

CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction

In this chapter I will outline the background of the study, which will form the basis for the understanding of this mini-dissertation. Limpopo Province (LP) will be briefly described in terms of its population and history as it is a province where the study was conducted. This chapter will show how apartheid policies affected and influenced the lives and the welfare of the people of South Africa (SA) before 1994¹. Their welfare after 1994 under the democratic government will also be considered. It is my intention to indicate the aim of this study. The research questions will be outlined thereafter. The chapter concludes by giving an explanation of the scope of the study.

1.2 The welfare of the province

During the years prior 1994 many people were living in poverty particularly those who lived in rural areas. This was attributed to high unemployment rate, lack of resources, illiteracy and other factors. The government did not take the problem of poverty into consideration as it never planned to come up with mechanisms of alleviating and eradicating poverty. Most people who depended on subsistence farming were living below the poverty line as most of them did not have the skills to run their livestock and crop farms competently. Adult basic education was not considered as a means to alleviate poverty. Only people who were working in the mines were given opportunity to basic reading and writing skills which were done informally.

Giving a full description of the state of the welfare of the whole province may not be possible. I shall try to concentrate on the population of this province, how people survived until 1994 and the effects the welfare had particularly on the black people of South Africa in general and Limpopo province in particular.

¹ In 1994 the first democratic elections were held in South Africa, and it led to the end of Apartheid government and its racist policies.

Makotse village, just like other rural areas in this province, is not immune from lack or insufficient basic needs such as proper infrastructure, resources and facilities that can make the people to live better.

1.3 The population

Limpopo Province which was previously named Northern Province² is one of the nine provinces of South Africa, replacing the previous division of four provinces and ten homelands after the first democratic elections were held in 1994. Limpopo is the fifth largest province in South Africa (SA) covering 10.2% of South African's land. It has a population of about 4.9 million, 90% of whom are Africans living in rural areas with 54% of them being women. This province has 18% extent poverty, an unemployment rate which is above 46% which is the second highest unemployment rate (Boucher and Loveday 2000: 25). According to Parker and Walters (2008: 40) the province is 12% urbanized with the population density of 41 people per square kilometre, which makes it the third most densely populated province (Central Statistics, 1997: 40).

Limpopo Province is one of the poorest provinces in South Africa where people live in abject poverty. According to South Africa National Report Development (2008: 11) it is the third after Eastern Cape and KwaZulu-Natal with the extent of poverty of 18% . This province has the lowest average income of R17 900 with every income earning person facing a challenge of supporting an average of six other people. Most people in this province suffer from the highest dependency rate as they heavily rely on the government's social grants. 47,6% has access to social grants, which is the highest percentage as compared to other provinces. There is also 83, 2% of households lacking access to sanitation (South African National Report Development, 2008: 12).

Only 18% of households have taps inside their dwellings in Limpopo Province (Orkin 1998: 78). There is a high illiteracy rate of about 49% with the lowest percentage of people attending Adult Basic Education and Training (ABET). Limpopo Province has the second highest rate of rural unemployment and the second lowest rate of urban

² Northern Province is currently known as Limpopo Province. It was initially called Northern Transvaal and declared Northern Province after the 1994 democratic elections.

unemployment showing a low income and how rife unemployment is in the province, with approximately 46% of unemployment. This unfortunate situation affects mostly the black community as compared to their white counterparts.

1.4 The state of welfare before 1994

Before the democratic government could take over from the apartheid regime, people were living in poverty particularly those who were unemployed. Unfortunately the social grants were limited to the disabled and old aged, minimizing dependency rate. The men were compelled to leave their families in order to look for jobs especially along the reef where there are mines, factories, companies and so on. The unemployed men and women were responsible to look after their families and they practised subsistence farming as the only option that was available. This practice continued despite excessive rainfall or drought as it was the only means to survival.

Both the unskilled crop and livestock farmers were faced with serious challenges. Getting formal education was a privilege to the children whose parents were positive towards education and supported them fully. This left the people particularly those in rural areas illiterate and vulnerable to poverty. The government never produced a clear plan to assist the unemployed from surviving poverty, especially those people who lived below the poverty line.

Adult Basic Education (ABE) was introduced to address the problem of illiteracy. Most illiterate men were reluctant to participate actively in such programmes. Those illiterates who participated actively in such programmes continued to live in poverty . This is due to rural women who had to spend much of their time collecting firewood, fetching water, looking after livestock, crops etc. This was due to lack of proper infrastructure such as electricity, cleaning water, sanitation and so on. As those rural women were overwhelmed by responsibilities, their attendance was irregular. According to Torres (2003: 23), adult education in South Africa has always been trapped between meagre attention, resources and overly ambitious expectations. Yet this country does not have compact of public or private education and training organisations.

1.5 The state of welfare after 1994

The main aim of the democratic government led by the African National Congress (ANC) was to provide '*a better life for all*' by addressing the problem of illiteracy and poverty amongst the previously disadvantaged groups. In 1994, adult basic education was made a presidential lead project which depended for execution on donor funding. The government came up with the system of Adult Basic Education and Training (ABET) in order to address this problem. ABET has two ultimate aims: namely, to combat illiteracy and to provide skills for alleviation of poverty (Von Kotze, 2007: 23). The vast majority of people in rural areas took part in these programmes and started poverty alleviation projects. Unfortunately, most of them could not be sustainable due to a number of factors such as shortage of resources and skills. Such skills according to Davis (1997: 34) were meant to equip the unemployed and the poor to succeed in the global market and to offer opportunities to individuals and communities for self-advancement to enable them to play a productive role in society.

Income-generating skills project at Hlatlolang ABET centre is one of those which could not be sustained. That being the case of those who were attending lessons continued to live in poverty due to lack of skills to alleviate poverty. Illiteracy could be the worst factor that impedes the sustainability of project at this ABET centre. It is so surprising how an income-generating project which is run by an ABET centre could be on the verge of collapsing. This raises questions regarding the training given to adults at Hlatlolang ABET centre. One may as well think that these adults joined the project with the intention of pocketing quick money.

1.6 Poverty in the rural areas of Limpopo Province

Limpopo Province which was initially known as Northern Province (NP) was found to be one of the most poverty stricken provinces in South Africa due to the high unemployment rate. With a large number of men in particular who moved to other provinces such as Gauteng Province (GP) to search for employment, women remained behind to take care of their families. The men who were left behind, mostly

unemployed and the women practised subsistence farming as a way of surviving hunger with their children. The problem of poverty continued due to lack of skills of farmers, drought, excessive rainfall and other natural disasters. Unemployment went on to be a nightmare to the lives of many people in the province. Rural areas that form the larger part of the province were the most affected. While recent estimates indicate that more than 45 percent of the population lives below a conservatively-estimated national poverty line, poverty is also distributed unevenly by race, gender and region (Walters 2008: 189).

Illiteracy aggravated poverty rate already disadvantaging people to live without basic education, clean water, and lack of electricity. The absence of proper infrastructure such as lack of proper housing, health care facilities, unemployment, sanitation and other basic needs also impacted negatively on the people living in poverty. The illiterates could not access what was basically due to them as they lack knowledge and information regarding what they should claim as legally theirs. Sometimes the service providers disadvantage the illiterates and ignorant people who are unable to stand for their rights by demanding what is due to them. There are still those who are not aware of the social grants that are offered by the government.

