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Research Topic: Sustainability, Viability and Stability: The case of income generating projects in the Nelson Mandela Bay

Date submitted: 30 November 2012
DECLARATION

I hereby declare that this work has not been previously submitted and accepted for any degree, and is not being concurrently submitted in candidature for any degree.

Signed: ZC Dikana                Date: 13 October 2012

STATEMENT

I hereby declare that this research report is the result of my own original work and that I have been informed and understand the implications of plagiarism and hence all sources used or referred to have been acknowledged accordingly.

Signed: ZC Dikana                Date: 13 October 2012
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Abstract

This study explores issues of sustainability, viability and stability in the projects funded by the Department of Social Development, situated in the Nelson Mandela Bay. The researcher makes use of a combination of qualitative and quantitative research designs to gather data.

The sample consisted of about three members from each of the four projects selected, as well as two officials of the Department of Social Development in the Nelson Mandela Bay. The respondents participated in structured and semi-structured interviews exploring their demographic information, information about the project and how it is managed, views and opinions about differences between a business venture and a project, their understanding of what constitutes a sustainable, viable and stable income-generating project as well as their opinions about what would contribute to ensuring sustainability, viability and stability in these projects.

The results of the study reveal that it is important to structure and run the income generating projects using business principles which include vigorous marketing and proper costing. There is also a need to train the participants in business management so that they can run the ventures successfully. It has also become apparent that a clear leader or manager is lacking and thus decision making process is too long, meaning a meeting must take place involving all project members before a decision that affects the operations can be made. Almost all key factors contributing to a sustainable and viable income generating project, as defined by Mango (2004) and Madi (2007) were also found to be lacking in these projects.
Chapter 1: Introduction and Context

1.1 The background and context of the study

In South Africa, since the dawn of the new era in 1994, social welfare has undergone changes that have benefited millions of people who are poor. These changes that have led to an increased demand for effective service delivery. The South African government, using social development as a vehicle, has adopted as a policy framework for social welfare, which includes the following areas as the focal point for social development:

- The eradication of poverty
- The promotion of job creation
- And the promotion of social integration

(Department of Social Development Business Plan, 2001).

It is not surprising that in this plan, community development is positioned as the most appropriate tool and strategy to reduce poverty in South Africa.

This move was also given impetus by the United Nations when 189 member nations, in the year 2000, adopted Millennium Goals, with 2015 as a deadline for achieving, among other things, eradication of poverty and hunger. Each nation has since then given itself targets to achieve in terms of each goal, and South Africa is not different from other nations, especially since they had started working towards these goals six years before (Devarajan, 2010).

It should be noted that the new welfare system in South Africa is aimed at developing a welfare system that facilitates the development of human capacity and self-reliance in communities (White Paper for Social Welfare, 1997). The aim is to move away from a social welfare approach that emphasizes charity and handouts to an approach that promotes self-reliance and sustainability and hence the theme “Social Development”, suggesting a process that will facilitate and create an environment where members of society can increase their individual capacity and institutional capacities to mobilize and manage resources, and produce sustainable improvements in the quality of life that is consistent with their aspirations.
The White Paper for Social Welfare has as its goal the developmental social welfare that leads to a humane, peaceful, just and caring society which will uphold welfare rights, facilitate the meeting of basic human rights, release people's creative energies, help achieve their aspirations, build human capacity and self-reliance, and participate fully in all spheres of social, economic and political life (White Paper for Social Welfare, 1997).

The Department of Social Development business plan of 2001 has Poverty Relief Programme (PRP) mainly concerned with securing greater and sustainable livelihoods; the removal of poverty as well as meeting basic needs of society. The strategic purpose of PRP is to systematically address conditions associated with poverty. It is common knowledge that poverty in South Africa is unevenly distributed in its prevalence among the nine provinces. It is stated categorically clearly that 72% of poor people live in rural areas and 76% of all rural people are poor (Department of Social Development Business Plan, 2001).

Looking also at the 2004 Strategic Plan of the Eastern Cape Department of Social Development we see that it is clearly stated that the Poverty Relief Programme is to contribute to the improvement to the quality of life of the poor and vulnerable, the needy and the marginalized citizens of the province through a comprehensive, integrated, developmental social service system. For this to be achieved, the Department of Social Development has to formulate strategic, tactical and operational plans which begin to provide inspiration and guidelines to service providers and stakeholders in the Eastern Cape (Eastern Cape Department of Social Development Strategic Plan 2004 – 2007).

There is also another dynamic of food shortage. Food shortage is often associated with income levels that are low and/or the inability to generate an income. This means that most households are unable to have enough food. The contributing factor to this dynamic could be family members who do not have jobs either as a result of retrenchment, due to lack of suitable skills, low levels of education, or unavailability of employment opportunities.
Self-employment therefore becomes a viable option in this regard. The Poverty Relief Program is aimed at reducing the effects of poverty through income-generating and food security initiatives. These income-generating projects are to be managed and run by groups within the community that are formed by the unemployed.

The Provincial Growth and Development Plan (PGDP) of 2003 highlights poverty eradication as one of the strategic objectives of the Eastern Cape Province. This plan targets particularly the deep, severe structural poverty of the former homelands (Transkei and Ciskei) and underdeveloped townships as well as disproportionate poverty of women, youth and the disabled (PGDP Strategy Framework 2004 – 2014, 2003).

It is as a result of this that the government chose to encourage and promote the use community development programmes and projects as a vehicle to address poverty and create employment opportunities. In the Evaluation Report of Social Services (1998-2001) it is stated that the National Poverty Eradication Programme provides funding for income-generating projects that are initiated by or intended to benefit unemployed women, children, youth, people with disabilities and social security beneficiaries (Evaluation Report, Social Services, 1998-2001).

Having looked at and considered all of the above, the researcher is fully aware that government has been giving hundreds of thousands of rands to income-generating projects within communities stricken by poverty and unemployed, and highly favouring the unemployed youth, women and the disabled persons. These are the poverty alleviation programmes in the Eastern Cape. The researcher has been involved in capacitating some of these projects in rural and urban settings, and is also aware of the fact that some, if not most, of them do not achieve their desired objective but instead they disintegrate. In some cases the participants misuse the funding granted, and the projects end up closing down. In other instances funds have been recalled even before an initiative takes off.

This study then intends to evaluate the income-generating projects or poverty alleviation projects so as to find out why they fail, despite the well-developed interventions in preparation and capacity building as well as the fact that other
intervention measures should be considered to militate against the imminent failure.

1.2 The Research Problem
The Eastern Cape Department of Social Development has funded a number of poverty alleviation projects in the Nelson Mandela Bay in the past couple of years. The researcher has been personally involved with seven of those projects between 2010 and 2011. The projects were in car wash, bakery, sewing, poultry, toilet paper manufacturing and catering initiatives. Each comprised either youth or women, but three of them were a good mix between male and female members of adult age.

All these funded projects, except for one, have failed to show signs of sustainability, viability and stability. The Department of Social Development invested huge amounts of funds into these projects, not only in direct funding, but also in consulting for capacity building to ensure sustainability and viability. Some of the reasons stated for failure of some projects previously funded were the following:

- Lack of proper needs identification and prioritization process;
- Little community participation before and during the implementation and development;
- Little planning and coordination between relevant stakeholders

Department officials were also at the time not properly trained in project management and participatory development methodologies. Project members were also not managing funds properly, and a lot of internal conflicts within the groups caused instability.

The researcher is interested in finding out the reasons lack of sustainability, viability and stability despite the interventions that have been engaged in since the reports indicated the need for these interventions back in mid-2000s. The researcher also wants to find out what other interventions, if any, still need to be identified and implemented for ensuring sustainability, viability and stability of the income generating projects in the Nelson Mandela Bay. He is even interested in studying whether these projects should indeed be defined, regarded and categorised as projects, and therefore run or managed as such.
1.3 The Research Question

The research question the researcher wishes to address, therefore, is “How can issues of sustainability, viability and stability for the income-generating projects in the Nelson Mandela Bay be addressed?”

The research statement in this regard is “Sustainability, Viability and Viability: The case of income-generating projects in the Nelson Mandela Bay”.

1.4 The Research Aims and Objectives

The main aim of this study is to evaluate the identified income-generating projects in the Nelson Mandela Bay, funded by the Department of Social Development, with a view to discovering reasons for lack of sustainability, viability and stability. The researcher hopes to achieve this by:

- Defining a project in general
- Defining an income-generating project
- Investigating the differences between an income-generating project and a business venture
- Defining sustainability, viability and stability in the context of these projects
- Investigating causes for the lack of sustainability, viability and stability
- Identifying current sustainability, viability and stability strategies in use
- Identifying possible additional sustainability, viability and stability interventions appropriate for projects of this nature
Chapter 2: Literature Study

2.1 Introduction
According to Singh and Gilman (1999), a hundred countries being targeted by development agencies experienced economic decline or stagnation, despite more than half a century of development strategies and contrary to what was expected. Mitlin (2000) believes that this failure is due to the increasing and changing nature of poverty.

