UNIVERSITY OF ZULULAND

RESEARCH REPORT

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MASTER OF ARTS

In the field of

DEVELOPMENT STUDIES

With the provisional tittle:

Assessing Income Generating Projects as a Strategy to Enhance Livelihoods in Rural Areas. Umzimvubu Local Municipality, Eastern Cape Province

FACULTY OF ARTS

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DECLARATION

I, Silindile Pearl Khumalo declare that this dissertation submitted to University of Zululand for the degree of Master of Development Studies, has never been previously submitted by me for a degree at this or any other University, and that this is my own work and the material contained therein has been dully acknowledged and cited using the Havard style of referencing.

Signature………………………………………………………………

Date……………………………………………………………………

Declaration by Supervisor

Signature………………………………………………………………

Date……………………………………………………………………..

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ABSTRACT

Income generation comprise activities focused at developing opportunities for productive use of available resources to create communities or households that are self-sufficient and not reliant on the state for livelihood generation. The aim of this study was to assess income generating activities as one of the strategies to enhance livelihood in rural areas of Umzimvubu Municipality, Mt Ayliff. The purposive and convenience sampling techniques were used to select the sample whereby a total of 46 participants were selected within the projects and out of the projects. In-depth interviews and focus group discussions were used as techniques for data collection. The content analysis method was used to analyse the data. The findings of the study revealed that income generating projects do have a positive impact in the rural livelihood. The projects do serve as a strategy to enhance livelihoods, but the contribution is minimal in that it does not make a huge difference in the lives of community members. Various challenges were identified such as the need for training, financial support, conflicts among participants in the projects, mismanagement of funds generated and theft of products. The study found that there is little consultation between government departments, the Department of Social Development and Department of Rural Development and Agrarian Reform, as they are directly working with communities in income generation projects. The two departments have to collaborate in an effort to support income generating projects. Entrepreneurial training sessions need to be provided to ensure that the projects immensely contribute towards livelihood generation.

Key words: Income Generating Projects, Rural Areas, Sustainable livelihoods, Livelihood generation.

STUDY ACRONYMS

IGP:	*Income Generating Projects*
IGA:	*Income Generation Activities*
SLA:	*Sustainable Livelihood Approach*
DRDAR:	*Department of Rural Development and Agrarian Reform*
SMME's:	*Small Medium and Micro Enterprises*
STATSSA:	*Statistical South Africa*

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1. CHAPTER ONE: ORIENTATION OF THE STUDY

1.1 INTRODUCTION

Deprivation and poverty have affected most rural communities, and this has been ongoing for a long period of time. Poverty has deprived many people, particularly in the rural areas. Various livelihood generation approaches have been adopted as means for a decent life. The concept of livelihood has remained a subject of highest importance and is much more than a job because it covers a whole range of activities that people engage in, to make a living for themselves, families and communities. This study assesses the contribution of income generating projects towards enhancement of rural communities' livelihoods.

The World Bank (2018) reported that South Africa is one of the most unequal countries in the world and inequality has increased at a Gini coefficient of 0.63 in 2015 since the end of apartheid. It is also indicated that South Africa has made progress in reducing poverty of the past two decades although high inequality acts as a brake on poverty reduction, so poverty reduction rates remain high for an upper middle-income country. Between 2006 and 2017, nearly 2.3 million people fled poverty (World Bank, 2018). Consequently, communities have come up with ways to pull themselves out of the poverty line and enhance their livelihoods by generating income through different kinds of projects.

Saal (2017) outlined that more than 40% of people in the Eastern Cape live in poverty. Many households have been trapped under a poverty line and that makes the Province carry a large number of poor people. It also contains the highest number in the country with 69.8% of Eastern Cape residents living in informal houses and 13% of all homes using electricity for heating (Saal, 2017). In pursuit of self-help and self-sufficiency, income generating projects have been common amongst the rural communities of the Eastern Cape. This study assesses the Income Generating Projects (IGPs) within the rural areas of uMzimvubu, specifically looking at whether these have improved people's standard of living and assess whether it enables them to generate a living. Evidence is provided using empirical data that was collected in the study area.

1.2 BACKGROUND TO THE STUDY

Livelihoods are activities that allow people to secure their basic needs or necessities of life such as food, water, shelter, clothing and health services. Several researchers (KipKoech, 2018; Mudau & Netshadama, 2012; Nkosi, 2010; United Nations, 2009; eJADE, 2007; Motiki, 2006) on rural livelihood have focused on how poverty reduction could be reduced through income generating project. Developing countries face various challenges such as poverty, lack of opportunities for income, inequalities, low levels of education, and limited access to socio-economic services (Ngwenya and Magongo, 2013). Adding to the challenges affecting the developing countries is the issue of inequality which remains a prevalent trend. The World Bank (2015) updated the international poverty line to an absolute global minimum of $1.90 per day. To mitigate the effects of poverty, rural communities have adopted initiatives that are aimed at uplifting household livelihoods and these include sustainable livelihood projects; income generating projects; poverty alleviation programmes and various types of rural development programmes.

The United Nations High Commissioner for Refuge (UNHCR) (2014), notes that engaging in livelihood activities requires gaining expertise, skills, social networks, raw materials and other resources to meet individual or collective needs with dignity on a sustainable basis. In general, the operation of livelihoods is carried out repeatedly within an income stream such as farming, pastoralism, fishing and employment in a sector or as an entrepreneur (UNHCR, 2014). People work within at least one or many streams that provides goods and services to a market economy based on generating income.

In the Eastern Cape Province, many communities maintain their livelihoods by engaging in income generating projects and these mainly comprise agricultural projects. According to Hlazo (2012), the use of economic tools such as credit and income generating ventures has an influence on the social aspects of people's lives. Income generation may include activities such as SMEs, cooperatives and job creation schemes, sewing groups or/and women's awareness-raising groups. When enhancing livelihoods, any of the above is a means of generating income and contributes to the ultimate aim of livelihood generation.

According to Ngwenya & Magongo (2013) the concept income generation refers to activities focused at creating opportunities for productive use of available resources to create communities or households that are self-sufficient and not reliant on the state for livelihood generation. There are various forms identified for income generation and these include crop production, animal/livestock production, agricultural wage employment, non-agricultural wage employment, self-employment and other forms.

Ngwenya & Magongo (2013) also recognized that societies have multiple stakeholders contributing to income-generating projects, including Civil Society Organizations (CSO's), government, and the private sector. CSO's are key players in reducing poverty at the community level, but face challenges such as lack of finance, relevant skills, and effective coordination between themselves and government (Ngwenya & Magongo, 2013). Therefore, this hinders the sustainability of income generating projects because at some point without a proper feasibility stage a project remains unstable. It has also been acknowledged that income generating activities are practiced by women and that the income generated is used for the enhancement of the well-being of the family (Agenda, 2009). The World Bank (2007) indicates that income generating support projects will generally be undertaken by women and located near their homes. Potential income generating projects should contain activities where women can use skills they already possess.

However, Hlazo, (2012) has acknowledged that despite the governments efforts to support income generating projects, not much income is generated from the projects, there seems to be mixed feelings about income generating projects and their contribution to livelihood generation. Therefore, the study assesses the income generating projects in enhancing livelihood in rural areas. This study looks at the contribution of income generating activities to enhancing livelihood, including factors that makes these projects to be sustainable or perish.

1.3 PROBLEM STATEMENT

Despite the long history of intervention, rural poverty remains an important issue facing developed countries economic and social development and is said to be spread by the combined negative effects of the labor market, demographics, education and remoteness vicious circle (Ababa, 2019). Poverty is one of the greatest challenges facing developing countries and is reflected in low levels of income and in high levels of human deprivation, underdevelopment and marginalization. Therefore, rural communities are caught up with unstable livelihoods due to high rates of poverty and lack of income.

Rural communities have always been engaged in income generating projects to improve their standards of living. As Ngwenya & Magongo (2013) states that income generating projects were considered as one of the activities that could create opportunities for rural communities to use local resources in a productive way to reduce poverty. To state dependency and enable self-reliant households and societies to understand the relationship between income-generating and livelihood-generating activities (Ngwenya & Magongo, 2013). It is proposed that one must look at both agricultural and non-agricultural activities carried out by households or rural communities because such activities are the major aspects practiced by rural people in order to change their poverty state of living. The South African government has established income generating activities in some rural areas to address the triple challenges of poverty, unemployment and inequality.

This study therefore, proposed to assess how the income generating projects enhance livelihoods in the rural areas. The study established whether there is any contribution made by the IGP to livelihood generation, using a case study of uMzimvumbu community rural area. This study achieved this by examining the projects the community members in the study area are engaged in, and how what is generated from the projects contributes to livelihood enhancement.

1.4 AIM AND OBJECTIVES

The aim of this study was to assess how income generating projects enhance livelihoods. The following objectives were formulated to ensure that the aim is achieved:

1.4.1 To identify the types of income generating projects available in the study area.

1.4.2 To analyse the attributes of income generating projects that determine livelihood enhancement in the study area.

1.4.3 To examine how the income generating projects contribute to livelihood generation

1.5 RESEARCH STUDY QUESTIONS

The primary research question was how do the Income Generating Projects enhance livelihoods within the rural areas? The sub-questions were as follows:

1.5.1 What type of income generating projects are available in the study area?

1.5.2 What are the attributes of the income generating projects that determine livelihood enhancement in the study area?

1.5.3 How do the income generating projects contribute to livelihood generation?

1.6 STUDY HYPOTHESIS

The hypothesis of this study is that income generating projects have a significant contribution to enhancing livelihoods in the rural areas.

1.7 EXPECTED CONTRIBUTION TO DEVELOPMENT STUDIES

Many studies on income generating projects have been conducted in other rural communities and a few studies seem to exist on the contribution of income generating projects in livelihood generation around the study area. Therefore, despite adding to existing literature on enhancing livelihoods through income generating activities, this study will make a useful contribution to policy on enhancing livelihoods in the rural areas. It will also add to varied debates and discussions on enhancing livelihoods through income generation issues. The study will therefore add to the body of knowledge on enhancing livelihoods through income generating projects.

1.8 DEFINITION OF TERMS

This part of the study defines the important concepts that shapes the study, they are discussed below.

1.8.1 Rural Areas/communities

A rural area is an open swath of land that has few homes or other buildings, and not very many people residing in it. Rural areas population is density is very low (National Geographic Society, 2011). The National Geographic Society (2011) further explains that, In the rural areas there are fewer people and their houses and businesses are located far away from one another.

1.8.2 Income Generating Projects

Income generating projects are those interventions aimed at addressing poverty, unemployment, lack of economic opportunities, and improving the ability of people to generate income for their livelihoods and stable livelihoods (USAID, 2008) and taking various forms.

1.8.3 Livelihood

A simple definition of livelihood is to make a living. Scoones (2009) describes livelihood as something that includes the capabilities, assets (including both material and social resources) and activities needed to make livelihoods. A livelihood is sustainable when it can cope with and recover from stresses and shock to maintain or enhance its capabilities and assets, while not undermining the natural resource base. It's all the things that the family participates in to earn a living, according to Ellis (2009).

1.8.4 Sustainable livelihoods Approach

Sustainable livelihood approach is defined as compromising the capabilities, assets, including both material and social resources and activities required as a means for living. A Sustainable livelihoods approach describes poverty as a state of instability or vulnerability to pressure and shocks rather than simply lack of wealth. This approach also believes that, while not undermining the natural resource base, one should maintain or enhance capabilities and assets both now and, in the future, (Hossain, 2005; Meikle and Bannister, 2003).

1.9 THE LAYOUT OF THE STUDY

The chapter sequence of this research is explained in this section. Details will be given on what each chapter entails.

1.9.1 Chapter one

This gives background information on the study. It presents the research problem studied and the aim and objectives of the study. It provides the research questions that the study seeks to provide answers to.

1.9.2 Chapter two

This chapter presents a review of studies conducted by different researchers on Income Generating Projects towards the process of enhancing livelihoods. The theoretical and conceptual framework of the study is also outlined.

1.9.3 Chapter three

The research design and methodology is discussed in this chapter which covers the research design, research approach, research philosophy and methodology used to sample, collect and analyse the data.

1.9.4 Chapter four

The chapter presents the results of the study and covers the discussions/ Interpretation of the results.

1.9.5 Chapter five

In this chapter, the findings, conclusion and recommendations of the study are outlined.

2. CHAPTER TWO: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on existing studies that have been conducted on the issue of income-generating activities in enhancing livelihoods in the rural areas. The chapter starts with an in-depth review of the conceptual framework and moves on to discuss the theoretical framework that informs the study. The last section examines other empirical studies that have been conducted on the use of income- generating activities in income generation within the livelihood generation environment.

2.2 CONCEPTUAL FRAMEWORK

In this part of the study, concepts that guide the whole study are defined. A conceptual framework is an analytical tool with several variations and concepts that also guide the analysis of the data. The study will use a conceptual framework because it will make conceptual distinctions on income- generating projects and organise ideas in a way which enhances livelihoods of the rural areas.

2.2.1 Poverty

Poverty is the main cause of hunger and undernourishment, lack of housing, becoming sick and being unable to see a doctor, being unable to go to school and not knowing how to read and write, being unemployed, fearing the future, living one day at a time and wondering how every day passes, losing a child from disease caused by unclean water, feeling helpless, lacking justice and rights (World Bank, 2007). The above features of poverty explain the poverty that is felt by all the people who are categorised as being poor. The South Africa Report (2007) assessment of poverty further notes that poverty can be viewed in a narrow or wide sense. This means a lack of income in the narrowest sense. Poverty can be seen in the broader sense as multidimensional problems like those listed by the World Bank. They are inflation-adjusted national poverty lines in Rands for 2019 per person per month (STATSSA, 2019). These are;

Food Poverty Line-R561; Lower-Bound Poverty Line- R810 and Upper-bound Poverty Line-R1227.

Therefore, rural communities have been caught up in these situations which lead to unstable livelihoods. For them to maintain their livelihood, they have initiated to try things that could help them get money by practising income- generating activities.

2.2.2 Income Generating Projects/activities

The global poverty line of the World Bank is $1,90 per person per day. In 2012, more than 900 million people around the world lived under this line (based on the latest available data) and expected to live in extreme poverty in 2015 (FAQs, 2015). People are categorised as poor if their income falls below the above income measure. The income line is balanced for regional variation, depending on how rigorous the study is (Davids, Theron & Maphunye, 2005). Income generating projects are, therefore, regarded as a means of generating income through self-help activities (IGA) in developing countries. Danish Refugee (2008) added that income-generating activities are small-scale projects that produce a source of income for individual beneficiaries or recipient groups while upholding the main right to self-determination and goals of integration, repatriation and reintegration. Individuals practice these activities for both themselves and their families/households.

The Projects Generating Income Handbook (2000) highlights that IGA is recognized as an economic activity aimed at improving the living conditions of poor households. This could include the production of goods and services, including trade, or a combination of both rural and urban areas. IGA is commonly practiced in poor communities to enhance livelihoods, and small organizations or groups of different backgrounds are known to undertake them (Manual on Projects Generating Income, 2000).

2.3 LIVELIHOOD GENERATION STRATEGIES

The livelihood framework provides a comprehensive, thorough approach to land-based uncertainty to explain how people make a living. It can be used as a loose structure for a number of issues that are important to living or can be thoroughly explored in all its aspects (Kanje et al, 2000). In reality, it illustrates the context in which people live, the resources available to them, the livelihood approaches that they seek through existing policies and structures, and the consequences of their livelihoods.

Therefore, the rural poor have built up the capacity to cope with increasing vulnerability associated with diversification, intensification and migration of agricultural production or moving out of farming (Ellis, 2000). Livelihood strategies are the combination of various activities that people have chosen to carry out in order to achieve their livelihood goals. Rural people are adopting or engaging in several strategies to boost their livelihood. These include mostly the agricultural intensification worldwide. Rural areas in Nigeria are characterised by agricultural production and other primary activities such as animal husbandry and fisheries. Studies by Anderinoye Abdulwahab et al. (2015) also found that the rural poverty in Nigeria is higher than in other occupational classes.

Rural agriculture is substance to local weather variations, so income levels and food availability are likely to vary (Omonona, 2009).

Thus,in Nigeria, income sources need to be diversified into multiple farm or non-agricultural income-based livelihoods (Anderinoye-Abdulwahab et al, 2015). Livelihood systems are at the core of poverty reduction and food security problems in various policies and environments.
Baro (2002) states that livelihood systems include means, relationships and systems that inclu de means, relationships and production processes as well as strategies for household management.

According to Olarinde and Kuponiyi (2005), farmers who only produce for consumption are l ikely to fall into deeper food insecurity due to low wage, lower levels of productive resources and deprivation. Therefore, places like Nigeria still have not found their livelihoods changing for the best because of lack of thinking for the future and the sustainability of their farming. Abimbola and Oluwakemi (2013) point out that Nigeria's agricultural sector is plagued by challenges such as soil stagnation, insufficient facilities, hazard and instability and seasonality.

Rural households are, therefore, forced to develop strategies to help cope with the increasing vulnerability associated with agricultural production by diversification, intensification and migration or removal from agriculture (Ellis, 2000). On the other hand, by using the Ward's cluster analysis methodology of data from the 2005-2006 Kenya Integrated Household Budget Survey, Kenyan households are categorised according to their own livelihood strategies.

Data on income shares, productive assets, and occupational activities were used to allow data to identify Kenyan households most important and homogeneous groupings in terms of livelihood strategies: pastoralists, Agro-pastoralists, smallholder farmers, large-scale farmers, entrepreneurs and wage-employees. The resilience analysis model developed by Alinovi et al. (2008) has been used and updated to describe the key determinants of each livelihood strategy and to compare different livelihood strategies. Comparing livelihood resilience clusters in Kenya's eight provinces shows significant variations between provinces and clusters.

Several studies in Africa have shown that while most rural households are engaged in agricult ural activities such as cattle, crops or fish production as their main source of livelihood, they also participate in other income generating activities to increase their main source of income (Abimbola and Oluwakemi, 2013). In other words, very few of them earn all their income from one source, hold all their wealth in the form of any property, or use their capital in a single activity.