1.7 Unemployment

Blacks are the ones who were adversely affected more than any other people of different age group equally men and women as well as the youth. After the democratic government was elected into power in 1994, the issue of poverty was one of those which were prioritised to be addressed. The unemployment rate which varies between 25% and 40% is the highest amongst black Africans at 32,5% women 31,5% and in rural areas contribute much towards poverty (South African National Report, June 2008). Poverty alleviation and eradication received the presidential attention which on the manifesto of the ruling party which is ANC was “*To make a better life for all.*” The people particularly those who were living in poverty, were to start getting basic services that could enable them to live a better life. The people of South Africa including those of Limpopo province started receiving basic services which they never received before.

The problem of unemployment still continued to be a nightmare until in 1996 when the government came up with the plan that Department of Health and Welfare should empower the people by assisting them to start income-generating projects which were to address the problem of unemployment by creating jobs and to alleviate poverty. The Department of Health and Welfare collaborated with provincial departments to ensure that the plan becomes a success (Burns, 2000: 48).

Since 1996 income-generating projects were established nationwide to alleviate poverty but unfortunately, majority of them are not sustainable. Sustainability seems to be a general and national problem as the entire country experiences it. Limpopo Province is also not immune; it is leading with high unemployment rate resulting in people living in poverty especially those living in rural areas. While the projects are established and collapsing, the problem of unemployment is aggravated leading people to live in abject poverty. The provincial Department of Health and Social Development in conjunction with other departments such as Agriculture and Education try their best to better the qualities of lives of the people in Limpopo but there are hiccups as the plan does not seem to be succeeding as was expected.

The introduction of income-generating projects was aimed at alleviating and eradicating poverty, reducing the high rate of unemployment by creating jobs and providing food security for the needy. Sustainable income-generating projects benefit the participants and their families a lot, together with the communities where they operate.

1.8 The aims of the study

The aim of the study is to investigate the problems which affect the sustainability of income-generating projects at Hlatlolang ABET centre. It is also the aim of the study to identify obstacles which are experienced during the implementation of this income-generating project.

1.9 Objectives of the study

The objectives of this study are to provide information that could assist with the sustainability of projects at Hlatlolang ABET centre.

The study also wishes to provide possibilities for the improvement of the previously disadvantaged adults and to enhance possibilities for women and men to survive adverse conditions of poverty under which they live.

1.10 Research questions

In attempting to address the aims and objectives of this study, the following research questions have been formulated:

The main research question of the study is:

- What are the problems affecting the sustainability of income-generating projects at Hlatlolang ABET centre?

The following are the sub-questions of this study:

- What are the aims and objectives of the income-generating projects at Hlatlolang ABET centre?
- What obstacles are experienced during the implementation of this income-generating project?
- What is the role of ABET practitioners towards sustaining this project?
- What are the possibilities of improving the sustenance of this income-generating project?

1.11 Scope of the study

In this study I tried to answer the above questions by focusing on Hlatlolang ABET centre at Makotse village, a rural area in Limpopo Province for data collection of my research project. Now that ABET focuses on eradicating illiteracy and alleviating

poverty through skills training this study is based on the skills training part of the ABET centre. This is where the problem of sustainability of income-generating projects as a means to alleviate and eradicate poverty is investigated. Even though there are income-generating projects that are flourishing, they are very few as compared to majority that are unsustainable; hence I will only investigate problems affecting the sustainability of income-generating projects at Hlatlolang ABET centre. While the income-generating projects collapse in large numbers in various communities within Limpopo province, illiteracy, unemployment, poverty and dependency rate are rife in this ABET centre.

I acknowledge that factors affecting sustainability of income-generating projects at Hlatlolang ABET centre may not be the same as factors in other rural areas of the same province. In the same breath, the findings of my study may be related to those in other villages in the province which experience similar conditions. In my research, I will be careful to guard against overgeneralization as the areas differ from one another in terms of factors affecting sustainability of income-generating projects. The results of my investigation at Makotse village could serve as an example for other projects with the same problems of sustainability in other rural areas of Limpopo Province.

1.12 Conclusion

This was all about the orientation of this study. There has been an outline about the welfare of Limpopo Province before and after 1994 when the democratic government was elected into power. The population of the province was also not left out. The alarming rate of illiteracy and poverty were discussed. Unemployment which is rife as it contributes to poverty was highlighted. This chapter could not be complete without the aims of the study. I have also mentioned my research questions both the main and the sub-questions of this study. The scope of the study was also discussed as it highlights the reader about where the study takes place.

The people of South Africa particularly Blacks have been living in poverty for some years. The imbalance of the past can be blamed for having contributed much causing poverty by depriving people basic needs. Basic services such as education facilities,

health facilities, clean water and proper sanitation, provision of job opportunities, proper infrastructure like electricity, etcetera, have not been provided for a long time.

Makotse village just like any other rural area in Limpopo Province is poverty-stricken due to the high rate of illiteracy, unemployment of men, women, and youth. Dependency rate is still high as most families struggle to provide food security. Irrespective of Hlatlolang ABET centre / project which is an income-generating project, the people participate in this project. Alleviation and eradication of poverty, reduction of unemployment and providing food security which are the main aims of income-generating projects, remain a dream to most community members.

The programme of the study as part of orientation is to help the reader to comprehend why this study was embarked upon. Hlatlolang ABET Centre / project which is in the state of collapsing will be the case of the study. While ABET programmes which are focusing on skills training to alleviate poverty unlike in the past when educational focus was on eradication of illiteracy, people continue to live in poverty. The programme of the study is to investigate the reason why the people of Makotse village continue to live in poverty even after they have introduced the income-generating project which unfortunately is in the state of collapsing. The problems of the participants of Hlatlolang ABET centre / project not acquiring the skills to sustain their income-generating project will be looked into.

In the next chapter critical factors will be mentioned and an explanation will be given on why the critical factors may be affecting sustainability of Hlatlolang ABET centre. The definitions of key concepts assist in making it possible to associate those concepts with the existing problems that are likely to be caused by critical factors. In the third chapter about methodology, data will be collected through extensive fieldwork where the respondents will be interviewed and observation of the centre / project will take place. Data will then be analysed using data matrix.

CHAPTER TWO: THEORETICAL FRAMEWORK

2.1 Introduction

The people of Makotse seem to lack various skills to enable them to qualify to enter the labour market where the competition for job opportunities is already high. This assumption is brought by the high unemployment rate which leads to poverty and dependency. The income-generating projects that are meant to create jobs and alleviate poverty in the community are not sustainable. My study deals with the problems of sustainable projects in Makotse village which if given priority, will alleviate poverty that is rife in most rural areas of Limpopo including Makotse village. Prioritizing to capacitate the people of Makotse with various skills will help to improve the quality of their lives.