2.2 Defining Development
Income-generating projects, according to Rakodi and Lloyd-Jones (2002), can best work in environments that allow and promote people-centred and sustainable approaches. They define development in terms of exploring the strengths and vulnerabilities of the unemployed. This is done by focusing on supporting clients and the knowledge and expertise of individuals in the communities to creatively use resources available in their environment to address their socio-economic needs.

Swanepoel (1996) is of the view that rural development is concerned with the eradication of poverty even though there are different approaches to that task. He says some would like to see the poor receiving relief first and then be gradually allowed, on a longer-term basis, to address their situation. Some would also want to see the poor released from the poverty trap before anything else. The important thing is that even though there could be many and varying approaches, they all seek to address poverty.

2.3 Defining Sustainable Income-Generating Projects
Sustainability of income generating projects, according to Madi (2007), is determined by a number of key factors, which include financial resources, teamwork, voluntary participation, skills development, project planning and management, project committee, project infrastructure and administration, proper monitoring and evaluation as well as appropriate project identification and selection.

When looking at the financial side of things, it should be emphasized that the project, in order to be sustainable, effective and functioning on its own after seed money has been given, has to be able to address the economic needs of
its beneficiaries. According to Mango (2004) teamwork is an important aspect for sustainability, and has to be seen as the main important factor for the success of income-generating projects and it involves communication, relationship, sharing responsibility and commitment. Mango (2004) further argues that teamwork can assist towards ensuring the success of the project, because through it members are willing to express their ideas, opinions and feelings openly and authentically.

Other factors that are said to contribute to success of income-generating projects are project identification, selection, planning and management. It would be wise to also heed the words of Sandman and Van der Walt (2004) when they argue that it is often the very issues that the project is aiming to address that are overlooked in the planning and implementation phases. If the main issues are ignored, they tend to jeopardize the success of the project.

2.4 Community Development Projects

Patel (2005) also maintains that in order for effectiveness and efficiency of poverty reduction projects to improve it is critical that project design and management capacity must be improved. Such improvements, according to Madi (2007), may enhance the success rate of the projects as well as improve the standard of living of many poor and vulnerable people.

Looking at what Matakanye (2000), for any implementation of a project to be successful, appropriate project planning and good management must be in place. He advocates for appropriate programme planning, the absence of which has a negative impact on the sustainability of programme implementation.

There are compulsory requirements for any community development project, according to Shasha and Liesl (2004), and they are the establishment of boards, and managers and officers who undertake or facilitate project activities and ensure accountability. Madi (2007) adds that premises must also be examined to determine whether the project has a place from which to operate, their location and whether they are owned or rented by the project.
No project can succeed without ensuring that there is project monitoring and evaluation. These are viewed as other contributing factors towards continuously ensuring there are no undetected and unwarranted deviations from the project plan. They help to keep the project on track towards achieving the goals, and they also assist in identifying barriers and pitfalls in time. Hence the people will be pro-active in devising remedial actions.

2.5 Government intervention in poverty alleviation

The report of the Department of Public Service and Administration - Poverty and Inequality (1998) states unemployment as a significant contributor to poverty. Unemployment rates tend to be highest among Africans in rural areas and the most severely hit are the women and the youth, especially those with no previous work experience.

It is also argued in Unite (2004) that the GEAR approach, as an economic policy of government, aims to fund projects by distributing the surplus of economic growth while, by contrast, the RDP is a “basic needs” approach aimed at stimulating the economy by investing primarily in social projects such as education, welfare and infrastructure.

The Department of Social Development developed a developmental vision based on what they call a “welfare system that facilitates the development of human capacity and self-reliance within a caring and enabling socio-economic environment” (National Development Social Welfare Strategy, 1997). In pursuit of this vision, the Department of Social Development initiated a vigorous anti-poverty strategy that sought to impact on a number of key target groups. The department has had an opportunity to manage and implement a programme called Poverty Relief Programme, over the past number of years, which is aimed at reducing the vulnerability of rural, poor families, groups and communities to poverty by using sustainable developmental programmes.

It is government’s stated objective to improve opportunities and well-being for the poor people in informal settlements with primary beneficiaries being women, youth and children. This is to be achieved through the Integrated and
Sustainable Rural Development Strategy (ISRDS) that will also attain socially cohesive and stable rural communities with viable institutions, and sustainable economies and universal access to social amenities, which are able to attract and retain skilled and knowledgeable people who are equipped to contribute to their growth and development. (ISRDS, 2000).

The Poverty Relief Program aims to support the poor to move into sustainable economic activities by unlocking incomes through the implementation of sustainable poverty relief projects. The PGDP (2003) also stipulates that “government needs to improve its capacity to lead growth and development in the province, recognizing that: local government will have an increasingly important role in promoting local economic development through the implementation of integrated development plans (IDPs)”.

The Poverty Relief Programme has been implemented also in the urban areas, targeting the informal settlements and townships where unemployment is rife. The Nelson Mandela Bay also constantly reviews its IDP and develops strategies for food security and local agricultural development objectives as its targets - the vision, mission and objectives are clearly stated as follows:

**Vision**

To enable the farming community to participate in the local economic development by providing it with urban agriculture-related services.

**Mission**

- To fight against hunger
- To create capacity for self-sufficiency
- To create an enabling environment for communities to operate in
- To create jobs
- To produce an excess of produce, the selling of which assists with poverty alleviation
- To enhance food security
- To be sustainable

**Strategic Objectives**

1. Improved household food security (poverty alleviation)
2. Sustainable job creation
3. Significant contribution to local economic development
4. Optimal utilization of resources (land, water, etc.)

Key Priorities Related to Economic Development

5. Massive implementation of EPWP and job creation;
6. Food security, which includes school food gardens and urban agriculture as well as feeding schemes;
7. Provision of integrated sustainable human settlements, with facilities, amenities and services;
8. HIV and AIDS mainstreaming, treatment and support.

All of the above mean that there must be a collective focus on poverty alleviation projects and aim at promoting integrated development planning and service delivery, thus ensuring efficient use of available resources and promotion of a holistic approach to service delivery by all spheres of government, in partnership with the private sector.

2.6 How to Ensure Success of Income-generating Projects

Rakodi and Lloyd–Jones (2002) are of the view that income generating projects can be achieved by using approaches that are people-centred and sustainable. They further define development in terms of exploring the strengths and vulnerabilities of the unemployed, by focusing on supporting clients and on the knowledge and expertise of individuals in the communities to creatively use resources available in their environment to address their socio-economic needs.

Madi (2007) adds that financial resources, teamwork, voluntary participation, skills development, project management and planning, project committee, project infrastructure and administration, proper monitoring and evaluation, and appropriate project identification and selection are the factors that have been identified as the most common in determining the sustainability of income-generating projects. The financial aspect emphasizes that the project has to be able to address the economic needs of its beneficiaries for it to be effective, and, at the same time, it has to also be able to function on its own after the initial funding for it to be declared sustainable.
Teamwork is seen to be the main important factor for the success of income-generating projects and it involves communication, relationships, and sharing responsibility and commitment (Mango, 2004). Teamwork can assist towards ensuring the success of the project as through it members are willing to express their ideas, opinions and feelings openly and authentically. Lack of skills to execute the project according to the author’s own observation can also contribute towards the failure of the project, and that is why when any organisation that is about to implement a project always ensures that there are people with the know-how of doing whatever that needs to be done in the project for it to be completed successfully.

Another view is that of Sandman and Van der Walt (2004), who argue that it is often the very issues that the project is aiming to advance that are ignored in the planning and implementation, and this ignorance jeopardizes the success of the project. Patel (2005) also maintains that in order for effectiveness and efficiency of poverty reduction projects to improve it is critical that project design and management capacity be improved. Such improvement, according to Madi (2007), may enhance the success rate of those projects and improve the standard of living of many poor and vulnerable people.

Rakodi (2002) in Kadozo (2009) says that household livelihood strategies typically include some combination of the following income-generating activities:

- Self-employment in small and micro-enterprises / informal sector
- Wage labour
- Legal claims against the state, such as pensions, unemployment insurance and state child maintenance
- Claims against employers, such as pensions
- Claims against individuals such as private child maintenance
- Unpaid domestic labour
- Illegitimate activities (such as drug trafficking, prostitution, and theft)
- The sale of household assets
- The use of the environment (such as for agriculture, grazing, fishing and as a water source).
Kadozo (2009) has identified a number of factors characteristic of successful income-generating projects. Below is the list she put together:

**Skills and Knowledge**
Kadozo (2009) believes that the success of an income-generating project does not depend on the type of activity, but rather on the skills and knowledge of the individual or group setting it up and on the socio-economic context.

**Quality of Training and Support**
Hurley (1990) and the RESAL Seminar Report (2000:3) in Kadozo (2009) have noted that experience has taught us that much of the success depends on the quality of training provided by the NGOs, on training attendance, and the support the beneficiary gets after having started an income-generating project. Kadozo (2009) admits that acquiring skills takes time and effort. Mitlin (2000) adds that training helps to increase the capacity of the unskilled and to secure higher rates of returns. In a study conducted in Botswana, Due (1991) noted that those entrepreneurs who had some business experience had higher returns than those without knowledge and support.