Barrett et al. (2001) emphasise that most rural producers have traditionally diversified their productive activities t o include a variety of other productive areas. Consequently, it is advisable that people should not only depend on one source of income so that their livelihood stability will be sustainable enough. Khathiwada et al. (2017) stated that understanding household ways of living is key to reducing rural poverty in less developed countries like Napal. These researchers have found that rural households combine several income-generating and social activities and contract a portfolio of rural households' livelihood activities and also, if possible, improve their livelihood outcomes.

2.4 SUSTAINABLE LIVELIHOOD APPROACH

A conceptual framework guiding the research is the Sustainable Livelihood Approach (SLA). The approach has emerged, according to Neely et al. (2004), as a means of reducing inequality more efficiently and relevantly through considering poverty from the viewpoint of the poor. The Asian Development Bank (2017) also describes the SLA as a way of thinking about priorities, meaning and development programmes and reflects on shifting perceptions about how poor and vulnerable people are living their lives, the importance of policies and institutions.

The sustainable livelihood approach (SLA) informs this study on income generating projects, as explained by Prasad (2014), the strategy focuses on finding ways to explore how to ensure adequate and decent living standards contributing to people's quality of life, not only by recognising their need for higher incomes, but also by considering the capacity of poor households to cope with weaknesses and risks. This will give more understanding on how the rural poor make a living by applying this approach in their livelihood generation strategies. It is mentioned in De Haan (2012) that SLA is a major actor-oriented perspective in development studies, including geography of development, which strongly influences rural development-oriented activities.

This approach does not substitute for other instruments such as participatory growth, sector-wide strategies or integrated rural development. Nevertheless, it makes the connection between people and the overall enabling environment that influences the outcomes of livelihood strategies. According to the Asian Development Bank (2017) the SLA focuses on the critical opportunities of individuals by analysing their expertise, social networks, exposure to physical and financial capital, and the ability to influence core institutions.

This study adopts SLA as it goes beyond the conventional definitions and approaches to enhancing rural livelihoods, it deals with the assets, human capital, capabilities of the individuals, etc. This approach is used as an analytical tool to identify ways to advance livelihoods of rural people through income generating projects. Kruntz (2001) stresses that this approach does not tackle all issues of poverty or deprivation, such as low income. It embraces a wider approach to the wellbeing of people by looking beyond income-generating practices in which people engage (Shankland, 2000).

De Haan (2012) stresses that livelihood studies were put at the forefront of development research in the late 1990s and the beginning of the new millennium, when the Department for International Development (DFID), the British State Development Cooperation Agency, actively supported the so-called Sustainable Living Framework. This was implemented to promote or rather design new and unique policies that will be able to conservatively enhance the standard of living in the poor rural communities. By using own production activities such as income generating projects (Agricultural farming, small medium macro enterprises, community development projects, and co-operatives) the sustainability of the poor communities should have a positive change.

Since sustainable livelihood thinking was inspired by Robert Chambers ' work in the 1980s, it was developed by Chambers, Conway and others in the 1990s to conceptualise how people operate within a context of vulnerability that is shaped by various factors such as shifting seasonal constraints (and opportunities), economic shocks and long-term trends (DFID, 2000). This justifies that the income generating projects applied with Chambers knowledge would be successful and serve their purpose of closing the gap between the rich and the poor because Chambers clearly understands the root of sustainable development.

2.5 THE SUSTAINABLE LIVELIHOOD APPROACH COMPONENTS

Sustainable livelihoods have been supported in more recent times as a holistic solution to resolving the multidimensional dimensions of enhancing rural livelihoods in rural areas to theorise a change from earlier job programmes. These are considered as part of guiding principles for development programmes and a theoretical basis for better understanding deprivation (Farrington, 2001). The sustainable livelihood approach consists of a few major components that form part of enhancing livelihoods in rural areas such as:

Vulnerability context

The Vulnerability context explains the principles that cannot be changed and that can be resolved by climate change, microeconomic factors, history and politics. Because of these alarming issues, the implementation of livelihood generation strategies began. The vulnerability context relates to economic trends, resource movements, shocks such as war, economic shocks, health shocks, and natural shocks such as earthquakes and inconstant costs, growth, health and employment opportunities while performing income-generating activities.

Livelihood assets

The approach to sustainable livelihoods is based on the belief that people need assets in order to achieve a positive outcome. Petersen and Pedersen (2010) emphasise that people have unique kind of assets that they make use of in order to achieve their desired livelihood. *Human capital* is one of these assets, which refers to the skills and knowledge that project members may have to help them enhance livelihoods which will play a role in reducing rural poverty. *Social capital* is the second asset which deals with the social resources that participants could get assistant from for them to achieve their goals. This could be through networking with different people from different departments and organisations, membership of formalised groups which could be Non-Governmental Organisations (NGOs) or Community Based Organisations (CBOs) and the little trust that enables them to help each another.

Natural capital includes both tangible factors such as agricultural land, livestock kettle, trees, etc. and more intangible things such as the climate and ecosystems that make it possible to grow good crops and poultry. *Physical capital* asset describes the basic infrastructure needed for IGPs such as equipment, tools, working structure, etc. and producer goods such as craft work, vegetables, poultry and other forms of IGAs that are needed by the community in pursuit of livelihood generation in communities.

Lastly, is the *Financial capital* which deals with the financial resources that participants can use to achieve livelihoods that they are striving for. This includes the sources of funding the project members could receive, for example, the departments which could asset them financial-wise such as the Department of Social Development, the Department of Rural Development and Agrarian Reform, and others. The above forms are part of livelihood assets regarding influence and access (DFID, 2000).

Transforming structures and processes

According to Petersen and Pedersen (2010), this includes the structures, organisations and policies that frame poor people's livelihoods and are found at all levels – from household to international level. These structures and processes determine the access that people have to different kinds of equipment, tools or any other form of asset that people make use of in the IGPs.

Livelihood Strategies

This component deals with the way that people behave in order to achieve their desired livelihood, for example, if the participants fail to cooperate in income- generating projects, then a project is likely to not achieve its goal. The accessibility of different kinds of assets for the people affects their strategic planning, and in a given society, systems and procedures often create opportunities and limitations on the methods that people can use.

Livelihood outcomes

These are the achievements that the people have achieved as their livelihood strategies. These outcomes are described by the people on their own since they include a lot more than just income. The Sustainable Livelihood Guidance Sheet (1999) notes that the essential philosophy of this aspect of the strategy is that people who are not residents of a particular community observe and listen rather than leap into fast conclusions or make quick decisions on the exact nature of the findings that people want to pursue. Particularly, it is not good to assume that individuals are fully committed to maximising their income. Instead, it is wise to learn and understand the abundance and the future goals.

2.6 INCOME GENERATING PROJECTS AND SUSTAINABLE LIVELIHOOD APPROACH

When development work is done, contemporary experts argue that it is important to remember that while a good theory is necessary to maintain its effectiveness, a key factor is a stable state capable of supporting development activities (Collier, 2007). Hilmore and Singh (2001) see the sustainable livelihood approach as a very important development strategy, including income-generating ventures, environmental management, empowerment of women, education, healthcare, enough infrastructure, financial services and good governance. In order to achieve sustainable income generating projects that will help people in reducing poverty, the above aspects of the approach should be taken into consideration. Participants of such projects ought to be well equipped and skilled formally or informally for the projects to serve their purpose of reducing rural poverty.

The Sustainable Livelihood Approach was developed as a strategy to alleviate poverty and improve livelihoods; and it is continuously used by different agencies to design policies; projects and programmes relevant to such (Hategekimana, 2011; Ferguson, 2012). Furthermore, Kristjanson et al. (2010) state that the SLA integrates the significance of resources, marketplaces and further organisations. This approach's goal is to recognise the strengths, assets, livelihoods and opportunities that people have and the factors that shape their livelihoods (Long, 2004). Consequently, Majale (2002) alludes that the SLA is a complete method that attempts to catch, and make available a means of understanding, the essential sources and forms of poverty, as it attempts to draw up the relations among various features of poverty, letting more efficient prioritisation of act at a functioning level. This approach is important in the study of income-generating projects as its aim is to help rural people become less vulnerable to poverty, to become more resilient, and to have an ability to help themselves build better living conditions.

These projects enable the poor to generate income and to be able to provide themselves with proper food, in order for these projects to succeed. An SLA needs to be put in place. A sustainable project is the one that is able to help the poor uplift their standard of living not only for the present but also for the future generation. For example, in rural areas effective projects start as family projects - they sell their products to the community members and as these projects grow, the participants of the projects start adopting some community members to join them.

If these members cooperate and are able to manage the project funds coherently the project, then becomes sustainable. As Krantz (2001) emphasises, livelihood strategies vary frequently between individuals and households based on asset ownership disparities, income levels, gender, age, caste and social or political status. Subsequently, this suggests that socially differentiated analytical approach to livelihood strategies is, therefore, necessary. Therefore, challenges with the income generating projects will always be encountered, they need to be managed and controlled in a certain way that will accommodate every project member to be able to create sustainable projects.

McGoodwin (2007) suggests that access to adequate, safe and nutritious food is an active and healthy person. The key proteins consumed before income generating ventures in rural communities were the low-cost proteins such as beans. The higher cost options like purchased chicken and fish were consumed less frequently.

2.7 MICRO-BUSINESS INITIATIVES

These initiatives form a part of generating income through small projects. Four type of micro-business initiatives are described and explained below.

2.7.1 Agricultural farming

In the developing countries agriculture is considered as the best mechanism to reduce poverty and enhance livelihoods. According to Mudau and Netstandama (2012), it is because anyone can do it and at a different level that farming and agricultural activities provide most of the jobs in rural areas. These activities provide most rural, regional, and national employment in three ways, such as: reducing food prices, creating employment, increasing real wages, raising farm income, and helping rural communities improve their livelihoods. Almost all the rural poor depend largely on agricultural farming as their source of income and means of livelihood generation. As Ogunlela and Mukhtar (2009) emphasise that majority of Nigerian farmers' work on subsistence, the smallholder level in an extensive agricultural system, hence the food security and agricultural development of the country are in their hands.

Agricultural farming includes different types of farming such as fruit and vegetable crop farming and poultry farming. In support of the above claim, Rimando (2004) notes that agriculture is a method for managing useful plants and animals. The Comprehensive Agrarian Reform Law of 1988 describes agriculture, agricultural enterprise or agricultural activity as a means of soil cultivation, planting, growing fruit or vegetable trees, including harvesting these agricultural products and other farming activities and practices carried out by farmers in compliance with human, natural or legal farming activities. This suggests that rural communities are able to practice different agricultural farming activities to make means of living so that their poverty situation could get better and their livelihoods become better.

Mudau and Netshandana (2017) point out that in developing countries agricultural activities create most of the employment and self-help. Likewise, many projects are focused on the agricultural sector. Therefore, applying the SLA in the agricultural projects could lead to a better success of the projects as DFID (1999) states that this approach requires skills, resources (both material and social) for a means of living. A livelihood is sustainable if it can cope with and recover from pressure and shocks and retain or increase its potential and wealth now and in the future, without losing the natural resource base. The agricultural projects in enhancing rural livelihoods depends largely on the application of the SLA within the projects from the beginning (the implementation phase).

2.7.2 Small Medium and Micro Enterprises

The Small Medium and Micro Enterprises (SMME's) are economy-based income generating initiatives. The Global Entrepreneurship Monitor (GEM) report (2010) reported that South Africa is the lowest in African countries like Ghana and Zambia to be able to establish, sustain and grow successful new businesses. Policymakers, analysts and market experts accepted that Small and Medium Enterprises (SMEs) have become mere engines of economic growth (Mahembe, 2011). SMMEs contribute to the country's economy by creating more job opportunities for the unemployed, producing high volumes of jobs, increasing exports, and increasing skills in innovation and entrepreneurship. This largely contributes to the household's and community's livelihood.

According to the Development Trade and Industry (DTI) (2008), such businesses contribute significantly to the national GDP and have proven to be major contributors to job creation. As South Africa is faced with high rate of poverty, the Stats SA, Quarter 2 (2015) indicates that the battle with an alarmingly high national unemployment rate reaches 25%, and that this is partially aggravated by a persistent skills shortage. If people were skilled, the unemployment rate would not be where it is currently because SMMEs include a broad range of companies, some of which include formally licensed, unofficial and non-VAT registered organisations (DTI, 2008).

People lack the relevant skills that are needed so that they will be able to get employed in the SMMEs. With the rural people, it could be very difficult to acquire those skills because they are caught up in a poverty trap with no access to relevant knowledge, and some of them don't even have food to feed their stomachs and their children, which obviously means that they would not be able to afford getting themselves formally skilled. These small businesses help the very small income generating projects, community development projects, etc. in terms of funding. Additionally, SMMEs are estimated to contribute more than 50% to South Africa's jobs (Ratoon, 2014). In this regard, it is argued in Koljatic and Silva (2011) that SME's together with cooperatives have been long regarded as the major role players in job creation, poverty reduction, economic growth and assisting people make means of living in any available form to uplift their livelihoods.

Over and above, SMEs still need to be more flexible, have greater capacity to meet consumer demands and are highly innovative, giving them a greater advantage over larger firms trying to enter low-income markets (Marques & Reficco, 2006). The cooperatives as part of income generating projects are further explored above.

2.7.3 Co-operatives

Cooperatives are another form of business partnership which usually develops between low-income groups, whereby a group of people join themselves to achieve common business objectives and share the costs, benefits and risks of starting a business in the same amount as the shared interest. In contrast to SMME's, according to Zeuli and Cropp (2004) defining what constitutes a cooperative is relatively straightforward: it is a jointly owned and democratically controlled undertaking. International Cooperative Association (ICA) (2009) also regards cooperatives as independent organisations of individuals voluntarily joined to meet their common economic, social and cultural needs and ambitions through a jointly owned and democratically controlled undertaking.

Cooperatives are the same as the SMME's and they have indeed helped in the development of the rural and urban poor communities as they deal with maintaining their seven principles such as: Voluntary and open membership; control of participation in democracy; membership in the economy; freedom and independence; education and independence; voluntary collaboration and societies. The ICA (2009) elaborates that the first four steps are the core principles, which means that a cooperative without them would lose its identity.

With the cooperatives, collaboration amongst members should be very collaborative for it to be successful. In most cases, cooperatives lack sustainable development because people who are running them fail to collaborate with each other and that negatively affects the cooperatives.

According to Birchall and Ketilson (2009) the principle of cooperation within the cooperatives carries a business strategy, which means that a cooperative without it would remain economically vulnerable.

2.7.4 School income generating projects

Income generating projects are defined as activities that serve as a means of earning and/or increasing income at the individual, family or community level. Education is one of the world's largest sectors, with the central goal of providing learners with quality information, skills and attitudes to master their environment by reducing poverty, ignorance and disease (Chernus, 2012; Steers & Smith, 2015). The milestone of quality education in the 20th Century manifested itself a long time ago, during the era of universal declaration of human rights of 10 December 1948. The British Journal of Education highlighted that quality education should be positioned as one of the human rights for every member of the society in the World (United Nations, 2013; Gnanam & Stella, 2015).

Therefore, this kind of income generating project serves two major purposes: Firstly, the education of students in an entrepreneurial atmosphere blends technical knowledge with business practices and business management to make them (students) successful rather than graduating from school. Secondly, according to Acosta et al. (2008), it is about generating income to support the school's financial self-sufficiency. This type of income generating project is essential for self-development as it provides one with the education of business management skill for the ability to uplift themselves in any way that could be sustainable for the future.

Hilary (2017) state that through the provision of quality education, African countries will not engage themselves from their common enemy called Neo-colonialism. Therefore, Steers and Smith (2015), stress that the continental organisation (African Union, by then Organisation of African Unity) with its Headquarters in Addis Ababa, Ethiopia; has united African countries to put their hands together in the whole process of giving out quality education for the future African continent

The SLA used in this study also lays out a part of people’s self-development in order for them to create better livelihoods for themselves and the future generation. According to Asian

Development Bank (2007), SLA encourages the identification of concrete goals for actions based on those concerned views and desires, but they are not a solution. However, it connects people to the enabling environment which affects the outcomes of livelihood strategies. This draws attention to bearing on people's innate capacity in terms of skills, social networks, access to physical and financial capital, and ability to influence core institutions.

2.8 REVIEWS ON INCOME- GENERATING PROJECTS WITHIN THE RURAL COMMUNITIES OR AFRICAN COUNTRIES

People and communities have different experiences when it comes to income generating projects. Communities practice different income generating projects that operate within them. Rakodi and Lloyd-Jones (2002) define income-generating projects as being effective through human-centred and sustainable solutions that are capable of redefining growth in terms of addressing rural communities ' strengths and vulnerabilities, especially the unemployed. In simple terms, these projects' purpose is to help rural people create income through self-help so that they can live above the poverty line and sustain their livelihoods.

In the Eastern Cape province, according to Mafutha (2012), rural women are pleased with their growth through income- generating projects. There is a group of women who were living under severe poverty who have managed to generate livelihood through their small project that they started in 1998 and is still active. The project is based on food security and it started off as a family project. It has now grown into a community garden which entails that it does not only enhance the livelihood of one family. The standard of living of the whole community has been uplifted because the project has become a significant source of food and income for community members who would otherwise not manage to produce their own food. This indicates that the lives of these people have now changed as they have become the top vegetable producers.

The way a household absorbs and endures economic shocks depends on the options currently available in terms of capacity, assets (including material and social resources) and activities. The way these choices are organised and picked is a livelihood strategy. Comprehending the driving factors of each livelihood strategy is crucial to improve the response mechanisms related to poverty and food security in developing countries. People participate in income generating projects to try to address their issues of poverty and food insecurity in order to enhance their livelihood.

A study by Menyuko (2011) indicates that IGP's are aimed at producing goods that can be sold for the financial benefits of the project members and to make lives of the community members much easier by purchasing fresh goods nearby and with reasonable costs. This clearly shows that people who benefit the most in these projects are the project members in comparison with the rest of the community members. In this study by Menyuko (2011), it was found that the professional social workers (who are the project facilitators) did not really engage themselves much in advocating for the project members.

