THE EXPERIENCES OF PARTICIPANTS IN INCOME-GENERATING PROJECTS IN ATTERIDGEVILLE, TSHWANE

BY:

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DECLARATION

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I declare that *the experiences of participants in income-generating projects in Atteridgeville, Tshwane,* is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

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SIGNATURE   **DATE**

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ABSTRACT

In view of the high levels of poverty in most under-developed and developing countries, poverty reduction has become an international phenomenon. South Africa (SA) is a country faced with the challenge of poverty as a result of the high rates of unemployment fifteen (15) years after the introduction of the new democratic dispensation.

Poverty reduction has been placed at the centre of global development objectives to improve people's lives through expanding their choices, their freedom, and their dignity. Numerous countries have developed poverty-reduction strategies, which are over-arching macro-strategies implemented by different social and economic sectors in collaboration with the private sector. South Africa, however, does not have an over-arching poverty reduction strategy, which is the key national governmental priority, although many poverty-reduction programmes exist.

The existing poverty reduction initiatives in South Africa, such as Income Generating Projects (IGPs), are either established by Government or the Civil Society structures with the aim to assist in changing the standard of living of poor people so that they can at least meet their basic needs, such as food, shelter and clothing.

This study focuses on the IGPs that operate in Atteridgeville, Tshwane, with the view to explore and describe the experiences of individuals who participate in these IGPs. A qualitative research approach was selected for the study and three IGPs were selected from the Non-Government Organisations (NGOs) that affiliate to the Phelindaba Forum. This Forum coordinates social development activities in Atteridgeville, Saulsville and Mshengoville.

The findings of the study indicated that although IGPs are established to benefit participants financially, there are other factors that motivate people to join and remain in the projects, such as moral support amongst members. Furthermore, some NGOs claim to facilitate IGPs, but in some instances, these IGPs are left to operate on their own without much needed assistance. The recommendation for future studies is that participants need to be engaged with in order to get a true reflection of how the IGPs operate. The assistance and support of NGOs are crucial for the sustainability of such projects.

Key concepts

Income-generating project; poverty; poverty reduction; poverty eradication; unemployment; experience; participation.

LIST OF ABBRVIATIONS:

ABBREVIATION	EXPLANATION
DSD	Department of Social Development
HBCP	Home-Based Care Programme
ICRC	International Committee of the Red Cross
IGA	Income-Generating Activities
IGPs	Income-Generating Projects
MDGs	Millennium Development Goals
NGO	Non-Governmental Organisation
NPO	Non-Profit Organisation
SA	South Africa
SMME	Small, Medium and Micro Enterprises
UN	United Nations

Table of Contents

CHAPTER ONE

GENERAL INTRODUCTION, PROBLEM FORMULATION AND APPLICATION OF THE QUALITATIVE RESEARCH PROCESS

1.1. INTRODUCTION AND PROBLEM FORMULATION

South Africa (SA) is a country faced with the challenge of poverty due to high rates of unemployment. Fifteen years after the introduction of the new democratic dispensation, almost half of the population live in households that spend under R800.00 per month. Poverty in SA is pervasive and the greatest threat to social development (SA Department of Social Development, 2008).

Social workers in Non-Government Organisations (NGOs) often become involved in poverty-reducing Income-Generating Projects (IGPs). This study focuses on the IGPs with specific reference to the experiences of individuals who participate in these IGPs. The study will introduce the concept of poverty in order to link it up with the establishment of IGPs.

There is extensive literature on the definition of poverty. The concept is broad and is defined differently, depending on the focus of a person at that point in time. For the relevance of this study, the following are some views on the concept of poverty.

Poverty is multidimensional; it encompasses income poverty, in that it is the deprivation of income/consumption, such as satisfaction of minimum level of food and other basic needs. It also includes limited access to health, nutrition, educational services, which aggravate the impact of income poverty, resulting in child mortality, short life expectancy and illiteracy. In a wider sense, poverty basically connotes a lack of choice and of opportunities on the part of individuals to achieve an optimum exploitation and/or use of their potentials and capabilities (Islam, 2006: 3).

The basic-needs approach views poverty as having to live without access to clean air and water, an adequate and balanced diet, physical and emotional security,

culturally and climatically appropriate clothing and shelter (Davids, Theron and Maphunye, 1993: 3).

Poverty can also describe the situation of an individual, family, community, or society. It can then be defined as a condition of individual scarcity, which frequently takes extreme forms. Individual poverty exists for those people, "whose means are not sufficient for their aims" (Swanepoel & de Beer, 2006: 2-3).

From the aforementioned discussion, it is evident that there is a variety of views on poverty. What comes out most clearly is the fact that poverty refers to the economic and social conditions of people, which prevents them from meeting their basic needs as human beings.

In view of the high levels of poverty in most underdeveloped and developing countries, poverty reduction has become an international phenomenon. Poverty reduction has been placed at the centre of global development objectives to improve people's lives through expanding their choices, freedom and their dignity. Many countries have developed poverty reduction strategies, which are over-arching macro strategies implemented by different social and economic sectors in collaboration with the private sector (Patel, 2005: 276).

South Africa is signatory to the United Nations' (UN) Millennium Declaration, which outlines eight Millennium Development Goals (MDGs). The first goal in the Declaration is the eradication of extreme poverty and hunger (UN Millennium Development Goals, 2000: 1). South Africa, however, does not have an over-arching poverty reduction strategy, which is the key national governmental priority, although many poverty-reduction programmes exist (Patel,2005: 275-276). The existing poverty reduction initiatives are either established by government or civil society structures with the aim to assist in changing the standard of living of poor people, so that they can at least meet their basic needs, such as food, shelter and clothing.

The Department of Social Development (DSD) and other development organisations in South Africa are the key partners in the implementation of community-based

poverty-reduction programmes in SA. A key initiative by the DSD to alleviate the plight of poverty-stricken South Africans is the Social Assistance system, which covers 12 million most vulnerable individuals, such as the elderly, persons with disabilities and children in poor households through pensions and child-support grants (SA Department of Social Development, 2008: 34).

Despite some achievements by the Social Assistance system, the poverty reduction programmes have not been considered a success nationally, especially programmes with an economic empowerment focus. Poverty seems to have worsened in recent years (Gathiram, 2005:123). This was the finding of an earlier study conducted in 2001 by Kagiso Trust, which discovered that economic development projects were also less successful in terms of earning some kind of income for participants, as compared to other projects, such as food aid and skills development (Patel, 2005: 276).

Another initiative towards the improvement of people's lives is that of the DSD, which involved the funding of community income generating projects. The target group for this project was mainly social grant recipients. This was a pilot project implemented in the area of Dutyini in the Eastern Cape. The project came about due to the high levels of poverty that were identified during a survey by the DSD on the number of children and families that qualify for the social security system, namely child support and foster care grants. The aim of the pilot project was to restore participants as quickly as possible to self-reliance by linking their social grants to the development of sustainable livelihoods through the establishment of income-generating cooperatives as a possible exit strategy from the social security network. The pilot project resulted in the establishment of the Silindithemba Cooperative, which was launched in May 2006 (SA Department of Social Development, 2005: 12).

The establishment of cooperatives was aimed at generating income and creating jobs for participants, promoting social integration and cohesion. The members of the Dutyini community engaged in a diverse set of income-generating activities, such as the production and sale of reed brooms, bead work and reed mats. The introduction of the cooperative concept brought about savings among beneficiaries, who saw the

need to save, which subsequently led to seed money to buy their goods in bulk (SA Department of Social Development, 2005: 29).

The documented outcomes of the above pilot project included the following:

- ❖ Restored self-esteem and positive attitude towards self-help;
- ❖ Increased capacity of participants to create wealth and sustain jobs; and
- ❖ Fully operational and sustainable cooperatives (SA Department of Social Development, 2005: 35).

Despite efforts, like the above, it remains a common phenomenon among the poorest households that many family members are expected to participate in informal income-generating activities to help scrape together some money. While the head of the household contributes a large portion to the family's income, his or her efforts may not be enough to fulfil the basic necessities of the family, thus resulting in the need for secondary income that may be generated either by the partner, the children or the elderly family member (Cortemiglia, 2006: 56).

The contribution of IGPs, also known as the Small, Medium and Micro Enterprises (SMMEs) towards poverty alleviation is the subject of growing controversy. Although a number of critical studies question the potential of the SMME economy to attain the goals of extensive employment creation, it is generally acknowledged that it can be a positive factor in contributing towards poverty alleviation through job creation (SA Policy Co-ordination and Advisory Services, 2006: 20-21).

In a paper presented at an International Community Development Conference in New Zealand, income-generating projects were described as a practical solution to empowering women, and one of the strategies to strengthen women's positions. It was further argued that involving women in projects should be an important policy for government and development organisations, because women as actors can drastically change their own lives (Prihatinah, Marinova & Stocker, 2001: 1).

The concept of IGP has been used synonymously with terms such as cooperatives. Cooperatives are defined as any group of people linked together by economic

interest. These people undertake a planned economic activity by using their own resources to solve their own economic problems. These cooperatives usually operate as grassroots structures, where the poor engage themselves in production, marketing and social services. Cooperatives have been used as agents for rural socio-economic change for poverty alleviation. People in cooperatives voluntarily join together to carry out their economic activities on democratic management, on equitable distribution of economic output and on creating an atmosphere of autonomy. The character of cooperatives is to be self-help oriented for the economic betterment of its members (Banturaki, 2000: 11-17 & SA Department of Trade and Industry, 2005: 1).

Mafoyane (2002: 23) viewed the term income generation as difficult to define in a, "cut and dried" manner in view of various definitions that apply to the term. This author indicated that the common thread in the various definitions is that income generation involves various activities and is a collective action. For the activities to succeed, they must be undertaken by people who think alike and share the same ideas and objectives.

There are specific factors that distinguish IGPs from other economic activities, as outlined by Chigudi (1991: 6). Despite the fact that these are old references, what they observed then is critical in terms of comparisons with the current scenario of IGPs. The following distinguishing characteristics can be noted from these authors:

- The majority of IGPs are undertaken on a part-time basis so that people can continue with other activities;
- Income-generating projects are supposed to supplement an existing income, but they can also be the source of sole income or some efforts at entrepreneurship;
- The individuals who participate in these IGPs own these projects and profit made is shared amongst members according to labour input;
- As these projects operate on the periphery of the formal sector, they function in an environment characterised by poor infrastructure and communication. Sometimes the environment in which they exist is not conducive to generating income; and

- Donor policies are often gender-based. Surveys of women IGPs highlighted a trend whereby donor agencies give less money to women-driven projects than larger development projects.

As indicated in the above definitions, IGPs are not a clearly defined phenomenon and are referred to by various terms. The following are some international and national examples as an attempt to provide a better understanding of IGPs.

The first example is that of IGPs facilitated by the International Committee of the Red Cross (ICRC) in Chad, to benefit groups of women among displaced communities in the conflict-affected regions of Assoungha and Dar Sila. The projects are said to be designed in close collaboration with the concerned communities, and respond to very specific, local needs. The aim of all the projects is to boost existing income-generating activities by providing mechanism, which will generate a higher output at a faster rate. The ICRC introduced several key sustainable IGPs, such as manual pedal irrigation pumps, brick production and oil pressing. The irrigation system was launched to enable women to increase the surface of their vegetable gardens, and increase the harvest of marketable vegetables. The brick production project was aimed at producing sun-dried bricks of much greater strength to build storage houses. The oil pressing project was aimed at bridging the food gap by increasing the source of income through pressing oil from the local trees, and using high speed technology to produce greater quantities of oil with less effort (ICRC, 2007: 1).

In a study conducted in Zimbabwe, it was discovered that 25% of adults in urban areas are living with the Human Immune Virus (HIV). The affected households income needs increases due to the demand for medicines, food and funeral costs. One way to deal with this challenge is through the expansion of micro enterprises to enhance the livelihoods of affected households. In identifying viable IGPs, five projects were facilitated by two HIV/AIDS support organisations. These included selling second-hand clothing, poultry-keeping and nutritional / herbal gardens, freezit-making, mobile kitchens and payphone set-ups. A study was done on 200 households benefiting from one of these projects. The findings showed that all five projects were viable for these households (Nyakudya, Mutenje, Katsibe and Chikuvire (2007: 4).

In South Africa, an IGP in the community of Motla, near Pretoria, was established to generate income through the production of utility items and crafts. The community had previously approached a university for assistance in developing the living cultural museum, and the community. A group of older and younger women subsequently requested assistance in establishing a project that would generate income by producing crafts. The group was also planning a baking project and had received relevant equipment from a donor funder. They were assisted with the structuring of the project, and were exposed to skills training and relevant markets by two facilitators (Trollip & Boshoff, 2001: 53).

Factors that were noted as contributing to the success of these projects included the ownership of the project by the participants. As they requested assistance, they devoted themselves to the effective operation of the project with the assistance of the two co-facilitators. This ensured the sustainability of the project, even after the departure of the facilitators. It was also discovered that skills training in areas such as marketing, financial management and administration were critical to the operation of the project, as participants had no such skills at the time of joining the project. Sharing and exchange of knowledge was also noted among participants, in this case the older women displayed traditional skills in areas such as weaving and other crafts, which came in handy for the younger women
(Trollip and Boshoff, 2001: 53-58).

Another example of an IGP is that of a project by rural women, who were assisted by a development agency to start a vegetable garden in their community. The main aim of this project was to improve the diets of community members. The women managed to organise themselves effectively, such that the project did not stop with food for their families, but it expanded to produce surplus production that could be sold. They expanded their production by acquiring more land and thus changing their position and image in the community. More jobs were created for other community members to such an extent that the impact in the community was evident (Barefoot Collective, 2009: 8).

Lastly, another IGP was facilitated in Swanieville, Krugersdorp, with a group of 20 unemployed women. This project consisted of women between the ages of 25 and 50. Some of these women were already engaged in some informal activities, such as selling peanuts and sweets from their homes with little profit. The aim of this IGP was to empower these women and reduce unemployment. The activities in the project included the baking of *vetkoek*, training in sewing, design and catering. The participants were empowered through a participatory development approach, which ensured that they took part in all stages of the project, such as consultation on development issues and extensive training sessions to disseminate information to other members. Through the participatory process, the participants were given authority and knowledge to enable them to make choices and informed decisions about their lives and take ownership of their work (Mafoyane, 2002: 46 & 88).

The findings in the above Swanieville project indicated that, whereas these women were previously regarded as extremely passive with regards to issues pertaining to their children's welfare and were labelled as apathetic and uninvolved, they acquired a variety of skills within the project, which enhanced their pride and dignity. Furthermore, the project brought the women together to explore their needs and identify ways of meeting these needs. The project is a good example of the importance of involving people to participate in taking control of their lives (Mafoyane, 2002: 96).

Various research studies on IGPs have also been conducted. The following discussion will start with the international research works and conclude with research within the South African context.

A study by Parpart, Rai and Staud (2002: 218-219) was conducted on grassroots Non-Governmental Organisations (NGOs) and women empowerment in the slums of Bombay. The study discovered that income-generating activities (IGA), such as sewing, pickle-making and handicraft were not very popular as many NGOs recognised that such projects may increase the women's workload for little financial return and could not compete with increasingly competitive global market. Even successful IGPs rarely transformed the women's position in the household; some argue that micro-finance programs divert women from other more effective strategies

16

for empowerment. Many NGO projects for women have often failed due to lack of technical knowledge or poor planning. NGOs also tend to stay in relatively "safe" service delivery areas that do not always relate to women's concerns, such as health and education.

Research was conducted in Zambia on the IGP micro credit model established within the Rainbow Care Project to evaluate its impact on the families hosting orphans. Participants had to undergo some training on the scheme before they were able to access loans. It was found that the scheme was an indirect help to orphans through the profits generated by the IGPs and the repayment rate on the total amount of the loans, which showed concrete possibilities of improvement. The most feasible evolution of the model was the collection of internal deposits, which turned the income-generating activities into a, "Bank for the Poor" (Tedesco, 2001: 3-6).

In a review on income generating activities on the Safer Cities Project in Dar Es Salaam, it was found that the objectives of establishing IGPs were being met, namely the objective of income generation, poverty reduction and job creation. But on the other hand, it was also noted that there was a need for frequent and regular technical support by municipalities, who acted as host structures for the IGPs. This would ensure that IGPs received advice on a regular basis. Other needs that were identified were that of training, capacity building and seeking markets for the IGPs. Finally, the review also noted the improved solidarity amongst group members, and improved social capital in the form of trust, cooperation and cohesion building (Tandari, 2004: 16-17).

The matter of projects not benefiting participants as expected, such as the research in Bombay, was also captured in the study conducted by the Kagiso Trust.

In SA, research was conducted in the Limpopo Province, where it was noted that documentation on government IGPs approach to poverty alleviation is scanty, with much unpublished research. It was further stated that there is little information in terms of the design of these projects and their possible impact on participants. Furthermore, every sector of state funded/government institution is said to be involved, in one way or the other, with poverty alleviation programmes. The

challenge noted was the lack of coordination and networking amongst these institutions (Kwaw, 2006: 60).

In another research conducted on IGPs in South Africa, the focus was on the contribution of facilitators within the IGP. It was noted that the needs of groups that operated without a facilitator centred on survival, while the groups that had a facilitator seemed to have transferred the responsibility for their survival to their facilitator. Further findings indicated that groups who worked under the guidance of facilitators were more successful than groups who worked without the assistance of facilitators. It was also noted that although it is important for groups to operate independently, it is unrealistic to expect unsophisticated, rural women to understand the cultural and product requirements of a sophisticated market, such as producing products that can be marketable. Therefore, they would not be able to function effectively without the assistance of a facilitator, at least at the beginning of such projects (Trollip, 2001: 45-47).

The following were features also noted by Chigudi (1991: 3) in earlier research:

- Women were mostly involved in projects covering those traditional activities, such as sewing, baking and crocheting;
- Due to inadequate external support, these activities suffer due to inadequate funds as donor funders tend to give little funds to women- initiated activities;
- It was also noted that projects were hampered by lack of basic information on the resources needed for the projects, markets and marketability; and
- Women were unaware of the need for resources, such as information and business training. They were only recognising financial constraints.

In summary, the following can be noted from the above research and examples of IGPs:

- The NGOs assisted the projects with technical support, such as training, skills development, donor funding and exposure to markets. On the other hand, it was also noted that sometimes this support is not beneficial to projects, as the

economic activities that are usually regarded as "safe" by NGOs were not benefiting participants. In some instances, such support needed to be frequent and regular to be meaningful;

- Technical support, such as training, capacity building and seeking markets for products is critical for the success of IGPs. In the case of Bombay, it was noted that the lack of technical knowledge and poor planning led to the failure of the projects. In projects where participants received training, the economic benefits were notable;

- Participants benefited in various ways from the projects; they were exposed to learning, skills development and income. In some of the projects, it was indicated that participants' personal image and positions in communities were enhanced due to this involvement. Sharing of profits, active participation, improved solidarity amongst participants and improved social capital in terms of trust, cooperation and cohesion building amongst members were also noted;

- Most income-generating activities involved only or mainly women. The activities tended to be on a small scale and cannot be compared to the larger business sector; they operate within the informal economic environment. Activities often include vegetable gardens, food production, and so forth; and

- In most of the examples, the projects were established or enhanced after a social disaster, such as displacement due to war (Chad), the scourge of the HIV epidemic (Zimbabwe), and the impact of poverty (Swanieville). These are situations of poverty, which result from different causes.