**Accessible Credit**
Kadozo (2009) says that from surveys it is known that the higher the starting capital, the higher the success rate of income-generating projects. Lahiri-Dutt and Sil (2004) and RESAL Seminar Report (2000) add also that it is favourable to start with an income-generating project providing immediate return and gradually shift to other income-generating projects with a longer-term perspective. Kadozo (2009) says this is premised on their findings of research done in India. Credit eases the financial strain, but the utilisation of the funds should also be supervised.

**Engaging in a Variety of Activities: Multiple Livelihoods**
To reduce the risk of failure, according to Kadozo (2009), it is recommended that several income-generating projects should be set up. Pickering et al. (1996) observed that all the women they were studying had
other income-earning activities to ensure a flow of income in the event that the other activity fails. In Kadozo’s view, this is debatable as some income-generating projects which focused on one project also achieved considerable success, as all their energy and attention were directed towards achieving one goal.

2.7 Conclusion

The information supplied above gives us an indication of the magnitude of the problems bedevilling the initiatives to fight poverty in this land. The available literature also indicates the amount of work done already to identify the problem and what needs to be done. The literature helps the researcher to focus on important areas of research on which other researchers have done little or no work yet.
Chapter 3: Methodology

3.1 Introduction

In this study the use of qualitative and quantitative design with descriptive, explorative and contextual features is employed to share the participant’s knowledge of the planning and implementation of income-generating projects. According to Brink (1996), in a quantitative research study, phenomena are explored, explained and described according to the relationships between variables. Quantitative research is very useful in generating knowledge in a variety of situations where it would be difficult to employ an experimental approach.

In quantitative research, taking from Hopkins (2000), the aim is to determine what relationship, if there is any, exists between one independent variable and another. These independent variables could be things like a population, time, performance and weight. Quantitative research designs are by their very nature either descriptive or experimental. They are descriptive when they measure subjects before and after an intervention. Descriptive studies, according to Hopkins (2000) are also sometimes referred to as observational because the researcher observes the subjects without really intervening.

Qualitative research, on the other hand, again taking from Hopkins (2000), is concerned with qualitative phenomenon, in other words phenomena relating to or involving quality or kind. An example of this is some interest in investigating the reasons for human behaviour. Hopkins believes that this type of research aims at discovering the underlying motives and desires, and relies on in-depth interviews to serve the purpose.

In Brink’s view (Brink, 1996) a descriptive design is undertaken to search for accurate information about the characteristics of a particular subject, group or situation. It is against this background that in this study the researcher collected information about the nature of sustainable, viable and stable income-generating projects and causes for the lack thereof.
The other element is that of the exploratory side. This side has as its objective the development of hypotheses rather than their testing.

Using the understanding from Polit and Hungler (1991) that the purpose of an explorative design is to gain understanding of how the phenomena interact with each other, the researcher also studied the views and attitudes of project members regarding the causes for failure, or non-sustainability, non-viability and instability of these income-generating projects in the Nelson Mandela Bay. The research was undertaken in the Port Elizabeth area of the Nelson Mandela Bay.

3.2 Research Design

According to Thyer (1993) as quoted by De Vos et al. (2002) a research design is a blueprint that indicates the overall conduction of the study, and it is composed of a number of steps. Babbie (2001) further says a research design involves the planning of scientific inquiry - designing a strategy for finding out something. The study used a mixed research method, that is, it followed both qualitative and quantitative methods. Mixed research methods combine both elements of qualitative and quantitative research methods, for depth of understanding and verification (Creswell, 2003). De Vos et al. (2002) also says quantitative paradigm is based on positivism, which takes scientific explanation to be homothetic. Its main aims are to measure the social world objectively, to test hypothesis and to predict and control human behaviour.

According to McRoy as quoted by De Vos et al. (2002) qualitative research paradigm in its broadest sense refers to research that elicits participation accounts of measuring, experience or perceptions. The qualitative research method is particularly appropriate when gathering socially dynamic information related to human behaviour and interaction of people. Abiche (2004) even says that is how people make sense of their lives, experiences and their structure of the world. O’Leary (2004) contributes by saying that qualitative research is value-laden and accepts an ad hoc process that accepts multiple realities through the study of a small number of cases. In Neuman’s words (Neuman, 2006) qualitative researchers often rely on interpretive or critical social science and emphasize on conducting detailed examination of cases that arise in the natural flow of natural life.
Borg and Gall (1989) also assert that qualitative research is a term with varying meanings in educational research. They say, for example, that the term is often used interchangeably with terms such as naturalistic, ethnographic, subjective, or post-positivistic, while Goetz and LeCompte (1984) choose to use the term ethnographic as an overall rubric for research using qualitative methods, and for ethnographies.

Savenye and Robins (1996) say qualitative research has several hallmarks. It is conducted in a natural setting, without intentionally manipulating the environment. It typically involves highly-detailed, rich descriptions of human behaviours and opinions. Savenye and Robins are of the view that the perspective is that humans construct their own reality, and an understanding of what they do may be based on why they believe they do it. They say there is allowance in qualitative research for what they call the "multiple realities" that individuals might construct in an environment. They further believe that research questions often evolve as the study does. This is because, they say, the researcher wants to know what is happening, and may not want to bias the findings of the study by making the focus of the investigation too narrow. In qualitative research, the researcher becomes a part of the study by interacting closely with the subjects of the study. In this kind of research, it is not necessarily assumed that the findings of one study may be generalized easily to other settings. There is a concern for the uniqueness of a particular setting and participants (Savenye & Robins, 1996).

In designing qualitative research, Jacobs (1987) suggests that a researcher should first choose methods based on the questions to be addressed but must be careful that the questions, issues, and topics of the study themselves may change with his/her conception of the reality of the "world" he/she is studying. Jacobs (1987) says that even though for those used to quantitative, experimental and quasi-experimental research this may cause some discomfort, most qualitative researchers recommend this process of continual refinement. Goetz and LeCompte (1984) further say that it is not such a bad idea that methods are adjusted, expanded, modified, or restricted on the basis of information acquired during the mapping phase of fieldwork.

The most common approach which can actually help the researcher is to 'triangulate'. This means backing up one set of findings from one method of
data collection underpinned by one methodology with another very different method underpinned by another methodology (Wisker, 2007). Wisker gives an example that will be very helpful for the researcher during this research, which is giving out a questionnaire in order to gather statistical data about responses, and then back that up by interviewing some of the people who completed the questionnaire.

The two research designs were chosen in view of explorative nature of the study, which aims at exploring the challenges faced by income-generating projects' members and the officials of the Department of Social Development. As Pons (1992) states, all social research is concerned with evidence and all statements made in a research report should be based on evidence presented in it, or on evidence from other sources which should be cited. The researcher has used interviews and questionnaires with a view to getting evidence on which to base the research report to be more accurate.

3.2.1 Sampling

Sampling is a familiar process. In everyday life we talk of sampling when we refer to the process of selecting things or objects when it is impossible to have knowledge of a larger collection of objects. In social research, according to Mouton (2001), sampling refers to procedures which involve some form of random selection of elements from a target population and has as its aim to produce representative selections of population elements. During the process of selecting or sampling the aim is to get a sample that is as representative as possible of the target population. For sampling to be deemed valid it has to be as representative as humanly possible.

For the purpose of this study, purposive sampling has been useful. This is because there are many income-generating projects in the Nelson Mandela Bay that the researcher has no access to, and even no knowledge of. De Vos et al. (2002) also talks about purposive sampling, which is a non-probability sampling. De Vos believes that purposive sampling is based entirely on the judgement of the researcher, in that a sample is composed of elements that contain most characteristics, representative or typical attributes, of the population. This type of sampling gives the researcher a chance of selecting cases with specific purpose. The limitation of this selection, however, is that it is subjective, as it solely depends on the judgement of the researcher.
For the purpose of this study, respondents are involved in the income-generating projects that alleviate poverty and are based in the Nelson Mandela Bay. The researcher has only select four projects in the Nelson Mandela Bay and elicited participation of fourteen people, twelve being members of these projects and two being officials from the Department of Social Development. In this study, the non-probability sampling technique, called purposive sampling, was used.

3.2.2 Target population
In the selection of a sampling technique, the researcher ensured that he was able to make confident generalisation of the larger population. The research population comprises of four income-generating projects in the Nelson Mandela Bay, funded by the Department of Social Development. The beneficiaries of these projects are women and the youth. There are about twelve members in each and every project identified, and three members from each project were interviewed together with two officials from the Department of Social Development.

3.2.3 Method of data collection
The researcher first contacted the members of the projects and the officials of the Department of Social Development to request permission to conduct the study. The officials agreed to participate. The researcher used structured to semi-structured interviews and short-structured questionnaires to collect data from the members of the chosen projects and the officials of the Department of Social Development. A questionnaire was given out to the members of the projects to collect primary data. The researcher also developed a set of structured and semi-structured questions in terms of the broader conceptual framework of the study.

All the participants were seen individually during the interviews. The researcher explained the purpose of the research and requested their consent for participation. Appointments for interviews were arranged with the individual participants through the management teams of the projects.

