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Assignment Title : INCOME GENERATING PROJECTS IN THE AGRICULTURAL SECTOR IN SECURING, MAINTAINING AND PROVIDING SUSTAINABLE LIVELIHOODS- A CASE STUDY OF TWO PROJECTS IN THE LUKHANJI LOCAL MUNICIPALITY.
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The researcher conducted this study in the Eastern Cape Province of South Africa, in Lukhanji Local Municipality. The Eastern Cape has a population of 1 676 470.

The province consists of seven district municipalities, which include Nelson Mandela Bay Metropolitan Municipality, Cacadu, Amathole, Chris Hani, Ukhahlamba, OR Tambo, and Alfred Ndzo. It is comprised of seven local municipalities: King Sabata Dalindyebo, Nyanden, Qaukeni, Mbizana, Mhlontlo, Port St John’s, and Ntabankulu.

According to Bradshaw et al. (2000:4), the Eastern Cape has the second highest poverty level of all provinces in South Africa. Forty seven percent of households are below the poverty line, a figure based on imputed monthly expenditure of R800 or less (USSA, 2000b). In addition, the province has the highest provincial unemployment rate (55%) in the country (SSA, 2003).

Inequitable growth and development characterise this province. Due to the high level of poverty, the government has formulated strategies, such as income generating projects (IGPs), to address the need for improved living conditions, better skills and more self-employment opportunities. The income generating project as a concept seems a convincing strategy at first glance. However, there is a need to evaluate the effectiveness of income generating projects in improving living conditions and providing sustainable livelihoods.

In light of this, the researcher undertook a study to evaluate these projects in order to determine the extent to which IGPs as mechanisms provide sustainable livelihoods for resource-poor rural people in the Lukhanji Local Municipality.

The researcher used a combined method approach; the study includes both quantitative and qualitative research designs in an attempt to gain an in-depth understanding of the problem.

The investigator employed questionnaires and interviews to gather information. Participants were project members, project leaders and key informants, as these people were contributing builders and managers of the project.

Findings reveal a lack of sustainability in income generating projects, as numerous project members left the projects studied. A lack of income to sustain project members during their
membership was a common complaint. Further, a lack of skills is a crucial contributing factor, as members of another project complained of a lack of training of project members.

1. **CHAPTER ONE: INTRODUCTION**

1.1 **Introduction and context**

For the past decades, government and non-governmental organisations (NGOs) have embarked on the poverty alleviating strategies of implementing income generating projects that create sustainable livelihoods for rural poor people and their households.

Beneficiaries of these projects are usually unemployed people ranging from youths to older women and men, including people with disabilities. The Department of Social Development founds and funds these projects. Other departments, such as the Department of Agriculture, Department of Development of Environment and Economic Affairs and the Office of the Premier: Eastern Cape, also provide financial assistance for these projects. For numerous years, the Department of Labour supported these projects by providing national skills development funding and arranging training for project members to empower them and sustain these projects. The Development Division of the Department of Labour has since stopped the training service and projects now depend on other departments.

1.1.1 **Poverty alleviation strategy**

A poverty reduction strategy (PRS) is a document that sets out a framework for domestic policies and programmes to reduce poverty in low-income countries (United Nations Population Fund-UNFPA).

According to the National Development Agency, poverty alleviation also aims to reduce the impact of poverty on the lives of poor people, but in a sustained and permanent way. It includes the state’s social grant programmes, which alleviate the impact of poverty for many people.

Poverty alleviation programmes tend to have long-term goals and a stronger focus on development. Thus, the state’s social grant policies provide immediate relief for people, but also provide a developmental stimulus by empowering people to look for jobs or start their
own small businesses. The programmes target those who live in households in which members (children, disabled persons or pensioners) receive social grants. In addition, they strive to ensure that children receive sufficient nutrition and live healthier lifestyles.

According to Oezomoena (2010), South Africa has witnessed series of social unrest, with many incidents that ended in violence, instigated by very poor communities that claim poor delivery of basic goods and services. The majority of South African citizens are poor and pervasive inequality exists between black and white people. Thus far, people see the poverty alleviation strategies of government as ineffective in reducing inequalities and the consequences of poverty amongst women in rural areas. Many of the existing policies deal mostly with the formal sector, to the detriment of the informal, non-remunerative roles rural women perform. Furthermore, most of these policies are not well implemented and hence do not benefit the maximum number of citizens.

1.1.2 Sustainable livelihoods

The Brundtland Commission on Environment and Development first introduced the sustainable livelihood concept and the 1992 United Nations Conference on Environment and Development expanded it, advocating the achievement of sustainable livelihoods as a broad goal for poverty eradication (Krantze, 2001).

“The concept of sustainable livelihoods (SL) attempts to move beyond the conventional definitions and approaches to poverty eradication. These had been found to be too narrow because they focused only on certain aspects or manifestations of poverty, such as low income, or did not consider other vital aspects of poverty, such as vulnerability and social exclusion. It is now recognised that more attention must be paid to the various factors and processes which either constrain or enhance poor people’s ability to make a living in an economically, ecologically, and socially sustainable manner. The SL concept offers the prospect of a more coherent and integrated approach to poverty” (Krantze, 2001).

According to Krantze (2001), three insights into poverty underpin this new approach. The first is the realisation that while economic growth may essential for poverty reduction, there is not an automatic relationship between the two, as poverty reduction depends on the capabilities of the poor to take advantage of expanding economic opportunities. Secondly, there is the realisation that poverty - as conceived by the poor themselves - is not
only a question of low income, but also includes other dimensions, such as bad health, illiteracy, a lack of social services, a state of vulnerability and feelings of powerlessness in general.

Finally, it is now recognized that the poor themselves often know their situations and needs best and must therefore be involved in the design of policies and projects intended to better their lot.

1.1.3 Income generating activities

Income generating activities focus on poor communities and assist them to use locally available resources productively to reduce their dependence on government and other aid, become more self-reliant, and to care for themselves. Additional benefits of pro-poor income generating activities include reducing poverty; improving the wellbeing of communities; empowering individuals and enhancing self-reliance; and increasing community development.

Poor rural and urban communities often experience various challenges in their unique settings, including lack of income opportunities, high levels of poverty and inequality, low education levels, and limited access to socio-economic services. These challenges usually require households to find alternative source of income. Where income is an important dimension of livelihood systems, income generating activities provide key sources of recuperating and/or strengthening these systems. In such situations, income generating activities can help vulnerable communities generate income to address their basic needs in a sustainable manner.

1.1.4 Government policies contributing to income generating activities

The South African government has articulated its commitment to poverty reduction and to creating a better life for its citizens in international, national, provincial and local policies and obligations. Since 1994, national government has instituted various policies, programmes and strategies to address unemployment and to advance economic development that particularly target poor people. Policy development in respect of poverty alleviation and job creation has evolved with the adoption of the Reconstruction and Development Programme (RDP), followed by the Growth, Employment and Redistribution Strategy (GEAR) and more recently
with the formulation of the New Growth Path (NGP) and the National Development Plan (NDP) Vision for 2030.

Government policy and programmes to support income generation have included strategies to:

- Promote labour absorption in the formal economy, both by stimulating economic growth and investing in the development of human resources;
- Support an increasing amount of remunerative self-employment and employment in small or micro-enterprises;
- Promote self-employment through the creation of and/or support to income generating projects;
- Promote land-based livelihoods or enterprise through land and agricultural reform; and
- Create short-term employment through public employment programmes.