The critical factors which I believe are problems that affect sustainability of income-generating projects in rural areas such as Makotse village will form part of this chapter. There are many factors that are assumed to be contributing to the problems of sustainability of income-generating projects. My assumptions will be refuted or affirmed after the mentioned factors shall have been discussed with the relevant people with a better exposure to income-generating projects. I will also define the key concepts which play the key role in this study.

2.2 Critical factors

2.2.1 Ignorance

It is difficult if not impossible to expect maximum participation of the community members if they are not aware how important the income-generating projects are. They need to be made aware how their participation in the projects can improve their quality of life by alleviating and eradicating poverty, reduction of unemployment and providing food security. According to Moodie (2000: 49) if people have been given facts concerning how to get rid of unemployment and poverty eradication, they will

participate maximally in order to live a better life. Only those who are ignorant and reluctant will turn a deaf ear to the call. Generally, people want to have a better quality of life which starts with better job opportunities for them, not to live in poverty. As long as the community of Makotse is not conscientized about the importance of income-generating projects, unemployment, poverty, and high dependency rate will remain the order of the day at Makotse village and other rural areas of Limpopo Province.

Unemployed people live a poor quality of life resulting from lack of income while their active participation in income-generating projects uplifts their standard of living (Swanepoel 1989: 16). It is their participation that will empower them with different skills such as planting vegetables, sewing baking, selling, and so on while they also get their products to benefit their families. Participation will enable them to manufacture and produce goods to be sold as they will be working in groups to organize various projects which will help them survive poverty. Income generating projects will make them to earn a living just like those who are self-employed.

Participating in income-generating projects as a way of earning a living contributes much to the improvement of a better life, and the betterment of the economy of the country by alleviating poverty and reducing dependency rate. Earning a living leaves the participants with pride, dignity, and confidence to be initiative. According to Fox and van Rooyen (2004: ix) development can't be implemented and sustained without active community participation. If the community is not actively involved in initiating income-generating projects and working harder in the projects that have been incepted, such projects will collapse leaving such communities trapped in abject poverty. The income-generating projects create jobs for the jobless; assist the participants to acquire various skills and provide food security which ultimately alleviate poverty. People need to be conscientised about the importance of income-generating projects for them to participate actively and maximally.

2.2.2 Shortage of skills to run income-generating projects

Lack of education and skills to run the projects is likely to affect the participants negatively as they will make mistakes and blunders which may hamper the smooth

running of the projects. Having the skills and knowledge that are useful to enable the participants to handle the projects in their particular situation, will benefit the beneficiaries and their families. Income-generating skills contribute to the country's economy by increasing entrepreneurship (McKay and Sarakinsky 1995: 60). Lack of knowledge and skills breeds inefficiency, honesty and cooperation together with lack of expertise to run the projects effectively will affect the projects negatively. Lack of capacity or limited capacity inhibits the performer from performing maximally with enthusiasm and confidence.

Identifying the potentials of the participants and capacitating them where they have limitations must be course for concern if sustainability is considered. Lack of marketing plans such as knowing one's customer, what value would the product add, affordability of customers to the price of the product, etc. don't lead to sustenance. Effective and efficient leadership with quality leadership skills, creative with commitments will lead the projects to sustainability. There is a need for persistence and perseverance leadership to mobilize, inspire, and lead the staff with participatory style of leadership. Through lack of skills in strategizing at the local level, the gains have not been capitalized widely; setting goals and being better informed (Holiday 2002: 166). Production skills, trading skills, communication skills, problem-solving skills, developmental skills and so on are required for sustainability. The people who are empowered with skills will participate maximally with competency because of the knowledge they shall have acquired.

Training is an essential aspect of capacity building which should be a continual effort to upgrade human resources by sharing ideas and concepts and disseminating techniques, methodologies and skills. Fox and van Rooyen (2004: 150) indicate that the inability of entrepreneurs to maintain the input and dynamic required to sustain projects is course for concern. According to them the projects collapse due to inadequacy of local participation and lack of local capacity to implement them. Individuals should be empowered to take full responsibility for managing natural resources and contributing to their sustainable livelihood. Shortage of skills to run income-generating projects by both leaders and the participants will hamper sustainability as whatever they do will be experimental.

Shortage of skills has proved to have a negative effect on production. When people have to do what they are not sure of, their participation will lack confidence and be slow as they will struggle to do the right thing. The people who are empowered with skills to run the income-generating project will produce the products of good quality at a faster rate which will easily compete with other products that are in the business market. A better production will generate a better income which will sustain the projects as its products will be highly in demand. The participants who are empowered with skills are motivated to continue producing what they are capable of. Shortage of skills leads to hesitation, demotivation, lack of commitment and lack of confidence.

2.2.3 Illiteracy

Illiterate people have lots of limitations in life when they have to perform certain tasks. ABET is important to the Reconstruction and Development Programme (RDP) because it empowers people to improve their quality of lives by enabling them to plan their lives for themselves (McKay, Northedge and Sekgobela, 1995: 47). Literacy and numeracy help beneficiaries to generate an income and also help them with the kinds of problems they experience in their daily lives. Literacy empowers people to participate in different aspects of their community in which they live and to understand the needs of their community. Becoming literate and numerate is prioritised in order to effectively and efficiently manage the projects, funds and record keeping. Education is the primary driving force in generating the growth required to raise average incomes and determines how the benefits of growth are distributed (McKay 2000: 171).

Literacy increases the availability of skilled labour. Basic education empowers people and helps to improve their quality of life by enabling them to help themselves in solving their community problems (Walters, 2006: 8). Lack of education has a negative impact such as limiting people's ability to participate fully in social and economic activities of society. Education is the primary force in generating the growth required to raise average incomes. Through education, a community becomes more skilful (McKay and Sarakinsky 1995: 9). Illiteracy makes it difficult for

individuals and groups to become generally functional in their own societies as an economic dysfunctionality towards promoting higher productivity and to contribute to development (DoE 1997: 11). Education has become the single most important factor determining the living standards by helping to inspire the confidence and provide the skills needed to participate in various community activities.

For one to be an entrepreneur, one should be literate and have basic arithmetic skills which are useful in the market transactions. Micro-entrepreneurs in the informal economy are at a severe disadvantage without literacy and numeracy. Literacy increases participants' efficacy for individual or collective action (Lewis and Madlala 2004: 126). It is only through basic education that the range of confident behaviour in the market place widens when people can read, write, and calculate. They buy and sell with less fear of being cheated, they can be in a better position to compete with others and deal in a wider market.

Income-generating projects are based on producing and selling with literacy and numeracy playing a pivotal role. According to Maier and Seligman (1986: 374) illiteracy will always impact negatively on production especially where calculations and measurements are involved. The participants should be able to calculate so that they can avoid selling at a loss as that will cause the project to collapse due to lack of generating an income. Selling at a profit will see income being generated to sustain the project like Hlatlolang ABET centre / project at Makotse village.

2.2.4 Lack of sense of ownership

Ownership creates the necessary psychological and social security (Boucher and Loveday 2000: 136). A sense of ownership will make the project successful as the community itself will work hard to ensure that it remains sustainable. Ownership leads to maximum participation, support and involvement of all the stakeholders and involvement (Arkesy and Knight, 1999: 31). What seems to matter most is ownership and the most successful local organizations are those with ownership of their development process is locally driven and people collectively empowered (Hounkonnou 2001: 201).