3.2.4 Research instruments
This study leans very heavily on what Bailey (1987) termed semi-structural interviews. In this method a researcher and participant have a great deal of flexibility in that the researcher is able to follow up particular interesting avenues that emerged in the interview and the participant is also able to give a fuller picture of the situation. It is De Vos et al. (2004) who said researchers in semi-structured interviews have the benefit of gaining a detailed picture of participants’ beliefs about, perceptions, or accounts of a particular topic.

The researcher may have developed a set of pre-determined questions on an interview scheduled, but De Vos et al. (2005) insists that the schedule should serve as a guide and not be allowed to dictate to the interviewer. In this way the participants can share more closely in the direction the interview is taking, and they can also introduce issues the researcher had not thought about. Green’s (2003) view is that the interview guide should serve as a map for the path that will be followed by the researcher when dealing with specific issues that are deemed relevant to the field of study.

Holloway and Wheeler (1996) also mention that the interview guide focuses on particular aspects of the subject area to be examined. They further added that although the researcher aims to gain the participant’s perspective, they must remember that they need some control of their interview so that the purpose of the study can be achieved and the research topic explored. The interview in this study is divided into three sections, namely the respondent’s personal characteristics, the respondent’s perception on poverty, as well as the respondent’s views on the income-generating projects for poverty alleviation. Face-to-face interviews were conducted through semi-structured questionnaires to ensure flexibility, and at the same time the researcher was able to observe and seek clarification where necessary.

3.2.5 Recording interview data

Greenfield (2002) believes that before conducting an interview the researcher should decide how the interview will be recorded. There are questions that should help to determine which form of recording is appropriate for the research and the following are examples of those questions:

- How sensitive are the issues the researcher wishes to address? If roles were reversed, would the researcher feel comfortable?
- Does the researcher have the ability to record the interview in note form?
• Does the type of interview that the researcher is adopting require him/her to make notes to act as probes about certain topics as they arise?
• Does the researcher have the resources to have the tape recordings transcribed?

Greenfield (2002) suggests three possible options of recording an interview, namely (1) note-taking, (2) tape-recording, or (3) a combination of two. The common way of recording interviews has been with the use of tape-recorder. The interview can then concentrate on the topic and the dynamics of the interview, according to Kvale (2007). Patton, in Holloway and Wheeler (1996), suggests that researchers should adopt a mechanism for differentiating between their own thoughts and the participant’s word. For the purpose of this study, extensive note-taking was used during the interviews.

3.2.6 Interviews
Rubin & Rubin (1995) have a very useful definition of interviews, where they say interviews are about hearing how people see, understand and interpret their world. In social research, interview as method of collecting data is becoming popular. In this study semi-structured interviews will be utilised to collect data from the respondents, and the responses will be recorded. The process of recording will be conducted in a manner that is user-friendly to both the researcher and participant as well as non-threatening to the respondents.

Bernard (1988) also describes interview techniques as being structured or unstructured to various degrees. He describes the most informal type of interviewing, followed by unstructured interviewing that has some focus. He also mentions semi-structured interviewing as well as structured interviewing, which typically involves what he calls an interview schedule, also called interview protocols by others. These were sets of questions, or scripts, that were used during the interviews for this study.

An interview is a form of conversation in which the purpose is for the researcher to gather data that address a study's goals and questions. A researcher, particularly one who will be in the setting for a considerable period of time or one doing participant observations, may choose to conduct a series of relatively unstructured interviews that seem more like conversations with the respondents. Topics will be discussed and explored in a somewhat loose but
probing manner. The researcher may return periodically to continue to interview the respondents in more depth, for instance to focus on questions further or to triangulate with other data.

In this study structured interviews were also used in which the researcher followed a script of questions asked in the same order and of all respondents. Goetz and LeCompte (1984) consider these to be surveys, while some authors consider surveys and questionnaires to be instruments the respondents complete on their own without an interview.

Conducting interviews requires guidelines to assist the researcher and the respondents, since human beings have various strengths and shortcomings at communicating. The key is to be sure that one truly listens to respondents and records what they say, rather than writing the researcher's perceptions or interpretations. This is a good rule of thumb in qualitative research in general. It is best to maintain the integrity of raw data, using respondents' words, including quotes liberally. Most researchers, as a study progresses, also maintain field notes that contain interpretations of patterns, to be refined and investigated on an on-going basis. The researcher should bear in mind that good interviews are those in which the subjects are at ease and talk freely about their points of view and also that good interviews produce rich data filled with words that reveal the respondents' perspectives.

Bernard (1988) suggests letting the informant lead the conversation in unstructured interviews, and asking probing questions that serve to focus the interview at natural points in the conversation. While some advocate only taking notes during interviews, Bernard (1988) stresses that memory should not be relied on, and tape recorders should be used to record exact words. Ensuring the quality of a study by maintaining detailed field journals is also emphasized by Lincoln and Guba (1985). They suggest keeping a daily log of activities, a personal log, and a methodological log. They add that safeguards should be implemented to avoid distortions that result from the researcher's presence, and bias that arises from the researcher, respondents, or data-gathering techniques. They add that participants should be debriefed after the study.

Lincoln and Guba (1985) give a useful description of how to decide on whom to interview, how to prepare for the interview, what to say to the respondent as
one begins the interview. Bogdan and Biklen (1992) mention that most interviews begin with small talk. They also mention how to pace the interview and keep it productive, and how to terminate the interview and gain closure.

Goetz and LeCompte (1984) state that many old, adapted, new, and exciting techniques for structured interviewing are evolving. They site as examples confirmation instruments, participant-construct instruments, and projective devices. Confirmation instruments, according to them, serve to verify the applicability of data gathered from key-informant interviews, or observations across segments of the population being studied. Goetz and LeCompte (1984) say that participant-construct instruments may be used to measure degrees of feelings that individuals have about phenomena, or used in having them classify events, situations, techniques, or concepts from their perspective.

Another type of structured interview mentioned by Goetz and LeCompte (1984) is the interview using projective techniques like photographs, drawings, and/or other visuals or objects, with a view to eliciting individuals' opinions or feelings. These things may also be used to help the researcher clarify what is going on in the situation.

Types of questions to be asked in interviews are also categorized in a multitude of ways. According to Goetz and Le Compte (1984), these can be described as "experience, opinion, feeling questions, hypothetical questions, and propositional questions".

Structured interviews were conducted by the researcher among the members in these various projects as well as Community Development Practitioners working among them. Interview questions were explained to them so that they could understand everything that is being asked. The researcher recorded information as it was given during the interview process. Thereafter the researcher personally collected the questionnaires.

Interviews elicited information from informants on the motivation to embark on income-generating projects, associated obstacles and what they need to overcome these, particularly in relation to conflicts within the groups as well as how they view sustainability, viability and stability in pursuit of the desired objectives.
Semi-structured interviews were conducted to Community Development Practitioners of the Department of Social Development who worked with the respective projects and other income-generating projects to learn about any success stories in other projects.

There were therefore three people interviewed in each of the four identified projects, one representing the management and another two ordinary membership of the projects, and two Community Development Practitioners, one who has worked in these particular projects and another who has worked with other projects, whether they also failed or not. This will give a total of 14 participants to be interviewed.

Analysis of data from interviews was done by the researcher. The aim throughout was to allow different stakeholders to represent themselves, rather than being represented by others, and particularly to improve local understanding of income-generating projects.

3.2.7 Questionnaire

According to De Vos (2007), a questionnaire is a set of questions on a form which is completed by the respondent in respect of a research project. He further states that a personal questionnaire is handed to the respondents who then fill it in on their own. The researcher has however to be available in case problems are experienced during the filling in of the questionnaire. It is further described as a data-collection tool that is used to collect the information from the respondents during the research process.

The questionnaire consisted of open and closed questions. Open-ended questions helped the respondents to explain fully the difficulties that the projects are experiencing. Closed-ended questions helped the respondents to be more limited in their answering by providing short answers, like yes or no. The purpose of a questionnaire was to find information obtained from the members of the project, including the officials of the Department of Social Development.

3.2.8 Types of questions

When asking questions, researchers use a variety of techniques. Holloway and Wheeler (1996) say that in qualitative studies questions are as no-directive as
possible, but they still guide towards the area of study which is of interest to the researcher. Researchers construct questions clearly and aim at the participants’ level of understanding. Ambiguous questions lead to ambiguous answers, and questions with a double meaning should be avoided.

Patton in Greenfiled (1996) talks about six kinds of questions that can be asked of people and lists them as follows:

- Experience/behaviour questions: what a person does or has done.
- Opinion/value questions: to understand the cognitive and interpretive processes of people.
- Feeling questions: understand the emotional responses of people to their experiences and thoughts.
- Knowledge questions: to discover factual information the participant has.
- Sensory questions: questions about what is seen, heard, touched, tasted and smelled.
- Background/demographic questions: to identify characteristics of the person being interviewed.

In this study, the interview guide was divided into three sections, namely the respondents personal characteristics (background/demographic questions), the respondents perceptions of poverty, as well as the respondents views on the poverty alleviation projects, whether or not they are effective in doing so.