Income generation policies and programmes span across many sectors of government, including among others agriculture, retail, manufacturing, tourism, services and crafts. A wide range of government departments, institutions and parastatal bodies are involved in various interventions related to job creation and support for enterprise development. Of concern is the duplication across these different programmes and the lack of coordination between them, for example the plethora of programmes that address youth unemployment.

1.2 The rationale and background to the study

The rationale for undertaking this study is to evaluate the impact of income generating projects, especially in the agricultural sector, in securing, maintaining, and providing sustainable livelihoods for resource-poor people living in rural areas in the Lukhanji Local Municipality.

The research focuses on agricultural projects funded by the Department of Social Development and investigates their impact on sustaining the livelihoods of participants. There is a wide variety of agricultural projects that include poultry farming projects, food security (garden) projects, sheep and goat farming projects, and cattle farming projects. The researcher focuses on Njongozethu Poultry in Lower Didimana Village and Thandisizwe Vegetable Project in Kolomana.
Lower Didimana and Kolomana both fall under the Lukhanji Local Municipality. Lukhanji is a category B municipality within the Chris Hani District of the Eastern Cape Province. It consists of the combination of the greater Queenstown area and surrounding farms and villages, Ilinge, Hewu / Whittlesea and Ntabethemba. Lower Didimana and Kolomana are at Hewu / Whittlesea. The Whittlesea Central Business District is a minor business and administrative centre, located along the R67 route to Queenstown. The villages are freehold areas owned by black people. Government has supported these villages with funding for most of their income generating projects. Income generating projects are mostly agricultural farming projects and a few non-agricultural projects.

The rationale for this exercise is a universal need to improve livelihood approaches and a requirement for these projects to be sustainable. Research may contribute towards the development of sustainable livelihoods depending on the results of the study, as there is a grave necessity for developing strategies that enable people to meet their basic needs, especially food security.

According to the Food and Agriculture Organization of the United Nations (FAO), food security is a condition that “exists when all people, at all times, have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preferences for an active and healthy life”. Household food security exists when all members, at all times, have access to enough food for an active, healthy life. Individuals who are food secure do not live in fear of hunger or starvation.

1.2.1 Thandisizwe Vegetable Project

Thandisizwe Vegetable Project in Kolomana lies 30 kilometres from Whittlesea and approximately 64 kilometres from Queenstown. The community falls under Ward 5 of Lukhanji Municipality within the Chris Hani District. The community started occupying the land in 1993. They are under the jurisdiction of traditional leaders, councillors and committees who work together to address social problems and facilitate development issues. The village covers 400 hectares and is home to slightly more than 415 households. It has a population of 1 940 people, of whom 67 percent are women, 37 percent are children and percent are men. The community comprises of communal lands and people mostly engage in subsistence farming using gardens.

Thandisizwe Vegetable Project came into existence in 2007 because of the hunger and unemployment in the area. The project aims to improve the nutritional status of people and
reduce poverty. Furthermore, it intends to promote economic activity and development in the community. The project was received R750 000 in the 2010/2011 financial year, which members spent on installing a fence and an irrigation system and buying stationery, diesel, garden tools, and uniforms.

### 1.2.2 Njongozethu Women’s Project

Lower Didimana village is 25 kilometres from Whittlesea and approximately 42 kilometres from Queenstown. This area falls under Ward 14 of Lukhanji Local Municipality within the Chris Hani District. The community started occupying this land as far back as 1900. The village covers approximately 327 hectares and has over 500 households. It has a population of 3642 people of whom 35 percent are women, 53 percent are children and the remaining 22 percent are men; females had most of the families. The area consists of communal lands and people mostly engage in subsistence farming using gardens.

The information gathered during the Participatory Rural Appraisal (PRA) exercise, undertaken within the community in May 2006, indicates that as far back as 1930 the lower Didimana community had abundant harvests and those years were often referred to as “IMINYAKA YENDYEBO”. However, they started experiencing drought problems in 1933, which resulted in the death of many of their livestock. Since 1990, the area has experienced consistent drought.

Njongozethu Women’s Cooperative (NWC) came into existence in 2006 because numerous people in the area are unemployed and have limited skills. The rationale for the cooperative is to raise the standard of living and the quality of life of the community. Furthermore, it aims to promote economic activity and development in the community.

### 1.3 Problem statement of the study

People have had mixed feelings about the effectiveness of IGPs that aim to reduce poverty and promote the skills and employability of participants. Some believe that these projects are effective in fighting poverty and sustaining the livelihoods of the rural poor, but others believe that the programmes are inconsistent and ineffective.
The majority of the population of Kolomana and Lower Didimana Location has never enjoyed access to employment in the formal sector due to the unfair practices of apartheid legislation in the past. This resulted in a number of households living in poor conditions. Numerous people are participating in income generating projects in order to sustain their livelihoods. However, there are reports that some projects are not helping project members to sustain themselves and that projects are not profitable. The problems identified in this study concern the reasons for the evident need of successful income generating projects initiated to enhance livelihood strategies.

In this study, the researcher establishes the degree to which IGPs sustain livelihoods in poor communities while testing the claims that these projects have a fundamental impact on poverty reduction. In addition, the researcher examines the involvement of stakeholders and their impact on the targeted projects.

1.4 **Sub-foci related to income generating projects**

The research answers to the following questions:

- Why are income generating projects designed?
- Are agricultural projects sustainable?
- Is there any benefit in joining agricultural projects?
- Do agricultural projects play part in creating sustainable livelihoods?
- Do the projects secure the livelihoods of the rural poor?
- Do agricultural projects maintain the livelihoods of the rural poor? If they do, how do they maintain their livelihoods?

1.5 **Research aims and objectives**

The study has the following aims and objectives:

- To establish the extent to which income generating projects secure, maintain, and provide sustainable livelihoods for resource – poor rural people;
- To investigate the sustainability of agricultural projects;
To assess and evaluate the current situation of the projects studied;
To identify challenges facing income generating projects and make recommendations for future interventions;
To identify areas (for example skills) that need development and strategies to achieve this development;
To determine successful ways of advertising these projects for sustainability and profitability; and
To compare the achievement and breakdown of these agricultural projects.

1.6 Research question

Do agricultural projects have an impact in securing, maintaining, and providing sustainable livelihoods for resource-poor rural people in the Lukhanji Local Municipality?

1.7 Motivation for undertaking the study

The Eastern Cape is one of the poorest provinces in the country. Literature indicates that the Eastern Cape is the second poorest of the country’s nine provinces. The researcher has undertaken this study to add significance to the studies and strategies on sustainable livelihoods and to examine if income generating projects are sustainable.

1.8 Delimitation of the study

Due to human, economic and time constraints, the study is restricted to only two of the IGPs in Lukhanji, which may not necessarily provide a representative sample of the Lukhanji Local Municipality.
The study focuses on the active project members of the projects under study and all the stakeholders involved in the target projects of study. The researcher does not present information pertaining to activities of income generating project other than agricultural projects.
CHAPTER 2: Theoretical framework/ Literature review

2.1 Introduction

The chapter examines the theoretical background and investigates aspects related to income generating projects. The researcher considers the views of scholars and other authors to validate this study, as they have scientifically researched the information they provide.

2.2 Sustainable development

A more efficient economic performance capable of generating surpluses above the satisfaction of basic demands as well as social systems that can resolve development problems are required to achieve sustainable development in the quality of human life. Scholars define sustainable development in different ways, but the most popular definition, as described by World Commission on Environment and Development (1987:43), is “development that meets the needs of the present without compromising [the] ability of future generations to meet their own needs”.