Ownership motivates, encourages, and contributes towards a lot of commitment, determination, discipline, dedication, and taking control of what one does. It makes mobilizing, allocating, and utilizing available resources possible in ways that achieve the objectives of the organization most reliably, quickly and efficiently (Uphoff, Esman and Krishnah 1998: 88). The feeling of ownership improves performance, deals with responsibility and accountability that are rewarding. Creation of opportunities whereby participation by local people in various facets of economic, social, and political advancement will yield sufficient benefits (Slocum, Wichhart, Rocheleau and Thomas-Slayter 1995: 44). For progress to be made, the community should be fully aware of the need to accept responsibility for their own destinies.

The beneficiaries must be part of the planning and implementation stages of the projects. The projects that are driven by people in the community will have a better chance of lasting because if the community members want the project to succeed, they will work hard to make sure that it does succeed (McKay, Northedge and Sekgobela 1995: 48). Decision-making should always involve broad discussion with many people to get a variety of views. If people have been left out of decisions that affect them, it is likely that they will resist the decisions that have been made (McKay, Koetze, Necker, Vaccarino and Vaccarino 1995: 85).

Involving the community in the planning and implementation of income-generating projects empowers them to be flexible to try other methods which will sustain the project. A sense of ownership will make the community members to feel responsible and accountable for the project anytime whether it succeeds or collapses. Generally, people do not want to introduce the good things that will ultimately fail to proceed as that will not augur well with their image. Sustaining the project should be the responsibility of all members of the community, not only those who participate as the project benefits them all. This is possible if the sense of ownership prevails amongst all the community members.

2.2.5 Lack or insufficient needs analysis done

If enough consultation about needs analysis is not properly done with the entire community, the villagers may take the project as something that has been imposed on them in order to benefit someone else, not them. Imposing one's ideas on the community in most cases will meet resistance. It is imperative for the community to decide what their most significant needs are, what projects to start, why such projects, where the projects should be located and how those projects should be managed so that programmes can meet the needs of the people (Kraak and Press, 2008: 46). The community should be involved in identifying and determining their needs. Explaining how the identified projects are going to benefit the community will make beneficiaries to participate actively so as to benefit themselves fully. They will support such projects and have a feeling of ownership, as that will be something they shall have opted for. If the community members are not consulted, they will not support the project and they will not be encouraged to take part in the project (McKay et al 1995: 46). Finding out what people feel and think are their most important needs should be highly considered.

Discovering the needs of the community and the potentials they have on managing the projects should be regarded for the community to have sustainable projects. Rural developments have achieved real success because they have met the essential conditions of being based upon the real problems and wishes of local people, ensuring their motivation and involvement (Houkonnou 2001: 31). Societal needs are characterised by socio-economic needs that require collectivism in dealing with those needs. It is against this background that the income-generating projects gain momentum based on the success of collectivism.

Insufficient needs analysis will have negative results by making the people blunder in their priority where they will prioritise wrongly. Sufficient time is needed for the people to analyse their needs properly to avoid hasty decisions. That will enable them to consider what they are capable of when they prioritize. Considering the resources that are available to enable them to achieve their goals with the project that they shall have decided upon needs sufficient time. An income-generating project that is

incepted without analyzing the community needs, such a project stands the chance of not sustaining as it will not be providing the members with what they are yearning for.

Such a project is likely to get support from the community members who will not be benefiting maximally from it. Sufficient needs analysis paves a way for maximum participation which will lead to maximum benefits which will improve the quality of life of the participants. Sustainable development can only be achieved where and when people have worked out a way to live with each other, illustrating adequate social organization as a prerequisite for sustainable development. Sustainability requires patterns of social relationship adequate to the needs of the individuals and communities concerned without which the project will collapse.

2.2.6 Lack of commitment

Commitment should start with the entire community which is living in poverty to incept an income-generating project which will benefit them all. Analysing the needs of the community should involve all the stakeholders, while after the inception commitment should be stronger than before. Those who will not be participating physically should give moral support to the participants. The participants who lack commitment will find it difficult to maintain a sustainable project even if it can have all that is required to sustain it.

Full commitment can sustain the project under adverse conditions as the stakeholders can seek external intervention if they run out of ideas on how to sustain their income-generating project. I don't think the community of Makotse village is doing enough to sustain Hlatlolang ABET centre / project. A small number of the participants is an indication of lack of commitment, while that small number of the participants does not show commitment. If the community is not concerned about the introduced or incepted income-generating project, few members will participate in such an economic booster. Showing an unwavering commitment helps to sustain the project as the stakeholders, the participants in particular, will work hard to sustain the project. Commitment starts with the aims and objectives that one would like to achieve and commitment will continue to be shown until the objectives are attained (Baatjes and Mathe, 2003: 97).

It becomes difficult to remain committed to something that you are not sure what you would like to achieve with it. If the inception of Hlatlolang ABET centre / project is not understood to address the problem of illiteracy and poverty that exist at Makotse village, the chances of Hlatlolang ABET centre / project sustaining are slim. If the community of Makotse village can realize the vital role the income-generating projects play in their lives, by improving their standard of living, by alleviating and eradicating poverty, reducing unemployment and providing food security, that can improve their commitment to the income-generating projects particularly Hlatlolang ABET centre. Inactive participation of the participants will negatively affect the project due to lack of commitment.

2.2.7 Lack of management skills

In order to manage the income-generating project properly, the project managers have to be empowered with management skills which will enable them to manage with competency. There is always a need for effective and efficient leadership with quality, creativity, and commitment. For the project to be sustainable it should have persistence and perseverance leaders who could mobilize, inspire and lead the participants with participating style of leadership. Well-motivated and well-directed highly trained managers have positive influence on the participants if they are mobilizing, allocating, and utilizing available resources in ways that achieve the objectives of the organization mostly reliably, quickly and efficiently (Parker, 2007: 16). The project managers who know how to manage note that performance has to be monitored, know when to reward that which is good and diminishing that which is poor. They also know that authority and responsibility have to be shared.

The project leaders at Hlatlolang ABET centre / project seem to lack the expertise to manage that project. The managers unlike the participants should be given extensive training to enable them to manage with competency, reliability, and accountability not forgetting building of trust and confidence. Leaders should also be capable of handling finances which is one of the crucial issues of managing the project.

They should not lack the capacity to mobilize funds to maintain facilities supplied by the government and those that shall have been purchased. Good management starts with planning, organizing, leading, and then controlling. according to Torres (2003: 185) the managers are expected to have income-generating skills, efficiency, honesty, encouragement, assistance, support, and taking control of their lives for the project to attain its goals. They need to have marketing plans such as knowing their customer, what value would the product add, whether the customers can afford the price of their product and so on. Leadership training needs to be part of all programmes as it fosters attitudes and group motivation (Spady 2001: 161). Literate and numerate managers with record-keeping skills can manage the project effectively.