Although the examples and research note the improvement in self-image and social status of women who participate in these projects, little has been said about their views and personal experience within these projects (Kwaw, 2006: 60). This statement links with the rationale for this particular research.

My interest in researching IGPs developed when, as part of the Master's Degree course work, I was tasked to evaluate an income-generating project funded by the Department of Social Development. I had the opportunity to evaluate one income-generating project in the Atteridgeville area of an NGO affiliated to the Phelindaba

Forum. The Phelindaba Forum is an informal network of non-profit organisations based in Atteridgeville, Saulsville and Moshengoville. The Forum aims at contributing to the development of an active and strong civil society that can better raise awareness about social challenges faced by communities and finding solutions. The NGOs that form part of the Forum all have various IGPs, which include gardening, sewing and women-empowerment activities (Phelindaba Forum, 2005: 1).

The project selected for this evaluation operated from the backyard of one of the participants, who served as the instructor in the project. At the onset, the social worker, who was the facilitator of that project, indicated that the project was doing well in terms of skill transfer and income generation. The NGO hosting the project was said to furnish the project with equipment and material for the production of clothing. The agreement between the participants and the hosting NGO was to sell the clothes produced by the participants for profit, which would then be used to buy more materials and benefit the participants too.

During the researcher's discussions with the instructor of the project, a different story emerged. It became clear to the researcher that the understanding of the NGO and the participants about the project was different. It came out that some participants had left the project because they were not benefitting from the project as initially envisaged. The researcher came to the conclusion that IGPs are not necessarily what they are said to be, and may be experienced very differently by the facilitators, such as social workers or community developers, and the participants. The researcher's observation led to the development of an interest in finding out how other people, who engage in IGPs, experience the projects.

The reasons why this research is worth pursuing, is that it could serve as a contribution for social workers and community developers, who sometimes facilitate projects within communities. It would highlight the importance of exploring how the participants within such projects view the projects and how their involvement impacts on their lives. Their views about the projects could assist in establishing the positive or negative impact of the projects on their lives, uncover other potentials that these participants have that could be beneficial to the improvement of the project, and their other needs could be addressed within the projects. This research could also benefit

donor funders, who have an interest in assisting IGPs by offering information about the participants themselves. The information gathered from participants' feelings and views could help change the way some projects are run. Engaging with the participants in terms of how they see things, could prevent the abuse of donor funding and result in real benefits to communities.

Finally, this research could benefit the project participants themselves, as they will get the opportunity to be introspective about the projects they are involved in. They may have the opportunity of stepping back and viewing their involvement, questioning its importance and benefit. They will also be able to gain knowledge by sharing with the researcher. Such knowledge would enable them to change the way they usually do things and seek to improve the operations of their projects.

In view of the aforementioned discussion on poverty and IGPs, the research problem in this study is formulated as follows:

From the researcher's observation of the one project in Atteridgeville, it would appear that some IGPs do not always contribute positively to increasing income, but participants nevertheless seem to remain within these projects because of other unclear, need-fulfilling experiences and reasons. These do not seem to have been researched or documented according to the literature that has been consulted.

1.2. RESEARCH QUESTION

When people engage in research, the aim is to answer a question or satisfy a curiosity. Such a question is said to provide a guide to the specific research. It specifies in much more precise terms what the research is about. It acts as a route map for research and provides a focus for data collection. It helps guide the literature to be examined, what the focus of the inquiry should be and what kinds of questions may be useful in the research instrument, such as an interview schedule (Becker & Bryman, 2004: 67; Maree, 2007: 3; Babbie & Mouton, 2006: 53).

In qualitative studies, inquirers state research questions that can assume two forms; a central question and associated sub-questions. The central question is a statement

of the question being examined in the study in its most general form. Qualitative questions use words like, "what," or "how," to convey an open and emerging design (Creswell, 2003: 105-106).

Against this background, the researcher decided that the central research question in this study would be, "What are the experiences of participants about the IGPs in which they are involved?"

Rogers (cited in Grobler et al, 2003: 45) views experience as an umbrella concept that includes needs, behaviour, emotions, values and perceptions. In this study, this would include expectations, emotions, feelings and thoughts about participating in IGPs. Based on the research question, the researcher decided on the following goal and objectives of the research.

1.3. RESEARCH GOAL AND OBJECTIVES

The goal of a study is that which the study intends to establish or confirm, depending on the nature of the problem under study. The goal is also supported by objectives, which are short-term achievable tasks. De Vos, Strydom, Fouche and Delport (2005: 104) describe the goal as, "the end towards which effort or ambition is directed." The goal is broader and rather abstract in nature, and is synonymous with, "a dream," that one strives towards. The objective, on the other hand, denotes a more concrete, measurable and more speedily attainable notion of a goal. It is the steps taken one after another, within a certain time span, to attain the, "dream."

The purpose of social research may also be organised into three groups based on what the researcher is trying to accomplish, namely, exploring a new topic, describing a social phenomenon, or explaining the reason why something occurs. Exploratory studies address the "what" question, descriptive studies presents a picture of the specific details of a situation, social setting or relationship, and explanation responds to the desire to know "why." The explanation approach builds on exploratory and descriptive, and goes further to identify the reason why something occurs (Neuman, 2000: 21-22).

The goal of the study is to explore and describe the experiences of participants in income-generating projects. Since experience can include expectations, feelings, perceptions and values, the goal is broken down into the following objectives:

➢ To explore and describe the expectations of participants at the onset of the project;

➢ To explore and describe participants' perception of what has been achieved in the project in relation to their expectations on joining the project;

➢ To explore and describe the participants' feelings and thoughts about the project;

➢ To identify and describe the participants' perceptions of the factors that contribute to success and failure of these projects; and

➢ To explore and describe the facilitators' perceptions of the projects and their impact on the participants.

How these goals and objectives will be reached, will be outlined in the description of the research methodology.

1.4. RESEARCH METHODOLOGY

There are several ways of classifying research studies. One of the most important ways focuses on the methodology used. The other arises from the reasons for the research being conducted. The other more traditional method is based on the demands of the research question (Bless & Higson Smith, 2000: 37).

Research methodology is what makes social science scientific. Social researchers choose from alternative approaches to science, with each approach having its own set of philosophical assumptions and principles, and its own stance on how to do research (Neuman, 2006: 79 and Dawson, 2006: 14).

This section discusses the research methodology by exploring the research approach selected for this study, as well as the research design and method of data collection within this approach.

1.4.1. Qualitative Research Approach

When one considers research methodology, one looks at the theory of how the inquiry should proceed. This is when one considers the choice between the two major research approaches, namely the qualitative and the quantitative approaches (Dawson, 2006: 15).

Qualitative research, as a research methodology, is concerned with understanding the processes and the social and cultural contexts, which underlie various behavioural patterns. It is mostly concerned with exploring the "why" questions of research (Maree, 2007: 51). Qualitative researchers are more concerned about issues of the richness, texture and feeling of raw data because their inductive approach emphasises developing insights and generalisations from the data collected (Neuman, 2006: 149).

This study will use the qualitative research approach in view of the fact that the focus will be on exploring the participants' experiences in IGPs. Creswell (2003:18) indicated that in the qualitative approach, the researcher makes knowledge claims based on constructivist perspective, for example, the multiple meanings of individual experiences with the intent of developing a theory or pattern.

The following characteristics of the qualitative approach led to its selection for this study:

- Meaning: The multifaceted nature of qualitative research approach has been emphasised by explaining that there is not necessarily a single, ultimate "truth" to be discovered in qualitative research. Instead, there may be multiple perspectives and meanings held by different individuals, with each of these perspectives having equal validity or truth. This refers to the fact that individuals are different and they will attach specific meaning and have different experiences of the same phenomena, such as an IGP. Therefore, each experience will be valid for a particular individual (Creswell, Guba & Lincoln cited in Leedy and Ormrod, 2005; Bless & Higson-Smith, 2000).

Since the qualitative approach focuses on human experiences, language becomes very critical in providing a sensitive and meaningful way of recording these experiences (Bless & Higson-Smith, 2000 and Dawson, 2006). Furthermore, the qualitative approach focuses on phenomena that occur in a natural setting in the real world, recognising that the issue being studied has as many dimensions as human feelings and thoughts (Leedy & Ormrod, 2005: 133).

- <u>Researcher as the primary instrument:</u> The qualitative researcher is seen as the main instrument in the research process, collecting data, using interviews and observing people in their natural environment (Babbie & Mouton, 2001: 72).

- <u>Field work:</u> Qualitative research calls for the researcher to be in the field in order to engage with the subjects of the research directly. This also affords the opportunity to not only talk to people, but to observe them in their natural environment (Leedy & Ormrod, 2005: 133).

- <u>Descriptive:</u> The objective of qualitative study is said to describe and understand people's experiences in their own way of expressing the meaning they attach to these experiences. This approach attempts to understand people in terms of their own definition of their world. The focus is on the subjective experiences and it is sensitive to the context in which people interact with each other (Babbie & Mouton, 2001).

In view of the aforementioned discussion, the qualitative approach was found to be appropriate for this study, as the study is aimed at exploring the experiences of participants in IGPs, which might differ from person to person because people experience the same phenomena differently and attach different meanings to those experiences. No single view on IGPs will be regarded as the truth, but all views will be taken as meaningful. The researcher will also personally collect data by engaging with participants; the participants will share their experiences as participants in projects so as to answer the research question, *"What are the experiences of*

participants in IGPs?" The data collected will be in narrative form and will be gathered through the interviews, observing the participants in their natural environment and their non-verbal behaviour when they express their views about their projects.

1. 4.2. Research design

Based on the research question, goal, objectives and research approach, the researcher has to select the design to be used in gathering data from the selected participants for the study.

There are various descriptions of the term "design." Babbie and Mouton (2001: 74) refer to design as the plan or blueprint used by researchers in conducting a study. The research design describes the procedures for conducting a study and its purpose is to help find appropriate answers to research questions. It is a plan or strategy that moves from the underlying philosophical assumptions to specify the selection of respondents, data-gathering techniques and the data analysis to be used (Maree, 2007: 70, 330).

A research design provides a structure or framework within which data is collected, focuses on the end-product in terms of what kind of study is being planned, and the end results sought, so as to assist in answering the research question. It explains in detail how the researcher intends to conduct the work, describing adequately the activities to be undertaken. Therefore, the purpose of the research design varies according to the nature and purpose of the study, type of population and the structure of the research (Babbie & Mouton, 2001; Becker & Bryman, 2004; and Sarantakos, 2005).

The design will assist the researcher in this study in terms of outlining the kind of data to be collect, how this will be done and who the target group will be for the study. Furthermore, the plan would also include how the collected data will be analysed to result in specific findings.

In qualitative research, the design determines the researchers' choices and actions. The researcher will, during the research process, create the research strategy best suited to their research, or even design their whole research project around the strategy selected (De Vos et al, 2005: 269).

Since the researcher in this study intends to explore and describe experiences of participants within IGPs, which is a new area of interest, explorative and descriptive strategies of inquiry will be used (Neuman, 2000; Rubin & Babbie 2001; Mouton, 2001; Graziano & Raulin, 2000; Patton, 2002 and Babbie 2007).

In exploratory research, the primary purpose is to examine a little understood phenomenon and where certain amount of background information must be gathered, to develop preliminary ideas and move towards refined research questions. Descriptive research is aimed at, "painting a picture," and describing what is being observed, using words and to present a profile or describing a phenomenon (Neuman, 2006; Bless & Higson-Smith, 2000 and Babbie, 2007). Exploratory design includes the reviewing of literature on the subject matter, talking to people or subjects about the particular phenomenon, often employing the use of interviews, and observing those engaged with a particular aspect that which is being researched. Sometimes one could pursue the research through focus groups or guided small-group discussions (Babbie 2007: 88).

Another approach that was combined with the exploration in this study is the descriptive approach. Babbie and Mouton (2001: 80-81) indicated that in this approach, the researcher observes and describes what has been observed. Bless and Higson-Smith (2000: 37) adds that descriptive studies are also used to test statements that do not relate to more variables, but express facts about the worlds. Where the researcher is merely interested in describing a phenomenon, the research is called descriptive research. Babbie (2007: 89) states that a major purpose of many social scientific studies is to describe situations and events. It is further stated that because scientific observation is careful and deliberate, scientific descriptions are typically more accurate and precise than casual ones. This study also involved descriptions of the events and environments within which participants exist and interact.

In summary, the researcher plans to utilise the qualitative research approach, using the exploratory and descriptive research designs to explore, observe and describe the experiences of participants in selected IGPs.

1.4.3. Method of data collection

The method of data collection refers to the process whereby the researcher will conduct the study, including the tools to be used to collect data (Dawson, 2006: 28). In this section, the researcher will outline how the participants for this study will be selected (population and sampling), the process whereby data will be collected, including the preparation of participants for data collection, the process of analysing and verifying this data. Finally, the study will also consider the ethical implications of the research.

1.4.3.1. Research population

When research is conducted, data needs to be collected from the objects of the inquiry in order to address the research problem. The population encompasses the total collection of all units of analysis, or set of elements about which the researcher wishes to make specific conclusions. Gravetter and Forzano (2006: 118) also refer to the population as the large group of interest to a researcher. It is essential to accurately describe the target population by clearly defining the properties to be analysed. This facilitates the establishment of boundary conditions to make it easy to ascertain whether or not an element belongs to a population. This also simplifies the sampling process (Welman,Kruger and Mitchell, 2005: 52 and Bless & Higson-Smith, 2000: 85).

Populations are said to be huge and comprising too many individuals to measure and study. The population in this study would be all participants and facilitators in IGPs of NPOs operating under the auspices of the Pelindaba Forum in Atteridgeville during 2008, the year of study.

1.4.3.2. Sampling and sampling technique

A social researcher has a whole world of potential observations. Yet, nobody can observe everything. A critical part of social research is the decision about what to observe and what not. Neuman (2000: 195) stated: "We can't study every case of whatever we're interested in, nor should we want to. Every enterprise tries to find out something that will apply to everything of a certain kind by studying a few examples."

Sampling is the process of selecting observations to overcome the problem of having to deal with large numbers in a study. Researchers choose a small, more manageable number of people to take part in the research (Babbie & Mouton, 2006: 164; Dawson, 2006: 48; Sarantakos, 2005: 152-153; De Vos 2005: 194; Bless and Higson-Smith, 2000: 86; Neuman, 2003: 195 and Gravetter et al, 2006).

In qualitative research, sampling is less structured and less strictly applied than in qualitative research. It can be linked to the methods of qualitative data collection, such as observation and interviewing. Observation is applied to collect the richest data, as researchers attempt to observe everything within their field of study (Rubin & Babbie, 2001: 399).

- Sampling technique

The researcher intends utilising the non-probability sampling in this research to secure a sample of research participants in IGPs who fit into the criteria indicated below. Non-probability sampling involves sampling which relies on the availability of subjects. It is a method that does not employ the rules of probability theory; it is also referred to as a rudimentary approach that consists of taking all cases on hand until the sample reaches the desired size (Babbie & Mouton, 2001: 166; Sarantakos, 2005: 163 and Bless & Higson-Smith, 2000: 92).

There are four types of non-probability sampling identified. These are reliance on available subjects, purposive/judgemental sampling, snowball and quota sampling (Babbie, 2007: 183). This research will use available subjects, as the researcher has to rely on the willingness of the subjects to participate in the study.

The criteria for inclusion in the sample will be as follows:

- Criteria for IGPs selection

The researcher will select the IGPs as follows:

- ✓ IGPs that are operating under the auspices of those NGOs or NPOs that are affiliated to the Phelindaba Forum;
- ✓ IGPs that have been operating for over a year; and
- ✓ IGPs funded by Government or Civil Society, and are therefore not self-funded.

- Criteria for research participants (participants and facilitators)

The selection of participants will be based on the following:

- ✓ Involved in the selected IGPs;
- ✓ Willing to be part of the study; and
- ✓ Available for the interviews.

- Sample size

The first question researchers tend to ask is: "How many people should I speak to?" Choosing a sample size depends on the type of research and what will be done with the results of the research. There are no rules for sample size in qualitative inquiry. The sample size is determined by what a person needs to know, the purpose of the inquiry and what is at stake. This is also based on the availability of time and resources, such as budget (Patton, 2002: 244).

Neuman (2000: 196) adds that for qualitative researchers, it is the relevance to the research topic, rather than their representativeness, which determines the way in

which research subjects are selected. The number of participants selected will depend on the availability of interested subjects and data saturation.

The key is to select a sample that will be manageable, considering the time and budget involved. Furthermore, in purposive sampling, which is one type of non-probability sampling, it may be difficult to specify the sample size at the beginning of the research. Instead, one continues using the chosen procedure for sampling until a so-called saturation point is reached. This is when the researcher reaches a point where they feel that everything is complete and that no new information will be obtained by on-going sampling (Dawson, 2006: 53-54).

1.4.4. Data collection

This section will outline the process of preparation for data collection, the method to be used to collect data, which will also include the piloting of the research instrument, and the role of the researcher in the study.

1.4.4.1. Preparation for data collection

Preparation for data collection starts with the preparation of the research instrument, covering topics and questions to be asked, piloting the instrument before the actual research, gaining access to the site that is intended for research and preparation of research participants.

- Preparation of research instrument

The researcher will use semi-structured interviews, using an interview guide as a research instrument to gather data from research participants. The topics to be covered in the interview guide will be established before the interviews, and will be utilised in a flexible manner, so that each interview should follow whatever course seems appropriate in the light of the answers given (Babbie, 2007: 88-89).

Interviewing in research is described as a face-to-face encounter with an explicit purpose of one person obtaining information from another during a structured conversation, sometimes based on a prearranged set of questions (Babbie &Mouton, 2001: 249).

The aim of the two-way conversation in which the researcher interviews the participant is to collect data and learn about ideas, beliefs, views, opinions and behaviours of the participants. The aim of qualitative interviews is to see the world through the eyes of the participant and if used appropriately, the interview can be a valuable source of information. The aim is also to get the rich, descriptive data to assist in understanding the participants' construction of their social reality (Maree, 2007: 87).

Semi-structured interviews involve predetermined questions, allowing for probing and clarification of answers. The researcher has to be attentive to the responses in order to be able to pick up new emerging lines of inquiry, explore more and probe without losing track of the critical purpose of the interview (Maree, 2007: 87).

The topics selected are those that would ensure that the goal and objectives of the study would be achieved. In this study, the topics and questions were predetermined and linked to the objectives of the study, as the objectives have to be met at the end of the study. The topics are set out in two interview guides that will be used to gather data from the research participants, namely the participants and facilitators within the selected IGPs (See Appendix B and C).

- <u>Interview guide to engage with IGP participants</u>

The topics in the participants' interview guide centre around the motivation of participants to join the project, how they found out about the project and the period of time they have been involved in the projects, were intended to address the objective of identifying the expectations of the participants at the point of joining the project. The highlights and challenges experienced within the project, and their family background, as it relates to their participation in the projects, were also factors. Another topic on the current status and future plans of the project would address the

objectives of how the participants perceive the success or failure of the project (See Appendix B).

- <u>Interview guides to engage with the IGP facilitators</u>

The interview guide to engage with the facilitators involves topics on the operations of the project. Such topics include the activities within the project, how the participants are recruited and how the facilitator perceives the participants' involvement in the projects. These topics were intended to address the objective of how the facilitator perceives the project in general (See Appendix C).