The Department of Social Development considers sustainability to be the core concept of livelihood and understands it as continued poverty reduction. Singh and Gilman (1990:540) define sustainability as “the ability to exercise choice, access to opportunities and resources using them in ways that do not foreclose options for others to make a living either now or in the future”. In practical terms, De Beer and Swanepoel (2000:50) believe that sustainable development must accommodate the objective of poverty alleviation and ensure “that future generations will be in a better position than existing ones”. In an ideal situation, sustainable development must be able to secure the future welfare of people’s descendants.

2.3 Agricultural activity role in economic development initiative

Economists regard agriculture as the leading productive sector by value and employment in South Africa. The vast majority of people in less developed countries (LDCs) live and work in rural areas and as such agriculture is rated the highest contributor toward gross domestic product (GDP), as stated by George et al. (2010: 43-46). As population grows, the demand for food supply becomes a crucial factor; efforts to improve efficiency in agricultural
production and activities continue to be a top-priority development objective. Garden projects thus form part of this objective, as they play a significant role in supplying food and contributing to overall development. Such improvement requires improved technologies as well as advanced equipment like improved irrigation systems, market infrastructure and skills training.

It is also a source of concern, given the climatic conditions of the country, the evidence of widespread poverty and the dependence of South Africa on food imports. Sometimes production drops during the busiest part of the growing season, during planting and weeding, and at times labour is underemployed. Since the onset of rain determines the planting season, vegetable projects require the most labour around that season.

Crop production is successful among white farmers equipped with highly technologically advanced equipment that increases production and enhances marketing strategies. In the rural areas, black farmers, many of whom are women, experience farming challenges such as poor soils, pest damage and a lack of proper agricultural skills and technological resources. In this regard, farming with technologically advanced equipment is more successful than farming with traditional methods. This suggests reasons for the lack of sustainability among garden projects dominated by rural people, particularly black communities.

Government initiated support to agriculture and growth led to the commercialisation of agricultural farming through the adoption of modern technologies, resulting in consistent growth and output and thereby favouring increased production by income generating projects.

Other issues of food production relate to land distribution and availability, as land is the source of livelihood for most people, especially those living in rural areas. It appears that land access remains a problem for the poor, according to Jaizairy et al (1992). The Department of Land Affairs’ land reform policy includes three programmes: land restitution, land redistribution and tenure reform programmes. In its White Paper of 1998, the Department states that it assisted communities in accessing government settlement/land acquisition grants (SLAQ) to acquire land. However, in most cases community farms financed with these grants and settled by groups of community members are too small to support all the beneficiaries with increased production. This exercise limits garden projects to consume whole parts of the land at once for farming and discourages growth in production.

According to Lieb and Jan (2003:4), the implementation of the Water Act of 1998 severely
affected agriculture. South Africa is not a water rich country and, therefore, has laws restricting water usage. These can pose a potential risk during unfavourable climatic conditions, as water shortages may cause crop failure. This can threaten sustainability. Lieb and Jan (2003:49) report that “South Africa receives low rainfall that makes crop production limited or impossible” and state that South Africa’s Water act 36 of 1998 gives priority to human needs and ecological sustainability above that of agriculture. The Act respects water rights and allows farmers to apply for water licenses to secure irrigation opportunities.

2.4. **Skills Development**

Skills development is a crucial policy that forms part of development. It is important that people learn skills that make them self-reliant as this leads to sustainability. People should ensure that their projects generate income in order to sustain themselves.

The Skills Development Act of 1998, which aims to provide the unskilled with training for more productive output, is challenged as most of the garden project members work in projects without proper training. The Department of Labour previously implemented this policy through the National Skills Fund by training unskilled people working on projects, but stopped this service in 2008. The Department of Higher Education subsequently became responsible for providing this service. However, it has never provided training for any project participants in the Eastern Cape, including those working on Lukhanji Local Municipality projects. This change harshly affected the functioning of projects as the skills people need for these projects are in demand.

2.5. **Poverty in South Africa**

“Poverty is a multidimensional phenomenon that has different meanings for different people (irrespective of whether they are examining it within the same subject area). One can view poverty as absolute or relative, as a lack of income or a failure to attain capabilities. It can be chronic or temporary, is sometimes closely associated with inequality, and is often correlated with vulnerabilities, underdevelopment and economic exclusion. It is therefore not surprising to find that the question ‘What does it mean to be poor?’ evokes a different response from one person to another. The fact that each person’s answer is a reflection of a personal value system triggers these responses. Unfortunately, these value systems are bound to diverge, and when they
do, wider agreement on any normative issue becomes more difficult, including how best to define poverty (Mbili, 2008).”

Of the problems to be improved, poverty is perhaps the most basic. As stated by Lieb and Jan (2003:173), “there is ample evidence that the majority of people in the Eastern Cape live in poverty but however the extent as to how deep this poverty, is unknown”. Various research studies indicate that income-generating projects benefit the poor. The need for these projects is rooted in the poverty crisis and high unemployment rate. One of the greatest challenges of income generating projects is the poor improvement on poverty that directly affects the project members. Poverty applies to individuals and their families. Townsend (2000:12) mentions that individuals, families and groups in the population are impoverished when they lack resources to obtain the types of diets. Participate in the activities, and have living conditions and amenities that are customary or at least widely accepted and approved in the societies to which they belong.

It is possible to interpret Townsend’s idea in relation to the research study as it applies to the context of people involved in income generating projects. If members within the project cannot afford to satisfy their basic needs, especially their nutritional needs, despite being placed in an income generating project, they remain below the poverty line and are likely to withdraw from the project.

The presence of poverty is obvious; there is no reason to undergo complicated processes to measure and quantify poverty. Instead, people should concentrate on eradicating the causes of poverty and alleviating its effects. Simply expecting the poor to ‘try harder’ by turning into entrepreneurs and saving their way out of poverty will not address such structural factors (National Development Agency, 2010).

2.6. **Theoretical background on development and poverty**

In the early years of development studies, researchers regarded poverty as a lack of resources to satisfy basic needs. They formulated strategies to overcome poverty and developed the concept of income generating projects. The basic needs approach directly address the satisfaction of these needs. Treunicht (1997:27) believes that this approach is “as a result of the shortcomings of the modernization theory of the trickledown effect”.

One cannot ignore the role of development theories that attempt to address economic growth
when envisioning the future effects of income generating projects on human lives. George et al. (2010:118-119) claim, “different theories have led to different implications for what government might do to achieve their goals”. Walt Rostow, an economic growth theorist, believed that the slowdown in the rate of growth would be the normal path for any subsector in an economy.

Established supermarket businesses exploited garden projects by, for example, buying vegetable products from emerging small garden projects at a cheaper rate and later selling them at expensive urban market rates. This manipulation of garden projects by established businesses is associated with the challenge of garden projects being limited to local markets only. Structuralist theorists are of the view that market forces limit the degree to which poor countries can develop through trade with richer countries. Dependency theory also accepts this view and believes that this tendency is an exploitative behaviour. Hence, Frank, the founder of this theory, extended his argument to the case of wealthy countries that derive their income from the output of poor countries. The Marketing of Agricultural Products Act 47 of 1996, which governs the pricing of agricultural produce, may affect the profitability and the future of garden projects. The garden projects market is dominant in rural areas and the rate of poverty may influence the affordability of items produced by local garden projects. If local members cannot afford the products of the garden project, circumstances force that particular project to drop its prices, causing loss to the project.