An example of this was highlighted - the facilitators were the ones who negotiated for the space to grow vegetables, and the project members were not part of those negotiations. As a result, this led to the project members experiencing several challenges associated with that environment, something which could have been avoided had they been part of the negotiations. It is pivotal that in a project both project facilitators and project members engage each other in everything that is done in projects so that nothing could hinder the project's sustainability.

According to a study by Mafundza (2015), income generating projects create a strong connection between involvement in rural development, assuming the presence of a society and its capacity to engage in its own development. People are highly engaged when contributing to the issues that affect them, and this helps by extending their indigenous awareness. Collins and Ison (2006) go further in describing the effects of income- generating community-based projects such as those of rural farmers who are often ignored by the statistics. It is noted that income-generating projects with a people-centred approach provide incentives for rural communities to produce more jobs, gain self-respect and dignity.

2.9 GENDER INEQUALITY IN INCOME GENERATING PROJECTS

In Africa and other developing countries, women are mostly the sole means of support to their families, especially in rural communities. This is because males migrate to the cities for employment and do not return home or even support their families while they are away, which is why most families in the rural surroundings are headed by women and are dependent on women for living. Mngxitama (2004) suggests that a significant percentage of rural women are trapped in poverty, with little or no access to land, with limited market access, no or limited job opportunities, little access to resources, social disintegration, poor decision-making and lack of information and awareness.

Despite the fact that it is women who are going through these, they are still able to contribute into enhancing their family's livelihood. For example, agricultural development programmes are expected to deliver employment, health, food security and empowerment, as well as agricultural growth, while little is known about how exactly they influence or are influenced by different men's and women's access to and control of resources.

As Sabates Wheeler's (2006) analyses the relationship between ownership and control of tangible assets such as property, livestock, and machinery, and agricultural growth patterns, he concludes that the combination of assets inequality and market failure has a negative effect on growth, and inequalities continue to replicate inequalities. This means that policies encouraging agricultural development are likely to exacerbate inequality without specific attention in addressing asset inequalities, which could potentially weaken their poverty and equity goals.

Nxumalo (2013) points out that the women of Swaziland lead a hard life even though they have come a long way since the Pre-colonial and colonial times. Common sights today are the prematurely old women who work very hard for their families' development while others are educated and moving into many sectors of government and businesses (Nxumalo, 2013). Nevertheless, rural women have always played an important role in income- generating projects. Notwithstanding many cultural and social constraints, rural women play and lead income-generating activities as part of self-development and support for families.

2.10 INCOME-GENERATING PROJECTS' CONTRIBUTION TO FOOD SECURITY

Food security is a composite and multidimensional concept that is generally described as a situation in which all individuals have adequate access to physical, social and economic, secure and nutritious food always to fulfil their dietary needs and food preferences for an active and healthy life (Ibok et al., 2014). This is, in simple terms, the availability and access to healthy and safe food. South Africa's food security policy, according to Nesengani et al. (2016), was established under the bill of rights which is enshrined in the constitution of the Republic of South Africa, Section 27, 1 (b) of the Bill of Rights, and it stipulates that every citizen has the right to access adequate food, water and social services, and that the State should take reasonable legislative and other relevant steps within any of its available resources to help achieve the results. Therefore, food security in this study was selected because of its meaning that refers to the individual's ability to obtain enough food on a daily basis.

Income-generating initiatives are mostly initiated by vulnerable populations or societies to boost their standards of living by having at least some food on a daily basis. Food security is one of the most common methods of generating income while agriculture remains the primary means of livelihood. Many communities engage themselves into agricultural means of making money as the United Kingdom House of Parliament (2006) also reflects that enhanced food safety is important for global hunger reduction and economic development. Rural communities have found means of maintaining their food security through producing their own food by practicing agricultural farming. Megan (2018) indicates that 98% of those who suffer from hunger live in the developing countries and they are some of the largest food producers in the world to create and maintain food secure communities.

Household food security depends largely on external factors, including patterns of precipitation, land loss, climate change, population density, low levels of rural investment and the global market (WFP, 2011). This then inter-links with the vulnerability context of the SLA component that was described at an earlier stage of this chapter. As a result, it becomes difficult for some areas to maintain their projects' sustainability because of such reasons, which then leads to food insecurity. When the rain fails even relatively well endowed rural households may face a short-term food shortage. This does not mean that the income generation projects do not play a role in ensuring food security.

Subsequently, the Food and Agriculture Organization (FAO) (2015) also indicates that agricultural products are highly dependent on weather patterns and that many people in sub-Saharan Africa rely on rain-fed agriculture. Any impact of climate change can affect all aspects of food security, including availability, accessibility, use and stability (Challinor et al., 2010 & IPCC 2012: 2014). In this regard, income- generating projects play a significant role in the food security of the less marginalised communities.

2.11 CHALLENGES FACED WITHIN THE INCOME- GENERATING ACTIVITIES

Income generating projects vary in their background, origin, activity and structure and also in their socially, economically and politically contexts in which they operate. Mostly, the countries that practice income- generating activities have had some state involvement in terms of credit, training, marketing facilities, methods of implementation and employment. Some countries' income generating projects have been developed by NGOs or Non Profitable Organisations (NPOs) rather, by receiving funds from them. Surprisingly, other countries with income- generating projects operating have not received any help. Regardless of who and how they are originated, the truth remains that the large proportion of the projects fail or have had challenges that led to the projects not being successful, and the reason for this are their variations.

Income- generating projects may have numerous challenges, very little challenges or no challenges at all, depending on the members running them and their effectiveness. In most cases the most common challenges of income- generating projects are that they lack sustainability, projects usually become inactive due to reasons such as financial constraints, members leaving the projects, lack of skills - both informal and formal knowledge, mismanagement of funds, lack of marketing methods, and lack of implementation methods.

The most common challenge encountered by these projects is that of the age difference. Project members' opinions never seem to vary among one another in such a way that the elders and youngsters in the projects happen to have different views and perceptions about certain aspects. This causes conflict amongst the project members because the elders would demand their views to be respected because they are old. Consequently, the youngsters, on the other hand, would also demand their views to be respected ideally because they are still fresh, open- minded and flexible physically and mentally. It has been discovered that younger women are not allowed to rise to leadership positions regardless of their new ideas and activeness whilst, on the other hand, older women remain superior because of their experience, leadership skills and the ability to recruit and retain other members.

A study by Zeleam et. (2004) notes that the success rate of income- generating projects in Botswana was largely estimated at 20% and that, according to Ngcobo (2003), these projects were related to a lack of funding or were unable to extend their ventures. Similarly, as in South

Africa, Chandra et al. (2002) note that the lack of funding is a significant constraint on the sustainability of income- generating projects. Consistently, Mulu-Mutuku (2001) observes that in Swaziland, lack of business management skills is a common problem among team leaders in income-generating projects. Such skills are essential so as to be able to keep the income generating projects active. Such skills were reported to be managerial skills, stock control, personnel management and record keeping (Charlton, 2001).

A study by Boshoff and Trollip (2001) pointed out the issue of project facilitators and project members who found it difficult to work together in the beginning so that their income-generating projects became successful. Boshoff and Trollip state that while the project was good, things didn't always go smoothly. They added that at one stage political conflict brought the projects' activities to a standstill for some months, and that not every decision made proved to have been the best decision as some resulted in expensive learning experiences. Boshoff and Trollip (2001) further clarified that in order to enable facilitators and team leaders to work together and have successful projects, the project participants had to change their behaviour, their mind-set and their ability to: *accept change; take control of the project and accept new horizons*. On the other hand, the facilitators also had to: *unlearn; listen and embrace dramatic changes in perception and the reality that they were not the only experts.* As a result, they were then able to change in awareness, motivation and behaviour.

2.13 SUMMARY OF THE CHAPTER

In chapter 2, a detailed overview of different studies that have been conducted on income-generating projects in livelihood generation was outlined. The conceptual framework was also clearly outlined in this section. A lay- out of the nature of these projects as well as their contribution to livelihood enhancement was thoroughly discussed using other variables that correlate with this study such as IGP contribution to Food security. This section also described the sustainable livelihood approaches with their components and how they are aligned with this study. Also, the challenges encountered in these projects were clearly outlined.

3. CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 INTRODUCTION

The purpose of this chapter is to clearly put into detail the research methods that were applied in the study during the collection and analysis of data. This study aimed at assessing the income- generating projects in enhancing rural livelihoods in order to find out the nature of the projects and their contribution to livelihood generation. This part of the study gives an explanation on the research design and approach, methods and tools that were used for data collection. In this section, the sampling method that was used is also explained in detail. Furthermore, the description of the study area where the research was conducted is also discussed.

3.2 RESEARCH DESIGN

The research design used in this study is an explorative research design. This design intends to explore the research questions that are being studied in this research and it is used merely because it does not intend to offer final conclusions on what is being studied. Studies have been conducted on income generating projects, looking at the types available and what is being done to support their income- generating activities. However, very little has been done to gain insight into the contribution or how the projects contribute towards enhancement of livelihoods in the rural areas.

The design was, therefore, chosen and used with an aim of gaining insight and understanding of the type of income- generating projects that exist in the study area and to establish whether these do contribute to enhancing livelihoods. An in-depth study of the income- generating projects was conducted to also provide opportunities for further research. Durrheim (2011) explains that a research design is an action strategy framework that serves as a bridge between the research issue and the research being carried out or implemented.

Detailed information on the circumstances of income-generating projects and how participants understand the contribution of income-generation to the improvement of livelihoods was determined. The researcher used the design to explore the perceptions of people on the contribution of these projects in terms of enhancing rural livelihoods.

3.3 RESEARCH PHILOSOPHY

An interpretive philosophical paradigm was employed in this study based on the meanings assigned by project members to the phenomenon studied. The paradigm focuses on understanding the phenomenon using the lenses of the affected or from subjective experiences of the people. It is believed that reality is multi-layered, has varied interpretations and is complex to understand, and that researchers tend to gain a deeper understanding of the phenomenon and its complexity in its unique context instead of trying to generalise the base of understanding for the whole population (Pham, 2018).

Hence, the participants of each project were requested to interpret their experiences and understanding of the contribution the income- generating projects have in enhancing livelihoods in their community. Moreover, Johnson and Christenson (2010) clearly state that the researcher does not only interact with the environment in an interpretive study, but also seeks to make sense of it by interpreting the events and the meanings drawn. This explains that the researcher did not only focus on what she was seeing in front of her, but could also make sense of the environment by interpreting everything that's happening around her during the session.

The researcher adopted this philosophy because of the belief held that an interpretative philosophy offers insight into how the participants understand the phenomenon. In addition, by using this philosophy the researcher was able to understand the phenomena very well because the participants where interpreting everything in terms of their own perspectives and feelings.

3.4 RESEARCH APPROACH

This study used a qualitative research approach. The approach was adopted because it is able to study things in their natural setting. Mora (2010) describes a qualitative approach as a research approach which is used when it is unclear what to expect, to define the problem or develop an approach to the problem. The use of this approach enabled the researcher to obtain in-depth information on the type and nature of the income-generating projects, the contribution to livelihood, which in turn enabled the researcher to establish the relationship between the projects generating income and livelihood generation.

However, there are quantitative variables in the study because the researcher wanted to analyse whether variables such as age, gender, and educational level have any effect or influence in income- generating projects, including the contribution to livelihood enhancement. Understanding the demographic characteristics of the project participants gave the researcher a clear understanding of what factors have implications towards enhancement of livelihoods through income- generating activities.

3.5 SAMPLING PROCEDURE AND METHODS

This study used the non-probability sampling methods, specifically the purposive sampling method, whereby the researcher chose to interview only the project participants in the community, irrespective of the manner in which they participate. This method was used because not all the community members of the study area participate in income- generating projects, so the ones that are not project members were not considered as participants of the study. This technique helped because the researcher knew her target group, so it made it easier for her to identify the participants. Also, the purposive sampling method was used to select the key informants such as the government officials or project facilitators working with the community members in income- generating projects.

The researcher also used the convenience sampling method to select the community members involved in income- generating activities as participants in the study. This was done by interviewing those that were available and who agreed to be interviewed. Three (03) income-generating projects comprised the sample of this study and were used as case studies. Therefore, the sample was drawn from the three projects, namely: Siyavuya Primary Poultry Co-operation (Project A), Goxe Agricultural Tourism Project (Project B) and Ingwangwani Projectas (Project C).

The projects were chosen because of their remoteness in location. All three projects' members were available for participating in the study. There were 08 project participants that were interviewed per project, which made a total of 24 participants, 04 project facilitators per project participated in the focus group discussion, which made a total of 12 key informants and 3 focus group discussions were held. Further, 10 key informants of the two Departments were interviewed as the officials who are not part of the projects (05 of each Department). The officials were interviewed in this study to understand the perspective of the income- generating projects from parties who are not part of them and who only see their existence from a distance. This was to understand if they think the projects are making any significant change into the rural people's lives. The total sample comprised 46 respondents. The table below (Table 3.1) indicates the breakdown of the sample:

Table1.1 The Study sampling breakdown

INTERVIEWS	NUMBER OF MEMBERS
Project members (IDI's)	24 (8x3)
Key informants as Project Facilitators (FGD's)	12 (4x3)
Key informants as Officials (IDI's)	10 (5x2)
Total =	**46**

Source data, 2018

The officials that formed part of the sample were chosen because they belong to different government departments and they are all involved in various forms in income- generating projects, providing, for example, skills and funding. A total of 46 participants formed the sample for this study

3.6 DATA COLLECTION METHODS

Varied methods were used in data collection, both primary and secondary data collection. The methods comprised the analysis of document, structured observation, interviews and focus group discussions. These are explained below:

3.6.1 Documents analysis

Documents were reviewed and analysed in this study for the researcher to understand what other authors have written about what is being studied. In this study this enabled the researcher to gain insight in what has been done concerning income- generating projects and the role played by the projects in improving rural livelihoods. Elmusharaf (2012) states that qualitative research can include a review of documents such as books, peer reviewed articles, policy papers, minutes of meetings, strategic plans, newspapers, and other documents. Various documents were used to determine what other scholars say about the income- generating projects in enhancing livelihoods. The method was also adopted in order to identify the gap in knowledge. The reviewed documents included peer reviewed journal articles, books, government documents such as white papers, policy documents, and internet sources were used as secondary sources.

3.6.2 Interviews

Elmusharaf (2012) explains interviews as a technique for data collection or generation involving oral questioning of participants. During an interview, the answers to the questions posed can be recorded by writing them down as case summaries and they can also be recorded by tape-recording the responses, or by a combination of both. For the interview data collection to be done, the researcher developed an interview guide (APPENDIX B and D) which includes both structured and unstructured questions.

A set of structured questions was adopted to collect quantitative data such as the income generated through the income- generating projects, expenditure and savings as well as the demographic features of the participants in the projects. Unstructured questions were posed to obtain qualitative data on the participant’s views, ideas, beliefs and attitudes about the way the income- generating projects contribute to enhancing livelihoods.

The researcher personally conducted face-to-face interviews, using a tool translated to the language understood by the respondents, which is isiXhosa, and English for the facilitators (see Appendix E of the translated document). Project participants were interviewed because they are part and parcel of the projects, they understand their projects and it is where the researcher was able to assess the income- generating projects and their contribution to the livelihoods because the participants themselves provided in-depth information. The key informants, as officials in various departments, were interviewed because the researcher wanted to get more valid information from the people who, for example, provide funding, and support the projects, and the way they are facilitated from afar as they are not directly involved in the projects.

3.6.3 Focus Group Discussion interviews

A focus group discussion, according to Niewenhuis (2007), assumes that group interaction successfully increases the range of responses, triggering forgotten experience details and removing inhibitions that could otherwise prevent participants from disclosing information. Hence, the study followed a focus group discussion interview because the researcher wanted to gain insights into people's shared understanding of the everyday life of projects and how participants in a group situation were affected by others. This also provided information on a collective understanding about the contribution of income- generating activities.

For each project, 4-6 members participated in a focus group interview. All in all, this made up 3 groups which consisted of members between 4 and 6. The project facilitators were interviewed using a focus group discussion interview (APPENDIX A) with an aim of asking them questions in an interactive setting and that made them feel much more encouraged to discuss different thoughts freely together as a group.

3.6.4 Structured Observation

The study also adopted structured observation to collect some of the data and information in the study areas with an aim of looking selectively at the social phenomena of the income-generating projects. A structured observation was done by using a checklist (APPENDIX C) that illustrates all aspects that needed to be observed. The researcher observed all the facilities indicated as available in the project sites such as storage, availability of water services and transportation, and the housing structures. The infrastructure such as the roads to the sites, and stalls available for marketing, were also observed. The researcher also tried to look into active performance in the project sites to determine achievement of goals and performance of the participants at that time and the impact a project has at a point in time, as well as the impact of stakeholder engagement. The observation of these was done using the Observation table (see Appendix C), the researcher had a few visits of the projects to ensure that a thorough observation was achieved.