### 3.2.9 Data Analysis

The information that will be gathered during the collection of data can be analysed in a form of statistics, tables, and graphs. Babbie (2004) states that the content of data analysis is essentially a coding operation. According to Creswell (1998) and Welman et al. (2005), data analysis transforms data into findings. This process involves reducing the volume of raw information, sifting significant information from unimportant one, identifying significant patterns and themes, and constructing a framework for communicating the essence of what the data revealed. The analysis involves a search for general statements about relationships and trends in categories of data.

Welman et al. (2005) continues to emphasise that as the data is being collected, the researcher should be undertaking ongoing fine-tuning to generate the most fertile array of data. Kerlinger in De Vos et al. (2002) says
that data analysis means the categorisation, ordering, manipulation and summarising of data to obtain answers to the research questions.

One of the major hallmarks of conducting qualitative research is that data are analysed continually, throughout the study, from conceptualization through the entire data collection phase into the interpretation and writing phases. In fact, Goetz and LeCompte (1984) describe the processes of analysing and writing together in what they call analysis and interpretation. Qualitative researchers choose their analysis methods not only by the research questions and types of data collected, but also based on the philosophical approach underlying the study. It is Miles and Huberman (1994) who outline three overall approaches to analysing qualitative data. An "interpretive" approach would be phenomenological in nature, or based on social interactionism. Researchers using this approach would seek to present a holistic view of data rather than a condensed view. They might seek to describe a picture of "what is". They would generally not choose to categorize data to reduce it. Miles and Huberman (1994) further note that the interpretive approach might be used by qualitative researchers in semiotics, constructivism, aesthetic criticism, ethnomethodology, and hermeneutics.

A second approach described by Miles and Huberman (1994) is "collaborative social research" often used by action researchers in partnerships composed of members of many, and sometimes opposing, organizations.

They also say the third approach to analysing data is that of "social anthropology" which relies primarily on ethnography. Researchers using this approach seek to provide detailed, or rich, descriptions across multiple data sources.

In this study the researcher sought to apply a combination of these approaches so as to ensure maximisation of data analysis methodologies.

3.3 Ethical Considerations

In light of the fact that this research study involves human participants, some important ethical issues needed to be taken into consideration. Apart from instrumentation and procedural concerns, collecting data from people raises
ethical concerns. These include avoiding harming people, having regard for their privacy, respecting them as individuals and not subjecting them to unnecessary research, according to Mellville and Wayne (2001). Researchers have the obligation to ensure that participant’s well-being and health are safeguarded, and their human rights are respected. This obligation is normally regarded as a set of principles, standards, or behavioural expectations and conduct that prescribe to researchers how to approach and conduct themselves when undertaking research projects.

This obligation further, and more importantly, concerns how to engage with and treat research participants central to such research endeavours. These principles, standards, or behavioural expectations and conduct are commonly referred to as ethics. Yegides and Weinbech (2008) define ethics as a set of moral principles which are suggested by an individual, or group, that is subsequently widely accepted, and which offers rules and behaviour expectations about the most correct and appropriate conduct towards experimental subject, and participants, employers, sponsors, other researchers, assistants and students.

Ethical guidelines for social research commonly concern the participant’s informed consent to participate in the study, confidentiality of the participants, consequences of participation in the research project and the researcher’s project and the researcher’s role in the study (Kvale, 2007). All these considerations have been ensured in this study, and the standards applied to detail.

3.3.1 Voluntary Participation
Participation should always be voluntary, and refusal to participate should not result in negative consequences. As stated by Babbie (2001), the basic rule in social research is that participation should be voluntary. It is also important that the researcher provides all the necessary information in clear, intelligible, user-friendly language.

At the outset, the researcher informed participants about the study, then sought consent and then arranged interviews at suitable times for the participants. Participants were requested to sign consent forms to show their agreeing to participate in the study.
3.3.2 Informed Consent

According to Gravetter and Farzano (2003), the general concept of informed consent is that human participants should be given complete information about the research and their roles in it. Obtaining informed consent implies that all information on the purpose of the study, the research procedures, duration of participation, and the risks, benefits and financial costs will be given to potential participants, or their legal representatives, so that they can make informed decisions about participation. Participants should also be legally and psychologically competent to give consent and they must be made aware that they can withdraw from the study at any time without any negative consequences.

These requirements were adhered to in the present study. Kvale (2007) also agrees with the above and says that informed consent entails informing the participants about the overall purpose of the investigations and the main features of the design, as well as of possible risks and benefits from participation in the research projects. According to Holloway and Wheeler (1996), informed consent further involves obtaining the voluntary participation of participants and informing them about their right to withdraw from the study at any time. They state that the process of informed consent is set firmly within the principle of respect for autonomy. This principle demands that participation is voluntary, and that participants are aware not only of the benefits of the research but also the risks they take. Participants must be informed throughout the process about the voluntary nature of participation in research and about the possibility of withdrawing at any stage.

3.3.3 Confidentiality

Confidentiality implies that only the researcher and, if need be, as few people as possible should know the identity of participants and they should make a commitment to safeguard this identity. Babbie and Mouton (2001) say that in a survey the researcher can identify respondents but essentially promises not to do so publicly. How far confidentiality goes should also be explained. Names and other identifying details need to be replaced with codes. In order to meet these requirements in this study, interviews will be conducted under conditions of privacy, within private boardrooms at the two centres. Confidentiality will be
emphasized and the opportunity for participants to ask questions and to clarify issues will be provided. Holloway and Wheeler (1996) suggest the following:

- Change minor details so that informants cannot be recognised.
- Provide participants with pseudonyms (or let them choose a pseudonym).

Only the researcher should be able to link participant’s pseudonyms with their real names and identities on tape-recordings and transcripts containing their stories.

Yegedis and Weinbach (1996) state that the ethical principle of confidentiality aims to try to safeguard research participants from damage, hurt, injury, injustice, and discrimination that might come to them if their identities are intentionally or accidentally associated with any of the data collected.

3.4 Conclusion

This chapter covers the research methodology that was used by the researcher. The study used both qualitative and quantitative research methods. Purposive sampling was chosen as a suitable sampling procedure to draw the final sample of the study. Project participants were identified and they include officials of the Department of Social Development and the projects’ members.
Chapter 4: Findings

4.1 Introduction

This chapter presents the views of some of the members of the income-generating projects as well as some of the officials of the Department of Social Development in the Nelson Mandela Bay who were interviewed about issues of sustainability, viability and stability of the projects.

Relevant literature on the subject is used with a purpose of supporting or disputing these views. A questionnaire was developed and administered to these individuals in order to gain some insight into their views on whether or not they perceive these income-generating projects to be sustainable, viable and stable, and what should be done to ensure this where lack is identified.

The questionnaire developed for the officials was a three-page document comprising 15 questions covering demographics, experience and expertise, as well as opinions on income-generating projects. There are also questions soliciting ideas on how to ensure sustainability, viability and stability where they are identified as lacking. The questionnaire developed for the project members was a 9-page document comprising six sections and a total of about 49 questions covering topics like demographics, project information, project management, perceptions about the projects and the level of impact and general views of income-generating projects. The questions were structured in both multiple-choice and open-ended form.

The responses to these questions are summarised in a tabular form and split into 2 sets of responses, the first set being responses from project members and second being responses from officials of the Department of Social Development. The chapter concludes with a further analysis of the integrated responses of both groups.

4.2 Responses from Participants

The responses in this section are responses from selected members of the selected income generating projects in the Nelson Mandela and also responses from selected officials of the Department of Social Development.
4.2.1 Responses from Project Members

4.2.1.1 Project Members’ Responses to Section A: Demographics

The first column in the table below is a combination of responses to the first question in Section A of the questionnaire, completed by project members. There were 12 project members selected but only 8 completed the questionnaire. Project members answered all the questions in this section.

<table>
<thead>
<tr>
<th>Age category</th>
<th>Below 20</th>
<th>20-29</th>
<th>30-39</th>
<th>40-49</th>
<th>50-59</th>
<th>59 &amp; above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 1: Gender division of the project members

Figure 2: Marital status of project members

Figure 3: Educational status of project members
The last question in Section A was about the people the respondents provide financial support to at home, and they all have people they support, as follows:

- One respondent supports one person
- Two respondents support two people
- One respondent supports three people
- Two respondents support four people
- Two respondents support five people
- One respondent supports seven people
- One respondent supports ten people
4.2.1.2 Project Members’ responses to Section B: Information about the project

Figure 4: Different types of projects

1. Target Group

Of the four projects selected for the study:
- Three were for women as a target group
- One was for youth as a target group

2. How long the project has been running

Of the four projects selected for the study:
- Two project has been running for 3-6 years
- Two project has been running for 6-10 years
Monthly income project members get from the project.