One of the strategic objectives of income generating projects is to reduce problems of hunger and poverty within families. In light of relevant literature, the researcher examines the extent to which poverty can be alleviated. Todaro and Smith (2006:202) describe poverty in several ways: Absolute poverty is a situation where “a number of people are unable to command sufficient resources to satisfy basic needs”. Relative poverty is a situation where people’s basic needs are met, but comparatively to others there is still a marked disadvantage and these people are considered poor as a result.

Poverty reduction strategies have brought relief to some extent in that lifespan is prolonged. Fukuda-Parr et al. (2002:2) indicate, “The proportion of the world’s people living in poverty has risen in some regions, countries and continents”. The UNDP’s Human Development Report (2003) indicates that since 1990, the level of poverty in 37 countries has increased and the poorest regions of the world are the most vulnerable. The Millennium Development Goals (MDGs) is one of the most prominent strategies that seek to eradicate poverty. In 2000, 189
United Nations member countries adopted eight MDGs, committing themselves to making substantial progress toward the eradication of poverty. These MDGs have targeted time scales; countries must achieve poverty and other human development goals by 2015, Todaro and Smith, 2006).

De Beer and Swanepoel (2000:3) criticise these poverty reduction strategies as they believe that they do not last and that “beneficiaries soon return to their state of equilibrium poverty”. These authors also believe that little has been done to eradicate poverty, as there is little success has been accomplished. Garden projects receive government funding and spend the money according to project budget plans, but these projects remain with the challenge of a lack of profit or wages to benefit project participants. As a result, the equilibrium state of poverty is restored.

2.7. **South African policy and laws towards poverty alleviation**

The study examines who is responsible for the failure of income generating projects and these projects not achieving their goals. The White Paper on Local Government (1998: section b1.1) clearly states that the government as the development agent is responsible for ensuring that the income generating projects are sustainable to improve quality of life by creating the right conditions in which both people and small businesses can flourish. Project members often regard their projects as government ‘assets’ since the government provides funding and strictly regulates how people should manage these projects. This perception means communities will not take keen interest in ensuring the success of these projects, which they see as ‘government projects’.

2.8. **Conclusion**

Based on the literature study, one can conclude that poverty is a serious concern. Strategies to alleviate poverty are in place but researchers must examine them to determine whether they are practical and capable of accomplishing the set objectives.
CHAPTER 3: METHODOLOGY AND RESEARCH METHODS

3.1. INTRODUCTION

The study draws on two agricultural projects funded by the Department of Social Development. These projects have both existed for more than five years and both are located in Lukhanji Local Municipality. The Department of Social Development has been committed to these two projects and has been meeting with the project members over the years. The study focuses on examining the impact of income generating projects, especially in securing, maintaining, and providing sustainable livelihoods for resource–poor rural people in the Lukhanji Local Municipality.

3.2 RESEARCH METHODOLOGY AND DESIGN

Uwe (2009:128) states that research design is a plan for collecting and analysing evidence that will make it possible for the investigator to answer whatever question he or she has posed.

In this study, the researcher uses a mixed research method, which is a combination of qualitative and quantitative research design, because she uses qualifying words and statistical analysis to describe the non-sustainability phenomenon, the contribution of these projects under study towards poverty alleviation and interventions by stakeholders.

Robson (2007: 23) urges that it is important to combine qualitative and quantitative methodology in instances where researchers need quantitative numerical data and soft qualitative data is to answer questions. In this study, the research questions formulated required the implementation of qualitative and quantitative methods. Statistical data is important in order to determine the percentages that represent the total population, whereas qualitative data required obtaining in-depth information on attitude, perceptions and factors that influence behaviour.
In order to ensure reliability of the data, the researcher used triangulation. According to Du Plooy (2001:39) triangulation is the process of combining two or more data collection methods. Furthermore, it is stated triangulation is a technique that increases data reliability and validity. For this study, the researcher used questionnaires and group focused interviews to gather information.

3.2.1 QUALITATIVE RESEARCH

Bless et al. (2006: 46) describe qualitative research as using qualifying words and descriptions to reach aspects of the world. The purpose of this method is to study participants in their natural environment. The study further explores the factors that hinder the success of income generating projects in Lukhanji Local Municipality. Bless and Higson (1995:110) state, “The use of exploratory investigations brings about a wide range of possible answers and solutions”.

Walliman (2006) believes qualitative research encourages active participation and focuses on a variety of aspects that could provide better results, such as personal experiences and introspective, life story, historical and interactional factors. The researcher involved participants ranging from project members to involved stakeholders in data collection and built relationships and trust with these participants.

Qualitative research is narrative, in that several aspects emerge during a qualitative study (Babbie, 2005). The participant can respond from personal perception and experience and can dwell on questions and responses. Qualitative research is interpretive in that the researcher can interpret data results and draw conclusions about the study. In addition, this type of research can examine complex questions that can be impossible to answer using quantitative methods and can provide unexpected results. Quantitative data provides numerical information that facilitates comparison during data analysis.

Bryman and Bell,(2003), describe the qualitative approach as objective in nature and focuses on measuring phenomena through the collection and analysis of numerical data. They further state that the qualitative approach is subjective in nature and involves the examination of and reflections on perceptions to understand social and human activities.
3.2.2 QUANTITATIVE RESEARCH

According to Judith Haber et al. (2002: 498), Quantitative research design is the process of testing relationships, differences, causes and effects and interactions among and between variables. Kendal (2001:3) states that, with quantitative research, the goal is scientific and objective and the focus is on data that one can measure numerically. In quantitative research, the investigations maintain a detached, objective view in order to understand the facts (Duffy, 1986). In terms of methodology, the research process used in the quantitative approach includes descriptive, correlational, quasi-experimental and experimental research (Cormack, 1991). The strength of such methods is that both true experiments and quasi-experiments provide sufficient information about the relationship between the variables under investigation to enable prediction and control over future outcomes. The researcher uses tables, graphs, and pie charts to illustrate the results of data analysis and measures this data numerically.

For reliability, quantitative research is more reliable than qualitative investigation. A quantitative approach aims to control or eliminate extraneous variables within the internal structure of the study and the researcher can assess the data produced by standardised testing (Duff, 1985). This quantitative strength is clear in the comparative analysis of employees and managers’ perceptions about organisational activities. However, one can question the reliability of quantitative research, especially when the data is stripped of its context or random or accidental events take place that are assumed not to have occurred (Corner, 1991).

The researcher implemented the quantitative method because it made easier to access information from the respondents. Mouton (2001: 82) defines quantitative research as a method that uses numerical data from a selection subgroup of a population to generalise a finding. Furthermore, Du Plooy (2001:82) states that quantitative research is suitable for measuring variables. Quantitative research enables the researcher to predict, describe and explain quantities, agreements and relationships.
Fouche and de Vos in de Vos et al. (2007:133) describe quantitative research methodology as a method involving questionnaires as data collection tools and respondents selected through random sampling. In this study, quantitative research methodology yielded answers that the researcher required in order to compose a general perception of the findings. The researcher used questionnaires as data collection tools and randomly selected the respondents.

Delport in de Vos et al. (2007:166) further indicates that quantitative research measures and quantifies information using numbers or symbols. The researcher gathers knowledge in a more scientific way than compared to qualitative research. The ethical considerations for quantitative and qualitative research are the same: the safety of participants and the protection of their human rights. The researcher achieves these considerations mainly by using the process of informed consent. Although this is problematic in quantitative research, it is practically impossible in qualitative methodologies in which the direction that the research takes is largely unknown (Ramos, 1989). Munhall (1988) argues that researchers can achieve informed consent in qualitative research by re-negotiation when unexpected events occur, but one can argue in turn that this places greater responsibility on the researchers and requires them to possess high levels of skill, especially in negotiation.