3.7 DATA ANALYSIS AND INTERPRETATION

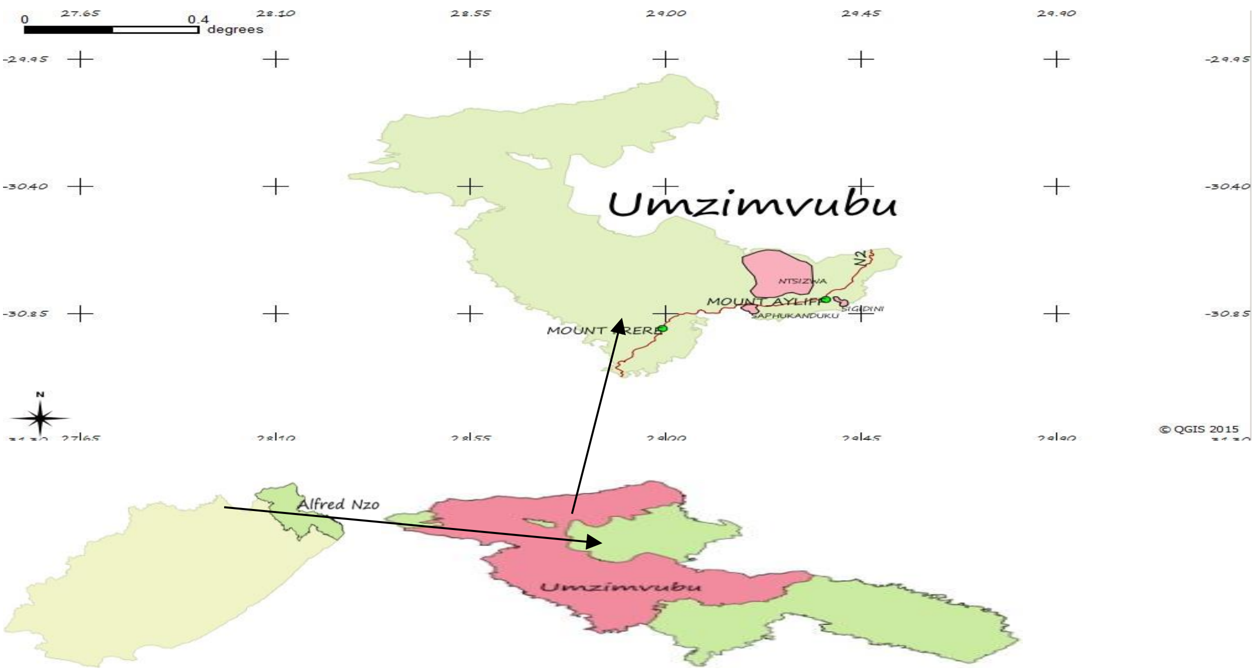
This part deals with the cleaning, coding and analysing of data using a Statistical Package for the Social Sciences (SPSS) for the quantitative data and a content analysis method for the qualitative data. The study contains demographic data which were analysed using SPSS and the data are presented using graphs, charts and tables. The data analysed, using the SPSS, the gender composition, age distribution, socio-economic data such as income and expenditure, and the educational level. Furthermore, the data that were recorded in the audio were transcribed and translated into the language to be used in the document and the researcher ensured that the transcription and translation are done by the researcher to ensure no loss of data and that the meaning is not changed. The field notes taken during the interview were also cleaned and analysed.

The qualitative data were interpreted using the content analysis method. Amy (2019) describes content analysis as a method that is used to identify patterns that are found through recorded communication or data. This method is carried out by collecting data from a collection of texts that can be written, verbal or visual. In this study, the data were cleaned and themes were developed from the responses with the aim of analysing every data that have been collected.

3.8 DESCRIPTION OF THE STUDY AREA

The Eastern Cape Province is made up of 7 District Municipalities and is comprised of 7 Local Municipalities. This study was conducted in UMzimvubu Local Municipality which falls under Alfred Nzo, one of the District Municipalities (see Figure 3.1 overleaf). The Integrated Development Plan (IDP) (2019/2020) describes Umzimvubu Local Municipality as largely rural with 83% of the population residing in rural areas. It is stated that the rate of unemployment stands at 45,9% and a youth unemployment rate of 54,5%. Furthermore, the municipality is characterised by low levels of educational attainment and the poverty levels stand at 81%. However, the municipality, among other priorities, promotes the establishment of viable communities and prioritises rural development, food security and land reform including creation of decent work and sustainable livelihoods (IDP, 2019/2020).

Figure 3.1: Map showing the Location of Umzimvubu



Eastern Cape   Alfred Nzo District

Source data: 2018

The three areas selected for this study at Umzimvubu were Saphukanduku, Sigidini and Mwaca. These areas are deeply rural and characterised by poverty, inequitable growth and underdevelopment. For these reasons, income generating projects have been formulated to address the need for improved livelihoods, better skills and self-employment opportunities for rural people.

3.9 ETHICAL AND SAFETY ISSUES

The researcher believes that it is very important to discuss ethical and safety issues with the participant so that they become confident and comfortable in opening up to you as an interviewer. As Strydom (2005) puts it, research ethics is a collection of widely accepted moral principles providing guidelines and behavioural expectations of proper conduct to subjects and participants, supervisors, supporters, other researchers, assistants and students. In view of this statement, an informative consent form and an ethical clearance certificate were provided to the participants before participating in the research. The participants were expected to sign the translated consent form (see Appendix G) after a detailed explanation of the study. The name of the projects, project members, project facilitators and officials are not revealed. The projects are classified as Project A, B and C.

Georges (2011) also claims that ethical issues occur in the field of occupational health practices, including occupational health studies, regarding the handling of data about individual employees, not in terms of practicality or productivity but by referring to what might be considered correct or incorrect. They describe the cornerstone ethical principles of autonomy and beneficence. Therefore, this study also assured ethical and safety issues by noting the following:

3.9.1 Voluntary participation

It is of a person's choice to decide whether to participate in the study or not. No inducements were made to the participants. The researcher provided a detailed explanation to the participants before beginning with the interview that withdrawal to participate in the study will not result into any negative consequences, it will not affect the participant in any way. Therefore, participation in this study was voluntary.

3.9.2 Anonymity/Confidentiality

The researcher explained that the sources of information collected from participants would remain confidential and would not be published with the findings of the study. Confidentiality of the information collected from all the respondents is of fundamental importance, which means that the researcher understands that there should be no disclosing of any personal details of the participants that could allow other people to guess the identity of the people. The researcher also ensured that she will only categorise participants in pseudonyms or by the number of participants they are (in the Focus group discussions). It was also explained that the names of the projects, project members, project facilitators and officials would never be revealed. The projects are classified as Project A, B and C.

3.9.3 Falsification of results

The responses of the participants were written exactly in their language in order to avoid falsification. Everything they said was written down as it was. Hence, there are no false results in the study.

3.9.4 Consent to research

A consent form explaining what the study is about, informing participants about their right to participate in the study, talking informally about the research and respondent's role, and their importance in the study, was given before data were collected. A letter seeking permission to conduct the study was submitted to the municipality.

3.9.5 Plagiarism

Information taken from other sources has been cited both in the text and in the reference list in order to ensure that there is no plagiarism.

3.10 RESOURCES

Research funds were sourced from the Prestige Bursary and the University Research Unit. Resources that were required for the completion of the study included traveling expenses, accommodation, printing, editing, binding and the required stationery.

3.11 LIMITATIONS OF THE STUDY

Though the study has some benefits, there were certain limitations which the researcher faced. The main limitation for the researcher is the availability of participants as it was difficult to find some of the department officials and project members. Also, some of the participants may have been uncomfortable or even reluctant to disclose certain personal information, such as assets acquired from the project or finances, which also created a gap in the data of the study.

Scarcity of funds limited the study's excellence. The researcher needed to travel to uMzimvubu in the Eastern Cape from Kwa Zulu Natal, which is about 449.2km away.

The researcher needed time and accommodation during data collection. In addition, the researcher did not have sufficient time to collect data from all the targeted participants as the Municipality took a bit long to respond to the request for permission to enter the community of uMzimvubu. Availability of participants with varied income- generating projects proved to be a problem.

3.12 QUALITY CRITERIA

This part of the study explains the criteria that the study used to ensure that the data collected are valid and credible. The study will discuss the trustworthiness of results by establishing whether the findings are credible, transferable, confirmable and dependable.

3.12.1 Credible

The findings of this study are true and accurate based on the data that were collected from all study participants. According to the Statistics Solutions (2016), credibility is how certain the qualitative researcher is regarding the research study results. The researcher used triangulation to show that the study findings are credible. This was achieved by using different data collection methods in the same sample. The instruments used for data collection were translated into the language spoken by the participants for ease of understanding and for consistency during the interviews.

3.12.2 Transferable

This refers to how the qualitative researcher indicates that the results of the research study relate to other contexts (Statistics Solutions, 2016). The literature on income- generating projects in enhancing livelihood is provided and it shows how other researchers have related to these phenomena.

3.12.3 Confirmability

The researcher did not guess any information or make up any data regarding the three projects used in this study. The findings of the study are all based on what was provided by the participants. There is no bias or interpretation of any results presented in this study.

3.12.4 Dependability

Anyone who may wish to conduct a similar study on income- generating projects in enhancing livelihood will have enough information or data from this research.

3.13 SUMMARY OF THE CHAPTER

Chapter 3 outlined the specific research design, research philosophy and methodology used in the study. The sources of both the primary and secondary data are provided. The sampling methods, data collection techniques and the method used to analyse the data are presented. Ethical considerations noted in the study and the data control measures are also provided. The chapter also presented a detailed description of the study area.

4. CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

This chapter presents, analyses and interprets the data collected from the participants of this study. It begins with a presentation of data, starting with the demographic features of the participants and then presenting the qualitative data that were collected from the project participants, and it moves on to present the data collected from the key informants. The last part of the chapter analyses, interprets and discusses the data presented. In this section, the projects are given pseudonyms, for example the study refers to: Project A; Project B and Project C.

4.2 DATA PRESENTATION

The presentation begins with the demographic and socio-economic data of the project participants. This is followed by presentation of the qualitative data.

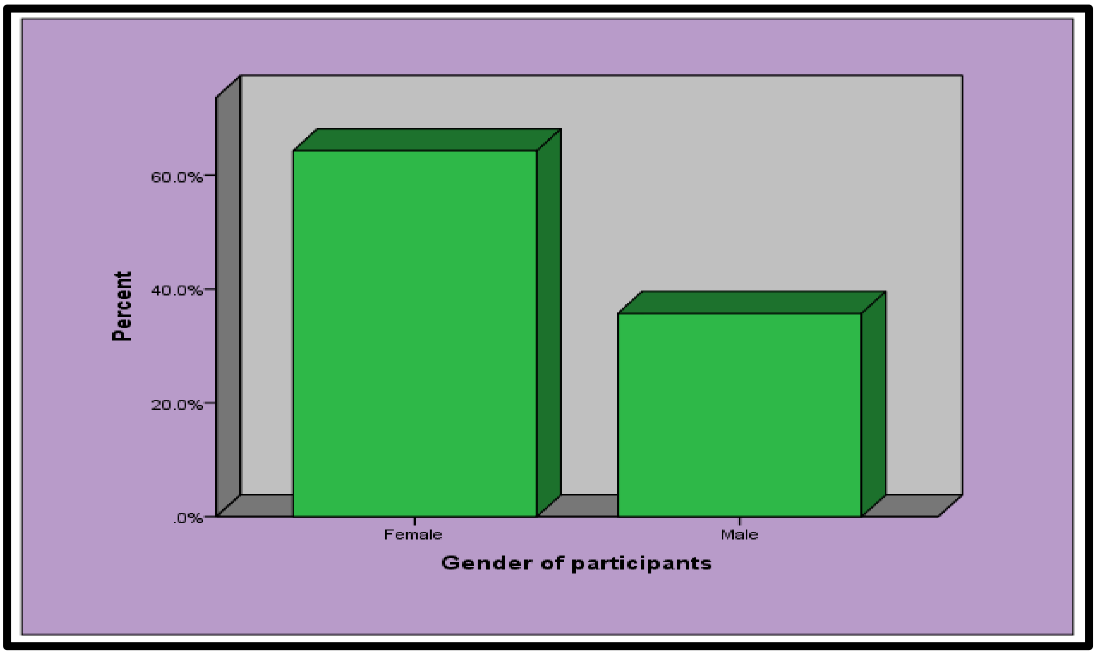
4.2.1 Demographic Data

The demographic data of the various categories of people who participated in the study include variables such as gender, age distribution and level of education of the participants. The data on income generated and expenditure are also presented.

4.2.1.1 Gender distribution

Illustrated in Figure 4.1 is the gender distribution of the participants which indicates that 64. 3% of the participants were females and 35. 7% were males. This points to the majority of participants in IGPs, as participants and/or those having any form of engagement in the household, are females. This may be attributed to the relation of the gender ascribed roles, the breeder-feeder role carried by women and their quest to ensure that household members are food secure and all other human security issues. They mentioned that this is mainly because of the absence of males in most rural households as they, in most cases, leave home for better employment opportunities in the cities.

Figure 4.1 illustrates the gender distribution of the participants in this study.



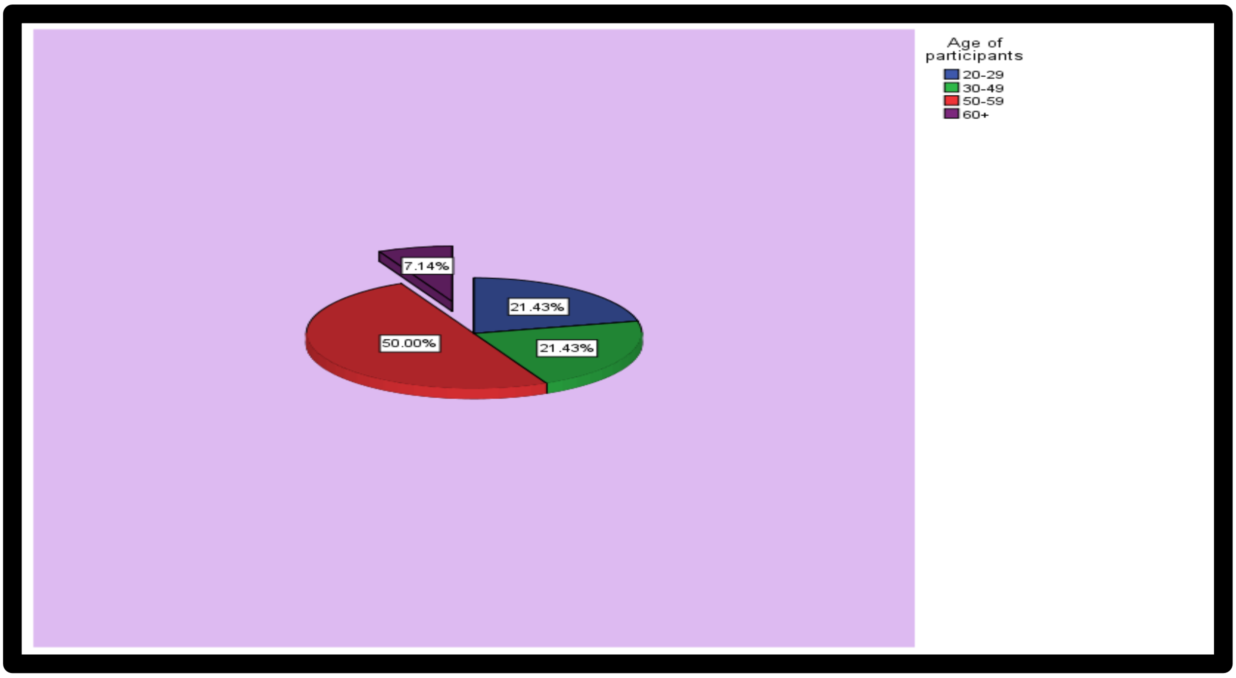
Source: Study Data, 2018

The absence of men leaves women with the role of being the heads of the households and this obliges them to look for means of ensuring household sustenance and livelihood generation. This probably explains why they dominate in IGPs.

4.2.1.2 Age Distribution

The majority of project members are between the ages of 50 and 59 (50%), as illustrated in Figure 4.2, whereas, 7.14% of the participants were aged 60 and above. 21. 43% of the participants were between 20 and 29 years of age and another 21.43% were between 30 and 49 years of age. Figure 4.2, overleaf, illustrates a higher percentage of adult participants in IGPs. The project members are likely to be less flexible and less active as the younger age group, and this could pose a negative influence in the projects' ability in enhancing rural livelihood.

Figure 4.2: Age Distribution of the participants



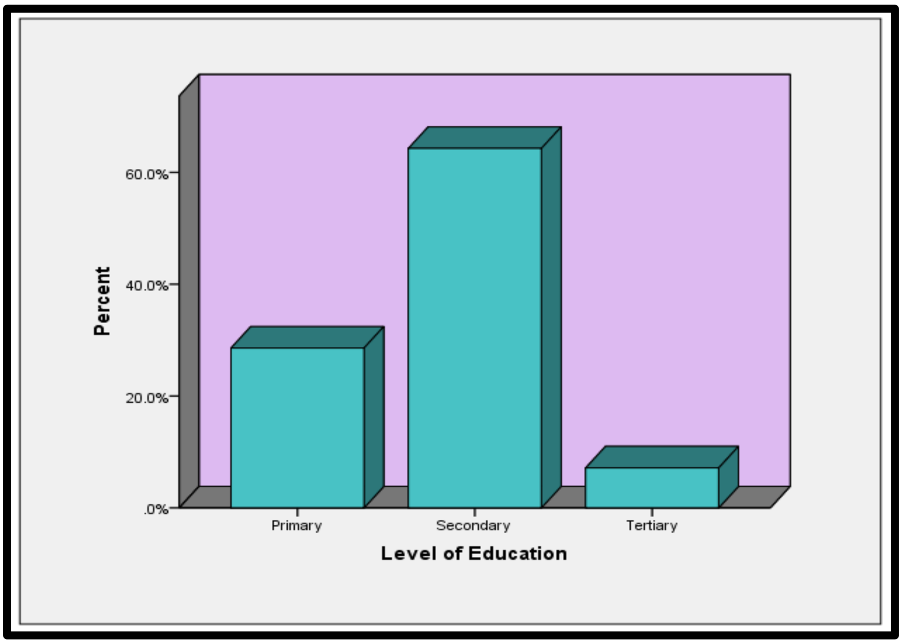
Source: Study Data, 2018

The older members seem to be the active participants in the projects, probably due to the type of activities or because the projects are a source of recreation and means to generate an income for their families. It transpired that older members also look after their grandchildren as their mothers are in towns and cities searching for employment or working there.

4.2.2.2 Level of Education

Just above 60% of the project members acquired secondary school education, less than 20% of the participants had tertiary education with just below 40% having acquired only primary school education (see figure 4.3). This indicates that they do not have any training and they are not skilled. This also interlinks with the age structure of the participants who are noted to be between 50 and 59 years of age.

Figure 4.3 Level of education of the participants



Source: Study Data, 2018

The low level of education could have a negative influence on livelihood creation through income- generating projects. Some of the participants indicated that they were unable to complete their post-matric studies due to lack of funds. The fact that they managed to gain entry into tertiary education does not mean that they completed their qualifications. The integrated Development Plan (2019/2020) confirms this finding that the levels of educational attainments are low in the area, as indicated in the description of the study area, that only 2,9% managed to obtain tertiary qualifications with a large bulge having advanced to secondary school but were unable to complete Grade 12.