- <u>Pilot study</u>

The researcher, after having developed the interview guide, will test if it is feasible to be used in a study. This is done through the process called piloting. As outlined by De Vos et al (2005: 331-332), a pilot study is conducted in smaller areas with fewer respondents who will not form part of the actual study. The researcher is then able to form an opinion on the impact of the questions to be used, and have an opportunity to review the research instrument accordingly. A pilot study involves developing a preliminary version of a measure, and trying it before applying the final version in the study. It involves asking people the questions on the schedules, and checking to see whether the questions are clear. This process can also improve the quality of the measure (Neuman, 2006: 191).

- <u>Preparation of research participants</u>

It is said that entering and gaining access to a site for a study depends on common-sense judgement and social skills. Entry into a research site is viewed as analogous to peeling the layers of an onion, wherein bargains and promises may not remain stable over time. One may also need to revisit initial agreements. When access has been negotiated, one must learn the ropes, develop rapport with the subjects and maintain social relations (Neuman, 2006: 388-389).

A researcher has to establish rapport before the research participant can share personal information in an interview setting. Research participants need to be able to trust researchers if they have to reveal intimate life information (Dawson, 2006: 29 and 71-72). The researcher should always make the aim of the research clear to the prospective research participant, as well as inform them of what information will be gathered from them. It is also essential to verify the prospective research participants' willingness to be part of the study, as they may well refuse (Maree, 2007: 88).

Maree (2007: 89) emphasises the importance of obtaining permission from participants to use a voice recorder. The matter of using a voice recorder will also be discussed and confirmed with participants during the preparation phase. The voice recorder would support the written notes during the interviews, and prevent loss of critical data.

1.4.4.2. Process of data collection

The researcher will be flexible in terms of the site for data collection. This will be confirmed with the participants so that their lives are not severely disrupted by the research. An agreement will be reached with each participant in terms of when and where they can be interviewed. The researcher intends sharing information of the research with the participants, so that they know exactly what is going to happen with the data that will be gathered. For instance, the recorded data on the interviews will be shared with them before the final report can be written, thus ensuring that accurate information appears on the report.

In qualitative research, the researcher is regarded as the 'research instrument,' therefore their subjectivity cannot be eliminated. The researcher's involvement and immersion in the changing, real-world situation is essential because the researcher needs to record those changes in the real-life context (Maree, 2007: 79).

In this study, the researcher will play the role of a listener and an observer during the process of collecting data. Face-to-face interviews allow one to also observe the non-verbal cues from the participants. The community of Atteridgeville is mostly

Setswana (Tswana) speaking, a language that the researcher is familiar with, having worked in the field for more than twenty years. The interviews will thus be conducted in Setswana and translated to English, a language selected for study purposes.

The researcher will record the information gathered through the administration of the interview guide. As cited by Maree (2007: 89), the recording of data should be done meticulously; it includes writing down answers as given by participants. He further cautions that writing answers to questions can be time-consuming, thus the use of a voice recorder can be useful in this regard and to ensure that data is not lost.

1.4.5. Method of data analysis

Data analysis is about processes and procedures where the researcher extracts explanations, understanding or interpretation from qualitative data collected. The aim of the analysis is to examine the meaningful and symbolic content of the qualitative data collected. This refers to understanding how participants make meaning of specific phenomenon by analysing their perceptions, attitudes, understanding, feelings and experiences. This process also allows for reflection on data collected and identification of gaps in data to enable the researcher to go back and acquire more data, where necessary (Maree, 2007: 99-100).

The data collected through interviews with participants has to be analysed in order to draw some findings from the study. The findings will enable the researcher to compare, or contrast the data with what is available in literature. Mouton (2001: 181) confirms the importance of data analysis and stated that it begins even while the interviews are being conducted. This is called the preliminary analysis, which enables the researcher to redesign the questions asked during the interview when the need arises. It is further stated that the formal analysis would then involve separating or categorising the information according to emerging themes and categories. The material within the categories can be compared to discover variations, nuances and connections between themes. The aim of this exercise would be to integrate the themes into a theory that offers detailed, yet subtle, interpretation of the research arena (Mouton, 2001: 181 and Patton, 2002: 434).

In this study, the researcher will consider the data analysis method, as outlined by Tesch in Creswell (2003:191-192). These steps can only be followed after the interviews have been transcribed and sorted according to codes to enable for easy reading. The following are the steps, as proposed by Tesch:

Step 1:

This involves careful and thorough reading of all the interviews for clarity and to get a sense of the whole, while simultaneously jotting down critical ideas that come forward from the interviews.

Step 2:

One transcript is selected and analysed for underlying meaning, and not the substance of the information. The researcher asks questions, such as, "What am I reading here?", "What is this about?" and so forth. Whatever comes to mind in this regard is recorded.

Step 3:

Step 2, as above, is repeated with all the interviews, listing all the topics, clustering together similar topics and labelling them as, 'major topics,' 'unique topics,' 'others' or 'left-overs.'

Step 4:

The list of topics is compared with the transcribed interview data. The researcher then codes the topics, writing the abbreviations next to the corresponding theme.

Step 5:

The topics are formulated in descriptive wording and put into categories. Similar topics are also grouped together for manageability.

Step 6:

The process, in terms of topics, codes and categories to be used, is then finalised.

Step 7:

The researcher assembles information that belongs to the same category, using the cut-and-paste method, and performs a preliminary analysis.

Step 8:

Finally, the process of report writing commences.

The researcher will present the interpretation of the data in a narrative form, and also compare and contrast this with available literature. The data will then be verified to ensure that the recorded information is accurate. There are various methods of verification in research. The next section will outline the method selected for this study.

1.4.6. Method of data verification

When conducting research, one also needs to consider the element of verifying the data collected to ensure the trustworthiness of findings and accuracy in reporting. The researcher will use the verification method described by Maree (2007: 113-115). The following are some of the suggested techniques to ensure trustworthiness of the research:

1.4.6.1. <u>Verifying raw data</u>: After completing the interviews, the researcher has to verify the raw data with the participants for accuracy. This can be done during subsequent interviews, where the participants will be given the opportunity to view the recordings of the previous interviews to confirm the data. This also affords the researcher and participants the opportunity to add more information, if the need arises. This process can also extend to

the report itself, where the researcher provides participants with the preliminary report of the final findings for cross-checking.

1.4.6.2. <u>Keeping notes of research decisions taken</u>: The researcher needs to keep record of decisions made during the research, including data collection and analysis. This recording will assist in cases when there are some deviations in the techniques for data collection and when final decisions on the findings need to be made.

1.4.6.3. <u>Stakeholder checks:</u> This is the process of allowing participants to read through the interview transcripts and see how the researcher interprets the information. This assists in ensuring trustworthiness of the research findings.

1.4.6.4. <u>Avoiding generalisation:</u> Qualitative research is said to be aimed at providing an understanding from the participants' perspective more than from the larger population's generalisations. The main idea is to understand the participants' experiences, attitudes and behaviours.

1.4.7. Ethical considerations

The term *ethics* implies preferences that influence behaviour in human relations, and deals with issues of right and wrong. When it comes to research, ethics are also viewed as a set of moral principles suggested and accepted by individuals or a group. Ethics offer rules and behaviour expectations about the most correct conduct towards experimental subjects, employers, sponsors, other researchers and student. Ethics serve as standards, a basis upon which researchers ought to evaluate their conduct (De Vos et al, 2005: 57).

Researchers in the social sciences are faced with complex and evasive ethical issues because data should not be obtained at the expense of human beings (De Vos et al, 2005; Creswell, 2003 and Sarantakos, 2005). It is argued that researchers have the responsibility to those who participate in a research project, and responsibility to the discipline of science to be accurate in their reporting.

In this research, the researcher will consider the following ethical considerations, as outlined by De Vos et al (2005: 60).

1.4.7.1.   Informed consent

Social research often invades a person's privacy. It is critical that people participate voluntarily and they should know that they have a choice to refuse to divulge certain information about themselves. Participants need to be informed of the consequences of participating, so as to enable them to make informed decisions in this regard.

Informed consent is necessary in all research undertaken where people are participants. Participants need to know what the research is all about, how it will be conducted, the possible advantages and disadvantages, and the credibility of the researcher to conduct the study. This will ensure that people are not forced into participating or tricked by the use of inadequate information. Sarantos (2005: 19) refers to, 'free and informed consent,' on the part of participants. This aspect is based on one of the most basic and important principle of social work, the principle of self-determination on the part of the participant (De Vos et al, 2005: 60).

During the study, the researcher will explain the purpose of the research in such a way that respondents will understand what would happen with their input. Consent would be requested from participants to use the information for study purposes and possibly, further research.

1.4.7.2.   Violation of privacy/confidentiality

The Bill of Rights in the South African Constitution is the cornerstone of democracy in the country. It enshrines the rights of every individual citizen of this country, namely the right to human dignity, equality, freedom and privacy (The Constitution of South Africa, 1996:4). Since research is conducted with the aid of people, researchers need to take cognisance of these rights as they apply to research. One of these rights is the right to privacy.

Sieber (cited in De Vos et al, 2005: 61) views privacy as that which is not intended to be observed or analysed. As far as privacy is concerned, individuals have the right to decide what happens in their lives, who they share information with and what information they can divulge. It is critical for researchers to respect this right. When engaging with participants and the information they share, violation of privacy can jeopardise the research and cause harm to an individual. Privacy also ties in with confidentiality, wherein two parties agree on how information will be handled.

Researchers are obligated to safeguard the privacy of participants and be sensitive to issues that call for this, as people have the right to privacy regarding their private lives, sensitive issues and answering questions they dislike. It is emphasised that the ethical standards of research prescribe that researchers abstain from delving into the private affairs of subjects. It is therefore important to assure participants beforehand about this consideration in a genuine manner. Confidentiality also calls for discreet handling of the information gathered and the identity of participants (De Vos et al, 2005: 61-62 and Sarantakos, 2005: 21).

Furthermore, the element of anonymity should be considered, as people are sometimes prepared to divulge information of a private nature on condition that their names are not mentioned. But on the other hand, in social research, grouped data is usually of more interest than individual results. The researcher can keep names linked to data, but the information made public should neither include names of respondents, nor make it possible for the information to be linked with a particular respondent (Bless & Higson-Smith, 2000: 100 and Sarantos, 2005: 21).

This study will be based on this ethical consideration. Participants will be alerted to the fact that they have the right to self-determination in terms of their willingness, or lack thereof, to participate in the study. Participants have the right to decide if the information shared can be recorded in a document that can be made public. Participants should be informed upfront on the purpose of the research and how the information gathered will be utilised. Permission should be requested from them to use the information in the report.

1.4.7.3.   Actions and competence of researcher

Each researcher needs to ensure that they are adequately skilled to conduct a study. It is vital that research is conducted in a most ethical manner so as to avoid invalid results. It is also important for researchers to be well conversant with issues, such as values, norms and climate of communities before engaging people in a study (De Vos et al, 2005: 63).

This study will be conducted in an area wherein the researcher has had numerous engagements with the community on a professional level as a social worker, and is familiar with the culture and value system in this community. The critical part is to ensure that a high standard of professionalism is maintained throughout the study. This can be achieved through ensuring that the researcher always makes appointments with participants, is punctual for the meetings and is objective at all times. This can also be achieved by undertaking research with guidance from a research supervisor.

1.4.7.4.   Release of publication of information

The findings of any research are recorded in writing for public consumption. It is important that correct and accurate information is captured so that other researchers, who might need to conduct further studies, are not misled by incorrect records of a previous study. It is an ethical obligation of researchers to ensure that their findings are truthful and appropriately recorded (De Vos et al, 2005: 65).

The researcher in this study could make efforts to cross-check the information recorded with the respondents before writing the final report. This would ensure that the information gathered is not distorted.

1.5.   CLARIFICATION OF KEY CONCEPTS

1.5.1. Income-generating project (IGP): The term is broadly used to describe small-scale economic activities undertaken by two or more persons, who are

ultimately expected to produce an income (Ala, 1996, cited in Mafonyane 2002: 23).

1.5.2. Poverty: There is no universal definition and the term has various definitions. For the purpose of this report, the following definition has been selected:

Poverty (noun): *"A condition of life so characterized by malnutrition, illiteracy, disease, squalid surroundings, high infant mortality and low life expectancy as to be beneath any reasonable definition of human decency"*
(Chambers, 1983: 1).

1.5.3. Poverty reduction: Promoting economic growth that will permanently lift as many people as possible over a poverty line (Barder, 2009: 1).

1.5.4. Poverty eradication: Addressing the root causes of poverty by providing for basic needs for all people, and ensuring that the poor have access to productive resources, involving credit, education and training (UN Millennium Development Goals, 2000: 1).

1.5.5. International poverty line: This is the poverty threshold. The poverty gauge is estimated at approximately USD1a day (SA Department of Social Development, 2008: 1).

1.5.6. Basic-needs approach: A method of viewing poverty as the absence of minimal, basic human requirements for life, as well as essential services like adequate food, safe drinking water, sustainable shelter and clothing (Burkey, 1993: 5).

1.5.7. Unemployment: Refers to a condition where the economically active population do not have jobs. Such people are available for employment, and are seeking work in order to earn a living (Matakanye, 2000: 6).

1.5.8. Experience: Rogers (cited in Grobler et al (2003: 45), views experience as an umbrella concept that includes all possible experiences. He refers to needs,

behaviour, emotions, values and perceptions of an individual, which are unique to that particular individual.

1.5.9. Participation: According to the South African Concise Oxford Dictionary (2005: 848) this means, 'take part.'

1.6. **OUTLINE OF THE RESEARCH REPORT**

This report will be structured as follows:

- *Chapter One: Introduction and Problem Formulation*

This chapter presents how the problem was formulated, providing a background on poverty, and how this links with the income-generating projects. The section also outlines the rationale for the research and how interest of the researcher on the study developed. The research question, goal, objectives, the selected research approach and the reason for selecting this particular approach are also outlined.

- *Chapter Two: The Implementation of the Qualitative Research Process as Applied in the Study*

This chapter describes how the research process unfolded. The research question, goal and objectives are revisited and linked with the implementation of the research approach. The chapter explains how the study was conducted to achieve the research goal. In other words, how data was collected, is described.

- *Chapter Three: Research Findings and Literature Control*

As data was collected, it had to be analysed in terms of what came out of the study. Literature relating to the topic under study was also explored. This chapter outlines the research findings, which are then compared and contrasted with available literature.

- *Chapter Four: Summary, Conclusions and Recommendations*

The final chapter will summarise the study as a whole. Conclusions from the findings will be also be drawn from the research and recommendations on the outcome of the study made.

1.7. **DISSEMINATION**

The findings of this research will be presented in the form of a report that can be disseminated to individuals in practice, or in communities who can make better use of the information when engaging with clients.

CHAPTER TWO

THE IMPLEMENTATION OF THE QUALITATIVE RESEARCH PROCESS, AS APPLIED IN THE STUDY

2.1. INTRODUCTION

Since the goal of this research was to explore and describe the experiences of participants within IGPs, which involves the meaning that each individual attaches to their experience, a qualitative research approach, as outlined in Chapter one was followed in the study.

The following discussion elaborates on how the qualitative approach was applied in the study.

2.2. THE RESEARCH QUESTION

Based on the research problem, as set out in Chapter one, that the experiences of people participating in IGP were an unknown and unexplored subject, the research question was formulated as follows:

 "What are the experiences of participants in IGPs?"

This research question guided the researcher in formulating the research goal and objectives.

2.3. RESEARCH GOAL AND OBJECTIVES

The goal and objectives of the study were discussed in Chapter One. Goals and objectives describe the end result of the study and outline concrete and an attainable conception of a goal (De Vos et al, 2005: 104).

Initially, the goal of the research was to evaluate the so-called IGPs in terms of their effectiveness to generate income. However, after a pilot study, it seemed that evaluation would be difficult, as the projects were not necessarily generating income and income-generation was not the only reason for participants' involvement in IGPs. It was then realised that it would be more appropriate to explore and describe the experiences of participants remaining in IGPs. The goal was then changed to explore and describe the experiences of participants in IGPs. The objectives were also refined to be relevant to the goal as defined in 1.3.2.

This refining of goals and objectives is not unfamiliar in qualitative research, as noted by Neuman (2000: 149), who stated that the qualitative research style is more flexible and encourages slowly focusing on the topic, goal and objectives throughout a study. The qualitative researcher begins data-gathering with a general topic and notions of what will be relevant. Focusing and refining continues after having gathered some data and starting a preliminary analysis.

2.4. QUALITATIVE RESEARCH DESIGN

Research design is described in paragraph 1.4.2. The researcher used the exploratory and descriptive design in this study. The researcher engaged with the research participants with the view of exploring and describing their experiences, and observing them within the projects. As qualitative research is done in the natural setting, the researcher conducted the interviews at the venues where the IGPs operate, such as school yards, office yards and the home of one research participant. This, however, contaminated the research as the researcher stepped out of her role as a researcher to being an advisor addressing areas of concern raised by participants. On hearing that the sewing project did not acquire the professional support from the NGO Social Worker, in terms of information and knowledge about the operations of a project, the researcher gave guidance to the participants on how to improve their operations.

It was also indicated, in 2.4 above, that qualitative research is more flexible. This flexibility was experienced in various ways, namely in the sample size and time

frame, and this will be mentioned in the discussion of each aspect of the research design.

The research design answers questions, such as from whom should information be collected? What information should be collected? How should it be collected? Where and when should it be collected? (Maree, 2007: 3). These questions relate to the research population, sampling and method of data collection.

2.4.1. Population

The population is said to be the large group of interest to a researcher. It encompasses the total collection of all units of analysis or set of elements about which the researcher wishes to make specific conclusions (Welman et al, 2005: 52; Bless and Higson-Smith, 2000: 85; and Gravetter and Forzano, 2006: 118).

The population in this study was all the IGPs, their participants and facilitators who operate under the auspices of NPOs and NGOs that form part of the Pelindaba Forum in Atteridgeville during 2008, the year of study. These NGOs render social services to the communities of Atterideville and Saulsville, and they have IGPs that are linked to their community projects.

To gain entry into the field of study, the researcher negotiated with the chairperson of the Pelindaba Forum to gain access to these NGOs and their IGPs. The chairperson is known to the researcher, as she manages a shelter that is funded by the Department of Social Development (DSD), where the researcher is employed. When the researcher informed the chairperson about the study, she informed the researcher about the IGPs that are operating under the auspices of the NGOs in the Pelindaba Forum. The researcher decided to access these IGPs as they are known and can be easily found. The research acknowledges the fact that there might be other IGPs in the area that are not part of the Forum.

The chairperson informed the researcher that some NGOs in the Forum have approximately 14 IGPs. This information was also checked in the Forum booklet for

the precise data. The chairperson indicated that, although she was not certain about the operations of these IGPs, the researcher was given permission to talk to the facilitators of the IGPs for further information.

2.4.1.1. Overview of Atteridgeville

It has been indicated that the IGPs to be accessed operate in Atteridgeville. According to information retrieved from the History of Atteridgeville website, Atteridgeville was established in 1939 for black people by the apartheid government. The first occupants were moved to Atteridgeville on 26 May 1940. More than 1500 houses were built for people who were relocated from Marabastad, Bantule and other areas around Pretoria between 1940 and 1949. In 1984, Atteridgeville was granted municipal status.

Atteridgeville is a diverse township whose residents speak numerous languages. The most commonly spoken language is Sesotho, which is closely related to Setswana and Sepedi. A mixture of languages, such as Afrikaans, Sesotho, English and isiZulu are sometimes fused together to form what is now a unique language style of the township, with a slight inclination to street slang known as tsotsitaal.