The project managers at Hlatlolang ABET centre / project should be responsible for mobilizing, allocating, and utilizing the available resources in such a way that the project will achieve the objectives of the organization most reliable, quickly and efficiently for the project to be sustainable. Creation of opportunities whereby participation by local people in various facets of economic, social, and political advancement will yield sufficient benefits (Slocum et al 1995: 44). The managers must not be given the same training as the participants as that will inhibit them from performing their managerial duties. They should get extensive training to enable them to manage with competency. Lack of management skills will always have a negative impact on the income-generating projects.

2.3 Definition of key concepts

2.3.1 Sustainability

A sustainable project is a project that is in the process to keep itself going without falling, continues without faltering, exhausting the resources which fed it (McKay, Northedge and Sekgobela 1995: 67). Herman Daly in (Bond 2002: 30) defines sustainability as, development that meets the needs of the present without compromising the ability of future generations to meet their own needs . He added that it is a development without growth beyond environmental carrying capacity where development means qualitative improvement.

McKay (2000: 125) defines sustainability as development which requires meeting the basic needs of all people and giving everyone the opportunity to satisfy their aspirations for a better life. In Davies (1997: 26) sustainability is defined as the ability of the project to continue to provide a solution to the problem for as long as is required. It is resistant or resilient to stresses and shocks of all kinds. According to Tembo (2003: 27) sustainability is defined as the process of change in which the utilization of resources, the direction of investments, the orientation of technological innovation and exchange and institutional change reflect both future and present needs.

Sustainability requires maintenance of strategic long-time view, and commitment grounded on solid support from rural populations and balanced by short-term tactical moves that build up goodwill and blunt attacks so that the meshing of improved technology and social organization can take hold (Silverman 2000: 177). It starts with empowering the community to become a development partner thereby assuming ownership leading towards maximum participation from all the stakeholders (Griffin, 1994: 20)

2.3.2 Income-generating projects

Income-generating projects are programmes developed by the government to make it possible for poverty-stricken people particularly in rural areas to acquire greater control of their destinies. The objectives of income-generating projects are poverty eradication, reduction of unemployment and providing food security, with respective members of the community participating on the programmes such as planting, weeding and harvesting (Capricorn voice 2-4 November 2005).

The programmes are aimed at alleviating and eradicating poverty by enabling people who cannot earn a living due to unemployment and disability to manufacture goods with the aim of selling them as a source of income. In that way an income is generated, uplifting the standard and quality of life of the participants and those of their families as beneficiaries of the projects. Planting and growing vegetables, flowers, and trees for selling also generate income as long as there is trade. Income-

generating projects are people-centred and people-driven development that would not see people as recipients of handouts from the development agency but allow people to take ownership of their development plans (Uphoff et al. 1998: 162). These programmes also reduce the high rate of dependency as participation in social and economic activities leads to a better life.

2.3.3 Poverty

The concept poverty is relative as it means different things to different people. It can be defined as a situation where people live without certain basic needs such as clean water, sufficient and adequate housing, adequate health care, education, adequate transport and so on (Moodie, 2000: 4). It is associated and related to unemployment, lack of knowledge and skills about family planning, undernourishment due to lack of education opportunities, skills training and better health-care services.

Poverty goes along with diseases caused by living in sub-standard housing with no access to clean water, electricity, modern sanitation etc. It is associated with underdevelopment and low-wage earning. Lack of resources and lack of access to resources are important indicators of poverty (Boucher and Loveday 2000: 42). To illiterates, poverty can be controlled and limited by willingness and readiness to be empowered with literacy, numeracy and various skills which will improve the quality of their lives against poverty because of engagement, low productivity, and low income forms of production, while in the labour market they face the risk of being exploited. Poverty does not only encompass low monetary income and low consumption, it also includes poor health, poor nutrition, and lack of basic education.

2.3.4 Illiteracy

According to McKay et al. (1995: 178) illiteracy is the inability to read and write which has many negative effects. This is because illiteracy limits people's ability to participate fully in political, social, economic, and cultural activities. Illiteracy is not only the inability to read and write but also the inability to work with numbers, to gain life skills, to gain skills to live in communities and so on. Most illiterates have no or

less understanding of health care, hygiene nutrition, family planning, agricultural techniques and other societal issues.

Illiteracy causes an inferiority complex, as the illiterates believe that innovations must be from educated people. It makes it difficult for individuals and groups to become generally functional in their own societies as an economic dysfunction towards promoting higher productivity and to contribute to development (DoE 1997: 11).

Illiteracy rate is higher amongst people in rural areas than those who live in urban areas. Illiteracy has a negative impact on the lives of people by making it difficult for them to keep themselves and their families healthy, how to get a supply of safe water such as boiling or adding purifying chemicals, how to plan families and vaccinating against infectious diseases. Literacy increases participant's efficacy for individual or collective action. Basic education widens the range of behaviour in the market place when you can read, write and calculate you buy and sell with less fear of being cheated, you can better compete with others and deal in a wider market (The Teacher: September 2007). Illiteracy and lack of basic arithmetic skills hinder entrepreneurship. Literacy and numeracy are useful skills in market transactions. Without literacy, micro-entrepreneurs in the informal economy are at a severe disadvantage (Capricorn Voice 3-4 August, 2005).

2.3.5 ABET

In the final draft of ABET, the Department of Education (1997: 12) defines the acronym ABET in South Africa as Adult Basic Education and Training, as the general conceptual foundation towards lifelong learning and development comprising of knowledge, skills and attitudes required for social, economic and political participation and transformation applicable to a range of contents. ABET is flexible, developmental and targeted at the specific needs of particular audience and ideally provides access to nationally recognized certificates. It is a fundamental human right that is meant to address the historical imbalances and ensure effective participation in socio-economic processes to contribute to reconstruction, development, and social transformation.

According to ABET policy, ABET subsumes both literacy and post-literacy as it seeks to connect literacy with basic adult education on one hand with training for income generation on the other hand and linking with lifelong learning and development (DoE 1997: 11).

ABET is an integration of education, training and learning. While ABET policy is aimed at all adults, special attention and special motivation is given to women especially rural ones, out of school youth who are between the ages of 15-30 years of age who have not had access to primary school or who have not been able to complete primary school, the unemployed prisoners and ex-prisoners and adults with disabilities, that prevented them from obtaining a basic education (Boucher and Loveday 2000: 21). When it targets the unemployed, ABET is seen as a way of providing skills, knowledge and understanding that help people to progress along the career path they have chosen to themselves (Boucher and Loveday 2000: 27).

ABET is an expedient means for attracting the social aspects of poverty (Maier and Seligman, 1986: 35). As it is more successful in reaching women than men, it is also a means of redressing power imbalances between men and women. It is an integral part of poverty reduction as it is a practice targeted upon the poor, particularly those who have been missed by primary school, or those who have left school before achieving literacy (Lewis and Madlala, 2004: 35). ABET contributes to basic education for the participants and their children.

2.4 Conclusion

In this chapter I have stated the critical factors that I assume to be the problems that affect the sustainability of income-generating projects at Hlatlolang ABET centre which I believe they are considered, poverty can be alleviated and Hlatlolang ABET centre / project will be sustainable. These factors are not the only problem but there might be others that also affect sustainability of the income-generating projects at Makotse village.