4.3. SOCIO-ECONOMIC DATA

This section provides data on the number of people employed in the projects, income-generated, expenditure and project investments.

4.3.1 Number of people employed in projects

The project members were requested to explain how many people are involved in their projects. It transpired that the number of people employed in projects varied depending on the type of project and demand for products produced. The projects had between 4 and 10 employees. *Project A has 8 members, Project B has 5 members and Project C has 10 members.* The reasons advanced for such small numbers of the employed in projects included the demand for products and avoidance of conflicts. In Project A, it also transpired that the initial number of employees was above 10 and the number reduced because of conflicts that emanated from the use of generated funds and management issues. Consequently, some members decided to resign. Project B also started with a large number of people and, for similar reasons as Project A, the group composition and size changed. The project members from all the projects expressed that they seem to work well with a few people, they all cooperate, and everyone has a great willingness to learn new things from the others.

4.3.2 Projects Income per Month

The table 4.1 depicts the data on the projects' monthly income, expenses, profit, saving and the disposable money used for stipends.

Table 4.1: The calculation of projects' monthly income

PROJECT NAME	MONTHLY INCOME	MONTHLY EXPENSES	MONTHLY PROFIT	MONTHLY SAVINGS	DISPOSABLE MONEY USED FOR STIPENDS
1. Project A	R10,000.00	R2000.00+- (,Sawdust, Medication, labourers)	R8000.00+- (Income-Exp.)	R2000.00 (Standard)	R6000.00 (Prof-Savings)
2. Project B	R5,100.00	R1000.00+- (Equipment, Electricity, Appliances)	R4,100.00+- (Income-Exp.)	R1000.00 (Standard)	R3,100.00 Prof-Savings)
3. Project C	R21,200.00	R5000.00+- (Equipment, Electricity, Labourers, Diesel)	R16,200.00+- (Income-Exp.)	R3000.00 (Standard)	R13,200.00 Prof-Savings)

Source: Study Data, 2018

The table above shows the data illustrating each project's monthly income, expenses, profit, savings and the disposable money used for stipends. The project members indicated that the incomes shown in the table are what they usually get per month. These estimates were done using the previous month's income and they mentioned that their income usually fluctuates, sometimes it can get extremely low, but it is never too high.

Project A members indicated that their monthly expenses are usually around R2000 and these cover the chicken feed, chicken medicine whenever there is a need, and they also use it to pay for the community members who usually assist them in the project. In Project B, they indicated that their amount of R1000 expenditure usually covers whatever they are in need of, and this varies each month. For an example, they spend more if they need to purchase some equipment for ploughing and electricity for the storage where they keep their equipment, which is also used as office space.

Project C generates a large income per month because it is a very big project in the community. It accommodates a large proportion of people in terms of its produce and job opportunities as well. They also mentioned that their monthly expenses cover their monthly needs, which are the same as the other projects - they have a tractor that uses diesel and they also have 2 rooms that they use for their equipment, and as their office.

The projects members were also requested to provide estimates of profit made, their projects' monthly savings and what they are left with as their disposable monthly stipend. It was a bit challenging for the participants to respond to this request as they had mentioned that their monthly income fluctuates monthly and so does the other amounts. The projects' monthly profit is calculated as the project monthly income minus (-) the monthly expenditure (see table 4.1).

Projects A and C members stated that they have a standard monthly savings which were estimated at approximately +- R1000. Project B members stated that no matter how much the project has made, they always try to have savings even if it is not a standard amount, but they try to save. All the project members mentioned that the amount that is usually remaining after all the monthly calculations are done, is taken as a disposable monthly stipend (that is the amount they use for their monthly stipend).

4.3.3 Household disposable stipend

The table 4.2 overleaf illustrates each Households' monthly disposable income from the projects that the individuals are working in. Table 4.2 above shows how much each member approximately obtains per month as a stipend and the amount is used for household needs. The stipend for members belonging to Project C is higher than that of members in projects A and B, with a difference of approximately R700 Between Project B and C and R570 between Project A and C.

PROJECT NAME	DISPOSABLE MONTHLY INCOME	HOUSEHOLD DISPOSABLE STIPEND
1. Project A	R6000.00/8	R750+-
2. Project B	R3,100.00/5	R620+-
3. Project C	R13,200.00/10	R1,320.00+-

Table 4.2: Calculation of Household Disposable stipend

Source: Study Data, 2018

A question of whether the IGPs contribute to the project member's household disposable income was asked and all participants from all projects agreed. Participants mentioned that they receive a stipend from the project which enables them to meet their household expenditures and their monthly stipend largely depends on the income that the project has made monthly. The household disposable stipend is calculated using the disposable monthly income that was remaining after the project's deductions (see table 4.2).

This stipend in divided according to the number of the project members, which is to say: Project A consists of 8 members, Project B consists of 5members and Project C consists of 10 members. Thus, the stipend received monthly determines the contribution of the project to the households of the individuals who work in the projects. The project members revealed that they must ensure that their household expenditures are covered within a stipend received that current month. The above amounts are the estimates of what the project members usually receive per month. They also indicated that their standard of living is now better than before the implementation of IGPs - their livelihoods have improved.

A project member from Project A revealed that the project has made an impact in her household because she has many children. She got married at a very young age and she ended up getting many children which has a high contribution to her family's poverty, but she is now experiencing a difference since she is part of this project.

By looking at the above estimates, one would argue that it shows that the projects' members are not getting the same benefits from the projects. For example, if Project A and B receive this much per month (R750 and R620, respectively) as shown in table 4.2, this clearly indicates that they are unable to fulfil their household needs, although they have mentioned that they are able to live with this amount, probably they have other sources of income such as the social grants provided by the state.

4.3.4 Utilisation of funds and projects investments

The transcribed data show that almost all project members from the three projects share the same thoughts of the way the generated funds are utilised. In Project B, the members indicated that savings from the project enable them to obtain their stipends. For example, within the standard R1000 that they usually save (see table 4.1) they deduct that amount amongst all of them (R1000/5=R200 Per Individual).

A participant from Project C mentioned that before they even think of utilising funds amongst themselves, they prioritise the project's needs to keep the project going.

One member said that;

> *We usually do a budget before the end of the month, look at all our monthly expenses (example- diesel for our tractors) and then we divide some of the profit gained amongst us as the project members and our salaries are never consistent, they change every month and this is dependent on project performance.*

The data collected from the Project A members is the same as that of Project C. For example, they stated:

> *We look at our monthly needs for that specific month we do not use the money that we generate for ourselves. We usually get a stipend after 2 months, which is not always the same amount, it only depends on how much money we have on our savings. Every month we have to purchase food and medicaments for our livestock, which needs special care because of its fragility. We are actually dependent on how healthy and fresh our livestock is for generating an income.*

All project members who were interviewed mentioned that they have investments. They indicated that they use some of their monthly stipends to invest. They also use social clubs such as Stokvel's to save and some of the proceeds from these clubs is invested.

This shows some element of discipline and commitment to generate livelihoods and improve the standard of living of household members. The members also indicated that having savings and investments is not compulsory and the amount to be saved by individual members is not prescribed by the group, except for group savings. They also expressed that they were inspired by other community members who save to buy food in bulk to last them a couple of months and that they save for large items or for holidays. The members also revealed that they save to ensure that they have means of survival because the projects do not perform well throughout the year. There are seasons when it becomes dry or when they need large sums of money such as the festive season, and when the schools open (December to February).

4.3.5 Challenges within the IGPs

The project members were asked if there are any financial challenges they experience in the projects. Almost half (50%) of the participants expressed that they do experience challenges especially when it comes to the management of group finances. Some of the challenges are outlined below:

Lack of profit- the participants in almost all groups expressed that they sometimes are unable to generate enough profit from their projects for several reasons, such as people who take products on credit and fail to honour their commitments and make payments late or not at all. They also indicated that they do not have transport to be able to market their produce, which forces them to turn to the local community for support - who are also without cash and they (community members) take some of the products on credit. Failure to generate profit forces members to use their savings to keep the business afloat.

Expensive food- Some of the participants, particularly in Project A, indicated that they sometimes experience problems with the inputs such as the shortage of food for their poultry project, which at times becomes unaffordable to purchase and this affects their productivity and generation of income.

Misuse of funds and lack of managerial skills lead to unsustainable projects- Some participants expressed that their funds sometimes disappear without trace and it becomes difficult to understand how the funds get misplaced and no one seems to know. Project A and Project C participants felt that they need skilled people and people who have knowledge on how to manage finances. They expressed that they do not have such people in their projects. In Project B, the members also complained that they are unskilled, they are unable to manage the projects, resources and finances and the projects end up having signs of being unstable. All participants felt that there was a need for proper management for projects to be sustainable.

*Lack of cooperation among members- P*articipants from Project C stated that conflicts have led to more resignations and that this has slowed down progress in the project and has also contributed to profit losses. Failure of income- generating projects in most cases arises out of lack of cooperation among members and this may result in creation of less income which does not even benefit them fully as the project members.

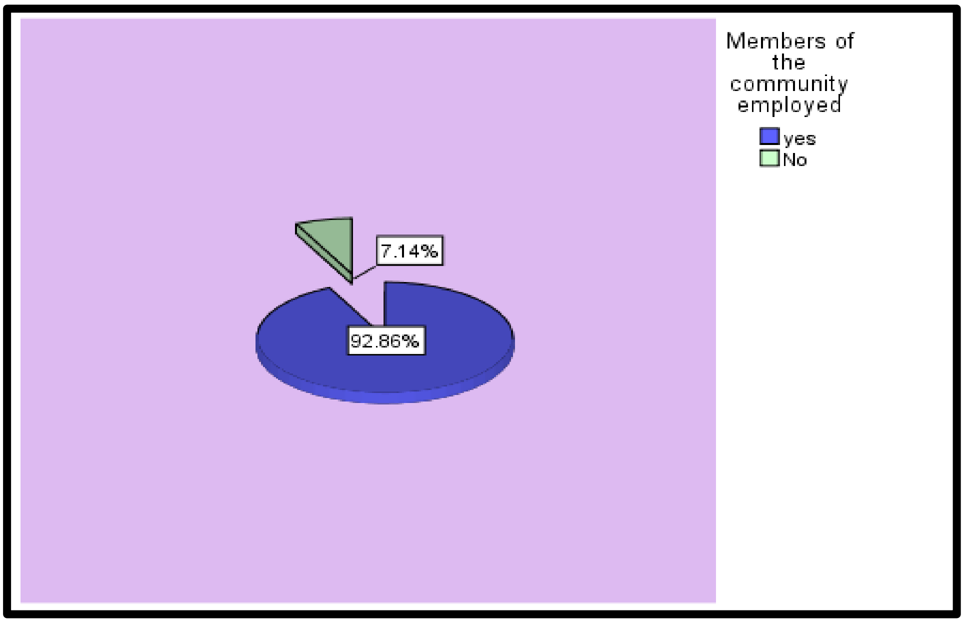
Bad weather conditions-The participants indicated that another challenge that they encounter in the projects is the bad weather condition. They indicated that sometimes the area becomes too dry and sometime too wet, both of which sometimes hinder the growth of the produce. A Project A member pointed out that they have no control over the weather but that they practice seasonal crop rotation where they are guided by prevalent weather conditions.

4.3.6 Community Employment

The participants were asked if there are any other members of the community who are not part of the projects who get job opportunities in the project on a temporary or seasonal basis or whenever there is a need. Most participants (92.86%), as illustrated in the pie chart in the next page, responded positively. They expressed that there are jobs that become available for other members of the community who are not involved in the projects. The participants mentioned that more job opportunities become available during the time for harvesting.

Figure 4.4 below provides data on the response of participants on the question of whether there are job opportunities that are made available for employment of community members who are not project members.

Figure 4.4: Response on employment of Community members in the projects



Source: Study Data, 2018

It transpired that Projects A and C do provide employment opportunities and these are mainly for manual work such as fetching of sawdust for the chicken feed, hiring of members as security guards to watch over the project during the evenings, etc. In Project B, the participants indicated that they do not hire anyone, they do everything themselves and reasoned that their project is not a very big project, they work hard for themselves to save on wages.

4.4 TYPES OF PROJECTS AVAILABLE

The types of income generating projects available at Umzimvubu include poultry farming, plant production and tourism. Explained below, are the types of projects available in the study area and the background information on the development of the projects.

4.4.1 Communities income- generating projects

The data collected revealed that there are various projects available in this area, however, only three projects are explained in this study. The project members were asked to identify a few types of income- generating projects that are available in the area as a strategy to enhance livelihoods. The transcribed data show that there are projects such as poultry farming in which the participants grow chicks and sell them to the community.; Agricultural farming which deals with crop farming; planting and selling of different types of vegetables and crops such as mealies, spinach, cabbage, potatoes, onions, carrots and others (besides the one used in this study).

There is also a shedding shed where they shave sheep and sell the products to people who manufacture wool and woollen products; Brick making; tourism; animal production and other projects. Some of the projects were found to be family projects and the majority of such projects were not funded by the government. Other participants indicated that they are involved in projects but are also engaged in stokvels for savings and income generation.

4.4.2 Background of the Income Generating Projects in the Study

A brief overview and background information presented is for the three case studies known as Projects A, B, and C in this study.

4.4.2.1 Project A

The participants expressed that this project was started by women of Saphukanduku who were forced by their substandard living conditions to organise themselves. Poverty in the area made the women to decide to work together. They expressed that they were fortunate to be recognised by the Department of Social Development of Mount Ayliff service office who supported their idea of improving their livelihoods and decided to fund them. They were provided with inputs such as tractors to plough their land instead of traditional methods such as the use of oxen and other traditional equipment. The project members also revealed that their area is faced with a high rate of unemployment which makes it difficult for them to fully get through poverty. They also expressed appreciation for the project, indicating that their lives have improved.

The project members revealed that the overall grant that was given by the Department of Social Development was R500, 000.00 but it was received in tranches. The project members also mentioned that the income- generating projects in all have created job opportunities and have reduced poverty. One of the participants expressed that "*Ikati alisalele ezikho''* which translates the fact that they no longer go to bed on an empty stomach.

The members revealed that the project started selling chickens and has developed into being a recognised agricultural sector that deals with plant and animal production activities. It services the local needs of the population with the ultimate goal of making a contribution to the economic growth of the municipality and the country at large. At the moment, the produce has always been less than the demand in the local market and support is provided by members of the community. There is, for example, a school that purchases a total of 20 chickens on a weekly basis. Over and above, the project has adhered to Departmental funding regulations and it has been audited.

4.4.2.2 Project B

The project is located at Mwaca, a rural area within the study area. The participants described the project as an agricultural-based project that focuses on farming as its main survival strategy. The participants mentioned that they mainly generate a living by cultivating their land, and rearing livestock such as cattle, sheep and goats. They expressed the hardships experienced such as lack of inputs and farming equipment, because they cannot practice traditional farming practices in the absence of oxen and they do not have access to water, tractors and other means needed for farming purposes. The present circumstances make it difficult to embark and fully engage on farming activities, particularly large-scale farming. The participants also raised concern about the high rate of unemployment and poverty in this community.

Reality and concerns about the challenges prompted twenty-five (25) community members to start an income- generating project that deals with food production to enhance their livelihoods. The group initially comprised 20 women and 5 men. They managed to secure 10 hectares of land. They now produce and sell different kinds of vegetables. The group receives support from the local market, local communities, tuck shops and officials from different local government departments. The participants indicated that the project has really improved their livelihood as they can see improvements within their community and households.

4.4.2.3 Project C

This is an Agri-tourism project that is described as one of the biggest projects in the area. It is a rural project because it focuses only on agricultural produce and does not only accommodate people in the community, people from other communities also benefit from this project. The project members mentioned that this project started as a family project. The Department of DRDAR took the initiative of identifying the poorest of the poor in the community and then discovered that there is a project that is running already. DRDAR together with Lima Rural Development Foundation (commonly known as LIMA) felt the need for being part of this project and granted the project some funds (the amount was not revealed). Members of the project mentioned that the project still has a lot of funds from the funding that was provided because they have been using their monthly income to meet the project's needs and their needs as project members.

The project is comprised of 10 households as the project participants. The other community members that get temporary jobs in the project are also from different households. They explained that the aim was to ensure that the project benefits everyone in the area. The project deals with agricultural farming and they have very huge gardens where they plant different vegetables, and they sell their products to the community. They have also arranged, in collaboration with the department, to sell their produce on specific days in their small town. Some of the produce is sold to some supermarkets that operate in town.

4.5. NATURE AND EFFECTIVENESS OF PROJECTS ENHANCING LIVELIHOODS

Focus group discussions were used to obtain data on the nature and effectiveness of the three income- generating projects. The facilitators of the projects formed the focus groups and three groups were created that represented the three projects. Each group was expected to present its views on how effective these income- generating projects are, whether they serve the purpose and who benefits from them.

4.5.1 Purpose of Income- Generating Projects

The project facilitators were asked to explain their own collective perceptions about what the main purpose of the income- generating projects is. The participants mentioned that the main purpose of these projects is to alleviate poverty and enhance livelihoods in the community by creating self-employment opportunities for the project members and for other members of the community. Project facilitators also alluded that another purpose of these projects was to address the issue of livelihood generation and fighting poverty by creating job opportunities for the community members, and to organise and bring unity amongst the women who are heads of families.

They mentioned that their aim of these projects was to create job opportunities and the survival of everyone in the community. The projects were also aimed at decreasing the rate of crime in the community. The project facilitators had similar responses because they started the projects for the same reasons. The data from the facilitators of all the projects showed the same results. One member said;

> *"We started this project to create job opportunities in the community since we are living in poverty and we are trying to decrease the high rate of crime within this area because you find that the small boys end up breaking into households to find things that they can steal and sell so that they could get money to put something on the table for their families or sometimes for substance abuse. We thought that if we could start something like this (referring to the project) people will focus more on developing it and come up with more ideas for the benefit of the whole communities' livelihood enhancement.*

Another facilitator from Project A expressed that the main purpose of this project is to first develop individuals' standard of living, and to create resilience so that the households could have an ability to enhance their livelihoods because if a household is not developed on its own a member will not be able to develop the whole community without having been exposed to the challenges of the process of enhancing rural livelihood. The participant felt that having a project creates a better standard of living for the present and the future generation.