Some spoken languages in the community are Xitsonga, Sesotho, IsiZulu, IsiNdebele and Tshivenda.

Atteridgeville is commonly known as, 'Phelindaba,' or, 'Pheli,' which is a Zulu expression for, 'End of Story.' Atteridgeville obtained this nickname because of its proximity to the now non-operational nuclear power sites of Phelindaba. Some areas of the township are allocated in terms of ethnic groupings, which was a system of housing brought about and instituted by the previous apartheid government. Some of these areas were nicknamed, as follows, by local residents:

- Ou Stad: Sesotho-speaking residents are concentrated in this area. Two IGPs under study are situated in this area and will be discussed later in Chapter Three;
- Ten Morgan: This area has the same demographics as Ou Stad;

- Black Rock: A blurred concentration of Sepedi and Xitsonga-speaking residents;

- Matebeleng: Ndebele and Zulu-speaking residents are based here;

- Extension 3, 4, 5, 6: These are newly-developed areas that challenge past ethnic segregation;

- Selbourne Side: Xitsonga and Tshivenda-speaking people reside in this area.

- Ghost Town: These are areas near the old graveyard of Atteridgeville; and

- Harlem/Mshongoville: Atteridgeville West informal settlement (one IGP under study is situated here. This will be discussed in Chapter Three (History of Atteridgeville, year unknown: 1).
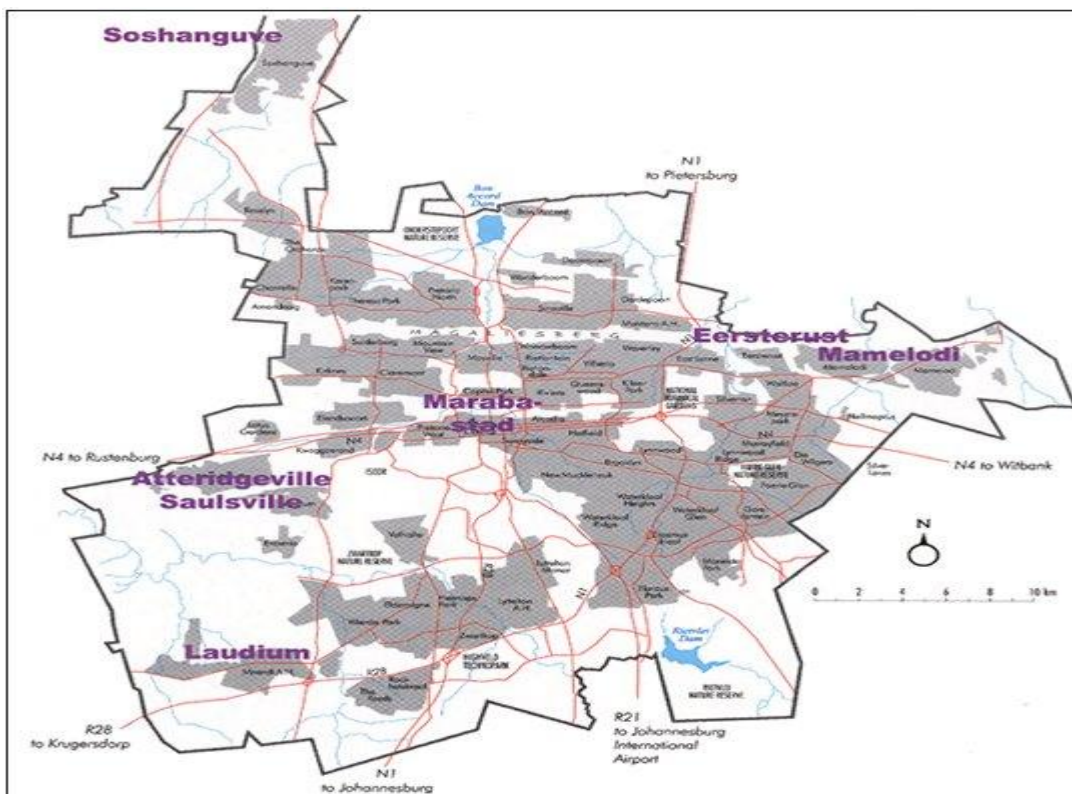
MAP OF TSHWANE SHOWING ATTERIDGEVILLE[1]

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[1] Accessed from :http://www.saweb.co.za/townships/township/Tshwane/map.html

2.4.2. Sampling and sampling technique

Sampling was determined by the available resources for the study. Such resources include time frame, financial budget, accessibility and proximity. Therefore, the IGPs selected operated in close proximity to each other, which enabled the researcher to visit all of them on the same day to set up appointments with participants for the interviews.

Although the researcher and the supervisor originally had agreed that out of the fourteen IGPs, three should be used for the study, with possible interviewing of five participants from each IGP, it was later decided that saturation had been reached after six participants and two facilitators were interviewed, and the researcher had returned to check the correctness of the transcripts. The researcher and the supervisor settled on this number for the entire study, thus eight research participants were used. This is supported by Patton (2002: 244) who stated that there are no rules for sample size in qualitative inquiry; the sample size is determined by the availability of time, resources and what a person needs to know. Dawson (2006: 53-54) adds that it may be difficult to specify the sample size at the beginning of the research. One can continue sampling until saturation is reached. This is a stage when the researcher reaches a point where no new information is obtained by on going sampling.

2.5. DATA COLLECTION

This section deals with the collection of data from the selected participants, as discussed in paragraph 1.4.4 above. In this study, data collection comprised the preparation of the data collection instrument, the pilot study, how participants were prepared for the study, data collection and data analysis.

2.5.1. Preparation of instrument

It has been indicated in paragraph 1.4.4 that the data collection instrument used for this study were semi-structured interviews using an interview schedule.

The interview schedule containing topics to be used for gathering data from participants was prepared using the research goal and the objectives. From the objectives, the researcher formulated relevant topics and questions, which would elicit the desired information. Two interview schedules were prepared, as planned, to focus on participants in IGPs and another for the facilitators as research participants (See Annexures B and C).

2.5.2. Pilot study

The pilot study is described in 1.4.4. A pilot study was conducted with participants in an IGP, who would not form part of the actual study, to ascertain that the topics in the interview schedule would elicit the desired responses.

The researcher requested from the facilitator of the said project access to two participants from one IGP, who would not form part of the study. The researcher used the topics in the schedule to gather information from the pilot participants, and discovered that in some topics, the participants would elaborate on an issue to the extent that it covered other topics in the schedule. This meant that the researcher did not have to repeat such topics.

Also learnt from this pilot study was that information flows from a single topic to cover more than what was asked. This reassured the researcher that the topics in the schedule would elicit the needed information from the participants of the study itself.

2.5.3. Preparation for data collection

Each IGP is coordinated by a facilitator such that the researcher had to first plan to discuss with the facilitators of the selected IGPs to learn more about the projects. It was discovered that two of the IGPs selected had one facilitator. The facilitators were willing to be involved in the study after discussions on the study and its implications. On inquiring about permission from the NGOs, the researcher learnt that the NGOs that host the IGPs do not have complete control of their operations.

Their main concern is the home-based care programme. This information will be clarified under findings.

2.5.3.1. Preparation of facilitators and IGP participants

It has already been indicated that the study involved participants in IGPs and the facilitators of these projects. One of the facilitators is a professional social worker, while the other is a volunteer who was elevated to status of a leader in the projects. There are more details about this in Chapter three.

When the researcher briefed the facilitators about the study, the agreement reached was that the researcher should meet all the participants in the three projects in order to explain to them about the study, and assess their interest in terms of participating in the study. The facilitators informed all the participants in the IGPs about the planned visit from the researcher. It was also agreed that the researcher would visit the participants at their meeting place so as to aid the process in communicating with them. The facilitators informed the researcher of the days on which the participants met for the income-generating activities.

The researcher then communicated with the facilitators to notify them of the specific dates on which she would be visiting the various projects. Fortunately, the participants of two projects, namely the sewing and garden project two, assembled in one venue, this being at the offices of the NGO facilitating the HBCP for their volunteer work. It was convenient for the facilitator to meet them simultaneously at the same venue. The participants of the other project, garden project one, were met in another venue; the school yard where the IGP is operating. The researcher conducted two preliminary briefing sessions with the groups to inform the participants about the research, and to establish the interested participants, who would form part of the study.

The briefing sessions were to be conducted in Setswana, the dominant language in Atteridgeville. During these briefings, the researcher explained the research process in general, emphasising the fact that a research report has to be compiled and published after the study in order for other prospective researchers to make follow-

up studies on the subject, should they be interested. The participants were assured that confidentiality is critical to all research work and that their names will not be used in a report without their permission.

In paragraph 1.4.4, it was indicated that a voice recorder will be used for data collection. The researcher introduced the issue of voice recording of interviews to ensure accuracy of information. The participants were not very keen to have their information recorded on tape. Despite the explanation about the use of a tape recorder in research, they felt that a recorder would make them feel uncomfortable and may cause them to sieve information. The researcher was also informed that there is a belief or myth in the community that when people are taped, their voices will be stolen. It was then agreed that the researcher can still come back to check the accuracy of the information gathered, should there be uncertainties about some aspects.

The issue of a consent form (Annexure A) was also discussed to ensure that participants fully agree to be part of the study. Participants felt that they will willingly be giving information. They also indicated that they do not mind having their names mentioned in the report because there is nothing negative they would be saying. They felt that their projects are a positive aspect of their lives and they are more than eager to discuss issues around the projects. Therefore, they do not need to sign consent forms, as the researcher would additionally be checking the information with them afterwards for accuracy. This would allow them to ensure that correct information has been captured and properly interpreted.

The researcher then recorded the contact details of all the participants who showed interest to form part of the study for future contact and to set up individual interviews in order to gather data for the study.

2.5.4. Process of data collection

2.5.4.1. Interviews

It is said that the aim of qualitative interviews is to see the world through the eyes of the participant and if used appropriately, the interview can be a valuable source of information. The aim is also to acquire the rich, descriptive data to assist in understanding the participant's construction of their social reality (Maree, 2007: 87).

The researcher contacted the participants individually to set up appointment dates, time and venue for the interviews. All the interview sessions were planned to take place at the various project sites, as the time had to be convenient for the participants. The first round of interviews for the initial project, garden project one, which operated from a local school, was conducted in the schoolyard. This enabled the researcher to also observe them in their project. As emphasised by Babbie (2007,305-306), the researcher cannot afford to be a passive receiver of information. Armed with questions and topics that need to be addressed, the researcher needs the skill of subtly directing the flow of the conversation.

In the second project, the sewing project, the researcher had to visit the participants at the home of one participant, which was used as a venue for the project. The researcher had to make the first appointment with the house owner over the weekend, as she was occupied during the week. The owner is also a participant in this project, but has other tasks that she performs outside the home. It was only after the initial interview that the researcher could set a suitable date with her to interview the other project participants when they came for the project. Two participants from this project were interviewed.

The third project, garden project two, operated from an NGO office yard. The researcher also set up interviews and facilitated the interviews with two participants from that site. The researcher was also able to observe the participants.

The observation was that with those interviews conducted in other sites, such as the school and NGO yard, participants had to leave their tasks to talk to the researcher to ensure confidentiality, especially about their family background.

In the sewing project, the researcher had the opportunity to view the work being done, and see how the project operates. In the sewing project, the researcher also observed that the participants in this project had little knowledge about business and marketing. On enquiring about the role of the NGO social worker in assisting the projects, it was discovered that there is no input from the social worker. This led to the researcher moving out of her role as a researcher to serve as a guide for the project. The researcher accessed relevant information from her office to provide the participants with knowledge about the registration of NPOs with DSD, how to market themselves to improve sales, and the importance of having a business plan to access donor funding to expand the project. The period of engagement with the study did not enable the researcher to learn the impact of this assistance.

At each interview session, the researcher reiterated the agreement reached during the initial briefing session, in terms of reminding the participants about the importance of taking field notes, especially in view of the fact that the use of the tape recorder was ruled out. The participants were also assured that, should they feel uncomfortable at any stage about the interview, they had the right to terminate the engagement. During this study, the researcher kept hand-written notes of the interviews with participants.

The importance of keeping record during data-gathering is confirmed by Maree (2007: 89) who stated that the recording of data should be done meticulously; it should include writing down answers as given by participants. Furthermore, it is a practical rule of making field notes to record what the qualitative researcher sees and what they hear, and to expand the field notes beyond immediate observations (Silverman, 2000: 140).

The agreement between the researcher and the research supervisor was that due to the fact that a voice recorder was not used during data collection, a second round of interviews should be arranged. The participants would be given an opportunity to

review the data initially collected, and be invited to add information, if any. This was done to enable the researcher to explore the possibility of any new information, and ensure that the saturation point was reached.

By the sixth interviews with the research participants and the two facilitators, a lot of repetition had occurred and the decision was made that saturation had been reached. However, the researcher returned to the participants with the transcribed interviews. They were satisfied with the content and said they had nothing to add. However, garden project 1 had disbanded due to the interference of the NGO manager who demanded the money made from the sale of the vegetables. This created conflict between the NGO manager and the project participants, and the project was abandoned. This will be elaborated on in Chapter three. One of the characteristics of qualitative research is that data can be collected until people start repeating themselves or indicate that they do not have more information to give. In research, this refers to 'saturation' (Dawson, 2006: 53; Newman, 2000: 196).

It should be noted that the topics covered in the two interview schedules were not used completely, especially those involving the facilitators. The researcher discovered that some aspects, such as the naming of the projects, and recruitment to join IGPs, were thoroughly handled and there was no significance in exploring the aspect further.

After data collection, the next step was to analyse what had been recorded in order to record the findings and draw conclusions.

2.6. DATA ANALYSIS

After the researcher had gathered all the necessary data and recorded it in written form, data analysis commenced. The researcher started by transcribing the information gathered from each interview, with relevant quotations from the participants to support the content. Thereafter, the information was cleaned in preparation for the analysis and interpretation of the findings.

The researcher had compiled transcripts of both the first and second round of interviews. The following is the manner in which the data analysis steps by Tesch (Creswell 2009, 184), as discussed in Chapter one, 1.4.5, was integrated into the data analysis process in this study:

Step 1: The researcher went through the eight interview transcripts from the first round of interviews, which consisted of six participants and two facilitators, and four from the second round of interviews, which included three participants and one facilitator. This was done to capture a clear view of what was contained, noting information that could be used for themes and sub-themes.

Step 2: One transcript from the first gardening project, which seemed to contain most information, was selected and analysed for underlying meaning. The researcher concentrated on what messages were coming across from the transcript, as it related to the issue of experiences of the participant in the project.

Step 3: Step 2 was repeated with all the interviews. The topics that seemed to be recurring were listed for use as themes. These were labelled as, 'themes.' The themes that were noted included the expectations of participants when they joined the projects (this issue came out in all the interviews where the researcher explored the issue of how the participants joined the projects), the achievements of the projects, relationships and other factors that influenced the projects.

Step 4: The researcher then coded the transcripts to be used in the narrative format of the report.

Step 5: The topics were then written out in descriptive wording and put into categories, grouping similar topics together for more clarity in terms of findings.

Step 6: The researcher finalised the process by drafting a table with themes and sub-themes. This table is contained in Chapter Three, under Table 2.

Step 7: The data that belong in the same categories were grouped together.

The final step is presented in the next chapter, Chapter Three, which presents the findings with literature control.

2.7. VERIFICATION

In Chapter One, it was indicated that the data verification would form part of the research process. Furthermore, the researcher observed the verification method, as propagated by Maree (2007: 113-115), when he refers to trustworthiness in research. The following was done in this regard:

2.7.1. Verifying raw data: It was stated that the data collected needs to be verified with participants to ensure accuracy. The researcher arranged the second round of interviews to discuss the initial information gathered and also to add data, where necessary.

2.7.2. Keeping notes of research decisions: Recording of decisions and data is critical to assist when findings are made. The researcher recorded the data collected in writing. Later, the transcripts were compiled with extracts of quotations shared during the interview for easy referral during the data analysis phase. The data was cleaned and prepared for analysis. This information is presented in Chapter Three.

2.7.3. Stakeholder checks: This process allows the participants to read through the transcripts and see how the researcher interpreted the information. The researcher compiled the first transcripts of interviews and arranged for the second interviews with four participants. All received the opportunity to read the transcripts, and the opportunity to add information on the current status of the projects. This information has been included in Chapter Three in the narrative report on the themes and sub-themes.

2.7.4. Consensus discussion: The themes and sub-themes that emanated from the collected data were discussed with the supervisor.. The supervisor consulted with an independent professional to confirm the identified themes

2.8. ETHICAL CONSIDERATIONS

In this section, the researcher will highlight those ethical considerations that were applicable to this study, and how these were ensured.

2.8.1. Informed consent

Informed consent is based on one of the most basic and important principle of social work, namely the principle of self-determination on the part of the participant (De Vos et al, 2005: 60). Sarantos (2005:19) talks about "free and informed consent," on the part of participants.

The researcher held preliminary discussion sessions with all participants, as planned, to provide them with detailed information about the study, and respond to the questions to ensure that people knew what they were getting themselves into. It was then up to the individuals to decide if they were interested in the study.

Furthermore, the researcher assured the participants who chose to be part of the study that, should at any stage of the study they decide to withdraw due to emotional challenges or any other discomfort, they could do so. A positive relationship with participants was established at the onset of the briefing sessions, such that participants were able to freely communicate with the researcher and at any given time during the study.

The researcher explained to them the fact that the research report will be compiled and made available for public consumption. Those participants who decided to join did so with full knowledge of what the study was about.

2.8.2. Violation of privacy/confidentiality

Research is conducted with human beings and therefore, researchers need to take cognisance of human rights as they apply to research. One of these rights is the right to privacy. The Bill of Rights in the South African Constitution is the cornerstone of democracy in the country. It enshrines the rights of every individual citizen of this

country, and these rights need to be upheld at all times. Such rights include the right to human dignity, equality, freedom and privacy (The Constitution of South Africa, 1996: 4).

The researcher had assured the research participants of the confidentiality that will govern the data collection process. The information they shared was sensitive in nature, as they shared their family-life issues, thus it was critical for the researcher to ensure that this information is handled carefully and confidentially. In the presentation of the data in preparation for data analysis and report writing, no names are used and participants are represented by the employment of codes.

2.8.3. Actions and competence of researcher

It is important for researchers to be well conversant with issues such as values, norms and climate of communities before engaging people in a study (De Vos et al, 2005: 63).

This study was conducted in an area wherein the researcher had numerous engagements with the community in her capacity as a social worker at DSD, and is familiar with the culture and value system in this community. The researcher ensured a high standard of professionalism throughout the study. This was achieved through ensuring that appointments were always made appropriately with participant, even in cases where clients did not meet their appointments, the researcher never despaired, but went on to set up other appointments. The researcher was also punctual for the meetings with the research participants and was objective at all times.

The fact that appointments were made with participants and then cancelled, impacted on resources such as time and budget allocated for the study. It meant that the researcher had to reschedule appointment times and revisit the area. Neuman (2000: 384) cautions that qualitative research calls for flexibility by the researcher to accommodate any challenges which may occur.

2.8.4. Release of publication of information

It is an ethical obligation of researchers to ensure that their findings are truthful and appropriately recorded (De Vos et al, 2005: 65).

The researcher made efforts to cross-check the information that was gathered during the interviews with the respondents before recording the final report. Due to the fact that a voice recorder was not used, it had been decided with participants that the researcher would cross-check the information with them. This ensured that the information gathered was not distorted. The researcher also discussed the issue of confirming information with the supervisor, and thus a second round of interviews was decided on.