**Figure 5:** Monthly income
### 4.2.1.3 Project Members’ Responses to Section C: Project Management

**Table 2: Project Management**

<table>
<thead>
<tr>
<th>Question</th>
<th>No. of respondents</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does the project have a business plan?</td>
<td>9</td>
<td>yes</td>
</tr>
<tr>
<td>2. Was there needs assessment done for the project?</td>
<td>9</td>
<td>yes</td>
</tr>
<tr>
<td>3. Does the project have a constitution?</td>
<td>9</td>
<td>yes</td>
</tr>
<tr>
<td>4. Is there a difference between project and business?</td>
<td>10</td>
<td>1. Project has members, and business is owned by individual and could have shareholders.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Unlike a business, a project has no boss and salary/wages.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Project has a timeline, and business is an on-going entity and has profit-making as its purpose.</td>
</tr>
<tr>
<td>5. Is management style conducive to sustainability, viability &amp; stability?</td>
<td>8</td>
<td>1. 6 respondents answered to the affirmative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. 2 respondents answered negative and advance the following ideas:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| a. Establish proper management structures, e.g. board of directors  
   b. Develop policies to ensure smooth running of entity  
   c. Provide mentoring |   |   |
| 6. How is the project managed? | 10 | 1. 6 say it is run by project members  
   2. 3 say it is run by a committee  
   3. 1 says it is run by other means |
| 7. Training received | 8 | The respondents received project management training offered through Fort Hare, and 2 of them received further training in catering |
| 8. Training needs still existing | 9 | Identified training needs are technical in nature and relate to the specific product or service each project is offering. It ranges from computer skills and tendering to baking and cooking |
| 9. Problems encountered in the project | 8 | Problems encountered range from lack of cooperation, commitment, capital, accessible operating premises, and sourcing work |
| 10. Causes of the problems encountered | 7 | The causes mentioned include lack of finances, not having a product that sells, and communication |
| 11. Financial viability of the project | 5 | The responses received range from:  
   1. yes because there is money for material and able to pay all debts |
| 12. Ideas to make the project financially viable | 6 | 1. Skilled human resources  
2. Securing finances  
3. Marketing the service  
4. Adding more products/services |
|-----------------------------------------------|-----|------------------------------------------------------------------|
| 13. Ideas to make project stable               | 8  | 1. 5 Yes answers  
2. 3 no answers. Reasons are that the membership turnover is high due to lack of following rules and guidelines in the constitution. |

### 4.2.1.4 Project Members’ Responses to Section D: Perceptions of Income-generating Projects

#### Table 3: Perceptions of income-generating projects

<table>
<thead>
<tr>
<th>Question</th>
<th>No. of responses</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you describe the income-generating projects?</td>
<td>5</td>
<td>1. Projects making money in order to change lives of both members and community</td>
</tr>
<tr>
<td>Question</td>
<td>Value</td>
<td>Good/Bad/Change/Impressions</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2. What is particularly good or bad about them?                       | 5     | 1. It is best option for job creation and skills development  
2. It is bad when there is no business  
3. They can change the lives of members  
4. It can make money for you                                                                                                                                                                                                                                                                  |
| 3. What would you change about them?                                   | 2     | 1. Lack of commitment and cooperation from members  
2. Introduce a stipend as an incentive  
3. Communication between government officials and the project                                                                                                                                                                                                                               |
| 4. Have your skills improved since participating in the project?       | 6     | 1. Gained invaluable experience in capacity building and economic participation  
2. Learned about customer service and participating in meetings  
3. How to make good quality clothing to satisfy the customer  
4. Draping, table setting, cooking, and cleaning skills                                                                                           |
4.2.1.5 Project Members' Responses to Section E: Perceived Impact of Income-generating Projects on The Lives of Beneficiaries

Table 4: Impact of income-generating projects

<table>
<thead>
<tr>
<th>Question</th>
<th>No. of respondents</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What made you join the project?</td>
<td>8</td>
<td>1. To learn and make income</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. To help other people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. To improve skills and gain experience</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Improve standard of living</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. To alleviate poverty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Self-employment and economic participation</td>
</tr>
<tr>
<td>2. Have you benefited financially?</td>
<td>5</td>
<td>Yes: Able to put food on table and meet basic needs.</td>
</tr>
<tr>
<td>3. Is the project making enough money?</td>
<td>6</td>
<td>1. Not meeting its needs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sometimes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Not yet</td>
</tr>
<tr>
<td>Question</td>
<td>Number</td>
<td>Options</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>How has your life changed?</td>
<td>9</td>
<td>1. Helps me provide for my family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. I learned about catering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Has not changed yet</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Not much</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Gained some skills</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Able to participate economically</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Grown as a person</td>
</tr>
<tr>
<td>Are income-generating projects the best way to alleviate poverty?</td>
<td>5</td>
<td>1. Yes, they can change lives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. They have elements of job creation, skills development, and economic participation</td>
</tr>
<tr>
<td>What can be done differently to improve strategies?</td>
<td>5</td>
<td>1. Encourage people to use their soil to make different things</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Good marketing of products and services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Promote the spirit of entrepreneurship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Improve relationships between government officials and project members</td>
</tr>
</tbody>
</table>
### 4.2.1.6 Project Members’ Responses to Section G: General

**Table 5: General responses**

<table>
<thead>
<tr>
<th>Question</th>
<th>No. of respondents</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are sources of funding for the project?</td>
<td>8</td>
<td>1. Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Sales</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. SEDA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Absa</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Private/individual</td>
</tr>
<tr>
<td>2. How frequently does the project prepare financial reports for funders?</td>
<td>9</td>
<td>1. Once a year</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Monthly</td>
</tr>
<tr>
<td>3. What are challenges about receiving funding?</td>
<td>5</td>
<td>1. Project members not enough</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Clearance certificate</td>
</tr>
<tr>
<td>4. What financial systems are put in place for proper management?</td>
<td>7</td>
<td>1. 3 Quote system</td>
</tr>
<tr>
<td>Question</td>
<td>Code</td>
<td>1. Answer</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1. What are the elements required for a project?</td>
<td>2</td>
<td>2. Requisition forms</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Invoice/receipts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Keeping records</td>
</tr>
<tr>
<td>5. Is there a market for goods/services?</td>
<td>7</td>
<td>1. Yes:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The social grant applicants</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. No: we depend on local community</td>
</tr>
<tr>
<td>6. Personal views about running the project with business principles</td>
<td>4</td>
<td>1. Managers must ensure staff are working appropriately</td>
</tr>
<tr>
<td>related to management and leadership</td>
<td></td>
<td>2. Clearly defined leadership taking responsibility</td>
</tr>
<tr>
<td>7. What is the role of Social Development?</td>
<td>6</td>
<td>1. Business oriented Community Development Practitioners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Link projects to other providers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Ensure members are getting stipends</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Assist in solving problems</td>
</tr>
<tr>
<td>8. How is the relationship with officials of Social Development?</td>
<td>8</td>
<td>1. Good working relationship</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Riddled with problems</td>
</tr>
<tr>
<td>Question</td>
<td>Responses</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>------------------------------------</td>
<td></td>
</tr>
<tr>
<td>3. Don’t meet expectations of solving problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Not good at all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. How is the relationship among project members?</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Lack cooperation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Just fine</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Very good</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Morale is low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Very well</td>
<td></td>
</tr>
</tbody>
</table>

4.2.1.7 Responses of The Officials of The Department of Social Development to Section F of The Questionnaire

Table 6: Responses of officials of Department of Social Development

<table>
<thead>
<tr>
<th>Question</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Educational level</td>
<td>2. Degree/diploma</td>
</tr>
<tr>
<td>2. Project management experience/expertise</td>
<td>1. Project management certificate and practical experience</td>
</tr>
<tr>
<td>3. Is community development programme field of interest?</td>
<td>1. Yes</td>
</tr>
</tbody>
</table>
| 4. Your role in poverty alleviation | 1. Alert them to relevant opportunities  
2. Encourage them to be self-reliant  
3. Assist projects to get funding  
4. Ensure sustainability of new projects |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Is there capacity in these projects for implementation?</td>
<td>1. Capacity is lacking</td>
</tr>
</tbody>
</table>
| 6. Clarity of processes and procedures for identifying and implementing poverty alleviation projects | 1. Everything is clear except challenges of implementation, where the DoSD stipulations become a challenge  
2. Regulations make the implementation difficult and not user-friendly |
| 7. Your role in development of business plans of the projects | 1. Assist projects to use the standardised format of business plan |
| 8. Specific skills needed by practices | 1. Facilitation skills  
2. Problem solving skills  
3. Report writing |
| 9. Are project objectives achievable? | 1. Not achievable due to lack of feasibility study  
2. They are achievable |
| 10. Impact of poverty alleviation projects on beneficiaries | 1. Assist in putting bread on the table  
2. Projects do not generate enough income to pay stipends |
|----------------------------------------------------------|---------------------------------------------------------------------------------|
| 11. What are the tools to measure impact? | 1. Statistics  
2. Monthly reports |
| 12. Role of CDP in measuring the impact | 1. Checking linkage with objectives from project reports  
2. Conducts monitoring and evaluation |
| 13. Ideas for making the projects sustainable | 1. Involve relevant stakeholders from inception  
2. Conduct feasibility study  
3. Commitment from members  
4. Capacity building |
| 14. Ideas for making the projects financially viable | 1. Radical marketing approach  
2. Marketing the product/service |
| 15. Ideas for making the projects stable | 1. Regular monitoring and evaluation  
2. External monitoring and evaluation |
4.3 Analysis of the Integrated Responses

1. **Demographic Information**
   The data collected has revealed that the income-generating projects are mostly run by women, and predominantly older women in age. Young people also make up a good number in income-generating projects. It is also to be noted that the project members have a lot of people that they themselves are supporting from the income they make from the projects, despite the fact that their stipend is less than R1000 per month.