Ignorance and shortage of skills to run the projects do not contribute to maximum participation which makes poverty alleviation an unfulfilled dream. Illiteracy, lack of sense of ownership, and lack of insufficient needs analysis add to the problems affecting the sustainability of Hlatlolang ABET centre / project at Makotse village. If the people of Makotse can go back to the drawing board and consider these critical factors and others that are not mentioned, poverty can be alleviated. There will be a reduction of unemployment and food security if sustainable income-generating projects are incepted.

The participants should have aims and objectives they aspire to achieve through their involvement and participation in the income-generating projects. A goal-directed participation from the onset will see the beneficiaries persisting to attain what they will be aspiring even when things are tough. Conscientising people and empowering them with various skills will see people living a better life as they will be able to do the best for themselves. In the income-generating projects, various skills will lead to better products that will compete with quality products that are already on the market. Active participation starts with knowing what is expected. My assumption was based on five critical factors, but ultimately I added two more because they were also worth to be monitored.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

In this chapter I will start by describing the design of the study. It is the chapter about how my research was conducted. There is a research design that indicates the research methods and the approach applied. There is an explanation on how data was collected. Data collection sets out in details a strategy for collecting data using the methods of data collection. There is fieldwork which includes the general methodological orientation where the research parameters within which data will be collected will have an introductory or preliminary visit. There will then be extensive fieldwork with various stages, with interviews being conducted to collect the required data, which show how data is collected, processed, and analysed using qualitative data matrix. I shall conclude this chapter by discussing what I learned during the process of this research.

3.2 Research design

This developmental study with an interactive approach was undertaken as I thought that it would enable me to understand the kinds of problems which might be affecting sustainability of income-generating projects at Hlatlolang ABET centre. The qualitative data analysis method helped me to gain knowledge about how and why people do certain things to develop themselves. This study is qualitative in nature as it enables me to obtain data from different or to address a range of audiences. It also employs observation, interviews, ethnographic, fieldwork, discourse analysis and textual analysis. Qualitative research methods are relevant as they include people's own explanations, interviews, observations, personal documents, eyewitness account, etc (Winberg, 1997: 37).

Unlike quantitative research methods which can often be easily controlled due to the fixed procedure of finding out through decontextualised data collection and data analysis, qualitative research methods seem to have a desirable standardization as a

research that focuses on understanding through contextualised data collection, interpretation and planning for action (Gillham, 2000: 45). These methods employ observation, interviewing, ethnographic, fieldwork, discourse analysis and textual analysis. The methods include people's own explanations, interviews, observations, personal documents, and eyewitness account (Burns 2000: 39).

Qualitative research methods are preferable as they produce descriptions of how and why people do certain things. The research is beneficial because it has a socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape enquiry. Its exploratory nature which involve interview, observational, interactional and visual texts, describes routine and problematic moments and meaning in individuals' lives. Qualitative research makes it possible to use the same data for different purpose or to address a range of audiences (Holiday, 2002: 30).

A more interactive radical-critical approach will also be valid to provide understanding of the situation in order to plan for transformation towards improving life conditions. Through interpretative paradigm, my understanding of the situation may be influenced. The descriptions of how and why people do certain things will be of benefit. Its interpretive research approach seeks to understand the meanings which people give to their own social interaction. It uncovers individuals and groups of world influence of their intentions and actions and the influence of their own realities.

The study aims at evaluating the sustainability of income-generating projects at Makotse village a rural area in Limpopo Province. The aims and objectives of the inception of Hlatlolang ABET centre / project will be looked into in order to determine the extent to which the project has been incepted.

This study has two streams of data collection which are: reviewing of inception documents and fieldwork. The fieldwork stream is divided into three phases. The first phase is more of exploratory and the second one is extensive fieldwork phase with three stages of data collection. Observation makes the third phase in the fieldwork stream.

3.3 Data collection

Data was collected using the two streams of data collection which are reviewing documents and fieldwork. Fieldwork consists of three phases which are introductory phase which entails preliminary visit, extensive field work phase which has various stages and observation phase which is about site visit.

3.3.1 Documents review

Reviewing the relevant documents on the inception of income-generating projects is the first phase of data collection of this study.

Policy statements, records, official report, minutes, newsletters project proposals, annual report and other documents dealing with sustainability of income-generating projects were reviewed with the aim of obtaining clarity about the aims and objectives of Hlatlolang ABET centre / project and how it is managed. From these documents one tries to find out about goals setting, a clear mission statement, a plan of action and moving forward plan of the income-generating projects (Holiday 2002: 30).

Reviewing of documents enabled me to find out as to whether Hlatlolang ABET centre / project was incepted with the aim of achieving something according to the project proposals. The presence of the policy statements, records and others reveal whether the project is run accordingly, as planned and is goal-directed. The documents show if the project is on the right track to achieve what it was incepted for. Reviewing the documents as one of the streams that will enable me to realize as to why the project is run that way and if it operates contrary to how it was supposed to operate or whether it runs for the sake of doing so.

Documents have been reviewed with lots of expectations and anticipations with the aim of obtaining clarity about the aims and objectives of income-generating projects, how they are being managed, with special references to Hlatlolang ABET centre / project. The documents have included policy statements, memos, minutes, records, official reports, plans, annual reports, evaluation reports, procedure statements, press

account, public relations materials, information statements, and new letters (Stinger 1999: 39).

Unfortunately when I requested the documents from Hlatlolang ABET centre / project managers, I was given excuses why it was not possible to get them. One of the participants who met me thereafter told me informally that their project does not have proper documents to be reviewed. Vital information was captured in different books especially on loose pages. So reviewing of documents was not done as it was postponed.

3.3.2 Fieldwork

In the second path of data collection I had an introductory phase where I made a preliminary visit to Hlatlolang ABET centre / project to seek for an approach to enquiry that includes all relevant stakeholders in the process of my investigation. My preliminary visit was aimed at maximizing the involvement of all relevant individuals and the inclusion of all affected groups.

Carefully implemented, fieldwork data collection can produce valid and credible information that cannot be obtained from other sources of data (Wholey, Hatry and Newcomer, 1994: 347).

In the second phase of this path which is intensive fieldwork with various stages of interview, I interviewed the respondents as I believed that through interview, the most direct evidence of intentions of the respondents has been provided. This primary research phase provides direct interaction between me and the researched (Gillham 2000: 152). Observation as another phase of data collection gave me an opportunity go to Hlatlolang ABET centre / project to observe the situation to confirm and get more informed actions as well as to verify what I learned from the respondents. My interaction in the form of interview meetings with the respondents who are project coordinators, project participants and the government officials in the department of health and social development left me more informed through the three stages of extensive fieldwork The officials in the Department of Health and Social Development were interviewed because Hlatlolang ABET centre is more inclined to

skills training for poverty alleviation that eradicating illiteracy. I was in a better position to understand the inception and the running of Hlatlolang ABET centre / project. My assumptions concerning the sustainability of the project were confirmed by the response I got from the respondents.