The researcher concurs with the opinion of Bless et al. (2006) that qualitative research uses qualifying words and descriptions to reach different aspects of the world and studies participants in their normal surroundings.

### 3.2.3 SAMPLING METHOD

The researcher drew a sample, which Bailey (1982) defines as a subset or portion of the total population. Bless and Higson-Smith (2000) defines a population as the entire set of objects and events or group of people which is the object of research and about which the researcher wants to determine some characteristics.

The researcher selected respondents according to the purposive sample, which Rubin and Babbie (1993:259) define as a type of non-probability sampling method in which the researcher uses his or her own judgement in the selection of sample members.
The researcher allowed all 30 respondents to participate in the study. Project members and project stakeholders are the unit of analysis. Ordinary project members, project leaders, and stakeholders use questionnaires, but the questions differ for each subset of participants. The researcher used the following criteria to identify prospective participants for the study:

- He/she had to be a member of the project;
- The project had to be one of the selected projects under study;
- Project stakeholders had to be actively involved in the projects under study.

### 3.2.4 DATA COLLECTION AND ANALYSIS

The researcher used an interview schedule or questionnaire for data collection in this study. Brace (2008:2) defines as questionnaire as “being used to refer both to questionnaires intended for self-completion by survey participants and to survey instruments intended to be administered by an interviewer, either in a face-to-face interview or by telephone”. Barbie (2007:153) has a similar outlook and defines a questionnaire as “an instrument specifically designed to elicit information that will be useful for analysis”. The researcher commenced data collection using a structured questionnaire that featured open-ended questions for conducting the qualitative study.

Closed-ended questions feature in the survey study in which respondents selected answers from amongst those on the lists provided by the researcher. For example, the researcher needed to hear their views on ways of improving their projects; respondents could select answers from a list. The use of such questions provides uniformity of responses. A questionnaire study is advantageous to the researcher because it provides the opportunity for rapid turn-around time and is more economical than other survey tools.

The researcher developed the questionnaire and administered it to the respondents in the study in order to allow statistical analysis of the results. The researcher also conducted interviews with the funding providers. Allison et al. (1996) claims that an interview is “a good way to gain insight into the meaning, interpretation, values and experiences of the interviewee and his or her world”.
The researcher analysed data qualitatively and quantitatively to ensure that the data collected through individual interviews compressed into a readable frame that makes it possible to obtain a description of the realities of income generating projects in Lukhanji Local Municipality.

3.2.5 ADVANTAGES AND DISADVANTAGES OF QUESTIONNAIRES AND INTERVIEWS

3.2.5.1 Questionnaires

Questionnaires “often take longer to prepare than interviews. This is partly because they tend on average to be more highly structured than interviews. Questionnaires usually also have to be very careful written because of problems ambiguity, since a lack of clarity in the questions cannot be immediately cleared up as they often can be in face-to-face interviews. On the other hand, questionnaires can also save time. The greater the number of informants, the more economical of time it is to use a questionnaire”, (Wallace 1998:130).

Questionnaires are easy to analyse. If the sample includes many people, it is easier to than an interview. The researcher does not have to guess what the respondents wanted to say. If properly designed, the information will be reliable and valid.

A questionnaire takes a lot of time to design. The sample needs more people. People do not answer some questions at all or they fail to answer questions fully. People answer only what they are asked. Some people answer other things than what is asked of them. If questions are not properly designed, the information will not be reliable.

In a questionnaire, there is no way of ascertaining the truth of the reply. The size of the sample may not be representative. Participants may view the questionnaires as not benefiting to themselves but rather benefiting to the researcher. People may not be willing to cooperate. It needs time and patience.
3.2.5.2 Interviews

Interviews tend to be flexible, while the questionnaire tends to be inflexible, because the questions are there and the informants limit themselves to answering what is asked of them in writing.

In the interview if the respondent does not understand what the interviewer is asking him or her, the interviewer can explain at length what s/he wants. On the other hand, if the respondent says something interesting, the interviewer can ask follow-up questions. The interview can also help to develop unexpected questions that were not thought of before, but that may be very interesting. The sample is not applied to many people. If properly asked, the information will be reliable and valid.

It takes a lot of time to analyse data and some respondents feel affected personally and do not answer objectively. People answer only what they want to answer and it takes a lot of time to transcribe.

3.3 CONCLUDING REMARKS

This chapter provided the research methodology and research design. It further outlined the data collection methods the researcher used. The following chapter presents the empirical findings.
CHAPTER 4: PRESENTATION OF EMPIRICAL FINDINGS

4.1. INTRODUCTION

This chapter contains the breakdown and elucidation of the research data by using thematic breakdown and assumptions of the research results from a survey questionnaire completed by members of the projects under study. All questionnaires were completed and all respondents described in the previous chapter and one official representing the Department of Social Development participated in the study. The researcher interviewed an official from the Department of Social Development to obtain detailed information concerning the projects under study and to examine the current situations and at the future of these projects.

The researcher obtained the data presented in this chapter from both projects under study and interpreted the findings together as this facilitates obtaining research results. Where necessary, the researcher performs a comparison of the two projects. The researcher later discusses the participants’ comprehensive views before combining these to deduce responses to the research question indicated in Chapter 1.

4.2 RESEARCH AIMS AND OBJECTIVES

The study has the following aims and objectives:

- To establish the extent to which income generating projects secure, maintain, and provide sustainable livelihoods for resource-poor rural people;
- To investigate the sustainability of agricultural projects;
- To assess and evaluate the current situations of the projects under the study;
- To identify challenges facing income generating projects and formulate recommendations for future interventions;
- To identify areas (such as skills) that require development and determine how this development can be achieved;
- To determine successful ways of advertising these projects for sustainability and profitability;
- The compare the achievement and breakdown of these agricultural projects.
4.2 SECTION A: DEMOGRAPHIC DATA

4.2.1 Age

For Njongozethu Women’s Cooperative, the majority of respondents were aged 54 years and older and this demographic constitutes up to 66 percent of the total population studied. The remaining 34 percent are 36 to 53 years old. No youths, in other words people between the ages of 18 and 35, responded in this area. The ‘youth’ category is of the special targets of IGPs.

For Thandisizwe Vegetable Project, the majority of respondents were aged 54 years and older and this age group constitutes 99 percent of the total population studied. The remaining 1 percent of respondents is 18 to 35 years old.

Figure 4.1: Ages of respondents

Source: survey data 2013
4.2.3 Gender profile

Out of 30 completed questionnaires for both projects, 90 percent of the respondents were females and 10 percent were males. As shown in figure 4.2 below, this is an indication that more females were available during the administration of the questionnaire.

![Gender profile chart]

Source: survey data 2013

4.2.4 Marital status

Married people account for 73 percent of the project membership in both projects under study. This indicates that there is a greater need for women, especially married women, not to be excluded from beneficiary services that target women with the view that they have husbands who support them and their families. Seventeen percent of the respondents were single.
4.2.5 Race and language profile

All respondents interviewed were Africans and the majority spoke Xhosa as their home language.