2. **Project Information**
   Of the four income-generating projects studied, two were involved in catering, one in baking and one in dress-making. They were mostly women-populated projects and a few young people who are involved in two of the projects. The projects have been running for a number of years, and all of them have been in existence for over four years. The irony is that none of them is able to pay stipends in excess of R1500 per month while some of them cannot even pay stipends consistently every month.

3. **Project Management**
   The projects studied all have a business plan and a constitution as well as financial systems in place. There are however divergent views about whether or not the way the projects are run is conducive to sustainability, viability and stability. A whopping 60% of the respondents feel it is conducive against 20% who feel it is not, but the other 20% did not answer the question. They are run by either by a committee, or all the members are somehow involved in the management of the project.

   Another interesting discovery is that there seems to be no major problems or challenges emanating from external forces. The respondents cited lack of cooperation, commitment, capital, accessible operating premises and sourcing work as the major challenges faced by the projects.

   Valuable information was also collected from the question of what can be done to ensure stability within the projects. They cited skilled human resources, securing finances, marketing the service and adding more products/services as things that could make the project stable.
4.4 Perceptions Regarding Income-generating Projects

Income-generating projects which are about making money in order to meet its needs and pay stipends of its members. They also believe these projects play a role in creating jobs and empowering people with skills.

1. Perceptions regarding the impact of the projects on beneficiaries
   All of the respondents joined or started the projects because they were unemployed and had no skills. They have now been able to get some form of income to provide for their families, and have also acquired skills. The projects are admittedly not making enough income to meet all of its needs. The projects are a good way of creating employment and alleviating poverty. This was highlighted by Madi (2007) that the financial aspect of an income generating project is that it has to be able to address the economic needs of its beneficiaries for it to be effective, and, at the same time, it has to also be able to function on its own after the initial funding for it to be declared sustainable.

2. General
   The income-generating projects are mostly funded by the Department of Social Development while a few are assisted by the Small Enterprise Development Agency (SEDA) and private entities. They all have some form of financial system in place and they submit financial reports to their funders on a monthly basis. They admit to having a market for their services or products, but find it difficult to translate that into profitable entities through vigorous marketing strategies.

4. Officials of the Department of Social Development
   The data collected from the officials of the department reveals that the projects have endless problems and challenges of capacity building and proper financial management. It has also been learned that despite having clear procedures and processes, the implementation of these projects still brings challenges and in order to be sustainable they needs to involve all stakeholders and to do a thorough feasibility study before the formation of the projects. Another view was that there needed to be a step of ensuring commitment to the process from the members of the projects as well as proper monitoring and evaluation by the officials.
4.5 Summary

The data collected reveals that there is a very clear understanding of the nature and purpose of income-generating projects. The overall analysis of the data from the responses acknowledges existence of some gaps, particularly as far as management and the apparent lack of commitment from members are concerned, which is always due to running out of patience of waiting for the stipends. They go for months and even years before getting some stipends. They need to build the stipends account and sometimes it takes ages before they reach that target.
Chapter 5: Conclusions

Sustainability of income generating projects has been defined by Madi (2007), as involving the following key factors, (1) financial resources, (2) teamwork, (3) voluntary participation, (4) skills development, (5) project planning and management, (6) project committee, (7) project infrastructure and administration, (8) proper monitoring and evaluation as well as (9) appropriate project identification and selection.

The study conducted has revealed a number of things that most of these key factors need careful consideration by the role-players in income-generating projects. Among the things revealed by the study, which are of critical nature, is the apparent lack of proper financial management, teamwork, project planning and management as well as strong accountable leadership provided by the project committee. There is also a general lack of understanding of the nature and the role of business principles to be applied in running the venture. These principles involve issues around marketing and costing, which are paramount to the profitability of the venture.

Mango (2004) had emphasised that on the financial side of things, a project, has to be able to address the economic needs of its beneficiaries. This was found to be generally lacking in these projects. All of the project members were complaining that what they are getting as an income is by far very low and stated that as a reason some project members left the project.

As far as teamwork is concerned, which Mango (2004) said is an important aspect for sustainability, was also found to be lacking. This was largely due to lack of a clear leader who would take responsibility for team development and building and establishing its identity. In particular the study has revealed the following, especially as it relates to the theory and/or literature studied:

5.1 Defining a Project and Income-generating Projects

The study has also revealed that despite the fact that these income-generating projects are said to have business plans, these business plans are either recently developed through the intervention of external consultants or not so relevant to the particular venture, which therefore renders them of little help in the management of the venture. It is also discovered through the study that all these ventures have constitutions, which should in some form promote stability
in terms of membership turnover and ability to govern its affairs. The constitution in all these income-generating projects is merely a document that was used for registering the project and to seek funding; other than that, it is not a living document that directs the affairs of the venture.

5.2 Differences between A Project and A Business Venture
The study has revealed another interesting thing about the understanding of the difference between a project and a business venture. This, for the researcher, is critical for the management of a venture of this nature. So the understanding of the project members is of the nature that these projects, like all projects, do not have a system of leadership that allows for a decisive leader who takes responsibility for and is accountable to the board or whatever appropriate structure is allowable in the constitution or governance policies. It is the considered opinion of the researcher that by their very nature, these ventures are not mere projects. This is due to their nature of trade which requires costing and strong marketing strategies for profitability.

Income-generating projects, unlike ordinary projects, are required to generate income through profit-making which is then to be used for the expansion of the venture and other operational costs, including paying salaries for its employees/members.

Some of the respondents have said that the management style employed in the projects is not conducive to sustainability, viability and stability in that there is no board of directors to foster these characteristics. Further to this the data collected revealed that the respondents believe that managers of these projects must ensure that staff is working appropriately and that there is a clearly defined leadership taking responsibility. It is evident that as things stand now there is no manager or leader with clearly defined responsibility and this is discouraged in favour of all project members managing the project through members meetings where decisions are made and carried out by all. In this system the problem is that where there is no authority vested in a single identified person, or a group of persons, there is no one to drive the operations of the venture.

5.3 Defining and Investigating Sustainability, Viability and Stability in The Context of These Projects.
The purpose here was to investigate whether or not there was evidence of sustainability, viability and stability in these projects, and the results have revealed that respondents answered negatively to the existence of such. In the absence of these there is no way the project can continue. The literature has revealed that as far as looking at the financial side of things is concerned, it should be emphasized that the project, in order to be sustainable, effective and functioning on its own after seed money has been given, has to be able to address the economic needs of its beneficiaries.

Matakanye (2000) further says that for any implementation of a project to be successful, appropriate programme planning and good management must be in place. He advocates for appropriate programme planning, in the absence of which there is a negative impact on the sustainability of programme implementation. All of these were found to be lacking in the projects studied.

1. **Skills and Knowledge**
   It was Kadozo (2009) who believed that the success of an income-generating project does not depend on the type of activity, but rather on the skills and knowledge of the individual or group setting it up, and on the socio-economic context. Both of these were also lacking in these projects. The skills and knowledge as well as the economic context were found to be current challenges facing the projects.

2. **Quality of Training and Support**
   Hurley (1990) and the RESAL Seminar Report (2000) in Kadozo (2009) have noted that experience has taught us that much depends on the quality of training provided by the NGOs and training attendance, and the support the beneficiary gets after having started an income-generating project. Kadozo (2009) admits that acquiring skills takes time and effort. Mitlin (2000) adds that training helps to increase the capacity of the unskilled and secure higher rates of return. In a study conducted in Botswana, Due (1991) noted that those entrepreneurs who had some business experience had higher returns than those without knowledge and support. Some of these projects did receive quality training but the support was poor until recently where training was followed by mentoring. The support assumed to be provided by the officials of the department did not
prove to be working due to perceptions that these officials were not necessarily clear on what they should be doing.

5. **Accessible Credit**
Kadozo (2009) says that from surveys, it is known that the higher the starting capital, the higher the success rate of income-generating projects. Lahiri-Dutt and Sil (2004) and RESAL Seminar Report (2000) add also that it is favourable to start with an income-generating project providing immediate return and to gradually shift to other income-generating projects with a longer-term perspective. Kadozo (2009) says this is premised on their findings of research done in India. Credit eases the financial strain, but the utilisation of the funds should also be supervised. The Department of Social Development has provided, through the officials deployed to monitor the projects, supervision of how the funds are utilised. The department has also provided funding to these projects in the form of grants. The grants allocated to these projects were in most cases more than enough and should have eased the burden of accessing credit.