3.3.2.1 Exploratory phase

In this phase of data collection I decided to do an exploratory study at Hlatlolang ABET centre / project to gain insight in income-generating project and to understand the kind of problems which could be affecting income-generating projects at Makotse village. I had an interview with the project managers and the participants. I used an open-ended interview method to collect data in all various stages of data collection because it has a socially constructed nature of reality, the intimate relationship between the researcher and what it studied and the situational constraints that shape enquiry.

3.3.2.2 Extensive fieldwork phase

This phase is divided into three stages of data collection where I had interview sessions with various role players. The data that has been collected in one stage formed the bases for further interview questions that were to be asked in the following stages.

3.3.2.2.1 Stage one: Centre/Project managers

This is the stage of data collection in which open-ended questions were used in an interview. The interview techniques made it possible for me to ask more and more pointed questions (Guba and Lincoln, 1989: 153). The interviewees were two centre / project managers whom I believed and hoped that through the informal interview, the information regarding the obstacles experienced during the implementation of the income-generating project was to be provided. From the project managers I hoped to gain information regarding the aims and objectives of Hlatlolang ABET centre / project. This implies that the interview also allow the researcher to probe further for more information and clarity. As the implementers of Hlatlolang ABET centre /

project, hopefully the interviewees remain the source of reference that is needed for clarity and for more information. I also wanted to know about the possibilities for improving the sustenance of Hlatlolang ABET centre / project. The information received from the first stage served as a basis for the next phase of data collection.

The managers are responsible for mobilizing, allocating, and utilizing available resources in ways that achieve the objectives of the project effectively. They are the relevant people to know much about the obstacles experienced during the implementation of Hlatlolang ABET centre / project. Meeting with project managers was empowering as it gave me insight into the problems which could be affecting the sustainability of income-generating projects at Makotse village.

3.3.2.2.2 Stage two: Participants

In this stage of data collection I used an open-ended interview method to interview three participants / workers who participate at Hlatlolang ABET centre / project. The interview was unstructured as it took the form of a conversation between the interviewees and the interviewer about their environment and their experiences (Burns 2000: 425). As members of the community, the respondents were in a better position to give information concerning the role of the community towards sustaining the income-generating project and if there are possibilities for improving the sustenance of the project. The interviewees as members of the community are in a better position to have insight on the problems emanating from their community, as well as the deeper knowledge of the circumstances around them and their environment.

By interviewing the participants; I hoped to collect data regarding facts, attitudes, beliefs, and behaviour of the community which I believe would provide a better understanding of sustainability of income-generating projects at Makotse village. My intention in this stage of data collection was to get a broader picture of income-generating projects in their community and understanding the problems that might exist in the income-generating projects from the perspective of the project beneficiaries. At the end of the interview with the participants my intention was achieved, even though I still had to interview the officials in the Department of Health and Social Development for more information.

3.3.2.2.3 Stage three: Officials in the Department of Health and Social Development

This is the third stage where data was collected from two officials in the Department of Health and Social Development in the form of an interview. These are the respondents with specialized knowledge of income-generating projects representing other affected stakeholders (Wholey, Hatry and Newcomer, 1994: 33). The respondents were expected to respond to the open-ended questions. These are the people that I hoped would provide information regarding the possibilities for improving the sustenance of the income-generating projects. By using an open-ended interview, I had access to essential information and clarity from the interviewees on the information supplied by the officials. This stage enabled me to understand and know the standpoint of the department pertaining to sustainability of income-generating projects.

The aim of the third stage of data collection was to find out the possibilities of improving the sustenance of this income-generating project and to verify the data that was gathered from the interview session held with the project leaders and the participants.

3.3.2.2.4 Stage four: ABET Coordinator

I completed the extensive fieldwork phase of data collection by interviewing an ABET coordinator at Hlatlolang ABET centre / project. That was the second interview as the first time was during the exploratory phase. I interviewed the coordinator the second time during the extensive fieldwork phase. The interview session was based on the response made by the project managers, the participants and the departmental officials.

The aim of this data collection was to verify the data that I gathered from the interview sessions held with project managers, the participants and the departmental officials. I also wanted to understand the possibilities of improving the sustenance of this income-generating project.

3.3.2.3 Observation phase

This is another phase of data collection which enabled me to obtain information concerning the level of sustainability of Hlatlolang ABET centre. I was also enlightened about the categories for observation at the centre which were infrastructure, participation of beneficiaries, and how Hlatlolang ABET centre / project is managed, the availability of resources and so on.

Through this phase which is about site visits, I hoped to see things from various and relevant perspectives and to obtain a rich data concerning sustainability of income-generating projects in rural areas of Limpopo Province, particularly Makotse village.

As I went to Hlatlolang ABET centre / project for data collection, I also observed the following issues:

- Infrastructure
- Facilities
- Staffing
- Equipments
- Safety and security

The observations were purposefully to enable me to have an understanding of the environment under which Hlatlolang project operates.

3.4 Data analysis

The quality of the data collected was considered to give a broader understanding on existing problems in the income-generating projects. This involves organizing the data into a relevant set of content categories or topics and a set of response alternatives for each category (Wholey et al. 1994: 37). The data collected in the fieldwork path was grouped into themes emanating from critical factors and then analyzed using the data matrix. The volume of data is classified according to subheading of the problem area in problem formulation (Collins 1999: 42).

The data collected is processed and analyzed in the techniques that give answers on the basic research questions. From the analyzed data, the real factors that contribute towards affecting sustainability of income-generating projects are discovered.

This table is an example of data matrix used in this study.

Table 3.1: Data matrix

Variables	Project leader	Participants	Departmental officials	ABET Coordinator
Ignorance				
Shortage of skills				
Illiteracy				
Lack of Ownership				
Insufficient needs analysis				
Lack of commitment				
Lack of management skills				

3.5 Conclusion

This chapter was about research methodology I tried to show how my research has been designed to enable me to investigate and get data to complete my research. I have shown how data was collected using the two streams of data collection which are document review and fieldwork. I explored the phases and the stages of extensive fieldwork by having interview meetings with the respondents who empowered me with a lot of data concerning Hlatlolang ABET centre project. After observation, I had to process and analyse collected data using data matrix. Collecting and analyzing data had its own obstacles and challenges that I had to overcome, which at times were

overwhelming. This was the most challenging part of conducting a research, as travelling to meet people you do not know is not easy.

CHAPTER FOUR: FINDINGS OF THE STUDY

4.1 Introduction

This chapter presents the empirical results of the study. It reveals more concerning problems affecting the sustainability of income-generating project at Hlatlolang ABET centre. The chapter provides answers to the following research questions that are also outlined in chapter one.

The main question of the study is:

- What are the problems affecting the sustainability of income-generating projects at Hlatlolang ABET centre?

The sub-questions of this study are as follows:

- What are the aims and objectives of income-generating project at Hlatlolang ABET centre?
- What obstacles are experienced during the implementation of this income-generating project?
- What is the role of the ABET practitioners towards sustaining the project?
- What are the possibilities of improving the sustenance of this income-generating project?