4.5.2 Livelihood Generation Strategies in the Community

The participants were asked if there are any other livelihood strategies they know of within the community. The project facilitators indicated that there are other livelihood generation strategies within the community, which means that they all responded with a 'yes'. They were then asked to explain more about the strategies they know of. Facilitators in Project C stated that;

> *There are sustainable livelihood projects such as Household gardens; Women development Projects such as Craft Centres whereby they use animal skins to manufacture hand bags, Jackets, Sandals, floor Mats and dairy production. They also mentioned that they also have Brick Manufacturing projects.*

A project facilitator from Project C mentioned a few sustainable livelihood projects such as: Co-funding maize farmers but did not mention their names. However, he also stated that:

> *"Our department does assist members who are willing to work for themselves to achieve these projects in order to enhance their livelihoods by such projects."*

The participants also mentioned that there are a few dairy production projects (processing milk from cows and selling it to the community and qualified farmers to make sour milk or cheese). It is noted that the dominated livelihood activities comprise small-scale farming projects. As a study by Mudau and Netstandama (2012) pointed out agriculture and agricultural-related activities provide most of the employment in rural areas and the reason for this is mainly because most members practice agriculture at different levels. The participants mentioned that people are highly dependent on these kinds of livelihood generation strategies because they are more used to agricultural farming.

4.5.3 Projects Addressing Livelihood Generation

The participants were requested to state how the income- generating projects are addressing the issue of livelihood generation and poverty reduction in the community. Varied views were presented by the different groups. Some felt that there are benefits while others expressed concerns about the benefits accrued from the projects in terms of livelihood generation. However, the facilitators mentioned a few common things on this matter. Project C facilitators pointed out that:

> *The projects do address the issue of livelihood generation and poverty reduction because the project members do receive a certain amount of stipend and the community members who are not project members benefit in terms of fresh and cheaper produce, and some of them are provided with job opportunities.'*

The facilitators from Project A mentioned that in as much as they get a monthly stipend, it is not enough because they usually receive a stipend depending on how much income they generate in each month (see Table 4.2). Therefore, if there is less income sometimes there is a possibility that they do not receive any stipend at all.

4.5.4 Contribution of Projects to Food Security

The Participants were asked to express their collective views on whether there are any projects that contribute to food security. They responded by stating that the income- generating projects do create food- secure households because they provide fresh meat and vegetables at a cheaper and reasonable price. The facilitators from Project B stated that the project participants consume their production and sell the surplus to the wider community, which suggests saving on transport costs because some of the foodstuff is obtained locally, within a walking distance.

The facilitators agreed on the issue of access to food and that people produce to eat and generate income as well and the latter is an added advantage in some projects. The facilitators also mentioned that the local supermarkets purchase some produce from the projects, which helps in the growth and viability of the projects. The funds generated through the type of support that is provided by local businesses and the community members also assist with the purchase of food stuffs that cannot be produced through agricultural production.

4.5.5 Availability of funding for the Projects

The data collected from the project facilitators show that the projects do get funded from the Department of Social Development at the District level and also from the Department of Rural Development and Agrarian Reform (DRDAR). They (project facilitators) also mentioned that there are other existing projects that they are currently facilitating which were initiated by community members using their own funds. One facilitator stated that:

> *"The Department does not randomly start funding projects. They target the poorest of the poor in communities to start up a project and encourage them to form cooperatives within their areas for the growth of the projects and to help provide employment, fight hunger and enhance livelihoods for a large proportion of people in the community.''.*

Project B facilitators pointed out that some of the projects they facilitate are funded by Lima. The grants provided ranged between R250 000 and R500 000, but the amounts were paid in tranches, not all at once. Other government departments provided inputs instead of seed funding such as provision of equipment, storage facilities, and other relevant inputs to enable the project participants to work on their projects. In addition, it also transpired that the Department of Economic Affairs, though not an active support, does provide assistance, and this has been in the form of inputs and infrastructure such as that it once provided the members with poultry, installation of electricity and in some projects provided storage facilities such as refrigeration.

4.6. MEMBERS' SKILLS AND CAPABILITIES FOR INCOME-GENERATING PROJECTST

The project members were asked to state whether they were trained before participating in the project and if they feel that they are well-capacitated to be part of the projects or not. The findings reveal that most of the project members have been trained, while a few mentioned that they were never trained. Participants who appeared to have been trained from Project A mentioned that they were trained by Phumelela Organization, which was organised by DSD. Those who said that they had been trained before from the other two projects (Project B and Project C) were not trained by the Department, they have acquired their trainings elsewhere.

The data revealed that a very few people mentioned that they have the capacity to work in projects but still aren't interested in acquiring more skills. A member from Project C stated that;

> *"I am capacitated but still require more skills. I have noticed that there are things that I need to know which I do not know even though I have been working in the project for a while."*

However, another member said that he does have informal skills, so he feels that he is capable of being part of the project but does need formal skills in terms of project management. It shows that the project members do feel like they are capable but, at the same time, they are not well-capacitated as they still need to be educated/trained on certain aspects.

The data also show that those who felt like they did not have the capabilities of being in projects were many as they feel like they need to be trained and given more skills for them to be regarded as well-capacitated. Another member from Project C also stated that she feels like she needs to be trained by qualified people or to engage herself in different project workshops to build her skills into being "*well-capacitated"*.

The following section will discuss findings and in cooperate links to literature

4.7 OFFICIALS' VIEWS ON THE CONTRIBUTION OF INCOME- GENERATING PROJECTS TO LIVELIHOOD GENERATION

This section of the study comprises the data collected from the key informants of the two Departments, namely the Department of Social Development (DSD) and Department of Rural Development and Agriculture (DRDAR). The two departments were included in the study because of the active role they played in the projects. Relevant officials were interviewed, those who are not part of the projects in any form. The objective here was to understand their view of the role of income- generating projects in livelihood generation as they are not working in the projects but view the projects from a distance.

4.7.1 Little Livelihood generation

Officials were asked how they think the income- generating projects contribute to livelihood generation. About 65% of the responses supported that minimal contributions are noted that the income generating projects have made in enhancing household livelihoods. The remaining 35% said that there is no contribution that has been observed. The major reason that was highlighted by the participant was that the income- generating projects only benefit those that are working in them, to be specific, the project members.

There are more officials from DRDAR who agreed that there is a contribution of these IGPs in rural livelihoods. The officials from DSD agreed that the income- generating projects do contribute to enhancing livelihood based on their argument that there are monthly stipends received by the participants of the projects. DARDR participants further mentioned that the project members can develop themselves and generate a living with what they currently benefit from the projects. They also stated that they do assist with the marketing of the produce which contributes to profit maximisation. However, a concern was also raised that the projects have not developed to the level where permanent employment can be generated for other members of the community who are not part of the projects. This means that these income- generating projects do not benefit the community at large, which can make it difficult to generalise about the contribution.

Despite the reservations expressed by DRDAR, the officials indicated that there is an observable contribution, though this applies to members of the projects only. Some projects provide their produce to schools and needy children. The officials also indicated that these projects also supply their produce to nearby clinics, that is, fresh food such as poultry and vegetables. The officials felt that there is a contribution in terms of food security, social welfare and generation of income. Moreover, income- generating projects create job opportunities, and communities also benefit from these projects because they can purchase meat and vegetables nearby their households and at a cheaper and reasonable price.

The officials from both departments indicated that poverty still exists, and the meagre stipends received cannot reduce it. They also indicated that members of income- generating projects do not seem to be doing what they should be doing for the projects to be successful and helpful in enhancing rural livelihood. However, if there were cooperation, consistency and unity amongst the project members, projects would've been successful and sustainable enough for the future generation.

An official from DSD also added that there is no impact that income- generating projects make in livelihood generation in this area, they (as the officials) only observe the difference from individuals who are project members. They indicated that the impact of IGPs is brought about by misusing the projects' funds in such a way that the people who are in charge of the projects' finances use generated funds for themselves to cater for their own needs, and the rest of the members end up not benefiting from the projects.

Consistently, it was also discovered from an official at DRDAR that income- generating projects have no contribution to livelihood because after the members have produced, they end up not getting a constant income due to lack of marketing skills. They sometimes loan community who promise to pay them at the end of the month, but you find that sometimes they take longer to pay or else pay them back bit by bit, which then leads to a loss in the project.

However, DRDAR officials also pointed out that projects do have a positive impact in the communities because they create extra job opportunities for community members whenever possible. It is also revealed that projects should all be funded, and the members should be trained, especially for financial management skills as well as mentorship regarding a start and an end of a project, as most of the project members lack the capacity.

4.7.2 Income- generating projects only benefit participants

An official from DSD stated that the income- generating projects are helpful sometimes, but sometimes they are not, and the reason for that is because they do not benefit everyone in the community. They are only helpful to those who participate in them as it has been outlined in the previous section. Other officials from DSD indicated that these projects are a self-employment strategy, which means that they only benefit those who participate in them and those who do not, do not benefit anything.

Some officials from DRDAR alluded that the people who benefit the most from these projects are the project members because they first have to produce for themselves before producing for the whole community which sometimes is likely that they take long to develop and sometimes end up failing without reaching the stage of producing for the community or giving back to the community. They further explained that some projects make very little profit, and an example was made that there are those project members who are funded because they are always looking for a salary.

4.7.3. Income- generating projects are helpful

DRDAR officials expressed that income- generating projects are helpful because people’s livelihood has improved. One official said that community members are now able to spend less on their expenses because they do not have to travel to purchase food since they purchase things such as meat and fresh vegetables closer in the community. This implies that life is very much easier and better now, because they do not need more money for travelling to purchase expensive and processed food in town.

The nature of this area is rural; therefore, people depend very much on these projects, the failure of which leads to hunger for the people of the surrounding areas. Officials also pointed out that the income- generating projects are very helpful in rural communities because they also support schools around the area in terms of nutrition schemes. They supply those poor schools with their crop farming and the schools also give back to them by assisting them in developing their projects.

4.7.4. Members should benefit first

Participants from DSD articulated that it would have been better if the project members could all start with benefiting or growing themselves first by doing subsistence farming. They have to satisfy themselves first so as to be able to develop the rest of the community. One official stated that initially the main aim of the income- generating project was for the poorest of the poor to help themselves in order to be able to help others so that they will uplift their standard of living as a result of enhancing livelihoods. The participant from DSD further said that:

> *"If the project members were well capacitated they would be able to do the right things and in a correct way because they have proper skills and knowledge.''*

4.7.5. Challenges in income- generating projects

The officials identified a number of challenges that make it difficult for the project participants to fully benefit from their hard work. Firstly, theft was identified as one of the reasons why officials felt that income- generating projects do not fully enhance livelihoods. It was revealed that other members steal the projects' funds to develop themselves only. Secondly, lack of skills among the participants was also mentioned as a problem. When the project participants try to solicit financial assistance, it still does not make any difference due to lack of skills on how to monitor and manage project funds. One DSD official indicated that:

> *These projects do not enhance livelihood. participation does not make the participants better off. Actually, there is no difference when you compare the participants to other members of the rural communities who are not participants in the projects. Also, if you compare the past when the projects did not exist and now, people are still struggling and are still unable to make a living.*

They further alluded that project members sometimes end up conflicting amongst themselves, which also leads to the project not serving its purpose because it becomes dysfunctional. The officials elaborated that working in groups creates conflicts amongst the community members because every individual thinks of the situation back at home and ends up misinterpreting things and mismanagement of funds begins.
An official from DSD also added that before the produce is marketed, the project members first use it for themselves, which makes the process of generating money move very slowly.

The officials said that if the funders could prioritise/initiate individual funding strategies so that one person will be accountable for the funds they grant, there would be no mismanagement of funds and income- generating projects would fully enhance rural livelihoods. They also revealed that income- generating projects do address the issue of livelihood generation because with their existence some people gain skills so that they are able to start something individually in order to uplift their own standard of living within their households. DARDR made an example:

> *When they have gained skills and have an ability to use tractors, these people can get job opportunities within big firms*.

4.8 DISCUSSION OF THE RESULTS

This part of the study focuses on discussing the quantitative and qualitative results of the study. The discussion is aligned and contextualised with the objectives of the study while linking it with the study's literature review section.

4.8.1 The Contribution of Income- Generating Projects to Livelihood Generation

There is a temptation to say poverty and income generation issues have been addressed although the effects cannot be described as positive. It was discovered that the purpose of income- generating projects is to alleviate rural poverty, create employment amongst the community members and to generate rural livelihood. As Magongo and Ngwenya (2013) note, income generating initiatives are part of strategies to minimise poverty and income inequality in less developed nations. The results of this study also show that the people of Umzimvubu have implemented the income- generating projects for the same purpose. Income- generating activities were described as playing a role in livelihood generation.

In this study, it was found that the participants who were regarded as the secondary participants (those who are not part of the income- generating projects) have different perspectives when it comes to the income- generating projects.

Women were found to be the dominant participants in income- generating projects as they made up 64, 3% of the participants in the study, and men made up 35,7%. The main reason for this skewed participation is attributed to the absence of men in the village due to migrating to the cities for better employment. Women remain the dominant participants in income-generation activities. Mafutha (2012) also stated that rural women are active participants in IGP and expressed their satisfaction with activities in the contribution of income-generating projects in the livelihood of their households. It may be concluded that women are capable of running the income- generating projects and this gives an insight of the fact that these projects have made a positive impact in their lives. The study results also demonstrate that the gender difference exists in income- generation projects, which suggests that programmes aimed at capacitating participants in IGP have to be gender- sensitive and should prioritise women as the main participants in the projects.

The age distribution of the participants in the study creates awareness on the age distribution of participants in IGP. The majority were older members of the community (50-59 years). This has implications for the type of support required and programmes to be introduced. It raises questions about the involvement of the youth and able-bodied persons in the area. Age plays a major role in the development of communities and in livelihood generation. Participation of younger people, particularly in this era where job opportunities prove to be scarce in the rural areas needs to be encouraged and promoted as this will yield better results in the economic and social development of the area.

This indicates that the youth and males are not much involved in the income- generating projects. The situation challenges the development and sustainability of the income- generating projects because the youth are easily trainable, and their brains are still fresh, and also they are able to apply more knowledge on the project, which would have a positive impact on the sustainability of the income- generating projects. With males, they are stronger, active and are honest enough not to do anything that could place the projects at risk, like stealing the projects' money.

As Nxumalo (2010) pointed out, a common sight nowadays are the prematurely old women who work very hard for their families' development while others are educated and moving into many sectors of government and businesses. The study points out that the youth around the ages of 20 to 29 who participate in income- generation projects are only 21%. The findings further indicate that another 21% of the respondents are those who range around the ages of 30-39. This hinders the growth of the projects because they have very few people who could play a positive impact in the sustainability of the projects.

The results of the study show that the level of education of the project members is very low because most of them indicated that they left school at the secondary level and the second large group indicated that they only left school at the primary level. Many research studies pointed the low level of education as a factor that negatively impacts the development and sustainability of income- generation projects. Therefore, the results reveal that if there were more educated people in this area, the level of poverty wouldn't be as high as it is.

Over and above, these findings depicted that the failure of the income- generating projects is highly because of the kind of people running them. By looking at the age, gender and the educational level of the project members, one can draw a conclusion that it is the main reason why projects fail or face challenges. The current group of the project members is not well capacitated, skilled and trained to become project members, which is why the projects should be taken care of by younger people.

4.8.2 Challenges Experienced

The results also revealed that the participants felt that the income- generating project members are failing to cooperate, which then affects the development of the projects and the communities' livelihood. As was also indicated in the study by Mulu-Mutuku (2001), Swaziland conveyed that the lack of entrepreneurial skills is a common problem among project members in income-generating projects. In this study, the participants reflected that the issue of lack of managerial skills, and other skills incorporated with projects has had a negative impact on the income- generating projects' ability to enhance rural livelihoods. Consequently, literature on cooperatives also highlighted that the cooperative theory has a business strategy, which means that a cooperative will remain economically fragile without it (Birchall & Ketilson, 2009).

It was also discovered that most people think that these projects do not benefit all the members of the community, they benefit those who are part of them mostly. The purpose of income-generating projects can only be measured by evaluating their effectiveness in enhancing livelihoods. The effectiveness of the projects can also be outlined by the number of people who are executing the project, as the participants of this study revealed that the more the project members the lesser the sustainability of the project.

In the sustainable livelihood approach that is applied in this study, Prasad 2014) explains that the purpose of this approach is to provide ways to explore how to ensure adequate and decent living conditions that lead to the quality of life of people, not only by recognising their need for higher incomes, but also by recognising the capacity of poor households to cope with vulnerabilities and risks. Therefore, the findings of the study reveal the impact the projects have on generating rural livelihoods and reducing rural poverty.

It was shown that these projects have a positive impact in contributing to the generation of livelihoods in this area. These income- generating projects also support the schools, clinics and needy children by supplying them with their produce, which appeared to be an observable contribution because they give back to the community in that manner and are generating livelihoods. It was, however, discovered that the income- generating projects benefit their members more than any other normal person sitting at home, which appeared to be one of the concerns of the people who are not part of the projects (the officials). This showed that any other random community members feel the same about the IGPs.

The results also show that the members benefit through the stipends that they receive monthly or once in a while for those who do not receive it on a monthly basis such as Project A, because this income does contribute to their household disposables (which covers their household expenditures) (see Table 4.1). It has been proven by Kratz (2001) that while the economy is important in reducing poverty, there is in fact no automatic relationship between the two because one depends on the ability of the poor to increase economic opportunities. This supports the above idea of providing schools, clinic and poor children as one capability approach of these members.

Consequently, these results also prevailed that the income- generating projects have a positive impact in addressing food security as they focus more on Agricultural farming. In this study, it is shown that the poor people produce their own food and are also able to supply certain structures with the fresh foods they have produced. As in a study by Mudau and Netshandama (2012), they concluded that the primary network for achieving food security for households and individuals is growing agriculture. A study by Olarinde and Kuponiyi (2005) emanates from the fact that farmers who produce for consumption are likely to fall into deeper food insecurity due to low wages, lower production levels and poverty.