6. **Engaging in a Variety of Activities: Multiple Livelihoods**
To reduce the risk of failure, according to Kadozo (2009), it is recommended that several income-generating Projects should be set up. Pickering et al. (1996) observed that the women they were studying all had other income-earning activities to ensure a flow of an income in the event that the other activity fails. In Kadozo’s view, this is debatable as some income-generating projects which focused on one project also achieved considerable success, as all members’ energy and attention were focused on a single goal.

5.4 **Identifying Current Sustainability, Viability and Stability Strategies in Use.**
Sustainability of income-generating projects, according to Madi (2007), is determined by a number of key factors, which include financial resources, teamwork, voluntary participation, skills development, project management and planning, project committee, project infrastructure and administration, proper monitoring and evaluation as well as appropriate project identification and selection.
The data collected from the research reveals the following ideas are prevalent in the minds of the respondents to support strategies for sustainability, viability and stability:

- Establishing proper management structures, e.g. board of directors
- Developing policies to ensure smooth running of entity
- Providing mentoring
- Skilled human resources
- Securing finances
- Marketing the service
- Adding more products/services

There is a compulsory requirement for any community development project, according to Shasha and Liesl (2004), and that is the establishment of boards, managers and officers who undertake or facilitate project activities and ensure accountability. Madi (2007) adds that premises must also be examined to determine whether the project has a place from which to operate, their location and whether they are owned or rented by the project.

No project can succeed without ensuring that there is project monitoring and evaluation. These are viewed as other contributing factors towards continuously ensuring there are no undetected and unwarranted deviations from the project plan. They help to keep the project on track towards achieving the goals and assist in identifying barriers and pitfalls in time, and in this way the people will be pro-active in devising remedial actions. The data collected revealed that this was a problem also with the projects. In all these cases there was no board other than a committee selected from the membership. The project was thereby deprived of the relevant expertise and experience.

For example, some reasons are that membership turnover is high due to lack of following rules and guidelines in the constitution. The data collected revealed the following concerns and suggestions:

- Lack of commitment and cooperation from members
- Introduce a stipend as an incentive
- Communication between government officials and the project
5.5 Identifying possible additional sustainability, viability and stability interventions appropriate for projects of this nature

According to Mango (2004) there is an important aspect for sustainability, which is teamwork, and is to be seen as the main important factor for the success of the income-generating projects. It involves communication, relationship, sharing responsibility and commitment (Mango, 2004). Mango further argues that teamwork can assist towards ensuring the success of the project because through it members are willing to express their ideas, opinions and feelings openly and authentically. The data collected unfortunately revealed also that this was lacking in all the projects.

The following are some of the points raised by respondents in this regard:
- Encourage people to use their soil to make different things
- Good marketing of product and services
- Promote the spirit of entrepreneurship
- Improve relationships between government officials and project members.

The data collected revealed also the following ideas:
- Involve relevant stakeholders from inception
- Conduct feasibility study
- Commitment from members
Chapter 6: Recommendations

Rakodi and Llyod–Jones (2002) is of the view that income-generating projects can succeed by using approaches that are people-centred and sustainable. They further define development in terms of exploring the strengths and vulnerabilities of the unemployed, by focusing on supporting clients and enhancing the knowledge and expertise of individuals in the communities to creatively use resources available in their environment to address their socio-economic needs.

In the light of all of the data collected and personal experiences through involvement in these projects, the author would like to recommend the following, in order to ensure sustainability, viability and stability:

1. There should be interventions to ensure group dynamics issues like structure and process, team building and development, and teamwork are enhanced within the group.

2. The funding approved should take into consideration stipends for the workers so as to help them while they build up reserves wherein salaries will be paid.

3. Proper business principles should be employed in running these projects, with special emphasis on a clearly identified leader in the form of a manager who will take responsibility for the operations of the entity, as well as developing strong marketing strategies.
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Appendix A: Research Questionnaire

Interview Schedule for Project Participants

Section A: Demographic Information

A.1. Age
☐ Below 20  ☐ 20-29  ☐ 30-39  ☐ 40-49  ☐ 50-59  ☐ Above 59

A.2. Sex
☐ Male  ☐ Female

A.3. Marital Status
☐ Single  ☐ Married  ☐ Divorced  ☐ Widowed  ☐ Other types

A.4. Educational Level
☐ None  ☐ Less than grade 10  ☐ Grade 10-12  ☐ Diploma/degree

A.5. Do you have people depending on you?
☐ Yes  ☐ No

A.6. If yes, how many?.........................

Section B: Information about the project

B.1. Project type
☐ Bakery  ☐ Gardening  ☐ Sewing  ☐ Hair Salon  ☐ Car Wash
☐ Information Technology  ☐ Other types, please specify .........................

B.2. Target group
☐ Youth  ☐ Women  ☐ People with disabilities  ☐ Other, please specify…
................................................................................................................................................

B.3. For how long has the project been running?
☐ Less than 1 year  ☐ 1-3 years  ☐ 3-6 years  ☐ 6-10 years  ☐ More than 10 years
B.4 How much are you currently earning per month from this project?
☐ Below R500  ☐ R500-R1000  ☐ R1000-R1500  ☐ R1500-R2000  ☐ Above R2000

B.5 Does this project help to meet your basic needs?
☐ Yes  ☐ No

B.6. Please explain your answer.
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

Section C: Project management

C.1. Does the project have a business plan?
☐ Yes  ☐ No

If no, please explain why.
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

C.2. Was there needs assessment done for the project?
☐ Yes  ☐ No

If no, support your answer.
........................................................................................................................................................................
........................................................................................................................................................................
........................................................................................................................................................................

C.3. Does the project have a constitution?
☐ Yes  ☐ No

If no, how is it governed?
........................................................................................................................................................................
C.4. In your opinion, is there a difference between a project and a business? Please explain your answer.

C.5. Is the way the project is run, in your opinion, conducive to sustainability, viability and stability?  
- Yes  
- No

C.6. If no, what should be done differently to ensure sustainability, viability and stability?

C.7. How is the project managed? Is it by?

- Project Manager  
- Committee  
- All members  
- Other (Please specify)

C.8. How many members are permanently employed in the project?

- less than 5  
- between 5 & 10  
- between 10 & 20  
- more than 20
C.9. What training did you receive for the project?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

C.10. Did it meet your needs? □ Yes □ No

C.11. Please explain your answer above.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

C.12. What training needs still exist for the project?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………

C.13. What are the problems encountered in the project? List some of them.

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
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C.14. What, in your opinion, are the causes of these problems?

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C.15. Do you think the project is financially viable? Motivate your answer.

C.16. What, in your opinion, could be done to make the project financially viable?

C.17. Do you think the projects are stable? ☐ Yes ☐ No

C.18. If no, what could be done to ensure there is stability in the projects?

Section D: Perceptions regarding income-generating projects

D.1. How would you describe the income-generating projects?
D.2. What is particularly good or bad about these projects?

D.3. If there was anything you could change about them, what would it be?

D.4. Have your skills improved since you started participating in this project? Please elaborate.

Section E: Perceived impact of projects in the quality of life of the beneficiaries

E.1. What made you to decide to start or join this project?

E.2. How have you been able to financially benefit from the project?
E.3. Is the project making enough money to meet the financial needs of its members? Please elaborate.

E.4. How has your life changed since your participation in the project?

E.5. In your opinion, are income-generating projects the best way to alleviate poverty? Please elaborate.

E.6. What do you think can be done differently to improve the present strategies of poverty alleviation?
Section F: Officials of the Department of Social Development

F.1. What is your educational level?

☐ None  ☐ Less than grade 10  ☐ Grade 10-12  ☐ diploma ☐ degree

F.2. Do you have project management knowledge/skills? Please elaborate.

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F.3. Is the Community Development Programme your field of interest? Please elaborate.

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F.4. What is your role in the poverty alleviation programme?

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F.5. From your assessment, what is the capacity to implement these projects? Please elaborate.

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F.6. Are the processes and procedures clear for the identification and implementation of poverty alleviation projects? Please explain.

F.7. What is your role in the development of business plans of the projects?

F.8. What specific skills are needed by the practitioners for effective implementation of the programme?

F.9. In your opinion, are the project’s objectives achievable? Please explain.

F.10. From your assessment, what impact is made by the poverty alleviation projects on the beneficiaries?
F.11. Are there tools to measure such impact? Please elaborate.

F.12. What is your role in measuring the impact?

F.13. What do you think needs to be done for the project to be sustainable?

F.14. What do you think should be done to make the projects financially viable?

F.15. What should be done to ensure stability in the projects?

Section G: General

G.1. What are the sources of funding for the project?
G.2. Does the project prepare financial reports for the funders?  □ Yes  □ No

G.3. If yes, how often?

G.4. What are some of the challenges faced with regard to receiving funding?

G.5. What financial systems are put in place to ensure proper management of funds?

G.6. Is there a market for your goods/services?  □ Yes  □ No  Please elaborate.

G.7. What is your view about running the project with business principles, especially the leadership and management style?

G.8. What role, if any, should be played by Social Development in the management of the project?
G.9. How would you describe your relationship with officials of the Department of Social Development?

G.10. How is the relationship among project members?