2.9. CONCLUSION

This chapter described how the research methodology was used to gather data for the study. The qualitative research approach was followed for the study as it focuses on the understanding of the behaviour, values and beliefs of the participants of a study from their own perspective (Becker & Bryman, 2004: 92). The selection of the research problem is also covered, as it is the main focus of the study. The qualitative approach and design were utilised in gathering data for the study. The design being the plan or strategy that moves from the underlying assumptions to specifying the selection of respondents, data gathering techniques to be used and the method of analysing data (Maree, 2007: 70).

The chapter also outlined the preparation of data collection and the steps taken to ensure that the researcher engages with the participants to gather data on their experiences within income-generating projects. To this effect, Neuman (2006: 385) highlights the issue of having to gain access to the participants and developing a rapport that will ensure that the interaction is not hampered.

The chapter also elaborated on the process of data analysis to draw some findings from the research. This is the responsibility of the researcher, as stated by Patton (2002: 434), that the researcher has to monitor and report on the procedure that took

place during the research. The researcher used the data analysis steps as outlined by Tesch (cited in Creswell, 2009: 184). The chapter covers the aspect of verification of information to ensure trustworthiness in the research. Maree (2007: 113) refers to this as the verification of raw data, keeping notes of research decisions, stakeholder checks and avoiding generalisation.

Lastly, the chapter dealt with some of the challenges faced by the researcher when engaging in this process. Challenges can be expected, especially as this kind of research takes place in the field, and involves people who are dynamic and have diverse lifestyles. This matter is supported by Neuman (2006: 384) who stated that such a research calls for flexibility on the part of the researcher to be able to deal with such challenges.

CHAPTER THREE

RESEARCH FINDINGS AND LITERATURE CONTROL

3.1 INTRODUCTION

Chapter One of this research report provides some background on IGPs and introduces the research question, "*what are the experiences of participants in income-generating projects (IGPs)?*" It also includes the researcher's personal experience, which formed the basis for the motivation to engage in the study, the goal and objectives, the research approach and design for the study.

Chapter Two outlines the process of the research itself, and how data was collected following the qualitative research approach.

This chapter focuses on the findings from the eight in-depth, semi-structured interviews conducted.

This chapter will be presented as follows:

- The background information of the projects;
- The biographical profile of participants in the IGPs, in the form of a table and in the narrative; and
- Themes and sub-themes, also in table and narrative form. Literature control will also be utilised to compare or contrast data with existing literature or knowledge.

3.2. Background information on the IGPs

The three projects selected for the study operate under the auspices of the NGOs that facilitate Home-Based Care Programmes (HBCP) in the community of Atteridgeville. These NGOs employ social workers to facilitate these HBCP and

involve volunteers from the community. The IGPs in the study were developed as subsidiaries of these HBCP. Some are facilitated by social workers and others are facilitated by the volunteers themselves. Out of the three IGPs selected for this study, two, namely the sewing and garden project 2, were facilitated by a volunteer, who had been elevated to the status of a leader in view of her experience in community work. One of the projects was facilitated by a social worker.

The background of the three projects will be discussed separately, as below:

3.2.1. Garden Project One

This garden project started in March 2008, with 20 volunteers from one HBCP as indicated in 3.2. The volunteers were all young women between the ages of 23 and 26. They learnt about the HBCP by word-of-mouth and they joined to work with orphans and vulnerable children with parents who are HIV positive and cannot work to feed them. The responsibilities of the volunteers included identification of orphans and vulnerable children in the community, distribution of food parcels and school uniform to the identified families.

The volunteers in this HBCP were occasionally paid stipends when the host NGO had generated enough funds from donor funders and the Department of Social Development (DSD). A social worker employed by the NGO coordinated this programme and was responsible for working with the volunteers. The garden project came into existence when the volunteers noticed that when the food parcels for the vulnerable families depleted, it became difficult for these families.

The plight of the vulnerable families was discussed by the volunteers with their facilitator, the social worker, to establish ways to assist the families. They decided with the social worker to start the gardening project so that they could offer vegetables to the families to augment whatever food they had. The social worker assisted the volunteers in structuring the project, accessing financial assistance for seedlings and linking them up with the management of the NGO, should the need arise.

It should be noted that this garden project was referred to as an income-generating project by the volunteers and their facilitator. The original planning was that whatever income would be generated, would be used for the benefit of the vulnerable families. The HIV-affected parents, who are not able to work for their children, were recruited to be part of the project, as it was beneficial to them. But they lacked the enthusiasm. After negotiations between the social worker and the school governing body of a local primary school, the project was accommodated in the yard of that primary school.

The establishment of IGPs for households affected by HIV has also been captured in a study conducted in Zimbabwe. It was discovered that 25% of adults in urban areas are living with HIV. The affected households needed income increases due to the demand for medicines, food and funeral costs. (Nyakudya et al, 2007: 4).

3.2.2. Sewing Project

The volunteers in this sewing project are part of the same HBCP as the volunteers in project three. They were not interested in the garden project, hence they came up with something different: to produce clothes for the public per order. People in the community place orders for either dresses or shoes, and the volunteers are paid when they deliver the goods. These women were once part of a training programme, which offered them fashion design and dressmaking skills. When they came together as volunteers of the HBCP, they decided that while others were busy with the gardening project, they could utilise their acquired skills of making garments for people. The income generated in this project benefitted the participants, as they shared it among themselves.

3.2.3. Garden Project two

The volunteers from the same HBCP as the sewing project are unemployed, middle-aged women who joined the HBCP with the view to contribute social services to their

community. There is no stipend paid to these volunteers, a fact which led to the establishment of the gardening project in 2007.

This garden project was established in order to enable the volunteers to generate income so that they could feed their own families. The garden project did not proceed well at the beginning, due to conflict among members. The facilitator then selected five people to work on the gardening project, while others were selected for the sewing project. The vegetables that are produced from the garden are either shared among the participants or sold to locals, and the profit is also shared, making this an IGP.

The garden project two and the sewing project are typical of what is described in literature as the definition of income-generating projects because IGPs are viewed as involving several activities, being a collective action where the involved people share the same ideas and objectives of what they want to achieve. Furthermore, the projects are said to supplement existing income or are the source of sole income or some efforts at entrepreneurship. The profit made is usually shared among members (Mafoyane, 2002; Chigudu, 1991; Ala, 1996). Garden project one differs slightly because while it may generate income, this is not necessarily shared among members, but used for community benefit.

The idea of people engaging in garden projects in order to feed themselves or their respective communities is supported by Kwaw (2006: 61), who explored a community garden programme that focused on communities at risk of malnutrition due to food insecurity, and poverty as a form of an IGP. It is further added that in such projects, a group of people who come together are provided with skills training and technology that relates to food production. The difference with the IGPs selected for this study is that there was no form of skills development to empower the participants.

3.3. A BIOGRAPHIC PROFILE OF THE RESEARCH PARTICIPANTS

As discussed above, from the three IGPs selected for this study, eights research participants, in the form of volunteers and facilitators, were selected for this study.

This section discusses the biological profile of these research participants in order to shed more light on the kind of people who get involved in IGPs. For the purpose of clarity, the selected volunteers and facilitators will also be referred to as participants, and the selected income-generating projects will be referred to as IGPs.

Table 1 outlines the profile of the research participants, using pseudonyms instead of real names to ensure confidentiality, as stated in 1.4.7 above.

TABLE.1. Biographical Profiles of Research Participants

Pseudo Nym	Age	Number of children	Marital status	Length of time in project	Gender	Project	Project site
A	23	N/A	Single	3 months	Female	Garden one	School
B	26	One	Single	5 months	Female	Garden one	School
C	32	Three	Married	2 years	Female	Garden two	Home
D	39	One	Single	2 years	Female	Garden two	Home
E	38	Four	Married	1 year, four months	Female	Sewing	Office yard
F	36	Two	Married	1 year, four months	Female	Sewing	Office yard

Participant G and H will be discussed separately, as they are the facilitators of the IGPs:

Participant G: This is the social worker who is employed by an NGO as indicated in paragraph 3.2. She served as the facilitator for garden project one, as she is coordinating the volunteers in the HBCP. She guided the volunteers in terms of how to start the IGP, assisted in negotiating for the venue where the garden would be situated, handled challenges encountered by the volunteers in their day-to-day work in the IGP. She also served as the link between the volunteers and the management of the NGO.

Participant H: This volunteer has been working in the HBCP for many years. She was given the responsibility of recruiting other volunteers for the HBCP and also serves as their coordinator. She is the link between the volunteers and the social worker of the NGO. She motivated the volunteers to utilise their leisure to use their hands to generate income so that they could supplement their family income. She serves as the facilitator of the two IGPs selected for the study, namely the second garden and sewing projects.

The following are notable characteristics of the participants:

The above table indicates that participants A through to F are all female. The involvement of females in projects corresponds with a statement made by Goel (2004: 261) that women seem to be in the majority, as far as IGPs are concerned, due to the following reasons:

- Women labour constitutes a significant portion of the total labour force, yet labour markets do not recognise their input;

- Their labour does not receive expected attention and sometimes becomes marginalised in the process of development; and

- They have no equal access to the labour market. They are predominantly employed in the labour-intensive, unskilled jobs with less security of tenure and lower wages, while their male counterparts have access to capital-intensive jobs with great stability and higher wages.

The ex-minister of social development, Dr Zola Skweyiya, also noted that, out of the 59 people involved in the Silindithemba Cooperative project, a pilot project of DSD, in Dutyini, Eastern Cape , all except one, were women. He emphasised the fact that women usually take more responsibility for their families, ensuring that the well-being of families and their communities is maintained, hence their involvement in IGPs (Social Development 2006: 3). The women's involvement in projects has also been viewed as one method of ensuring that they regard themselves as actors, rather than victims, and can change their lives for the better (Prihatinah et al, 2001: 1).

The ages of the participants in the study vary. In garden project one, the participants are young women, who recently completed matriculation. When they found themselves without formal employment, they opted to volunteer in a home-based programme so that they could utilise their available time constructively. It is through this engagement that they also established the garden project. In the other two projects, the women involved are older than in the garden project one. Therefore, the ages of people involved in projects vary from young to old. This was also observed in the project of Mmotla, as covered in paragraph 1.1.2.3, where older and younger women were engaged in a project together, and thus learning from each other (Trollip et al, 2001: 53).

All the participants are unemployed and this is one of the reasons for being part of the HBCP. Some obtain financial stipends from the HBCP, while others receive food parcels for the work done. These participants came together to try and better their situation of unemployment by establishing the IGPs.

Unemployment, as one of the reason behind the development of IGPs, is captured in the Dutyini project, which was discussed in Chapter One. It was highlighted in this project that due to lack of employment opportunities and access to resources, the women were engaged in activities which generated income for them (Social Development, 2006: 11).

Three of the participants in the sewing and garden project two are married and one is a single parent. All the participants in garden project one are single women.

In summary, it can be noted that the participants, who were selected for the study, are women of varying ages who are unemployed and of varying marital statuses. Some joined the IGPs due to lack of employment, while others had to augment their family incomes. It was also noted that not all facilitators of IGPs are qualified professionals and volunteers can also facilitate IGPs themselves.

3.4. PRESENTATION OF FINDINGS

In this section, themes with sub-themes identified from the in-depth semi- structured interviews conducted with the research participants will be outlined, including literature control. Data analysis and the consensus discussion with the supervisor will also be covered. The following themes and sub-theme were identified:

3.4.1. Theme 1: Participants' motivation and expectations for becoming and remaining involved in the IGP.

3.4.2. Theme 2: Participants' experience of the benefits of involvement in the IGP.

3.4.3. Theme 3: Factors influencing the effectiveness of the IGP.

TABLE 2: The Experiences of Participants in IGPs in Atteridgeville, Tshwane

Theme 1: Participants motivation and expectations in becoming and remaining involved in the IGP.		
Sub-theme 1.1: Participants had no consistent source of income.	Categories	Sub-categories
Sub-theme 1.2: Participants needed additional income to care for their children.		
Sub-theme 1.3: Participants were unable to gain paid employment.		
Sub-theme 1.4: Participants had a		

desire to make constructive use of their available time.		
Sub-theme 1.5: Participants joined IGPs to supplement irregular receipt of stipends and food parcels from NGO where they volunteer in HBCP.		
Sub-theme 1.6: The prospect of income or produce from the project motivated participants to become involved in the IGPs.		
Sub-theme 1.7: Some participants had appropriate skills and training to operate IGPs and others were keen on developing skills.		
Theme 2: Participants experience of the benefits of involvement in the IGP		
Sub-theme 2.1: Participants received a small income or produce from the IGPs.		
Sub-theme 2.2: The opportunities for empowerment and personal development motivated participants to remain in IGPs.		
Sub-theme 2.3: The opportunities for establishing supportive relationships among themselves motivated participants to remain in IGPs.		
Sub-theme 2.4: Participants had opportunities to make a contribution to the community by caring for others.		
Theme 3: Factors influencing the effectiveness of the IGP		
Sub-theme 3.1: Factors positively influencing the projects	**3.1.1. Category:** Relationships	**Sub-categories:** 3.1.1.1. Support from the family. 3.1.1.2. Support from the facilitator.

		3.1.1.3. Support from the environment.
Sub-theme 3.2: Negative factors that influenced the projects	**3.2.1. Category:** Relationships	**Sub-categories:** 3.2.1.1. Relationship with the environment. 3.2.1.2. Relationship with the hosting NGO. 3.2.1.3. Lack of professional support from social worker.

In the next section of this discussion, each of the main themes and accompanying sub-themes will be presented by summaries and direct quotes from the transcripts of the interviews. These will then be compared and contrasted with the body of knowledge available.

3.4.1. Theme 1: Participants' motivation and expectations for becoming and remaining involved in the IGP

The researcher was interested in exploring the reasons, motivations and expectations behind the participants' decisions to join and remain in the various IGPs. Whereas motive is defined as a state within an organism which energises and directs him towards a particular goal, an unconscious cause of behaviour, motivation is defined as a process that affects changes in the environment (acts) consistent with internal representations, such as plans and programs (Wolman, 1975: 132).

Trollip (2001:45) stated that motivation refers to the willingness to exert high levels of effort toward goals, conditioned by the effort's ability to satisfy some individual need. According to this viewpoint, a need represents some internal state that makes certain outcomes appear attractive.

Burkey (1993:136) stated that the first principle of group formation, such as IGPs, is that the poor must be motivated to come together to work for their own common good. This motivation should be imposed from outside, but the people themselves must see that coming together will benefit them in terms of increase in solidarity and strength among themselves. This will ensure the success of the collective action.

In addition to motivation, people also tend to have some form of expectation in terms of what they would like to achieve or happen by engaging in a particular activity. Expectation is defined as a state of anticipation of something, often associated with tension or emotion (Wolman, 1975: 132).

The researcher had formulated topics in the interview schedule, which would elicit the required data relating to the motivation and expectation, as discussed above. The responses to the following topics gave rise to this theme:

1. Motivation to join the project;
2. Awareness about the project;
3. Expectations when joining the project; and
4. Current status and future plans of the project.

On closer scrutiny of the answers given by the participants to the aforementioned question(s), it was decided to divide this theme into the following sub-themes:

- Participants had no consistent source of income
- Participants needed additional income to care for their children
- Participants were unable to gain paid employment
- Participants had a desire to make constructive use of their available time
- Participants joined IGPs to supplement irregular receipt of stipends and food parcels from NGO where they volunteer in HBCP
- The prospect of income or produce from the project motivated participants to become involved in the IGPs
- Some participants had appropriate skills and training to operate IGPs and others were keen on developing skills

Sub-theme 1.1: Participants had no consistent source of income

It has already been indicated that all the participants are volunteers in the HBCP and are without regular income. This lack of regular income made them unable to contribute financially in their families and for some, such as in the first garden

project, they had to depend financially on their parents or siblings, while others, like the married participants, depended on their partners. The prospect of generating income motivated them to join the IGPs. This is captured by the following transcripts:

A woman from garden project one stated: "My mother is the sole breadwinner and I stayed at home after matriculating…" She also depended on her mother for financial care.

A woman from the sewing project said, "…I am not earning anything for my services." This comment was made with reference to the HBCP.

Another woman from the second garden project claimed that she "…saw an opportunity to… and earn a living. The lack of income was of great concern to me…" She was not financially bringing in anything at the time.

The facilitator of garden project two and the sewing project stated: "…we are not getting paid for the job," in reference to the volunteer work at HBCP.

The implication of the above statements was that the IGPs held the prospect of changing the situation of not having a regular source of income. Being without a regular income can mean different things for different people, but basically it can expose people to income poverty. Islam (2006:3) stated that poverty is multidimensional; it encompasses income poverty, namely deprivation of income/consumption, such as satisfaction of minimum level of food and other basic needs. It also refers to limited access to health, nutrition, education services, which aggravates the impact of income poverty, resulting in child mortality, short life expectancy and illiteracy. In a wider sense, poverty connotes a lack of choice and of opportunities on the part of individuals to achieve an optimum exploitation/use of their potentials and/or capabilities.

The fact that some of the participants financially depended on their family members is a trend that is common within South African communities. Many South Africans survive poverty because of social networks. The result of the FinScope 2010 survey reveals that about 10 million people, 31% of the country's adult population, rely

heavily on family and friends for income. This FinScope data paints a picture of ordinary life in South Africa (Hazelhurst, 2010: 19).

Burkey (1993: 135, 148) emphasised the importance of group interest within IGPs; that the members need to have their individual needs met in group activities for them to feel that they are benefitting. He stated that the crucial factor in group membership is that each member perceives some direct or indirect benefit to themselves or their families. The group has to have a series of goals aimed at improving the standard and quality of life of the group members. Furthermore, it is usually the economic activities that will be the first priority of the poor therefore, the IGPs must improve the economic situation of the members. Members in such group need to realise a tangible benefit from the group in order to persevere.

In view of the above discussion, it can be concluded that the lack of regular income contributed to the motivation of involvement in the IGPs, specifically for second garden project and the sewing project.

Sub-theme 1.2: Participants needed additional income to care for their children

The need for additional income motivated the participants to join the IGPs. Some of the participants have children, both in or outside of marriage and others are single parents who feel that they need to be in a position to care for their children as responsible parents. This need also contributed to the motivation to be part of the IGPs, with the view of generating income or produce to feed the children. The need to care for their children is captured in the following transcripts:

A woman from the sewing project stated: "…we need to feed our families… I need to assist my husband in feeding the children." Her husband is the sole breadwinner in the family.

Another woman from the sewing project said, "I am a single parent with a school-going child. I have no support from the father who dumped me years ago. Therefore, my child looks up to me for everything."

A woman from garden project two expressed her views as follows, "I got interested in being part of the gardening project… because I need to assist my husband in feeding the children …but at least I sometimes bring home bread and vegetables."

The need to care for children in the case of women is highlighted by Tapologo Maundeni (cited in Osei-Hwedie & Jacques, 2007: 127) in her study of the portrayal of women in culture by focusing on the Setswana language. In this study, the author explores idioms and proverbs, which emphasise the expected role of women in the care of their children: "Mmangwana o tshwara thipa ka fa bogaleng." This means, "The child's mother grabs the sharp end of the knife." This refers to the fact that a mother will risk anything to protect and care for her child. This emphasis on the mother's responsibility is expressed in the research participants' motivation to join the IGPs.