4.2.6 Level of Education

The chart below reflects respondents’ education levels. In both projects, project members have a fair background education. The majority of respondents, 63 percent, received secondary education and 8 percent matriculated. Fifteen percent of project members received some education at lower primary level and 14 percent have never been to school. This could be an indication that the project members could not proceed to senior secondary education because of socio-economic factors.

Source: survey data 2013
4.3 SECTION B: FINANCIAL STATUS

4.3.1 Family size

All respondents share their homes with other family members. They have big families, with some families having more than five people in each household.

4.3.2 Employment status

Only 15 percent of all the respondents confirmed that other family members were employed. The rest (85%) confirmed unemployment within their household even though all respondents shared their households with other family members as indicated in the family size profile. This is an indication that unemployment affects most of the families of project members. Unemployment is a determining factor of poverty.

Source: survey data 2011
4.3.4 Social grant status

All project members have confirmed to be the direct or indirect beneficiaries of social grants; some members receive old age grants and some receive child support grants.

4.3.5 Status of provider of family

Sixty - Five percent (65%) of project members are family breadwinners and are responsible for family finances. Other family members support the remaining 35 percent.

4.3.6 Monthly income

The projects under study did not yield monthly income to the respondents. Therefore, some of the respondents had to depend purely on their social grants for their income.

Members of Njongozethu Women’s Cooperative stated that they receive a profit share once a year, but each member receives a chicken every month.

Thandisizwe Vegetable Projects confirmed that as of September 2013 each member receives a monthly income of R800.

4.3.7 Motivation to become a member of the project

All project members joined the project with the aim of alleviating poverty at home.

4.3.8 Year of joining project

All project members joined the projects when they started.

4.3.9 Skills training of project members

All project members from both projects received training in Project Management, Financial Management, Marketing and Governance, and Agriculture (Broiler). Skills development is a crucial aspect of development. It is important that people learn skills that make them self-reliant and that will lead to sustainability. Self-reliance leading to sustainability refers to a situation where people ensure that their projects are generating income and sustainability is thus made possible. For project one, participants have received training. This is a positive indication of community development, as the Department of Social Development place people into a project and empowered them with skills to develop their project. Offering skills,
4.4 SECTION C: BACKGROUND OF THE PROJECT

4.4.1 Year of Project Formulation

Njongozethu Women’s Cooperative came into existence in 2002. At the time the researcher carried out this survey, the project had been active for approximately 11 years.

Thandisizwe Vegetable Project came into existence in 2007, so it had been operational for approximately 6 years when the researcher carried out this survey.

4.4.2 Process formulation or initiation

Groups of people within the projects formulated both projects.

4.4.3 Number of members during formulation

In both projects, there is a clear suggestion that all respondents took part during the formulation of the projects. However, the number of participants during the formulation of the projects exceeds the number of present project members. Some project members who were part of the formulation have since withdrawn.

Njongozethu Women’s Cooperative started with 15 members, but two have withdrawn, leaving it with 13 members.
Thandisizwe Vegetable Project started with 25 members, but 12 members have since withdrawn, leaving it with 13 members.

4.4.4 Present number of active members in the project

Only 13 project members are active in both projects. Others are considered to have withdrawn from the projects, as they have not been participating in any way for many years.
4.4.5 Follow up to members who left the project

Both project leaders of the project under study confirmed that they followed up with all project members who did not participate in the project for a prolonged period.

4.4.6 Reasons to withdraw from the project

The common answer given by the project leaders was the lack of income from the project.

4.4.7 Nature of project

Both projects are agricultural-based projects and members are producing vegetables.

4.5 SECTION D: PROJECT MANAGEMENT

4.5.1 Person responsible for the day-to-day running of the project

All members are responsible for the day-to-day running of the project. However, the project leaders make sure that each member is dedicated to the project.

4.5.2 Person responsible for making decisions in the project

All members make decisions in the project, except where there seems to be disagreements and the majority principle is applied.

4.5.3 Who oversees the implementation of the decisions?

Within these projects, small committees undertake leadership activities such as representing the projects to stakeholders. The committee ensures that members implement the decisions taken on behalf of the project.

4.5.4 Frequency of meetings

Both projects prefer to hold two meetings every month. One can regard this as evidence of dedication and commitment towards building a project.
4.5.5 Discussions in meetings

Project leaders agreed to discuss everything that affects the project. This includes planning and the challenges and success of the projects.

4.5.6 Members who are not performing their duties in the project

The respondents indicated that all active project members were dedicated and therefore there is no need to worry about less or non-performing members. In the event of members absconding from the projects, leaders follow up, but over the years project members regarded that as a form of resignation.

4.5.6 Management of funds

Both project leaders confirmed that they comply with their constitutions, which mandate them to buy only budgeted items. These budgeted items can be decided on a special budget or planning meeting when the need has been deemed very important. The donor must approve some items before project members may make any purchases. When they make purchases, members are required to keep the receipts and forward them to the Department of Social Development when submitting their reports.

4.5.7 Savings

There are bank accounts for both projects where project leader deposit the profits as savings.

4.5.8 Project bookkeeping

Both project leaders, with the assistance of the official from the Department of Social Development, are responsible for the bookkeeping within the projects.
4.6 SECTION E: OBJECTIVES OF THE PROJECT

The interview with the official from the Department of Social Development informs this section.

The interviewee is responsible for both projects under study and has clear knowledge of the projects, their members and their backgrounds. The Department of Social Development funds both projects, but Thandisizwe Vegetable Project received R750 000 in 2010/2011 from Sustainable Livelihoods to put the infrastructure in place.

From the perspective of the Department of Social Development, income generating projects are intended for the unemployed, especially youths, women and disabled people. The Department aims to address unemployment through these projects and to enable target beneficiaries to sustain themselves.

The interviewee reported that these income generating projects are designed to alleviate poverty and sustain the livelihoods of the rural poor. The interviewee feels that income generating projects, including those under study, have met their objectives given the fact that project members can share their project income amongst one other.

Project members can accrue their income from the projects and their dedication for such a prolonged period serves as an indication that members are happy within their projects. Provide project members need to be with a structured stipend from the funding of the project to improve livelihoods and sustain the livelihoods of the people within the projects. Therefore, this suggests that the Department of Social Development’s budget accommodate the stipends. The objectives of income generating projects (IGPs) are to improve livelihoods. In order to ensure that project activities can generate income, the Department of Social Development should expand their services to other areas where there is a need for them.

The Social Development Practitioner reported that from the end of September 2013, project members of Thandisizwe Vegetable Project each receive a monthly stipend of R800.

4.7 DISCUSSION OF FINDINGS

The implementation of income generating projects (IGPs) target youths, women and people with disabilities. Findings shown a small number of youths are involved in the two projects
studied, as indicated in the demographic data findings in the age category. This could be evidence that youth is not interested in garden projects and are likely not to participate in IGPs. The ‘youth’ group is regarded as the group of people that is economically productive based on their age. This exclusion of these people is a serious threat to the income generating project concept where it seeks to engage people in economic activities for an increased economic output. Speculations in Chapter 1 indicate that there is no employability in income generating projects (IGPs); this could be decreasing youth participation in these projects. This challenges the assertion that IGPs were justified to benefit youths because the study reveals a lack of participation by youths.

In light of this study, one can conclude that the participants in income generating projects are women. The participation of women in income generating projects signifies that a woman’s place is no longer in the kitchen; women are expected to be as economically productive as men are generally perceived to be.

Project members’ financial status is constrained, as 95 percent of project members were affected by unemployment in their households thereby increasing the pressure on their households. Despite the odds, all respondents believe that income generating projects contribute to the alleviation of poverty. The reasons respondents provided for participating in these projects justify this.