Subsequently, the results of this study also prevail that with or without the livelihood generation strategies in these rural areas, poverty still exists although in this regard more population revealed that the IGPs projects do contribute to livelihood generation and it has been found that the main issue is that they are not sustainable enough for the future generation. With this having been said, according to the active population in the IGPs of this study, it is shown that the old age group are active, which could also hinder the sustainability of the projects because they are formally educated, which may explain why the projects' funds are said to be misused.

According to Anderson (2017) the population of 30 million South Africans (55.5) is living in poverty, an increase from 27.3 million in 2011. Another study by Ngwenya and Magongo (2013) argues that income- generating projects are part of initiatives to minimise poverty and income inequality in the less developed countries. South Africa is not immune to this approach of reducing poverty and enhancing rural livelihoods.

The sustainable livelihood approach was outlined earlier in the literature, such as enhancing rural livelihoods, dealing with the assets, human capital, capabilities of the individuals, etc. This study's results reflect on this approach as it was revealed that some income- generating projects' members have a positive way of marketing their products which then positively affects the growth of the projects through the profits they make. But also, the study shows that some members of the community who are not part of the projects do not really benefit from these projects. This then shows that the human capital and individuals' capabilities are still not properly addressed to assist in enabling the income- generating projects to enhance livelihoods and become sustainable enough for the future generation.

The transcribed data revealed that the income- generating projects within these communities do address the issue of livelihood generation. The project members stated that these projects address the issue of livelihood generation because the community members are now able to purchase food locally. In all three projects, the project members indicated that people in their community do not travel to town anymore for food because they are able to purchase locally from their project and if, however, they do not have money and food, they do not go to bed on an empty stomach because they are also able to loan them and then they pay at the end of the month after receiving pension and child grants. This supports the view of Hategekimana (2011) and Ferguson (2012), that Sustainable Livelihood Approach was developed as a strategy to alleviate poverty and improve livelihoods; and it is continuously used by different agencies' projects. Therefore, income- generating projects are not immune to this approach which aims to develop such strategies of livelihood generation.

The data also show that the participants revealed that these projects created employment within the community as people were not doing anything, especially the older persons who are unable to go out and search for casual jobs in town. In Project C, it was reflected that everyone in this community gets employment here in this project, they do offer casual jobs for those who are not the project members. Income- generating projects as part of subsistence activities are typically undertaken repeatedly within an income stream such as farming, pastoralism, fishing, and jobs within a sector or as an entrepreneur (UNHCR, 2014).

However, there is an ascending view that income- generating projects do not contribute in enhancing livelihood in rural areas. This is due to the issues that are engulfing them which are compromising their sustainability. Therefore, by looking at the transcribed data, people do not observe and view the projects the same way. Some of them do not see any contribution to the community's livelihood but others do feel that there is a contribution of income- generating projects in livelihood generation in the uMzimvubu rural communities. The following part of this section will describe and explain how the study participants described the nature of the IGPs in the community.

4.8.3 Types of Income- Generating Projects

This study shows that there are various types of projects that are situated in the surrounding area. Most of the projects that they have mentioned are agricultural- based. The community members engage themselves more in agricultural farming because is it the most accessible activity. Mudau and Netshandana (2017) emphasise that in developing countries agricultural activities create most of the employment and self-help. Most projects that were discovered in this study are the household gardens, and others included crop production, arts and craft, dairy production projects and tourism related projects.

The findings of this study also showed that community members revealed that the community does have other type of projects other than the agricultural projects such as Shedding shed and brick manufacturing. These are the projects that are mostly executed by males in the community because of their nature and the type of equipment that is used.

Overall, the results of this study indicated that the community depends largely on small-scale farming as their income- generating projects to enhance their livelihoods.

4.8.4 Food security enhancement through IGP

The results of this study also reflected that the income- generating projects also have a significant role in ensuring food security for the rural communities. The participants indicated that these projects create food secure households by providing them with fresh, healthy and easily accessible food. A study by Ibok et al. (2014) describes food security as a compound and multidimensional phenomenon that is generally described as a situation that exists when all individuals always have sufficient access to physical, social and economic, safe and nutritious food that meets their dietary needs and food preferences for an active and healthy life. Food security appears to be one of the most important aspects for income- generating projects because the community members do not only enjoy purchasing food locally and at a cheaper rate, it is also important for them to have fresh food.

4.8.5 Access to support

In this study it was also discovered that for some of the projects to start, the poorest of the poor in the communities were selected by a respective department and granted a certain amount of funds for start-up something as a group of community individuals. This has been cited by Arhus (2000), who revealed that the nature of income- generating projects varies from one organisation to another. This study's income- generating projects are facilitated by the

Department of Social Development and the Department of Rural Development and Agrarian Reform, both these departments focus a lot on improving the lives of the rural people through encouraging them to participate in self-help development. Therefore, the projects that were used for this study are the agricultural projects since the area is more dominated by them as they are found to be the most easily executed projects by rural people.

This statement has also been justified by Megan (2018) who discovered that 98% of those who suffer from hunger live in the developing countries and they are some of the largest food producers in the world to create and maintain food secure communities. This study has also found that the project members are lacking marketing skills and ways of marketing their products. The only way that the community is able to know about their products is through other community members, the projects do not have their own specific way of marking their goods such as perhaps finding a spot where they could stand with tables and sell or driving around the communities with a bakkie or a van.

4.8.6 The Status and Nature of Projects Enhancing Livelihood

The study revealed that most project members are females and that there are more project members who are around the ages of 50 to 59 - making up a total of 50% of the members.

Below, the results show the nature of income generating projects which could assist in learning more about these projects and their effectiveness.
The results of this study then portray that the projects mentioned by the respondents are all active and for them to be active they have a number of active project members. The results of the study show that the project membership of the income- generating projects is around 10 people. The findings show that the reason why these projects have no more than 10 members is to maintain sustainability, because when there are many project members they usually have internal conflicts and this affects the projects development.

The findings of this study also show that 65% of the respondents have a few project skills and a low 35% does not have any project skills because they never got a chance to get training for income- generating projects. They had revealed that they need more training for them to be well capacitated. A paper by the National Development Agent (NDA) 2012 a, indicates that there are programmes that could help such members improve their skills. This tells us that these people are still in need of training for entrepreneurial skills, as was mentioned earlier in this chapter.

Furthermore, the NDA (2012 a) also mentions that there are several programmes that play a huge role in assisting at the community level. These are Small Enterprise Foundation (SEF) targeting women, and South Africa Women in Dialogue (SAWID), which is known to be the Development Caravan of poverty eradication. The income- generation projects could then serve their purpose mentioned below, if more training could be offered to the rural communities.

It was discovered that projects are funded by government organisations. These organisations are the Department of Social Development & Special Programmes, the Department of Rural Development and Agrarian Reform, and Lima Rural Development Foundation. It is of vital importance that income- generating projects get funded in order to maintain their sustainable development. As has been revealed in the NDA (2012a), the stakeholders like Corporate Social Organisations (CSO's), Government and the Private Sector, contribute towards income-generation activities within communities. Furthermore, these organisations contribute in many ways as they are also able to assist in capacity enhancement through training. The paper also shows that in the public sector, income- generating projects play a role through Corporate Social Investment because it contains access to funding or it enhances access to micro credit.

In this study, it was found that the income- generating projects are funded with a sum of amount and then the organisations separate it into tranches so that the members do not spend all the money at once and are able to use it wisely and they are also encouraged to work hard in order to get profit. However, the findings also clarify that the project members use the same profits for their stipend, as shown in the tables above (table 4.1 and table 4.2). The study results also reveal that the income- generating projects' sustainability is also hindered by the challenges that they face.

There are various livelihood strategies worldwide, but the problem seems to be the way they are implemented and managed, as well as the skills of the people who are executing them that are not adequate.

The Sustainable livelihood approach as a conceptual framework that aims at reducing poverty and creating self-sustaining livelihoods in rural communities was adopted in this study of income- generating projects as an analytic to identify ways to advance the livelihood of rural communities through income generating projects. Menyuko (2011) reflected that IGP's are aimed at producing goods that can be sold for the financial benefits of the project members and to make lives of the community members much easier by purchasing fresh goods nearby and at reasonable costs.

In this study, this approach was applied in some parts of the income- generating projects and was lacking in other parts as there are gaps that still need to be filled amongst the project members executing the income- generating projects. This study revealed that the income-generating projects are supplying fresh, healthy and safe food for the community members and these are easily accessible for them since they do not have to travel to town to purchase their fresh vegetables and fresh meat.

The projects' members indicated that they are food secure with the presence of the income-generating projects in their community. McGoodwin (2007) indicates that access to sufficient, safe and nutritious food makes an individual active and healthy. The participants also showed that before the projects started it was not easy to get all these types of nutrition, the only thing that mattered to them was having slept with something in their stomach. Consequently, in the literature it is emphasised that the only proteins consumed before the income- generating projects were low-cost proteins such as beans.

4.9. SATISFACTION WITH HOUSEHOLD STIPEND

The study findings show that the project members receive a stipend monthly per household (see Table 4.1 and Table 4.2). The participants (Project A) indicated that they are satisfied with the stipend that they receive which is found to be below the Lower Bound Poverty line of R810 per person per month, according to the STATSSA (2019). Therefore, the participants earn these amounts (see figure 4.2) per household per month, which makes one wonder if the participants are really dependent on this income only or there are other means of income that the participants are dependent on, like for instance, the remittances from their husbands who leave home for better employment in the cities or pension grants or children's social grants. All this may suggest that the income- generating projects do not contribute to rural livelihood generation.

4.10 SUMMARY OF THE CHAPTER

The chapter discussed the key findings of the study, which are aligned with the research objectives emanating from the study. The income- generating projects are largely associated with agricultural activities, empowerment, especially for women, and livelihood generation. The overall views of participants indicated that there is lack of entrepreneurial skills, lack of managerial skills and lack of cooperation among members. However, there is effort and willingness from project members to gain more skills so as to improve their participation in projects located in Umzimvubu to work together also improve the conditions of informal traders through government. However, findings suggest that there is a need for the government departments to change their funding model and provision of extensive trainings to ensure project sustainability. This chapter also revealed that members are satisfied with their income. The following chapter concludes the study and provides recommendations.

5. CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter presents the summary, conclusion and recommendations of the study. It starts with a summary of the findings, followed by the conclusions drawn from the findings of the study and the last part proposes the recommendations and areas for further studies.

5.2 SUMMARY OF THE KEY FINDINGS

The study was conducted at Mount Ayliff rural, which is situated under uMzimvubu Local Municipality. The study sort to provide an answer to a question on income- generating projects as a strategy to enhance household livelihoods within a rural setting. The aim of this study was, therefore, to assess whether the income- generating projects do enhance the livelihoods of the rural communities of uMzimvubu. The objectives of this study were to, firstly, identify the types of income generating projects available in the study area; secondly, to assess the nature of these projects in enhancing livelihoods and, lastly, to examine how the income- generating projects contribute to livelihood generation.

The sample of this study was made up of key informants which included the government officials and community development facilitators from the Departments of Social Development and the Department of Rural Development and Agrarian Reform, as well as the community members, particularly those involved in income- generation projects. A total of 46 participants were selected and participated in the study. The study was qualitative in nature, however, the instrument used in data collection had quantitative variables that were included to establish who exactly participates in the projects as this was considered useful, particularly when the recommendations are presented.

Both the primary and secondary data were collected using different methods. Hence, focus group discussions were held with facilitators who were available, and face-to-face in-depth interviews were also conducted with the officials and community participants in the projects. A structured observation checklist was also used to assess the environment where the projects operated, such as looking at the availability of infrastructure and the needed services such as water and other services.

The documents were also analysed to identify the gap in knowledge and to find out what studies have been done around income-generation as a strategy towards enhancement of livelihoods. The qualitative data were analysed using the content analysis method and the quantitative data were analysed using the SPSS. The findings of the study are summarized per objective below:

5.2.1 Objective One: To identify the income- generating project available in the study area

Various income- generating projects were identified in the study area by the participants. These included agricultural farming projects that produce fresh vegetables, poultry farming, dairy production and sheep shedding, and other projects were brick manufacturing, beadwork, craft and handwork predominantly done by women. This study, however, focused only on the agricultural projects because of their availability and willingness to participate in the study. It was found that the community depends largely on small-scale farming (agricultural crop farming) as a means of generating income and enhancing their livelihoods.

The findings also indicated gender-biasness in that most projects are operated by women. The study also revealed that males predominated in projects such as brick making and farming projects, and sheep shedding projects. The main reason that was given with regards to why women participate in income- generating projects was that most of them are heads of their households because men leave the rural areas for the cities to find cash-paying employment. Thus, the type of projects available in the community also vary based on who is part of what kind of projects.

5.2.2 Objective Two: To assess the status and the nature of the income- generating projects in enhancing livelihood

It was found that the monthly income generated in the different projects ranges between R10 000 and R21000 per month. When divided by the number of participating households the amount of stipend received ranges between R750+- to R1320+-. The lowest is far below the lower-bound poverty line. This suggests that the nature of the income- generating activity fails to provide adequate income for households. One would say half a loaf is better than no bread. There are quite several challenges facing the participants and some are detrimental to the operations such as conflict and squabbles, mismanagement of funds and the fact that there is lack of security to prevent the stealing of what is produced.

The findings also show that weather conditions or climate changes also have an impact on the crops and it sometimes makes it difficult to plough enough crops for consumption and generation of income due to certain weather conditions. Therefore, the projects tend not to serve their purpose of enhancing rural livelihoods mainly because of such challenges. The findings also reveal that the nature of the income- generating projects contributes very well to food security since the participants also produce for consumption, thus providing households with fresh, nutritious and healthy products that are also easily accessible.

The status of the projects is largely due to a few shortcomings identified such as lack of cooperation among government departments working with communities and funding most of the projects. Support is provided in silos without the other knowing what has been provided or made available. This may suggest lack of monitoring and evaluation of projects at all levels. Provision of funds without training contributes to the nature and state of projects that are not functioning at the required or expected level. The participants indicated a need for training to be provided as they do not have business management skills and they expressed a need for such skills.

The status as well as the nature of the project was observed using a structural observation tool. It was observed that the projects are located in a well and spacious space which is open enough to expand the projects. The facilities available in the projects such as site storage were very good structures in all the three projects; the availability of water services seems to be a challenge for all the three projects, but participants in Project A and Project B indicated that they do have water tanks that are always filled for the times when water is not available in the community - and the researcher could see the tanks next to their gardens. Project C is the only one that seemed to have much better means of transportation since Lima who works with DRDAR visits them timeously and Project A and B only depend on their customers to come and fetch whatever they have purchased themselves. This also has an impact on the marketing of the produce as there is nowhere else the project members market their produce besides the project sites.

5.2.3 Objective Three: To examine how the income-generating projects contribute to livelihood generation

This study's findings reveal that the income- generating projects do not contribute to livelihood generation, as explained in 5.2.1 above - the take home is below the national lower-bound poverty line of R810 per person. The stipend received is for the household. By looking at what the participants earn monthly, households are unable to enhance their livelihoods unless there is another source of income other than that from these projects. It was reflected that the project members seem to be satisfied with what they earn, and this may be because they are not used to any normal or high standard of living. So, instead of them realising a need to generate enough money to make a living for themselves and the future generation, they are satisfied with what they earn monthly.

In all three projects, the earnings are found to be inadequate for accommodating each household (per person in a household). Despite the issue of insufficiency noted by the research, the participants expressed their satisfaction with their income because the situation is better than before when there was no project. Although the funds are said to be insufficient, the participants are appreciative of what they currently earn from the projects. This is encouraging and suggests the commitment and willingness to participate in the projects and the willingness to work and not rely on the social grants or handouts normally provided under stressful conditions.

5.3 CONCLUSION

Based on the objectives of the study, it is concluded that income generating projects do not contribute to rural livelihood generation. This is reflected through the stipends that the participants receive per month which do not seem to accommodate everyone in the household as they are even lower than the national poverty line. Numerous challenges were identified, and these have a negative impact on the projects and they contribute in the insufficiency of what is produced for both consumption and generation of income. This has an impact on the income- generating projects not being able to enhance livelihoods in the study area.

There is little consultation or there is lack of collaboration between government departments who are facilitating income generating projects (DSD and DRDAR) in ensuring that they bring a collective effort in support of these projects. Project members expressed the need for training, that they should receive further entrepreneurial training to ensure that they can immensely contribute in their respective projects. Lack of financial resources, misuse of resources, and lack of cooperation remain some of the main challenges affecting income- generating projects.

However, the study showed that participating in projects does make one's poverty status seem better when compared to the other community members who are not part of the projects as the participants revealed that income- generating projects only benefit those who are part of them. Similarly, project members believe that if they did not encounter the constraints that they have encountered in the projects, livelihoods would be much better because they would be receiving a much better stipend which would have a positive contribution to their households by accommodating every individual and by that income- generating projects would be regarded as being able to enhance livelihoods in the rural areas.

5.4 RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that;

5.4.1 Departments who facilitate (DSD and DRDAR) the income- generating projects should consolidate a practical guide for building sustainable income- generating projects that will reflect the views of all stakeholders in collaboration with these projects.

5.4.2 Project members need to be provided with opportunities for training which may include growth, information sharing and business networks.

5.4.3 There should be creation of monitoring and evaluation tools for tracking the contribution of training workshops that are provided for project members.

5.4.4 There should be training workshops that focus on individual needs of projects, since income- generating projects focus on different types of production and activities (capacity building skills such as entrepreneurial skills, marketing skills, finance management skills, coordination skills, etc.)

5.4.5 More funding streams should be explored so that there will be more projects to be executed by different people and a large number of people which will also have a positive impact on employment creation in the community.

5.4.6 The project facilitators should explore differences amongst the females and males in terms of contributing to income- generating projects.

5.5 Areas for further studies

More studies need to be conducted in the study area of uMzimvubu regarding the following:

5.5.1 Studies with a special focus on project Monitoring and Evaluation by the Departments who implement the income- generating projects in order to guide strategic planning, to design and implement interventions and to better allocate and re-locate the projects' resources.