Sub-theme 1.3: Inability to acquire paid employment

It has already been stated that all the participants in the three IGPs studied are unemployed. They decided to join the HBCP in order to keep themselves busy and to generate income. The IGPs were then established within the context of these bigger programmes (HBCP). The participants in the first garden project benefitted financially from the HBCP. Their engagement with the IGP under study was not intended to generate income for them. The following are some of the transcripts from the interviews with the participants:

A woman from garden project one said, "…I used to stay at home after completing matric and tertiary studies. I did a secretarial and computer course but have no job."

A woman from the sewing project indicated that she did a fashion design course and catering course, but could not find employment. Instead she became a stay-at-home mother.

A woman from the sewing project stated: "When the IGP was suggested, I felt that I do not have anything to lose, as I am unemployed and have a child to support." She had a need to financially care for her child.

From the above, it is evident that unemployment motivated the participants in the IGPs to engage in the HBCP and community projects to keep themselves busy, and also generate income for their families. Olaimat and Al-Louza (2008: 153, 155) conducted a study in Jordan on the empowerment of rural women through IGPs. They noted that women in general, especially in the developing countries, are more vulnerable to economic and socio-cultural burden of poverty. Women are discriminated against in terms of work access, opportunities, payment, economic safety and lack of basic needs. These circumstances lead to women getting involved in IGPs to improve their socio-economic status.

McGrath (2005:1) noted that the very small and micro enterprises are seen as an important generator of employment and of poverty alleviation in a country where increasing numbers are likely to find their future work in small and informal enterprises. This sector is seen as a crucial tool for Broad-Based Black Economic Empowerment (BBBEE), and as an integral part of any attempt to construct a more vibrant entrepreneurial culture in South Africa.

In summary, the researcher can conclude that unemployed people, especially women, engage in IGPs due to the need to do something to change their socio-economic status. Working together to improve their economic status seems to be building their self-esteem too. But due to the fact that in one IGP the issue of income was not directly intended to benefit participants, the researcher had to look for other factors that motivate people to be in projects.

Sub-theme 1.4: Participants had a desire to make constructive use of available time

The researcher learnt from this study that before joining the projects, the participants used to stay at home, doing nothing. This bothered them because they wanted to do

something with their available time. When they learnt about the HBCP, they decided to volunteer their time to serve their community. The need to be involved in a helpful way in the community is supported by the following quotations from the transcripts:

A woman from garden project one, who was staying at home, doing nothing, said, "I got interested in the HBCP as I was not working; I thought I could help the community instead of being idle." This HBCP resulted in the establishment of the IGPs under study.

A woman from the sewing project explained that she is a person who does not like to sit at home and do nothing. When she was idle, she became concerned and decided to engage with the youth in the community through sport and cultural activities. She knows that being idle can breed evil thoughts, even among the youth. This also drove her to becoming involved in the project.

A woman from the first garden project stated: "I got interested in the home-based programme because I was not working." She was unemployed after completing matric. She further stated: "I thought I could help the community, families of HIV patients, *instead of being idle.*"

This sentiment of not being idle was echoed by the facilitator / participant of the sewing project and garden project two. Participant H said, "I am known for my active lifestyle in the community... I am a pensioner, but do not believe that I have to spend time at home doing nothing." This is the reason why she was approached to engage in the home-based programme. When she realised that people were idle when there was no work to be done in the HBCP, she came up with the idea that IGPs could be established to make constructive use of the free time, while generating some income.

Despite the fact that the participants come from mostly informal settlements, where the standard of living is low, they felt that staying at home doing nothing would not benefit them at all. They decided to engage in some form of community service to improve the lives of others, while also improving their own.

A woman from the sewing project stated: "I cannot stay at home doing nothing while I can be of assistance to children who find themselves in vulnerable situations. To stay at home day in and day out without work is the most difficult thing that can happen to a person... I have been through tough times staying at home; one tends to lose self-respect in such a situation."

Care, respect and concern for each other within communities are among the overarching values characteristic of South African people. It is one of the cornerstones of the African culture, which flows from the spirit of Ubuntu. Ubuntu is about the African art of being a true human being through other human beings, and in the Zulu language this is called, "umuntu ngumuntu ngabantu" (SA. Department of Social Development, 2009: 16, 22).

Sub-theme 1.5: Participants joined IGPs to supplement irregular receipt of stipends and food parcels from NGO where they volunteered in HBCP

The participants in these projects indicated that they serve as volunteers in the HBCP facilitated by the hosting NGOs. Some of the volunteers get stipends although, at times, they report that they do not get anything. It would seem that the volunteers in this case expect some form of remuneration for their services, despite the fact that volunteerism is about a service that does not involve payment. Some volunteers were being offered a stipend of R500 per month for their services of caring for the orphaned and vulnerable children (OVCs), such as those involved in the first garden project. But this source of income sometimes runs dry.

The following was gathered from the interviews:

A woman from garden project one informed the researcher that, when the NGO they operate under has generated enough funds, they get their stipends. If there is no funding, then they do not get paid. She said, "… I am working for a stipend, which is sometimes not available."

Another woman from the second garden project stated: "…When I joined the HBCP and started getting a stipend, my life changed." But when the money is not available, then there is nothing to take home. For these participants, the issue of stipends was not as devastating as in the other two projects. These young participants have the financial support of their parents and other family members.

In the other two projects, namely garden project two and the sewing project, the participants only received food parcels sporadically. They would go on for months without any food parcels. This led to them joining the IGPs to generate income for themselves and their families.

A woman from garden project two said: "I am in the HBCP… I learnt later on that there were no stipends for us… We get food parcels at times, but this is sporadic as we are told that resources are limited." The researcher could tell that this situation did not sit well with the participant, and that there was much irritation. This was evident when the participant claimed that, "this devastated me, as I need to assist my family by bringing income... family expects you to bring in some income."

Another woman from garden project two claimed: "We are not getting paid for the job, but we sometimes get food parcels." A look of dejection was evident on her face.

A participant from the sewing project added that, "We do get food parcels occasionally but one cannot depend solely on this. When they are not available, we are left hanging… We needed to do something to help ourselves."

Literature indicates that NGOs use the services of volunteers most of the time as they operate at grassroots and are also due to financial constraints. These NGOs rely on donor funding to enable them to remunerate their volunteers, where possible. But sometimes they do not have funds to do so on a regular basis. For instance, Child Welfare South Africa uses volunteers in the various programmes ranging from childcare, fundraising, and HIV and AIDS services to families, to mention a few (Cape Town Child Welfare, 2009: 2).

Burkey (1993: 13) locates the impact of low or irregular income within what he calls a, "vicious circle of poverty." He emphasised that some things are symptoms of poverty, while others are real causes. When considering, for example, the root causes of debilitating diseases and malnourishment, the following argument can be made. Poor people get sick more often and recover slowly, or not at all. This can be due to the fact that they do not get proper treatment as they cannot pay for medical treatment due to low income. However, Burkey (1993) cautions that in reality, the situation can be more complex than this because there are numerous factors that can also cause disease and malnourishment. The argument here is that irregular income can have an impact as a cause or as a symptom.

In a study conducted in the Limpopo Province, it was found that a large portion of females, approximately 46% to 54%, bear a greater portion of household responsibilities, and are likely to head households without income. The most widely publicised causes of this situation are illiteracy, unemployment and low income. For the rural poor, who cannot secure employment in the formal and informal sectors programmes, such as income generation, projects constitute major approaches to address income poverty in the country (Kwaw, 2006: 59).

Sub-theme 1.6: The prospect of income or produce from project motivated participants to become involved in the IGPs

The IGPs are usually aimed at producing goods that may be sold for financial benefit for the participants. In two of the IGPs studied, the researcher learnt that the main aim, or need, of establishing the projects was to generate income for the participants so that they could be able to feed their families and augment the family's income. The need to benefit from the income or produce generated from the IGPs can be deduced from the following transcripts:

A woman from the sewing project said, "My decision to be part of the project was based on the fact thatwe need to feed our families."

Another woman from the same project stated: "When the project was suggested... I am unemployed and have a child to support. You see, I am a single parent with a school-going child. I have no support from the father who dumped me years ago. Therefore, my child looks up to me for everything."The impression here is that the woman's involvement in the IGP meant that she could benefit economically and be able to take care of her child.

A woman from garden project two claimed: "I chose the vegetable garden because I thought that even when there is no income, I can still benefit directly from the garden because I need to assist my husband in feeding the children."

The idea of generating income for themselves is captured in the examples of IGPs in Chapter One. The IGPs implemented in Chad by the International Committee of the Red Cross (ICRC) was aimed at benefiting the group of women who were among those people displaced due to the conflict in the region of Assoungha and Dar Sila. The aim of the projects was to boost the existing IGPs, so that they could generate a higher output for the members (ICRC, 2007: 1).

The group of women in Motla, Pretoria, also benefitted from the IGP that produced utility items and craft. They were assisted with structuring their project, exposed to skills training and relevant markets to ensure that they generate income for themselves (Trollip et al, 2001: 53). Another project that benefitted the members directly was facilitated in Swanieville, where women who had previously been engaged in informal activities with little profit were assisted to generate more income with diverse products (Mafoyane, 2002: 46).

Sub-theme 1.7: Participants had appropriate skills and training to operate IGPs and others were keen on developing skills

People join projects with the hope of gaining some skills or furthering whatever skills they might have when joining the projects. In this study, some participants had a background in gardening, which came in useful when they took part in the IGPs. A woman from the sewing project indicated that she attended a fashion design and

catering course for four years. When the idea of projects was discussed, she saw an opportunity to utilise her skills to generate income for herself and her colleagues. She said, "It's not all of us who are interested in gardening. I decided that I would rather put my sewing skills to use. When I shared this idea with the other participants, they were immediately interested."

Another woman from the sewing project added: "I joined the sewing project because I also did the training on dress making and fashion design."

A participant from the second garden project stated: "I originate from a rural area, where farming is common. I went to a college to learn about agriculture, which is my passion. I jumped at the opportunity to be involved in the gardening project."

Another woman from the garden project claimed: "This [involvement in the garden project] has… led me to start a small garden at home that I share with my children… teach them while they are still young that they can grow their own food; it will help them in future."

The prospect of skills development through involvement in the IGPs is highlighted in the projects cited in 1.1 above. Women who were part of IGPs were exposed to skills training, relevant markets, acquiring a variety of skills that enhanced their pride and dignity, being involved in all stages of the project, such as consultation on development issues and extensive training sessions to disseminate information to other members (Trollip et al, 2001; Mafoyane, 2002).

In the IGPs that were facilitated in Chad, the women were exposed to a variety of skills to boost existing income-generating activities. The skills included the irrigation system that increased the surface of their vegetable gardens, a high-speed technology for the oil-pressing project to produce greater quantities of oil with less effort (ICRC, 2007: 1).

In summary, the participants in the IGPs have various needs that they want to address by joining the IGPs. They may be motivated by the lack of steady or irregular income, the inability to feed their families and the prospect of gaining skills.

They also had expectations in terms of what the benefit would be by being involved in the IGPs.

3.4.2. Theme 2: Participants' experiences of the benefits of involvement in the IGP

People may be part of the same IGP, yet their experiences could be very different in terms of how they view their involvement in the project, and benefits gained from their involvement. Carl Rogers, the famous American psychologist, stated that one person can never understand how the other person feels, thinks or perceives things until that individual explains himself. It is only the individual who knows what they are experiencing in life, and how that experience is perceived and dealt with. Rogers also emphasises the fact that, in as much as individuals' experiential world is unique to them, there is no right or wrong perception. Each perception is real for an individual and they will react and behave according to what they feel (Grobler et al, 2003: 50). This implies that people can experience the same event and perceive it completely differently.

The above view on the uniqueness of people is also supported by Louw and Schenck (cited in Osei-Hwedie and Jacques, 2007: 210) when they explored the use of proverbs and idioms in learning about the person-centred approach. They refer to the Zulu saying, "Abantu abayi nganxanye nje nga manzi," which means that people do not take the same direction, like water, recognising their diversity and self-determination. Another idiom that captures the uniqueness of people is the Venda idiom, "Tibi ndi khali, tsha mbiluni ya munwe a tshi tibulwi," which means that the lid of a cooking pot can be lifted to see what is inside, but what is inside a person's heart can only be uncovered by that person.

To explore the participants' experiences of the benefits of involvement in the IGPs, the researcher explored the following topics during the interviews:

1. Length of time participating in the project;
2. Benefits gained from the project;

3. Highlights and challenges experienced within the project;
4. Specific role of participant within the project; and
5. Current status and future plans of the project.

During the interviews, the data that emerged through the discussion of the above topics led to the division of the theme into the following sub-themes:

- Participants received a small income or produce from the IGPs;
- The opportunities for empowerment and personal development motivated participants to remain in IGPs;
- The opportunities for establishing supportive relationships among project participants motivated participants to remain in the IGPs; and
- Participants had the opportunity to make a contribution to the community by caring for others.

Sub-theme 2.1: Participants received a small income or produce from the IGPs

It was indicated in paragraph 3.2 and 3.3 above that the IGPs were intended to generate some income to benefit the participants or the community. In two IGPs, the second garden project and the sewing project, the participants expected to get some income from their efforts, no matter how small. The discussion around the income went as follows:

In the second garden project, the participants indicated that as the garden was in its early stages, the profit made from the sale of products was used to buy more seeds to plant throughout the season.

A woman from garden project two stated: "We have reaped some vegetables that we sold, and some we take home for ourselves."

Another woman from the same project said, "The money might not be that much, but at least I sometimes bring home bread and vegetables… sell some veggies to buy more seeds."

A woman from the sewing project added: "…the little money I get from the project can sustain the family because I am able to feed the family."

A participant from the same projected stated: "Being part of this project has changed my life for the better. Yes, we make little income, but I do not sleep on an empty stomach with my child."

The facilitator overseeing garden project two and sewing project, as above, said, "Participants share among themselves in each project. They make their own decision in terms of how they would like to utilise their income."

Even though the income received from these IGPs is small, this does not prevent the participants from continuing their involvement. This indicates that there might be more benefits for them than the income itself. Burkey (1993: 135) alluded to this when he highlighted the fact that many people who observe projects, especially those focusing on production, automatically assume that members are involved solely for collective production. But in essence, although members may be pursuing individual production activities, their membership in the group can still provide benefits, such as group support.

Sub-theme 2.2: The opportunities for empowerment and personal development motivated participants to remain in IGPs

In exploring the term 'empowerment,' one is likely to discover that it is a term that is usually used very loosely, such as when a person teaches another a skill. But there is more to the term than mere skills transfer. Although a skill is critical in empowerment, it is not the primary ingredient in this context. Empowerment refers to political power where a person has a decision-making power. The skill will then serve as an enabling tool needed by an individual to make the decision. Another element that comes into play is the acquisition of knowledge and information, which would enable a person to make enlightened decisions (Swanepoel et al, 2006: 29-30).

Personal development has been described as the strengthening of the personality of an individual, the acquisition and internalisation of knowledge and information. It refers to gaining self-confidence, learning to be assertive and having faith in one's own abilities. This inner development provides the basis for external development. This kind of development is critical because many poor people, though not all of them, have a low opinion of themselves and their ability to change their situation for the better. This opinion causes them to be less assertive with themselves, and therefore remain shy, passive and withdrawn (Burkey, 1993: 51-52). This means that personal development is linked to empowerment, as the inner strength, knowledge and assertiveness will enable a person to make well-informed decisions about his/her life.

Participants in the IGPs engaged in activities that they viewed as empowering, and they also experienced personal development by being part of a group. These are some of the elements that motivated them to join and remain in the IGPs, rather than financial benefit.

The following are excerpts from the transcripts about empowerment and personal development:

A woman from garden project one stated: "I am not only learning, but also for my personal development… we run the project on our own, making our own decisions in terms of what should be done. This is empowering as we do not have to consult every time a decision has to be made…"

Another woman from the same garden project said, "The change has been positive for me as a person because I am making a contribution in the community [caring for vulnerable children and their families]. Being part of this project has changed my life for the better."

A woman from the second garden project claimed: "I will remain with the project… it has changed my life for the better… compare it with the time when I was not doing anything at home… led me to start a small garden at home that I share with the children."

The personal empowerment derived from working together is also endorsed by Garau et al. (2005:22), who pointed out that the foundation of almost any solution to the problems of the poor lies in their potential to organise themselves to make effective decision, to negotiate and collaborate with other partners.

Empowerment and personal development are also emphasised in the Sustainable Livelihood Pilot Project in Dutyini by the DSD, which highlighted that personal assets, such as self-confidence and self-esteem are less tangible; they are vital ingredients for self-reliance as they influence people's motivation and courage. Since poverty impacts on the individual's capacity for personal change, many people trapped in poverty lose hope and accept the culture of poverty, which includes self-pity, negative self-image and fear of the future. The involvement in the Pilot Project gave meaning to their lives, contributing towards restoration of the people's self confidence and self-esteem. They developed a clearer vision and purpose through the motivational talks and support they received. A new foundation of self-knowledge, assertiveness and negotiation skills replaced their perception of themselves as victims (Social Development, 2006: 31).

In summary, it can be stated that from the above discussion, it is clear that sometimes poverty and unemployment not only impacts on the economic status of people, but also their self-image and self-worth. When people have nothing to aspire to, they feel worthless and hopeless. But IGPs can serve as a vehicle for economic and personal empowerment. During the study, the researcher learnt that being part of a project is not only about the economic benefits, but people go through some form of personal development that they would not have otherwise achieved. These were the observations made by the participants in the projects themselves.

Sub-theme 2.3: The opportunities for establishing supportive relationships among themselves motivated participants motivated to remain in the IGPs

The IGPs consist of people from different walks of life, working together towards a common goal. Relationships develop among participants in IGPs that impact on their

lives. These relationships kept participants in the IGPs even when they were not making a lot of money, as highlighted by the following:

A woman from the second garden project stated: "The positive attitude of the participants in the project is what sustains it the most. We understand each other and can share our issues for support… We have come to rely on each other a lot."

Another woman from the same project said, "What I like is that we do not despair… I get a lot of motivation from the other participants. The support for one another is amazing and it keeps me going. I have bonded with the other participants so much that even when there is no money, I do not feel very bad. We help each other."

Another woman from the project said, "I have come to value the time I spend with the others [volunteers]. We share the work to be done… personal problems too. When I have an issue that disturbs me I know that when I talk to the other ladies, I feel better and sometimes get a solution to my problem."

Yet another woman from the same project stated: "The sharing is good for me, because when you talk about your problems to someone else, the weight becomes lighter; you are not the only one who has problems, other people are worse off than you are. Spending time with the others is valuable… something I look forward to every day."

The more positive the relationships within projects, the more support participants experience. This view is also supported by Burkey (1993:153) who stated that another advantage of IGPs is satisfying the need for moral and psychological support for individual members. It is difficult to struggle alone. The support and encouragement of friends and colleagues is of great importance.

In the Dutyini Silithemba project, the connections and cooperation were opportunities to draw upon the family and neighbours as a resource for moral support, problem solving, assistance, networks and backup for household chores were increased and strengthened (Social Development, 2006: 34).

In summary, IGPs bring people together to support one another in alleviating the socio-economic challenges that they face on a daily basis. Sometimes participants may benefit financially from such activities in order to feed their families, but the activities may also be providing support by sharing and caring for one another. Participants in the projects shared more than economic benefits and these are some of the reasons that keep them in the projects, despite various challenges.

