate poverty and prevent it permanently in the future. The findings have shown that it requires not only the right concepts and plans, but also a rethinking of all involved in the process.

5.4 RECOMMENDATIONS

The study was limited to only one poverty alleviation project. The project studied is a skills development project that provides training to the local community of Lephalale with the aim of developing skills.

The researcher thus makes the following recommendation:

5.4.1 Improve the education system of rural schools

Chapter 2, section 2.4 includes literature that support that education plays a role towards employment, thus people who possess better education stand better chances of employment. In order to address the problem of unemployment in rural areas, the South African government should focus on improving learning conditions of rural schools. Brown (2005: 56) argues that education attracted attention and has become a national question. Furthermore it is stated that education in South Africa should be transformative in such a way that it enhances and uplifts learners from poor socio-economic backgrounds to conquer poverty.

Poor household conditions do affect the learning capacity of a learner but the problem is also exacerbated by the poor education system in rural schools. There is a relationship between education and skills and it is thus critical for the South African government to pay attention and improve rural education system through empowering teachers and learners. This can be achieved
through creating environment conducive for learning and improving infrastructure and making learning material available for rural schools.

As indicated in the findings presented in chapter 4, English is a challenge to the respondents whereas in reality it is a universal medium of communication. The majority of the respondents also did not reach grade 12, this is a serious problem as the research also reveals that the majority is between 17-25 years of which is the age group that should have been at school or tertiary level acquiring formal education.

The Mogolo Academy skills development project is playing a major role in developing skills within a community that is in need of skills. According to Matakanye (2000) training needs to be oriented towards human development and it allows the probability of sustainability.
6 LIST OF REFERENCES


C. Robson. 2007. How to do a Research Project. UK: Blackwell Publishing


7 APPENDICES

7.1 APPENDIX A

7.1.1 LETTER OF INTRODUCTION AND CONSENT

LETTER OF INTRODUCTION

08 June 2011

Attention:

Re: Letter of introduction

I Ndovhatshinyani Mandavha, a Masters Student in Development Studies at the Nelson Mandela Metropolitan University (NMMU) hereby request for your permission to use information from your organization for my research.

Objective of the research

The aim of the research is to evaluate how skills development help reduce poverty in order to meet the social and economic challenges facing South Africa. Poverty is not confined to any one racial group in South Africa; however it is concentrated in rural areas. The researcher identified Lephalale as an area of study because it is a developing rural town wherein social-economic development opportunities are arising. The research will analyse the effectiveness of skills development towards poverty alleviation and promoting sustainable livelihoods. The research will also focus on how the establishment of a training center in a rural area provides rural community, mostly youth with skills and capacity required to enter the labour force.

Thanking you.

Yours Faithfully

Ndovhatshinyani Mandavha
Cell number: 082 531 5662
Email: ndovha@gmail.com
Consent from participants (Mogolo Academy)

I, ............................................................................................................. give informed consent to become a participant in this study.

Contact Details:
Organisation.........................................................................................

Email
address...................................................................................................

Telephone numbers...................................................................................

Signature      Date
...........................................................................................................
7.2 APPENDIX B

7.2.1 QUESTIONNAIRE

7.2.1.1 SECTION A: DEMOGRAPHIC INFORMATION

Please mark with an X to indicate your answer

1. Age, please indicate your age category

   1. 17 - 25
   2. 26 - 34
   3. 27 - 35
   4. 36 - 44
   5. Above 45

2. Race

   1. African
   2. Coloured
   3. White
   4. Asian

3. Gender

   1. Male
   2. Female

4. Home language

   1. Pedi
   2. Tswana
   3. Zulu
   4. Tsonga
   5. Afrikaans
   6. Other

   If you selected other home languages, please specify………………………………………………

5. Marital status

   1. Married
   2. Single
3. Divorced
4. In a relationship

If you have selected other types, please specify……………………………………………………

6. My highest education level is

1. No schooling at all
2. Primary schooling
3. Grade 8-19 (Standard 6-8)
4. Grade 11- (Standard 9)
5. Completed Grade 12
6. Post metric education

7. Do you have any children?

1. Yes
2. No

7.2.1.2 SECTION B: SOCIO-ECONOMIC CONDITION AND LIVELHOODS

1. Have you ever worked?

1. Yes
2. No

2. Do you receive a monthly income?

1. Yes
2. No

4. What is your current monthly income?

1. Below R400
2. R400-R800
3. R800-R1200
4. R1200-R1800
5. R1800-R2200
6. Above R2200

5. Are you able to cover your basic needs from the income you are receiving in this project?
6. How has it changed your living? Please specify or elaborate
........................................................................................................................................

7. Do you have any part-time job or self-employed?

1. Yes
2. No

8. What are the major problems in the community?

1. Crime
2. Diseases
3. Unemployment
4. Other

If you selected other, please specify……………………………………………………………..

SECTION C: THE VALUE OF PARTICIPATING ON THE PROGRAMME

In a scale of 1-4, Please rate the project. Wherein 1 is the weakest point and 4 is the strongest point.

1. Is the project is located in a good area?

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly agree

2. Does the project accommodate members of the community?

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly agree

3. Is the community interested in participating on the project?

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly agree

4. Is there a shortage of Skills required to attain employment?

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly agree

5. Are the skills learned at the project are useful?

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly agree

6. Is the community benefiting from the project?

1. Strongly Disagree
2. Disagree
3. Agree
4. Strongly agree

7. Do you understand your facilitator?

1. Yes
2. No

8. Are you interested in learning the skills?

1. Yes
2. No

8. What skills are you being trained on?

1. ABET
2. CIVIL
3. BRICK MAKING
4. CAPENTRY
5. COMPUTER LITERACY

**SECTION C: PROJECT MANAGEMENT TEAM**

1. Do you have a project committee?
1. Yes
2. No

2. How often do you hold project meetings?

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<tbody>
<tr>
<td>1.</td>
<td>Weekly</td>
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<tr>
<td>2.</td>
<td>Monthly</td>
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<tr>
<td>3.</td>
<td>Quarterly</td>
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<td>4.</td>
<td>Annually</td>
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3. Is the project funding sufficient?

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<td>1.</td>
<td>Yes</td>
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<td>2.</td>
<td>No</td>
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4. When was the project implemented?

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5. Do you see the value of the project within the community?

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<tbody>
<tr>
<td>1.</td>
<td>Yes</td>
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<td>2.</td>
<td>No</td>
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6. Is the management team committed to the project?

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<td>1.</td>
<td>Yes</td>
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<td>2.</td>
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7. Are the trainees cooperative?

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<td>1.</td>
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<td>2.</td>
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8. What are the challenges of managing the project?

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Thank you