As to the question of whether the studied contributed to the alleviation of poverty, the researcher confidently disagrees based on the arguments raised above. The time active members have participated in the project indicates that there is absolutely no impact on poverty alleviation. The project members’ livelihood has seen little improvement, if any. These projects have been in existence since 2002 and 2007 respectively, and all participants confirmed that they joined the projects in the years in which they were formed. There is an indication of absolute poverty, as these projects cannot satisfy members’ basic needs. If cannot attend to their basic needs, especially their nutritional needs, despite being members of income generating projects, they are regarded as members of populations that live below the poverty line and sustainability in this regard cannot be guaranteed.

The study reported 14 people who left these projects with a common complaint that there was no benefit of income. This justifies the view that the projects did not address the need for poverty alleviation as claimed by the income generating concept. Even the case of the ex-
project member who resigned because his or her disability grant was approved signifies that one can manage better with a social grant than with the aid of an income generating project.

There seems to be positive cooperation in the management of these projects, as all members are involved in decision making and the meetings held to discuss issues that affect the project. There is no report of a project member failing to perform his or her duties.

4.8 CONCLUSION

This chapter presented the analysis and interpretation of the quantitative and qualitative data collected through questionnaires and interviews. The researcher has analysed the findings from the respondents’ views as expressed in response to the questionnaire together with respondents’ socio-economic profiles. These socio-economic aspects included respondents’ age, gender, educational level, family size, and employment and income status.
CHAPTER 5: CONCLUSION

5.1 INTRODUCTION

This chapter notes the progress of the study and provides a summary of the preceding chapters.

5.2 SUMMARY OF THE RESEARCH

The first chapter outlines the historical role played by income generating projects, especially the effects on its beneficiaries and their families. The researcher assumed that a variety of government departments support these projects. It transpired that the Department of Social Development is the main department funding and empowering these projects. The projects studied for the purpose of this research are the Thandisizwe Projects and Njongozethu Women’s Projects of Lukhanji Local Municipality in the Eastern Cape. The chapter evaluated the impact and the future of income generating projects by examining their sustainability and the extent to which they address sustainable livelihoods for rural poor people and their households.

When conducting a study, the researcher must examine relevant literature and source this as a mechanism to investigate aspects relevant to the nature of study. Chapter 2 therefore focused on the researched knowledge of scholars and authors in order to validate the researcher’s work and this study.

In order to achieve the desired results needed to resolve the assumptions determined in Chapter 1, the researcher developed a questionnaire comprising of all the relevant indicators identified through the literature review in Chapter 2.

In Chapter 3, the researcher described the research methodology followed and the research design, the tools used to collect data, the tools used to analyse and interpret data, and ethical considerations.

Chapter 4 contains an analysis and interpretation of data as well as a summary of the research findings. This treatise evaluated and analysed the implementation of income generating projects as a mechanism to alleviate poverty and sustain livelihoods. The researcher completed this study by designing a questionnaire and interview questions that provided the desired results. These interview questions and questionnaires are attached at the end of this.
5.3 CONCLUSION

Poverty is a multifaceted problem that has many causes and many consequences. Some of these consequences occur as secondary causes of poverty and even increase poverty. Interventions are required in order to elevate people from poverty. It is evident that unemployment is the major cause of poverty. People who are unemployed are unable to improve their living conditions.

South Africa has an increasing number of poverty and the majority of people living in poverty situated in rural areas and lack formal education and the skill level is low. As a result, probability of employment is less than that of those who have formal education and are skilled.

The study revealed that there is interconnectedness between poverty, unemployment, education and skills.

The study also revealed that poverty remains a serious problem and a threat to survival despite the interventions implemented to alleviate poverty. One of these strategies is income-generating projects. The researcher, however, notes that income generating project (IGP) interventions have partially helped the Department of Social Development to address poverty, as some respondents benefitted from their projects. The study also indicated that skills development is an effective way of alleviating poverty because it builds capacity required for human development.

One can conclude that poverty is the main reason for the introduction of income generating projects and that this seeks to address poverty. The extent to which income generating projects have addressed poverty is not satisfying, as the projects under study remain unsustainable because both projects continue to lose members and active project members do not receive any financial support from the projects to sustain their livelihood. Instead, other sources of income, such as social grants, serve them better than these projects do.

If a project is to be sustainable, it must continually reduce poverty and project members should be capable of satisfying their basic needs.
5.4 RECOMMENDATIONS

In light of the findings of the study, the researcher makes the following recommendations:

- Communities should support these projects to ensure profitable marketing.

- All relevant stakeholders that prioritise IGPs on their budget plans should empower these projects on full-time basis. It is disappointing that certain departments, such as the Department of Agriculture, do not play a role in these projects when their activities relate to their areas of expertise. In these cases, the researcher advises the Department of Agriculture to offer skills-based workshops on agricultural farming and sponsor these projects with equipment and the ploughing of the project’s cultivation land.

- A skills development plan, which must be relevant to the specific type of project activity, should be formulated and training provided to project members on a continuing basis. Developing other skills, such as business and marketing skills, are recommended, as these are likely to equip project members with the knowledge to manage their businesses effectively.

- The nature of project studied is agricultural because these projects are producing vegetables. Since these projects are challenged in terms of profitability, it is recommended that new activities, such as poultry farming, be introduced to stimulate project income.

- Project members should be exposed to members of other projects of similar nature that have managed to progress and achieve sustainability.
Bibliography


www.departmentofsocialdevelopment.gov.za
www.info.gov.za
Sandisiwe Titus  
Department of Social Development  
Whittlesea  
5320  
Madam  

REQUEST FOR YOUR CONSENT TO PARTICIPATE IN THE RESEARCH STUDY

I am currently registered for the Master’s degree in Development Studies at Nelson Mandela Metropolitan University. My studies include a treatise with the following research topic:
Evaluating the impact of income generating projects especially in securing, maintaining, and providing sustainable livelihoods for resource – poor rural people in the Lukhanji Local Municipality. The researcher will be focusing on Njongozethu Poultry in lower Didimana village and Thandisizwe Vegetable project in Kolomana both in the Lukhanji Local Municipality.

I request your permission to participate in the research study and to interview project members of the above named projects. Participation is voluntary with the option of withdrawing at any stage of the process and there will be no negative consequences linked to non-participation. Responses will be used for the purposes of the study only and I undertake to ensure that the information will be used in such a way that you cannot be identified. Therefore, the final report will not include identifying information.

Participants are not obliged to answer all questions. If they feel uncomfortable to answer any question, they may not answer it. By participating in the study, they would contribute towards the improvement of the role of community- based projects in poverty alleviation.

The research findings will be disseminated to the Department and the University.

Yours truly
S. Sishuba  
STUDENT: NMMU

Signature DATE
3.2 Questionnaire

QUESTIONNAIRE ON THE IMPACT OF INCOME GENERATING PROJECTS ESPECIALLY IN SECURING, MAINTAINING, AND PROVIDING SUSTAINABLE LIVELIHOODS FOR RESOURCE – POOR RURAL PEOPLE IN THE LUKHANJI LOCAL MUNICIPALITY.

REQUEST FOR CO-OPERATION

I kindly request your participation in answering this questionnaire. The questionnaire is aimed at helping me gather information to help me complete my M.A. thesis on “evaluating the impact of income generating projects especially in the agricultural sector in securing, maintaining, and providing sustainable livelihoods for resource – poor rural people in the Lukhanji Local Municipality”. I am a second year Master's Degree student in Development Studies enrolled at the Nelson Mandela Metropolitan University.