Sub-theme 2.4: Participants had the opportunity to make a contribution to the community by caring for others

The participants in all the projects joined the HBCP to assist the vulnerable members within their community. The first project took a step further by establishing the IGP in order to feed the children, who find themselves in vulnerable situations. Despite the fact that the participants are not financially strong themselves, they took it upon themselves to contribute their services to other people, as illustrated by the following:

A woman from the first garden project conveyed: "I remained in the project… I believe in what I am doing for the children. It is not easy to see children go without food [when there are no food parcels to distribute]. It keeps me motivated to persevere in this project… may not be much, but it will be better than nothing."

Another participant from the same project stated: "I cannot stay at home doing nothing while I can be of assistance to children… who find themselves in vulnerable situations. Somewhere down the line, some families will benefit from the vegetable garden… the change has been positive for me as a person, because I am making a contribution in the community."

A woman from the sewing project expressed: "I enjoy the work I am doing for the community and have come to realise that if it were not for the programme, I might not have been exposed to the opportunity to be part of this project."

The facilitator for the second garden project and the sewing projects said, "…we are pensioners and we need to keep ourselves busy, we contribute to our community… valuable use of our time and skills."

According to the person-centred approach, a person's identity or self is informed by interaction with significant others. This is reflected in both the Zulu and Sotho idiom respectively, "Umuntu ngumuntu ngabanye abantu," and, "Mo tho ke motho ka ba bangwe." This means that a person is a person through other people. Louw and Schenck (citied in Osei-Hwedie & Jacques, 2007: 210) explain that this implies that people, especially in African cultures, are inclined to treat others humanely by being sensitive to their needs and wants. The research participants implied this when they referred to the decision to assist others or engage in voluntary work that could benefit others.

In summary, the participants became involved in the projects due to the prospect of gaining some income, for empowerment and personal development, to benefit from the supportive relationships with other participants and to care for other people.

3.4.3. Theme 3: Factors influencing the effectiveness of the IGP

The researcher wanted to explore the reasons behind the effectiveness of IGPs, in view of the fact that participants remained in these IGPs despite the little income generated by their products. The fact that the IGPs do not exist in isolation, but are part of the broader community means that they would be impacted upon by both internal and external factors. To explore this theme, the researcher used the following topics:

1. Communication with management;
2. Impact of the project on family life;
3. The place and role of the respondent in the family;
4. Challenges within the project;
5. How the project is funded;
6. Communication channels between management and participants; and

7. Linkages with other community-based initiatives.

The aim of the above questions was to explore the lives of the participants outside the IGP, and the impact of external factors on the IGPs. The responses gathered from the participants led to the following sub-themes, categories and sub-categories supporting the main theme:

- Factors positively influencing the projects; and
- Negative factors that influenced the projects.

Sub-theme 3.1: Factors positively influencing the projects

The data collected from the interviews outlined a number of factors that were regarded as having a positive influence on the IGPs by the participants and the researcher alike. The sub-theme has been broken down into categories as follows:

3.1.1. Category 1: Supportive relationships

The participants experienced supportive relationships from their families and this is the most important factor that positively influenced the IGPs. The participants are members of families and the wider community, which impacted on their participation within the IGPs. The following sub-categories were identified to clarify the relationships or support, which enhanced the participants' involvement in the IGPs:

- Support from the family;
- Support from the facilitator; and
- Support from the environment.

3.1.1.1. Sub-category 1: Support from the family

The participants exist within a network of family relationships that impact on their lives in general. Families use a multitude of ways to meet their needs, and to relate to one another. These strategies are shared across families. Members of the family system influence and are influenced by every other member within the family (Social

Development, 2009: 1). This family support motivated participants to be part of the IGPs.

When the researcher explored how the family felt about the participants' involvement in the projects on their family life, the following was highlighted:

A woman from the sewing project asserted: "My family is supportive of the project and my involvement in it, because I contribute to the family income. The support is evident in the fact that the project is run in my own yard." During this interview, the participant's husband came to meet the researcher and supplied refreshments for the researcher and the participants, who came for the interview.

A woman from garden project one said, "My family understands the fact that I am working for a stipend, which is sometimes not available. They therefore do not pressurise me in anyway… cater for my needs adequately… actually get support from them."

A participant from the second garden project confirmed: "… staying with my brother and his wife… they know that I have no job and they are the ones who encouraged me to get involved in community project to be helpful to others. Their support means a lot to me, as I feel positive about what I am doing…"

Another woman from the garden project stated: "…I'm a married woman with children; my husband supports my efforts to do something for myself and the family. My children also know that I am involved in community projects and everybody supports me. This encourages me to go on."

The above interview excerpts indicate that despite the dynamics within the projects that participants have to deal with and lack of regular income, they have the crucial support of their families who encourage them to persevere. The support from families for project participants was highlighted in a study conducted in Jordan, where most respondents, a whole 94%, reported appreciation expressed by their families, including increased recognition by their husbands for investing their free time in a positive way (Olaimat et al, 2008: 162).

3.1.1.2. Sub-category 2: Support from the facilitator

The facilitators of the projects under study were viewed as a strong source of support by the participants; they responded to their needs whenever these were identified. The following excerpts from the interviews illustrate this fact:

A woman from garden project one asserted: "The facilitator sourced out assistance from the Department of Agriculture to secure seeds for our garden… as long as we get assistance from the facilitator, everything is fine."

Another woman from the same garden project stated: "The facilitator is the one who supports us. We go to her when we have concerns or needs."

A woman from the sewing project said, "The facilitator knows that we are not earning anything [as volunteers]. She realised that we need to earn a living one way or the other."

Another woman from garden project two elaborated on this: "The facilitator is the one who motivated us to start projects, as we are not receiving any stipends. We have discussed the problem of space, and the facilitator is looking into it… she is negotiating with a local crèche for a bigger space."

Yet another woman from the same garden project stated: "Our facilitator has negotiated another space for us. We have just moved to a new place for our gardening."

It is evident that the participants depended much on their facilitators for support and expertise. This might be a positive factor that maintains stability within the projects, as indicated by participants, but on the other hand, it can breed complete dependency on the side of the participants. This dependency was also observed by Trollip (2001: 47) in a study to identify and analyse the problems and needs of IGPs who worked with and without the assistance of a facilitator. In her findings, she

stated that the groups under study seemed to have transferred responsibility for their survival to their facilitator. The groups could be successful, because of the facilitator's expertise and skills, but they would not be able to operate independently if the facilitator were to withdraw.

In garden project two and the sewing project, the facilitator is the one who created the idea of starting projects. This is in contrast with what Burkey (1993:79) highlighted; that the facilitators should work with the people, not for them and identify with them. They should assist people in appreciating the advantage of working in groups, because it is only through group action that the poor stand a chance of increasing their bargaining power and taking control over their own lives. Furthermore, they should assist groups during their establishment phase to analyse and make decisions regarding their rules and objectives, leadership and financial control.

3.1.1.3. Sub-category 3: Support from the environment

The IGPs were operating from different venues and some of them had positive support from the environment within which they worked. In the first garden project, the school principal had a good relationship with the participants and was always willing to listen to their challenges and help wherever she could. The caretaker of the school was also supportive, as he tendered the garden whenever the participants had to do other work for the HBCP. This support was captured in the following interview excerpts:

A woman from garden project one stated: "We have a positive relationship with the school principal, who is always willing to listen to our concerns."

The facilitator from same project was of the same opinion: "The school principal has indicated to me that the water bill is high due to the garden irrigation. But she is willing to take the matter to the school board so that it can be resolved amicably. She is a helpful person, who is always willing to listen."

Another woman asserted: "We have to water the garden daily for the vegetable to thrive. Sometimes we have to visit vulnerable families, as part of our work in the HBCP; the caretaker then takes care of the garden for us. He waters the plants and keeps it tidy."

Another woman from the first garden project stated: "The caretaker is aware that the teachers at the school do not like us. He keeps his eyes open on our behalf… he tells us if things are not fine at the school, so that we can psychologically prepare ourselves."

The above interview excerpt was from the first garden project. The kind of support from the environment was only applicable in this one project, and not in the other two.

This supportive environment enables the project to operate smoothly. The impact of the environment on the activities of a group is captured by Swanepoel (2002: 61) who states that a group forms part of a vibrant, living environment. The members of the group influence the environment and the environment, in turn, are influenced by it. Groups consist of people who would like to live harmoniously with their environment. It should always be noted that environmental factors can also be a resource for the activities of the IGPs.

Swanepoel and De Beer (2006:17-18) also highlight the importance of what they call 'stakeholders,' within a community that have an impact on development efforts, especially geared towards poverty-alleviation initiatives. They emphasised the fact that such stakeholders can become active in their own way in the eradication of poverty, thus they need to be mobilised. In this case, the people who form part of the environment at the venues where the projects operated from were critical to the smooth operation of the projects.

Sub-theme 3.2: Factors influencing the projects negatively

This sub-theme relates to the impact of the external environment to the various projects. During the interviews, the researcher noted a number of elements, which were regarded as negative by the participants. Such factors can derail the whole functioning of the IGP if the participants fail to deal with them. The sub-theme is broken down into a category, as follows:

3.2.1. Category 1: Relationships

As much as there were relationships that were viewed as a form of support for the IGPs, other relationships impacted negatively on the operation of these projects. This category is divided into the following sub-categories:

- Relationship with the environment;
- Relationship with the hosting agency; and
- Lack of professional support from social worker.

3.2.1.1. Sub-category 1: Relationship with the environment

It has been indicated above that the first garden project is situated in a school yard. Participants indicated that their relationship with the school teachers was not as positive as with the principal. This sometimes made them feel unwelcome and uncomfortable, especially when they had to use the school equipment for their garden. The IGP did not have its own equipment to tend the garden and this seems to have been the bone of contention between the teachers and the participants. The following excerpts from the interviews are from the first garden project, as it seemed it was the only one that experienced a negative impact from the environment. The other two projects operated smoothly within their environment.

A woman from garden project one stated: "Our spinach is growing well as compared to that of the school. This has resulted in the development of a negative relationship between us and the teachers. They are always complaining when we use the school

equipment and they no longer speak to us like before. We also suspect that they are the ones who steal the spinach, because no one can walk off the streets to steal inside the school yard with the caretaker around."

Another woman from this project asserted: "They [teachers] just dislike us for reasons unknown to us. They do not communicate positively with us." This participant was of the opinion that this kind of a relationship created strained relations among the participant and teachers, and suspicions abounded in terms of the theft of the spinach planted by the participants.

Such situations are not peculiar to projects, as observed by Swanepoel and De Beer (2006: 10), who elaborated on the negative influence in communities, which can impede development. The context in which development takes place is directly dependent on the degree to which development initiatives are supported by structures in the community. Aspects within the community that need attention are organisational, institutional and the physical environmental, as these can either support or hinder development. Such structures need to be geared towards accommodating community initiatives.

Although space was negotiated with the school for the development project, in the case of the first garden project, the teachers served as a negative hindrance to the effective operation of the project. These are aspects found in communities, which can deter development. Swanepoel and De Beer (2006: 10) noted that the environment within which development occurs can be a stumbling block in such efforts; any negative influence from the environment can be disabling for the process of development. In the case of garden project, some elements in the environment of this project served as hindrance to the smooth operation of the project.

3.2.1.2. Sub-category 2: Relationship with the hosting NGO

Another challenge that the IGPs encountered was from the hosting NGOs. In all the projects, the sentiment shared was the lack of positive support from the NGOs under which the projects were operating. The projects were left to run on their own, without

adequate support. It was only in the first garden project that the relationship with the manager of the NGO was strained and eventually led to the demise of the project. This challenge is captured in the following excerpts from the transcripts:

A woman from the first garden project stated: "As far as the gardening project is concerned, management does not get involved at all. I am not happy with the manner she [the NGO manager] sometimes talks to us as volunteers. She shouts at us as if we are kids [raising her voice with irritation]. This really makes me furious… I do not have to stomach her attitude."

Another woman from the same project collaborated on this view: "Since the involvement of the official from the Department of Agriculture to help with the seeds, the NGO is no longer involved. It is for the best, because the manager is not a positive person; she runs the show singlehandedly. She gives instructions without consultation. She is very arrogant; she is not someone you can talk to in a civil manner. She is forever giving instructions."

During the second round of interviews, the following is what emanated from the participant of the first garden project.

A participant stated: "We were doing fine, selling the spinach so that we can buy more seeds, but the manager told us that we should give her the money we make out of the sale of the spinach. I could not understand why all of a sudden she was interested in the project, because she had never been involved before, neither did she ever help us whenever we had problems. She suddenly became jealous of the progress we were making, and was under the impression that we use the money for ourselves. It destroyed everything we worked hard for. I had approximately R100.00 with me, she took it all. We all lost interest and abandoned the project. She did not bother to establish what was actually going on in the project. Now the people who were benefitting will suffer." [Referring to the vulnerable families, who were the intended beneficiaries of the project.

The NGO under which the IGPs operate are institutions that have to work towards an enabling environment for development work. They need to have a fluid management,

be open to change and be adaptable in order to support development efforts (Swanepoel and De Beer, 2006: 59). It was also noted in paragraph 1.1, on discussing the examples of IGPs that NGOs who work with, play a critical role in ensuring the success of such projects. The ICRC in Chad is one such NGO which supported income-generating activities to support displaced women (ICRC, 2007: 1). In the IGPs under study, a contrasting scenario is presented, whereby management of a hosting NGO had such a negative impact on the project and was responsible for its demise. These are factors that hinder development among the poor.

3.2.1.3. Sub-category 3: Lack of professional support from social worker

According to Kwaw (2006: 60) in the research on IGPs in Limpopo, some of the projects under study were managed by facilitators from the funding institution/government department. The facilitators/community liaison officers assist with planning, implementation, monitoring of projects, financial management and stakeholder support.

However, the support, as highlighted above, was lacking in this study of IGPs in Atteridgeville. The researcher noted the lack of professional support from the social worker, who was supposed to assist the facilitator for the second and third projects to coordinate the IGPs. Skills training and business management are some of the factors that can impede a project from being successful, as participants battle with the daily running of the project. This calls for assistance from a professional person, who has the expertise in terms of running a project successfully. For example, in the sewing project, the participants had no marketing skills; hence they were generating little income.

The sewing project was solely reliant on the larger community for their business in order for them to generate income. This meant that they had to go out to the community, be known and recognised in order to attract more business. The participants lacked basic information on certain aspects, such as marketing themselves to gain exposure. They were scared to even name their project as they

had little inaccurate information about marketing, which they had to rely on for expansion. This challenge is captured in the following transcribed excerpts:

A woman from the sewing project stated: "When we approach the local businesses to sponsor us, they do not take us seriously. We do not get a positive response; even the facilitator cannot secure sponsorship for us. Even if we want to expand, we do not know how to do so."

The above discussion led to the researcher having to move out of her role as a researcher to assist the project with relevant information about small-business dynamics. The members appreciated the information and were advised to contact relevant structures, such as the Department of Trade and Industry for more inquiries.

Another challenge was that all these projects were facilitated in such a way that there was no prospect for growth, neither was there any effective structure to craft the long-term vision for the projects, despite the presence of a professional social worker facilitating the first garden project. Even the other two projects were operating within the jurisdiction of a professional social worker, although they were facilitated by a volunteer. Participants were left on their own in terms of operating the projects, sometimes in a haphazard manner. This can be seen from the following:

A woman from garden project one asserted: "We run the project on our own, making decisions in terms of what should be done; we are free to do as we see fit."

Another woman from garden project two stated: "What I like is that we are in control of the project and we make our own decisions. We get to talk about issues together and take decisions."

A participant from the sewing project said, "We work as a team. We do not have different roles allocated to people. We make team decisions, which works better for us so far."

Another participant from the sewing project stated: "We never came to any decision in this regard hence we have not named the project. We could not decide on the

name, because we are under the impression that if we have a name, we might have to register for tax purposes; with the little income that we make, we cannot afford to pay taxes at this stage. We are actually working in the dark and are scared to expose ourselves to situations that can negatively impact on our work."

The fact that the participants felt that they were free to run the IGPs the way they saw fit can be a positive point; it might make them feel independent. But the challenge is that, with the lack of guidance from a professional person, they might not operate in such a way that ensures growth and expansion. They also forgo on developing relevant skills to improve the operations of the IGPs.

The lack of professional support to projects was noted by Tandari (2004) while researching the outcome of IGPs. It was noted that there is a need for frequent and regular technical support by municipalities, who act as host structures for the IGPs. This would ensure that IGPs receive advice on a regular basis. Other needs that were identified were that of training, capacity building and seeking markets for the IGPs (Tandari, 2004: 16-17).

Trollip (2001:47) also discovered challenges that sometimes face IGPs due to lack of facilitating roles on the side of professionals. It was also noted that in some IGPs, participants face problems that arise from lack of financial management skills, lack of knowledge in areas of product development, marketing, leadership and management skills. Some groups do not even realise that they lack the knowledge of their target market and its culture, as seen in the sewing project. This can lead to unrealistic expectations about the marketability of their products in terms of quality, pricing and competitiveness.

Trollip (2001:45) also came across a group of women in her fieldwork on cultural dress in the northern region of South Africa. The women were trying to generate income by producing sewing and craft-art products. Few projects were operating successfully, as members lacked product development skills, which caused less success rates within such projects.

The contribution by professionals to IGPs is critical for their success. This was emphasised by Burkey (1993: 73) that the self-reliant participatory development process normally requires an external catalyst to facilitate the start of the process, and to support the growth of the process in its early phases. The provision of training and support of an external change agent is a role that should be natural for development agencies. It is further stated that only rarely do participatory development activities arise within the poor themselves without any form of outside stimulus. Facilitators, as change agents, should support grassroots development through coordination, fund raising, information, research and support activities.

Projects may sometimes experience challenges from different angles, which can have a negative impact on the success rate, but there can also be positive influences that can contribute to the effective operation of a project.

3.5. CONCLUSION

This chapter captures the research findings, presented with literature control. The biographical profile of the participants and the background of the projects were outlined to provide clarity on the context of the study. On analysing the data collected during interviews, the following themes and sub-themes emanated:

The *first theme* is about the motivation and expectations of participants in becoming and remaining involved in the IGPs. It involved outlining the reasons behind joining and remaining in IGPs by the participants. The data gathered from participants highlighted the fact that the motivation and expectation for participants to join and remain within the IGPs centred on irregular income and the need for additional income to enable the participants to feed their families. The prospect of an income, in the form of finance or produce, was also a factor that motivated participants. Others had skills that they hoped to utilise within the projects for their own benefit.

The *second theme* relates to the participants' experience of the benefits of involvement in the IGP. This theme outlining how the participants experienced their lives within the IGPs, covering benefits or lack thereof. The experiences captured in

the data highlighted the income generated from the projects, the opportunities for personal development and empowerment through exposure to a learning environment, the relationships among participants that served as a support system for them and fulfilling their needs to give back to the community by caring for vulnerable people. Members emphasised the importance of support and sharing among themselves as participants as another reason for them remaining in the projects, despite the minor income they generate.

The *third theme* covers the factors influencing the effectiveness of the IGP. The IGPs under study involved participants who are from communities, therefore there would be external factors impacting on the operations of the IGPs. The projects also exist within a community, which also has an impact on it. This theme outlined both the negative and positive influences of internal and external factors on the IGPs. The experiences shared by the participants with the researcher indicated that there were both positive and negative factors/relationships that impacted on the operations of the IGPs. The positive relationships with the environment served as an enabler for the IGPs, while the negative relationships hindered the effective operations of the IGPs, in some instance, to the extent of the complete shutdown of a project.