5.5.2 Studies that will look at the Project facilitators between various departments as to how they are implementing these projects, do they know what is expected of them, and to assess whether they are executing the projects in a manner that is sustainable enough to enhance the rural livelihoods.

5.5.3 Lastly, collaboration among departments who execute the income- generating projects, because they do not seem to have a common understanding. They should have a same strategy to implement and monitor income- generating projects to ensure that they do serve their purpose of livelihood generation.

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6. APPENDICES

6.1 APPENDIX A

ASSESSING INCOME GENERATING PROJECTS AS A STRATEGY TO ENHANCING LIVELIHOOD IN THE RURAL AREAS OF UMZIMVUBU, EASTERN CAPE

FOCUS GROUP INTERVIEW SCHEDULE FOR INFORMANTS (THE PROJECT FACILITATORS)

TYPE, NATURE AND THE CONTRIBUTION

1. Who funds the project and how is it funded?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2. Are there any other similar livelihood generation strategies you know of?

01	Yes	
02	No	

2.1. Can you tell me more about those strategies?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

3. What encouraged the starting of this project?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

4. How does this project address the issue of poverty?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

5. Kindly share with me how does this project addresses the issue of food security?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6.2 APPENDIX B

ASSESSING INCOME GENERATING PROJECTS AS A STRATEGY TO ENHANCING LIVELIHOOD IN THE RURAL AREAS OF UMZIMVUBU, EASTERN CAPE

INTERVIEW SCHEDULE FOR THE PROJECT MEMBERS

SECTION A: BACKGROUND INFORMATION

1. Gender

01	Female	
02	Male	

2. Age

01	10-19		02	20-29		04	30-49		05	50-59		06	60+	

3. Level of education

01	Primary		02	Secondary		03	Tertiary	

SECTION B: IDENTIFICATION OF INCOME GENERATING PROJECT

1. What projects do you have in the area?

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

…………………………………………………………………………………………

…………………………………………………………………………………………

1.1.Can you tell me more about these projects?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

2. How many project members are involved in this project?

01	04-10	
02	11-15	
03	16+	

3. May you please tell me when was the project implemented?

   ……………………………………………………………………………………

4. Were you trained for the project? If yes, by whom

   ……………………………………………………………………………………

   ……………………………………………………………………………………

5. Do you feel that you are well-capacitated to be part of this project?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION C: NATURE AND EFFECTIVENESS

6. In your own perception, what is the main purpose of this project?

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

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

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

7. Tell me how do you think these projects address the issue of livelihood generation?

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

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

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

8. Does this project contribute to the household expenditure?

01	Yes	
02	No	

8.1.Can you tell me how?

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

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

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

9. Are there any financial challenges you face within the project?

01	Yes	
02	No	

9.1.Can you kindly mention those challenges?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

SECTION D: CONTRIBUTION AND EFFECTIVENESS

10. How much does the project generate per month from the project?

01	R1000-R2000	
02	R2100-R3000	
03	R3100-R4000	
04	R4100-R5000	
05	R5100+	

11. So, tell me how do you normally utilize the funds that you have generated?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

12. Do you invest some of your income?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

13. Are there any members of the community employed within this project for piece jobs?

0 1	Yes	
0 2	No	

13.1. Please share with me what kind of jobs are those?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

6.3 APPENDIX C

A TABLE SHOWING A STRUCTURED OBSERVATION DATA COLLECTION METHOD

ITEM	DESCRIPTION
1. Facilities available (housing structures, water services, transportation vehicles).	
2. Infrastructure (Roads, stalls)	
3. Active performance (project performance, impact of the project)	
4. Stakeholder participation	

6.4 APPENDIX D

ASSESSING INCOME GENERATING PROJECTS AS A STRATEGY TO ENHANCING LIVELIHOOD IN THE RURAL AREAS OF UMZIMVUBU, EASTERN CAPE

INTERVIEW SCHEDULE FOR INFORMANTS AS OFFICIALS

SECTION A: BACKGROUND INFORMATION

1. Gender

01	Female	
02	Male	

2. Age

01	10-19		02	20-29		04	30-49		05	50-59		06	60+	

3. Level of education

01	Primary		02	Secondary		03	Tertiary	

SECTION B: EFFECTIVENESS

1. Please explain to me your views on income generating projects?

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………………

2. Is there any observable contribution of income generating projects to livelihood generation?

01	Yes	
02	No	

2.1. Can you tell me what contribution is that?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

3. Please share with me what is the general feeling about these income generating projects as a means for enhancing livelihood?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

4. Tell me to what extent do these projects address the issue of livelihood generation?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

6.5 APPENDIX E

UKUBHEKA INZUZO NGEMIBUTHO EZINGENISA IMALI NGENJONGO YOKUPHUHLISA ILALI YASE MZIMVUBU, EASTERN CAPE

<u>IMIBUZO YAMA LUNGA OMBUTHO</u>

INCANDELO A: IMININGWANE

4. Ubulili

01	Female	
02	Male	

5. Iminyaka

01	10-19		02	20-29		04	30-49		05	50-59		06	60+	

6. Izinga lemfundo

01	Primary		02	Secondary		03	Tertiary	

INCANDELO B: UKUBHEKELA IMIBUTHO YENGENISO MALI

14. Nine mbutho emingaphi kule lali?

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

…………………………………………………………………………………………

…………………………………………………………………………………………

14.1. Khake undixelele okuninzi ngale mbutho?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

15. Mangaphi amalunga alo mbutho?

01	04-10	
02	11-15	
03	16+	

16. Uxhotyiswe kangakanani ukuba yingxenye yalo mbutho?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

INCANDELO C: INDALO KUNYE NENZUZO

17. Ngokubona kwakho, yintoni injongo yalo mbutho?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

18. Ucinga ukuba lemi Butho ibhekana njani nomba wokuliwa kwendlala?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

19. Ingaba lo mbutho uyayinciphisa inkcitho echithwa ngumzi?

0 1	Yes	
0 2	No	

19.1. Njani?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

20. Ingaba ikhona emicelimngeni enithi nibhekane nayo ngokwe zemali kulo mbutho?

0 1	Yes	
0 2	No	

20.1. Ndicela undixelele ukuba yiyiphi eyo micelimngeni?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

INCANDELO D: INKXASO KUNYE NENZUZO

21. Ingaba lombutho wenza malini ngenyanga?

0 1	R1000-R2000	

0 2	R2100-R3000	
0 3	R3100-R4000	
0 4	R4100-R5000	
0 5	R5100+	

22. Ingaba niyisebenzisa njani imali eniyizuzile ngalo Mbutho?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

23. Ingaba niyigcina njani inzuzo?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

24. Ingaba bakhona abantu abangaba sebenzi kulo Mbutho?

0 1	Yes	
0 2	No	

24.1. Yiyiphi eyo misebenzi abayenzayo?

……………………………………………………………………………………………

……………………………………………………………………………………………

6.6 APPENDIX F

PARTICIPANT INFORMED CONSENT

INFORMED CONSENT DECLARATION

(Participant)

The Assessment of income generating projects in enhancing livelihoods of the rural areas in uMzimvubu Local Municipality.

Silindile Pearl Khumalo from the Department of Anthropology & Development Studies, University of Zululand has requested my permission to participate in the above-mentioned research project.

The nature and the purpose of the research project, and of this informed consent declaration have been explained to me in a language that I understand.

I am aware that:

1. The purpose of the research project is to examine the effectiveness of income generating projects in poverty reduction in the rural areas.

2. The University of Zululand has given ethical clearance to this research project and I have seen/ may request to see the clearance certificate.

3. By participating in this research project I will be contributing by providing information required.

4. I will participate in the project by responding towards the questions asked by the researcher.

5. My participation is entirely voluntary and should I at any stage wish to withdraw from

participating further, I may do so without any negative consequences.

6. I will not be compensated for participating in the research, but my out-of-pocket expenses will be reimbursed.

7. There are no risks associated with my participation in the project.
8. The researcher intends publishing the research results in the form of a dissertation. However, confidentiality and anonymity of records will be maintained and that my name and identity will not be revealed to anyone who has not been involved in the conduct of the research.

9. I will receive feedback in the form of a copy that will be provided to the Department of Social Development regarding the results obtained during the study.

10. Any further questions that I might have concerning the research, or my participation will be answered by: Miss Silindile Khumalo, Contact details: 081 780 1262.

11. By signing this informed consent declaration I am not waiving any legal claims, rights or remedies.

12. A copy of this informed consent declaration will be given to me, and the original will be kept on record.

I, … ……………………………………………………………………….have read the above information / confirm that the above information has been explained to me in a language that I understand and I am aware of this document's contents. I have asked all questions that I wished to ask and these have been answered to my satisfaction. I fully understand what is expected of me during the research.

I have not been pressurised in any way and I voluntarily agree to participate in the above-mentioned project.

…………………………………. …………………………………

Participant's signature **Date**

6.7 APPENDIX G

TRANSLATED PARTICIPANT CONSENT FORM:

IFOMU LOKUZIBOPHEZELA

SISIHLOKO

INZUZO NGEMIBUTHO EZINGENISA IMALI NGENJONGO YOKUPHUHLISA ILALI

Ndingu Silindile Pearl Khumalo umfundi obhalisele iziqu zeMasters kwezobuphuhliso enyuvesi yakwaZulu, Ongoye. Bendicela uncediso lwakho ekuthenini ndiqhube sisifundo sami esi kwesisihloko esibalulwe phezulu.kuqinisekisiwe ukuba isimo Kanye nenjongo yaloluphando ichaziwe, futhi oku kwemvume kuzochazwa kuwe ngolimi oluqondayo.

INJONGO YALOLUPHANDO

Injongo yoluphando kukujonga kukusetjenziswa kweziprojects ezikwindawo ezisemaphandleni kumasipala wasemzimvubu. Injongo yakho konke oku kukucacisa ukuba eziziproject ziyafinyelela na kumongo wawo ekunciphiseni izinga lokwentula kwabahlali njengokuba iproject zizinza kulokukuhlala okucindezelelwe kakhulu kukuhlupheka Kanye nokwentula.

Cela uqaphele ukuba:

1. Injongo yoluphando kukujonga iproject ezikwindawo ezisemaphandleni Kumasipala waseMzimvubu .
2. IJunivesity yaseZululand inike isigunyaziso sokwenza oluphando nam ndisibonile isigunyaziso
3. Ekuthatheni kwam inxaxheba kolupando ndiyakuba negalelo ekunikezeleni ngolwazi endinalo.

kwezoproject zenza imali eziyakunceda ekususeni ikati eziko

4. Ndizakuthatha inxaxheba ekuphenduleni imibuzo ebuzwa ngumphandi

5. Ndizothabatha inxaxheba ngokupheleleyo ndingajonganga nzuzo nambuyekezo xandithe ndafuna ukuhla ndiyakwenze njalo akuyi kubakho ziphumo zimbi emvakokuphuma kwam

6. Ekuthatheni kwam inxaxheba koluPhando andiyi kubuyekwezwa , kodwa endithe ndalahlekelwa kuko kolupando kuzakubuyiswa

7. Akukho bungozi buyanyaniswa nokuthabatha kwam igalelo koluphando

8. Umphandi unenjongo zokudlulisa iziphumo zophando ngokushicilelweyo phantsi. Olulwazi aluyikudluliselwa kubantu abangathabathanga nxaxheba ekuqhutyweni koluphando

9. Ndiyakufumana inxhelo ekhutshelweyo endiyakuyidlulisa kwisebe lwezophuhliso loluntu ezimalunga neziphumo zophando.

10. Eminye imibuzo endinokuba nayo malunga nophando akanye ukuthatha kwam inxaxheba ziyakuphendulwa ngu Silindile Khumalo, umnxeba 073 9999 945

11. Ndisayina esisivumelwano ndingenanto endithandabuzisayo ngokwasemthethweni

12. Olushicilelo loluphando nezifungo zinikezelwe kum, yaye omnye umqulu uzakushiyeka uselugcinweni.

Mna ……………………………………………………………………………………………. Ndilufumene ulwazi olungentla/ndingqina ukuba yonke lemgxelo icaciswe ngolwimi endiluvayo .ndiyaziqonda yaye ndiyazazi izigaba zalomqulu . ndiyibuze yonke imibuzo ebendinqwenela ukuyibuza ,kwaye iphendulekile ngokundonelisayo . Ndiyakwazi ngokupheleleyo okulindeleke kum ekuqhubeni koluphando.

Khange ndifakwe phantsi koxinzelelo nangayiphi na indlela. Ndiyavuma ngokuzithandela ekuthabatheni inxaxheba kulo mbutho ikhankanywe ngasentla

………………………………………………………………

iNtsayino Umhla

6.8 APPENDIX H

University of Zululand

PO Box X1001

KwaDlangezwa

3886

The Municipal Manager

uMzimvubu Local Municipality

Mount Frere Office

813 Main Street

5090

17 November 2016

Dear Ms/Mr

REQUEST FOR PERMISSION TO CONDUCT RESEARCH

I am a registered Master's student in the Department of Anthropology and Development Studies at the University of Zululand. My supervisor is Dr. P. T. Sabela. The proposed topic of my research is: The effectiveness of Income Generating Projects (IGP) as a strategy for reducing poverty in the rural areas of uMzimvubu Local Municipality. The objectives of the study are:

a) To identify the types of income generating projects available in the study area.
b) To analyse the attributes of income generating projects that determine livelihood enhancement in the study area.
c) To examine how the income generating projects contribute to livelihood generation

I hereby seek your consent to collect data in the Departments of Social Development and Rural Development and Agrarian Reform located within your Municipality. To assist you in reaching a decision, I have attached to this letter:

(a) A copy of an ethical clearance certificate issued by the University
(b) A copy the research instruments which I intend using in my research

Should you require any further information, please do not hesitate to contact me or my supervisor. Our contact details are as follows:

Ms. SP Khumalo- 081 780 1262   and   Dr. PT Sabela- 035 902 6377

Upon completion of the study, I undertake to provide you with a bound copy of the dissertation.

Your permission to conduct this study will be greatly appreciated.

Yours sincerely

S.P. Khumalo (Miss)

6.9 APPENDIX I

UMZIMVUBU

LOCAL MUNICIPALITY

Person dealing with the matter: Mr S.C. Ntinzi 060 983 4099

10 October 2018

University of Zululand
PO Box X1001
Kwa-Dlangezwa
3886

Attention: Ms P Khumalo

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

This serves to acknowledge receipt of your letter requesting to obtain data that you can use while doing research for your studies from our institution.

I have been granted permission by my Municipal Manager to allow and assist you to get all the information you might request at any time.

Should you require any further information, please do not hesitate to contact a person dealing with the matter at 039 255 8500 or 060 983 4099.

Yours in development.

Mr G.P.T Nota
Municipal Manager

813 Main Street, Mount Frere
P/Bag 9020, Mt Frere, 5090
T: 039 255 8500 | F: 039 255 0167
E: Balyi.Shirley@umzimvubu.gov.za

UPHUHLISO KUMNTU WONKE

6.10 APPENDIX J

84 HOSPITAL ROAD
SAN SABIL FLAT
FLOOR: 5. FLAT: 51
SOUTH BEACH
DURBAN 4001
05 DECEMBER 2019

To Whom It May Concern,

RE: EDITOR'S LETTER

I write this letter at the request of Ms. SILINDILE PEARL KHUMALO. The letter serves to outline the scope of activities that were done for the editing of the master's dissertation submitted, titled:

THE ASSESSMENT OF INCOME GENERATING PROJECTS IN ENHANCING LIVELIHOODS IN RURAL AREAS: UMZIMVUBU LOCAL MUNICIPALITY, EASTERN CAPE PROVINCE.

STUDENT DETAILS;

Silindile Pearl Khumalo
Student Number: 201121385
Department: Anthropology and Development Studies, University of Zululand

The following activities were done:

- Spelling Check
- Grammar Check
- Document Layout (formatting of headings and sub-headings)

Kind Regards
Mr S.N KUNENE (PhD Cand.)
E-MAIL: siphesihlendumisokunene@gmail.com
CONTACT NUMBER: 078 195 0679

Signature

6.11. APPENDIX K

UNIVERSITY OF ZULULAND
RESEARCH ETHICS COMMITTEE
(Reg No: UZREC 171110-030)

RESEARCH & INNOVATION
Website: http://www.unizulu.ac.za
Private Bag X1001
KwaDlangezwa 3886
Tel: 035 902 6887
Fax: 035 902 6222
Email: ManqeleS@unizulu.ac.za

ETHICAL CLEARANCE CERTIFICATE

Certificate Number	**UZREC 171110-030 PGM 2017/359**							
Project Title	**The effectiveness of income generating projects as a strategy to reduce poverty in Rural Arrears of uMzimvubu Local Municipality**							
Principal Researcher/ Investigator	SP Khumalo							
Supervisor and Co-supervisor	Dr I Isike				Dr. PT Sabela			
Department	Anthropology & Development Studies							
Faculty	Arts							
Type of Risk	Medium – Data collection from people							
Nature of Project	Honours/4th Year		Master's	x	Doctoral		Departmental	

The University of Zululand's Research Ethics Committee (UZREC) hereby gives ethical approval in respect of the undertakings contained in the above-mentioned project. The Researcher may therefore commence with data collection as from the date of this Certificate, using the certificate number indicated above.

Special conditions:

(1) This certificate is valid for 2 years from the date of issue.
(2) Principal researcher must provide an annual report to the UZREC in the prescribed format [due date-30 April 2018]
(3) Principal researcher must submit a report at the end of project in respect of ethical compliance.
(4) The UZREC must be informed immediately of any material change in the conditions or undertakings mentioned in the documents that were presented to the meeting.

The UZREC wishes the researcher well in conducting research.

Professor Gideon De Wet
Chairperson: University Research Ethics Committee
Deputy Vice-Chancellor: Research & Innovation
15 May 2017

CHAIRPERSON
UNIVERSITY OF ZULULAND RESEARCH ETHICS COMMITTEE (UZREC)
REG NO: UZREC 171110-30
15 -05- 2017
RESEARCH & INNOVATION OFFICE