Your participation in answering the questionnaire is voluntary. The information you provide will be kept confidential and used only for educational purposes.

This questionnaire should not take longer than 20 minutes to complete.
INSTRUCTIONS:

a) Please tick the block where options are provided.
b) Where necessary, fill in your response.
c) Please make comments where the questionnaire requests you to do so.
d) Please answer all questions

SECTION A: DEMOGRAPHIC INFORMATION

1. How old are you

2. Your gender : tick with an x the one that refers to you

   Female
   Male

3. Your marital status : tick with an x the one that applies to you

   Single
   Married
   Divorced
   Cohabitating
   Widowed

4. Your race : tick with and x the one that applies to you

   Black African
   Coloured
   White

5. Home Language

   Afrikaans
   English
   Xhosa

If other please specify.................................................................
6. What is your highest level of education

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<th>Option</th>
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<tr>
<td>Never been to school</td>
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<tr>
<td>Lower primary level Sub A to Std 2)</td>
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</tr>
<tr>
<td>Higher primary level (Std 3 – STD5)</td>
<td></td>
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<tr>
<td>Secondary school (Std 6-Std 7)</td>
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<td>Senior secondary school (Std 8-Std 10)</td>
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<td>Diploma</td>
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<td>Degree</td>
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**SECTION B: FINANCIAL STATUS**

1. How many are you in your household

2. Is there anyone who is employed in the house? Tick with an x on the appropriate one

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<th>Option</th>
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<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>No</td>
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3. Is there any one who is receiving a social welfare grant? Tick with an x on the appropriate one

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<tbody>
<tr>
<td>Yes</td>
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<tr>
<td>No</td>
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</table>

4. Who is responsible for taking care of the family financial responsibilities?

5. Do you have any source of income? If yes specify

.......................................................... ............................................................................................
..................................................................................................................................................
6. If there is no one working in the family and you also do not have a source of income or there is no one who is a recipient of a grant in your household how do you make ends meet?

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SECTION C: BACKGROUND OF THE PROJECT

1. When was the project formulated or initiated?

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

2. How was it formulated or initiated?

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<th>Option</th>
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<tbody>
<tr>
<td>By a certain member of the project</td>
<td></td>
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<tr>
<td>By a group of people</td>
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<tr>
<td>By a funder or donor</td>
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3. How many members were part of the formulation of the project?

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

4. When did you join the project, meaning in which year?

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

5. Was it during

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<tr>
<th>Stage</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Its initial stage</td>
<td></td>
</tr>
<tr>
<td>Planning stage</td>
<td></td>
</tr>
<tr>
<td>Implementation stage</td>
<td></td>
</tr>
</tbody>
</table>

6. How did you go about ensuring that the project is implemented?

<table>
<thead>
<tr>
<th>Action</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contributed money towards the establishment of the project</td>
<td></td>
</tr>
<tr>
<td>Started looking for donors to fund the project</td>
<td></td>
</tr>
<tr>
<td>Donor donated money and we grouped ourselves to start the project</td>
<td></td>
</tr>
</tbody>
</table>

7. What motivated you to become a member of the project?

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

8. How many members are active now in the project?

……………………………………………………………………………………………………………………………………………………
9. If there are members who have left the project, did you find out why they have left? Tick the appropriate one

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

10. If no, why?

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

11. If yes what did they say was their reason for leaving the project?

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………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
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12. Whose idea was it to start the project?

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13. How was the project named?

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

14. What is the meaning of the project name?

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15. What is the nature of the project/ what is it producing?

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

16. Do you have the skill to operate the project?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

17. Do you have the skill on the core business of the project?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

18. If your answer to 14 and 15 is no, is it because you were never trained on these skills or your have forgotten them?

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

19. Would you then like to be trained on these skills?

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
20. If yes, have you made an attempt to get this training?

Yes

No

21. If no what has stopped you from getting the training?

………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
………………………………………………………………………………………………………………………………………………
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22. Who contacted the funders to ask for the funds and why was it that or those people, how did Social Development know about the project?

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………………………………………………………………………………………………………………………………………………
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SECTION D: PROJECT MANAGEMENT

1. Who is responsible for the day to day running on the project?

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

2. If all of you, how do you ensure the smooth running of the project?

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3. Who is responsible for making decisions in the project?

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4. Why is this person or persons the one/s taking decisions in the project?

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

5. Who oversees the implementation of the decisions?

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6. How often do you hold project meetings?

<table>
<thead>
<tr>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyday</td>
</tr>
<tr>
<td>Once a week</td>
</tr>
<tr>
<td>Frequency</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Twice a week</td>
</tr>
<tr>
<td>By weekly</td>
</tr>
<tr>
<td>Monthly</td>
</tr>
<tr>
<td>Bi monthly</td>
</tr>
<tr>
<td>Quarterly</td>
</tr>
<tr>
<td>Yearly</td>
</tr>
</tbody>
</table>

7. Who attends those meetings and why?

- 
- 
- 

8. What do you normally discuss in those meetings?

<table>
<thead>
<tr>
<th>Topic</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Project plan</td>
<td></td>
</tr>
<tr>
<td>Project challenges</td>
<td></td>
</tr>
<tr>
<td>Project progress</td>
<td></td>
</tr>
<tr>
<td>All of the above</td>
<td></td>
</tr>
<tr>
<td>None of the above</td>
<td></td>
</tr>
</tbody>
</table>

9. If none of the above specify?

- 
- 
- 

10. How do you implement the project plan?

<table>
<thead>
<tr>
<th>Method</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Everyone becomes involved everyday</td>
<td></td>
</tr>
<tr>
<td>People volunteer themselves to perform certain task</td>
<td></td>
</tr>
<tr>
<td>There is a duty roster that assigns tasks to everyone</td>
<td></td>
</tr>
<tr>
<td>If other specify, specify</td>
<td></td>
</tr>
</tbody>
</table>

11. Do people do what they are expected to do?

- Yes
- No

12. Do you have rules in the project? Tick the appropriate box

- Yes
- No
13. If no, why?

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

14. If yes are they known by all of you?

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15. How are they communicated amongst each other?

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16. How do you deal with the challenge like member absenteeism from the project?

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17. How do you deal with members who are not performing their duties in the project?

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18. How do you manage your project funds?

Buy only what is budgeted for when it is needed
Buy anything even if it is not budgeted for

19. Do you keep records of your expenditure and income?

Yes
No

20. How do you keep your money?

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

21. What do you do with your income?

Bank it
Share it amongst each other
Donate it to charity
Other
If other
specify………………………………………………………………………………………………………

22. Is there someone responsible for your bookkeeping?

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

23. If yes, who and why?

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

2.2. If no, why?

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

SECTION E: OBJECTIVES OF THE PROJECT

1. Who came up with the business plan for the project?

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

2. What are the project objectives?

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3. Has the project met its objectives? Tick the appropriate box

<table>
<thead>
<tr>
<th>Yes</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Partially or slightly</td>
<td></td>
</tr>
</tbody>
</table>

4. If yes, give reasons for your answer

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………………………………………………………………………………………………………………………………………………
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5. Has it then benefited you as a project member and how?

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

6. If no or partially, what could have caused it not to meet its objectives

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7. If you said no or partially what do you think needs to be done to assist in ensuring the project achieves its objectives or to change the current situation?

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THANK YOU FOR YOUR PARTICIPATION