CHAPTER FOUR

SUMMARY, CONCLUSIONS AND RECOMMENDATION

4.1. INTRODUCTION

The final chapter of the report will include the summary, conclusions and recommendations about the research conducted on the experiences of participants in income-generating projects in Atteridgeville.

The qualitative research process and design were used in this research, as described by various authors, such as De Vos et al (2005), Bless and Higson Smith (2000), Leedy and Ormrod (2005), Dawson (2006), Becker et al (2004) and Maree (2007), who emphasise that qualitative research is about studying these phenomena in the real world, exploring experiences, values, perceptions and attitudes of participants from their own point of view.

The research findings from the eight semi-structured interviews conducted with selected participants are outlined in Chapter Three. The findings highlight the themes, sub-themes and categories generated from the analysis of the information gathered during the interviews. This final chapter will provide a brief summary of the main points covered in the above three chapters, the conclusions drawn from these chapters and the recommendations from the researcher based on the research as a whole. The following is the structure of this chapter:

❖ Research question, goal and objectives;

❖ Research methodology, which includes summary, conclusions and recommendations;

❖ The findings about the experiences of participants in income-generating projects with the summary, conclusions and recommendations; and

❖ Conclusion of this chapter.

4.2. RESEARCH QUESTION, GOAL AND OBJECITVES

This section will restate the research question; the linkage with the goal and the objectives formulated in Chapter One, 1.2 and 1.3. The research question was formulated as follows:

"What are the experiences of participants in IGPs?"

This research question led to the formulation of the research goal as follows:

"To explore and describe the experiences of participants in income-generating projects." To achieve this goal, it was broken down into the following objectives:

- ➢ To explore and describe the expectations of participants at the onset of the project;
- ➢ To explore and describe participants' perception of what has been achieved in the project in relation to their expectations on joining the project;
- ➢ To explore and describe the participants' feelings and thoughts about the project;
- ➢ To identify and describe the participants' perceptions of the factors that contribute to success and failure of these projects; and
- ➢ To explore and describe the facilitators' perceptions of the projects, and their impact on the participants.

The researcher is of the view that the research question was adequately addressed in the study and the goal was achieved through the objectives set down in Chapter One. The following section outlines how the researcher went about achieving this goal.

4.3. THE RESEARCH METHODOLOGY: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.3.1 Summary

The qualitative research process was selected for the study, as the researcher had to engage with participants. This included interviewing them in real life, observing and describing situations and events, as stated by Babbie (2007: 89).

4.1.1.1. Choosing the research problem

The research problem was that IGPs are often established to alleviate poverty due to high incidents of unemployment, yet this does not seem to be the case. Although people engage in such projects, they remain committed irrespective of the fact that sometimes there is no income that can benefit them. This research was aimed at exploring the experiences of the participants within these projects to obtain their perception of their experiences within these projects. The problem-definition phase is regarded as the beginning of research by Graziano and Raulin (2000: 40).

4.1.1.2. Choosing the qualitative approach

The research was conducted using the qualitative approach to explore the experiences of participants in real life.

4.1.1.3. Selection of qualitative design

As the research approach selected was qualitative, the researcher also selected the design from this approach. The researcher used exploratory and descriptive strategies to explore the perceptions of the participants. The exploratory design is aimed at examining a little understood phenomenon to develop preliminary ideas,

while the descriptive design paints a picture using words to present a profile (Neuman, 2006: 33).

4.1.1.4. Preparation for data collection

This phase involved planning how the study would be conducted in terms of how the participants would be accessed. The researcher noted that there were people or gate keepers, in this case the chairperson of the Phelindaba Forum, who needed to be consulted for permission to access the participants (see Chapter One and Two). The researcher first contacted the chairperson of the Phelindaba Forum, who coordinates the meetings of the Forum of NGOs from which the IGPs were selected, to request entry into the IGPs that fall under this Forum. The researcher was fortunate not to encounter stumbling blocks in this regard up until the briefings with the participants.

A sample of three projects was selected using the non-probability sampling technique, which relies on availability. The researcher contacted the relevant facilitators of the three selected projects to arrange a meeting to discuss the research, and request permission to brief participants. The researcher explained the research and responded to relevant questions to ensure that the facilitators had a clear understanding of the study, and how the process of gathering information would unfold.

Participants were also first met in a group to brief them about the project and to select those who would be interested in the study. Semi-structured interviews were conducted with the selected participants and the facilitators of these projects.

4.1.1.5. Data analysis

The data was recorded in writing, as per agreement with the participants. The analysis was according to the steps propagated by Tesch (cited in Creswell, 2009: 185-186).

4.1.1.6. Data verification

Finally, data verification was done according to Maree's model of trustworthiness, which includes verification of raw data, keeping notes of research decisions, stakeholder checks and avoiding generalisation (Maree, 2007: 113-115).

4.3.2. Conclusions and Recommendations

The following is the outline of the researcher's conclusions and recommendations regarding the use of the qualitative approach in research:

Qualitative approach: In view of the fact that the research involved talking directly to participants and listening to their feelings and opinions about their involvement in projects, the qualitative approach was appropriate for this research. The collected data had to include observation of participants in their work environment.

Exploratory and descriptive designs: These strategies were useful in the sense that the researcher was exploring a phenomenon that was new to her, and by being involved with the participants, it became easy to describe situations and events.

Recruitment of participants: The researcher did not battle with identifying participants due to the fact that she was familiar with the geographic area selected for the study. This also assisted in identifying gate keepers, who can sometimes hinder the research process.

Relationship with participants: The research depends on the positive response from participants. Therefore, it is critical that the relationships are kept at a positive level. Sometimes challenges arise in this engagement, but flexibility will sustain the relationship. The researcher was able to establish positive relationships with the participants by allowing them to be free to communicate openly with her at all times.

Pilot study: This research was the first of its kind for the researcher therefore the pilot study was useful in refining the topics in the schedule. It is recommended that the pilot study be used in qualitative research, where interviews will be utilised because the researcher can also get an idea of how people are likely to respond to questions.

Semi-structured interviews: The researcher had prepared an interview schedule to be used for gathering data. The semi-structured interview is an appropriate method because it allows for flexibility in terms of probing for further information, taking different angles to the discussion, which can lead to the collection of more data.

Recording: Written records are useful, as the researcher was able to read the recorded data and check for accuracy with the participants. The participants were reluctant about the use of voice recordings and felt more at ease when they could speak freely.

Steps in data analysis: The steps in data analysis by Tesch awarded the researcher the opportunity of dissecting the information gathered over and over again. This offered the opportunity to pick up underlying messages in the data.

Verification: The verification of data was conducted to ensure trustworthiness and to check the accuracy of information in order to confirm the collected data.

General: The work involved in this kind of a research was so overwhelming that the researcher could not have succeeded without the support of the supervisor. The researcher recommends that the relationship with the supervisor must be maintained, as it will sustain and guide the researcher.

Limitations of the methodology:
- The sample size in this research was small such that generalisation can not be achieved using the findings. This can be viewed as a limitation on one hand but on the other hand it should be noted that qualitative research does

involve smaller sample sizes as noted by various authors (Maree, 2007:177) Furthermore, in qualitative in qualitative research, it is customary not to determine the sample size at the outset of the study: but to let the principle of "saturation of data" determine the sample. This means that the researcher will continue with the collection of data from multiple participants until the information becomes repetitive or a full understanding has been achieved (Dawson, 2000:53-54).

- The link between IGPs and the HBCP was not explored in-depth. Although this can be viewed as a limitation, it should be pointed out that this link was not the focus of the study. The research focussed on the experiences of participants in the IGPs. The link was identified during data collection and was highlighted in such a way that it did not overshadow the focus of the study.

4.4. THE FINDINGS REGARDING THE EXPERIENCES OF PARTICIPANTS IN IGPs

4.4.1. Summary

The findings of the research are captured in Chapter Three with reference to themes, sub-theme and categories. These were supported by extracts from the interview transcripts, and the literature reviewed for this research.

The themes that emerged were further divided into sub-themes and categories, as follows:

The *first theme* is about the motivation and expectations of participants at joining the IGPs. The theme was aimed at describing what motivated the participants to join the projects, and if their expectations at joining were met in the projects. The sub-theme captured the experiences shared by the participants. It came to light that the lack of regular income, unemployment and the need for additional income to enable them to feed their families motivated the participants to join the IGPs. In some instances, participants had prior learning, which offered them skills that they could use to

generate income for themselves. They remained in the projects as they were earning income and receiving vegetable to take home.

The *second theme* described the participants' experience of the benefits of their involvement in the IGP. This theme indicated how the participants experienced their lives within the IGPs, covering benefits or lack thereof. Participants benefitted from the income generated by the project, especially in the second and third projects. The participants also experienced personal development, as they were able to learn some skills from engaging in the activities of the projects. They also felt empowered because they could make decisions about their lives within the projects.

Members highlighted that they experienced mostly moral support from each other, hence the reason why they remained within these projects. This notion is supported by Burkey (1993: 153), who indicated that new skills and new knowledge can be shared within a group. Groups can more easily gain official recognition, if this is considered important and useful to members. Furthermore, the intangible benefits of greater self-confidence, awareness and determination can be best developed within the context of groups, such as in IGPs.

The *third theme* described the factors influencing the effectiveness of the IGP.
IGPs exist within an environment that will likely impact on their operations, both internally and externally. During the interviews, various aspects in relation to such factors came to the fore. The researcher could determine both positive and negative factors, which were shared by the participants. The positive factors concerned the relationships that members experienced internally with various individuals, such as the facilitators and other participants, and externally, such as with families and other stakeholders, like the school headmaster at the venue where the first project operated. These relationships also contributed to the reason why participants remain within such projects.

Poor people who engage in small projects to change their lives need support from their environment in order to prosper. Swanepoel et al (2006:286) cited a story of women from a poor village in Gazankulu, who, with the assistance of local structures, were able to plant vegetables and thus change their lives. After much

hard work and casual contribution of expertise and finances from the local minister, they managed to harvest fresh vegetables for their families and were also able to sell to the community.

However, it was not only supportive relationships that participants experienced. There were also negative factors, which hampered the development or progress of the projects. Some of the negative relationships had a psychological impact, as members of the first project were uncomfortable about their relationship with the school teachers where their project operated. They did not relate well with the manager of the host NGO, a challenge that led to the demise of the project.

The challenge of the host NGOs or change agent not understanding the needs of participants in projects is common. Sometimes the gap between the experiences of project participants and NGOs' understanding of what is happening can be devastating to development projects. Swanepoel et al (2006: 280-282) highlight this challenge in the case studies they mention about community development. They refer to a, 'felt and real need," and relate a story of a change agent, who was not in touch with the real need of community members, and went on to initiate a sewing project that she thought was the need of the community. Although interest in the project was shown by seventeen women, participants lost interest due to challenges experienced by members of the project, and only five women were benefiting from the project, which finally folded.

The professional social worker attached to the garden project did not play her role in terms of assisting the project to be structured in such a way that it could grow, expand and be sustainable.

The researcher can conclude that participants in IGPs do not join the projects for personal benefits only; there are other aspects that lead to the establishment of an IGP. Furthermore, participants benefit more than just income in such projects. Factors, such as moral support and positive relationships are also experienced, and valued by participants. The fact that they are doing something with their time also contributes to their self-esteem and the knowledge that they can contribute their time for a good cause. The financial benefit in these projects is minimal, but the little that

is gained sustains the participants, and motivates them to remain in the projects. Therefore, people are in projects for more reasons than financial benefit.

Another conclusion that can be drawn is that although NGOs allege to facilitate IGPs, in reality this might not be the case. The IGPs that were studied received little or no support from such NGOs. They operated on their own. This may be the reason why they do not expand due to lack of skills and information. This fact also puts a spotlight on the role of the facilitators especially professionals, such as social workers.

4.5.   Recommendations

The researcher recommends that social workers should play an active, professional role in IGPs to assist participants to gain skills to expand their work and improve the income generated. This is supported by Swanepoel et al (2006:53-56) who highlights the role of a change agent, which is referred to as a facilitator in this study, as follows:

- Guide: In view of the fact that the change agent's views and perspective are broader than that of the people they work with, they have a better idea of the consequences of any action, and they are aware of possible pitfalls and obstacles that can befall the development efforts of people. They may not have all the answers, and are going through the learning process themselves, but they have the responsibility of guiding people through such pitfalls in order to achieve set objectives. For instance, in the sewing project, participants needed guidance in terms of knowledge about business management in general so that the project could expand. However, this was not forthcoming. Even the garden projects lacked professional guidance in terms of planning, marketing and general management.

- Advisor: Since change agents have a greater knowledge and broader views, they must give advice. Although this might be a limited role, it should be in a form of information on the possible choices that people have, and the

probable consequences of such choices. But care should be taken that advice does not take decision-making away from the people to ensure that they are empowered in the end. In the projects under study, little knowledge was shared with the participants and it is believed that more knowledge could have contributed to more structured projects that are successful. Participants depended a lot on facilitators and seemed to learn little from this engagement. This can lead to stunted growth within the projects.

- <u>Advocate</u>: Change agents have contacts with the outside world that communities may lack. They also know channels to follow when the situation may look overwhelming for communities. They know how to deal with authorities, where to go to seek approval and obtain concessions. This can be valuable for projects that are small and in need of growth. The agents need not do things for the people, but can always be accompanied by a project member when negotiating for the group.

In the IGPs under study, it became clear that professional social workers, who were attached to the NGOs, did not engage much in advocating for the participants. For instance, although in the first garden project the facilitator did negotiate for the space to plant vegetables, the participants themselves were not part of those negotiations. This led to them experiencing a number of challenges with that environment, something which could have been avoided had they been part of the negotiations. They would have established positive relationships with the teachers so that they could all work amicably together.

As advocators of projects, change agents can also, for instance, assist projects to complete business plans. The sewing project could have benefited from such expertise to satisfy their need to get sponsorships, or business relations with the local business people. Even the garden projects could have been linked with other existing projects in the area for networking and learning purposes.

- Enabler: Developers have to strive to enable poor people to fulfil their abstract human needs, to enhance their learning processes and to help them gain meaningful empowerment. They must create space for the people to move forward, acting as catalysts to make things happen, without being active themselves. They need to establish opportunities without enforcing them. The IGPs in the study could have also benefited from this in terms of them being exposed to learning experiences for growth purpose at their own pace and level.

- Facilitator: Finally, the change agent needs to help people to make rational decisions, enabling them to participate fully, help them to discover resources, plan and implement. The critical terms here being, "help, enable and assist," instead of overplaying their hand. In the case study mentioned earlier of the change agent, who initiated a sewing project, acquiring resources for the members, and then only to have them lose interest, as they were not part of the whole planning process. Swanepoel et al (2006: 56) emphasises that a, "facilitator cannot be but in the background, cannot play any other than a secondary role and cannot do anything else than assisting and enabling."

Social workers, in their engagement with IGPs, could follow the recognised micro-development process as outlined by Swanepoel:

- Making contact: The professional gets to know the people that they will work with and their prevailing circumstances, and also to get the people to know the professional (Swanepoel, 1997: 33);
- Needs and resource identification: The needs of the people that have to be addressed and the available resources are identified by the people and the professional. Resources may be within the people themselves or in the community (Swanepoel, 1997: 108);
- Planning: This phase involves the prioritisation of needs and identification of action steps towards addressing the identified needs (Swanepoel, 1997: 159);
- Implementation: The plans that were put down in the previous phase are put into action, "the coming to fruition of a process that started during the contact

making phase, progressing through the need identification, objective setting, organizing and planning phases." (Swanepoel, 1997: 162); and

- Evaluation: This final phase involves determining whether the needs, objectives, action plan and the action, and the use of available resources were aligned to achieve the desired goal (Swanepoel, 1997: 176-177).

Finally, the NGOs in the Phelindaba Forum could utilise this research to improve their involvement in the IGPs under their auspices. Social workers could also be work shopped on the facilitation process in relation to IGPs. A copy of the summary of findings and recommendation will be made available to the chairperson of this Forum to assist with this process.

4.5.1. Recommendation for future research

The recommendation from this study for future research on IGPs is as follows:

- Exploration of how the participants perceive their involvement in projects. From the outside, it may seem as if these projects are generating income and contributing to the alleviation of poverty, but when delving deeper, a different picture emerges;
- The involvement of NGOs or the need for their support is one area that can be explored to assist these projects to flourish. NGO should not only be there for the projects on paper;
- Facilitators, especially professionals, such as social workers need to share their expertise with participants with the view to empowering them to be able to sustain projects. even in the absence of facilitators; and
- Research on a best practice model of IGP, namely those that are successful in generating income.
- The research identified a link between IGPs and the HBCP whereby volunteers support one another to benefit more from their engagement. Such IGPs can have more benefits for the volunteers but they need to be properly managed and supported.by professional to facilitate growth. A doctoral study on the relationship between IGPs and HBCP can be done in the nine

provinces of South Africa to learn more about the dynamics involved in this area.

- Further research on the role of the support systems and networks in strengthening women empowerment and building successful IGP can be facilitated as it appears to be an important factor within IGPs.

4.6. CONCLUSION OF THE CHAPTER

This chapter covered the overview of the research report with conclusions and recommendations based on the conclusion drawn from the research.

Chapter One focused on the problem formulation and the research methodology followed to investigate the research question. The chapter outlined the process of identifying the research question and the motivation for the study.

Chapter Two outlined the research methodology in terms of how the research unfolded. The qualitative research approach was utilised in view of the fact that the researcher needed to engage with research participants on a one to one basis to explore their experiences, something which can not be properly captured using numbers.

The findings in terms of the experiences of participants in IGPs are captured in Chapter Three, where the information gathered was compared and contrasted with literature that was explored for the study. The findings highlighted the experiences and challenges faced by participants within IGPs, identifying issues of concern and the support system amongst participants, something which seems to keep them engaged in IGPs despite other challenges outlined in the findings, such as lack of support from professional and lack of access to networking opportunities.

The conclusions and recommendations in this regard were also made, emphasising the need for further research studies around some issues that came out of the findings.

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ANNEXURE A

DECLARATION BY THE PARTICIPANT

I, …………………………………………………………..
(name of participant)

ID number: …………………………………………………….

Residential address:

Contact details:

Tel: ……………………………………………………

Hereby voluntarily give consent to participate in the research on the, *"experiences of participants in income generating projects,"* and that the information on the research was explained to me in a language that I understood.

…………………………………..
Signature of participant
Date: ………………………...

ANNEXURE B

INTERVIEW SCHEDULE FOR PARTICIPANTS

- Name of project
- How the name came about
- Background of project
- Motivation to join the project
- Awareness about the project
- Expectations when joining the project
- Length of time in the project
- Any benefit derived from the project
- Highlights and challenges experienced within the project
- Current status of the project and future plans

Management of the project:

- Role of respondent in the project
- Communication with management

Family background:

- The place and role of respondent in the family
- Economic background of the family, such as grants recipients and so forth
- Impact of the project on family life

ANNEXURE C

Interview Schedule for Facilitators

Processes:

- Name of the project
- When did the project start?
- How did the project start?
- How were members recruited?
- What are the activities within the project?
- Challenges and future plans for the project.

Management process:

- How is the project funded?
- How is the project managed?
- Communication channels between management and participants

Networking:

- Linkages of the project with other community-based initiatives

Benefits:

- Personal experience of facilitator of the project
- Is the project beneficial to participants?
- Facilitators' perception of the experiences of participants