From the above-mentioned sub-questions of this study, there is one that has already been answered. It is about the aims and objectives of Hlatlolang ABET centre. Those which are unanswered will be answered as the study unfolds.

In this chapter there is a further description of the site of the study; that is Hlatlolang ABET centre. The information from observations that I had at Hlatlolang ABET centre / project has confirmed my assumptions about the problems affecting the sustainability of Hlatlolang ABET centre / project.

The chapter is about the findings of the study. The description of Hlatlolang ABET centre / project which is the case of the study follows. There is also information regarding inception of the project. The aims and objectives of the study are also mentioned. The study cannot be complete without naming the types of products produced at Hlatlolang ABET centre / project .I will also discuss the staffing and how it contributes to the downfall of the centre / project.

I shall present my findings concerning the critical factors as I conducted a research about how they affect Hlatlolang ABET centre / project. There is also a report about the variables that were observed at the centre such as infrastructure, record keeping and facilities. In conclusion, there will be a summary of what the chapter is all about.

4.2 An overview of Makotse village

Makotse village is one of the rural areas in Limpopo Province. It is located at Ga-Mphahlele next to Lebowakgomo township under Lepelle-Nkumpi local municipality which falls under Capricorn District Municipality (CDM). Lepelle-Nkumpi local municipality is dominated by rural areas such as Zebediela, Ga-Mphahlele, Ga-Maja, and Ga-Chuene. In this local municipality income-generating projects were introduced but most of them collapsed. It is alleged that others are also in the state of collapsing though reasons for such are unknown. The only income-generating project that promises to sustain under difficult and adverse conditions is Makotse Women's Club. Hlatlolang ABET centre, which is also at Makotse, is in the state of collapsing like other projects in the same local municipality. This prompted me to investigate what might be causing this project to collapse.

Makotse village has a population of approximately 15 000 people, who mostly live in poverty due to the high unemployment rate in the village. Those who seem to be fortunate earn below the poverty line as they are illiterate and find it difficult to compete in the job market. I was informed that there are others who tried to practise subsistence farming to provide food for their families but due to continuous drought,

which led to low production, their farming was compelled to come to a halt, leaving those who are unemployed and their families in abject poverty.

There are men who are employed at the local platinum mines while others have gone to seek for greener pastures in Gauteng Province at industries, factories, and firms. This left most families to be led by women who are in the majority in the village.

Unfortunately the women who have to take care of their families are illiterate and unemployed. Those who are employed are mostly domestic workers at the nearest township. Both unemployed men and women who did not have skills in crop farming practised subsistence farming. Some men who are also not employed do odd jobs such as eradicating weeds, cutting grass and trees, planting trees in other people's households and so on; as a way of providing for their families. Generally, Makotse village is one of the rural areas that are poverty-stricken as most of the families do not have what it takes to live a better life. This situation makes the community members to depend on the government's social grants.

The village has a poor infrastructure such as roads that are in a bad condition. There is a supply of running water which is unreliable as the villagers spend much time with no water, forcing them to fetch contaminated water from the dams, fountains, wells and so on. Makotse village is electrified with weak electricity as it has a frequent power cut throughout the year. There is a pre-school, a primary school and a senior secondary school. Unfortunately a large number of children have developed a bad tendency of dropping out of school especially at secondary level, which aggravate the problem of illiteracy. In 1988 ABET classes started operating at the local primary school in the afternoons after school classes; but it only lasted for four years. I was informed that poor attendance by adult learners resulted in the cancellation of ABET classes. It is alleged that only women were the ones who were attending such classes.

Makotse village does not have proper sanitation and it lacks proper health facilities as there is no clinic. The villagers have to go to the next village that has a clinic for medical attention or to Lebowakgomo hospital, which is 13 kilometres away from the village. The other alternative is the availability of a mobile clinic, which operates once a week. The introduction of income-generating project within the ABET centre

was to be a great relief and a blessing to the people of Makotse. Unfortunately the women who took the initiatives of starting such projects did not have what it takes to sustain them.

Hlatlolang ABET centre / project is one of the projects which are facing a bleak future. The problems affecting the sustainability of income-generating projects at Makotse village prompted me to embark on this study with the aim of obtaining facts pertaining to the problems affecting the sustainability of income-generating projects.

4.3 Description of the Hlatlolang ABET centre / project

Lepelle-Nkumpi local municipality which falls under Capricorn District Municipality has several income-generating projects which have a problem of sustainability. As indicated earlier on under the scope of the study, Hlatlolang ABET centre / project focuses on two aspects; the first one is about literacy and the second one is about income-generating skills. The income-generating skills of Hlatlolang ABET centre/project is the focus of this study. Hlatlolang ABET centre / project is one of the income-generating projects that are not flourishing at Makotse village. It provides programmes such as bread making, gardening, and brick making. Brick making is very slow as compared to bread making and gardening. Generally, Hlatlolang ABET centre / project pulls hard just like other income-generating projects under the same local municipality.

Due to insufficient funding, production at this centre/project is poor, and the products they produce are of a poor quality. Some participants are demoralized by the adverse situation while those who are still courageous hope for a positive change. There are also external challenges such as the people who sometimes steal from the project.

4.3.1 Inception of the project

The democratic government took governance in 1994 to fulfil the ANC manifesto of '*a better life for all*', which saw the government prioritizing alleviation of poverty and

eradication of illiteracy. This included providing a better service for all. In 1996 the democratic government came up with a plan to address unemployment, which was rife, and eradicate poverty by encouraging people to start income-generating projects. The people of Makotse village knew about the income-generating projects in 1998 and only acted at the end of 1999.

I was told that preparations for the re-establishment of Hlatlolang ABET centre / project started at the end of December 1999 while the inception was in January 2000. The inceptors were mostly women with five men. The inception of Hlatlolang ABET centre / project was prompted by Makotse Women's Club, which was incepted two years earlier and looked flourishing. The small number of participants did not have sufficient resources to enable them to perform their duties. They struggled to get water to make bricks, irrigate their vegetable garden, baking, washing the utensils and equipments.

They borrowed the wheelbarrows so that they could fetch water from the wells, which were contaminated. They did not have an oven to bake bread; they improvised by building it with bricks while getting firewood was a demanding exercise, which was also time consuming. The participants had to get coal to strengthen their fire. There were lots and lots of challenges such as shortage of utensils and equipments that compelled the participants to bring the ones from their homes which most did not have. This left them with no option except to borrow from their neighbours as contributing from their pockets was also impossible to most of them due to poverty. Seeing them struggling, some good Samaritans donated their unused equipments and utensils, which unfortunately were no longer in excellent conditions. That brought a temporary relief even though the quality of production was not up to scratch.

The donated equipments and utensils started breaking while some needed major repairs, causing the struggle to continue. The participants continued to produce bread and vegetables of poor quality due to shortage of proper resources, equipments, and utensils. The building that was used by Hlatlolang participants needed renovation and a security fence around it for everything that belong to the project to be safe. Raising funds for renovations and security fence was a problem for a long time. As the

participants were struggling to improve the project's adverse condition, the thieves were busy helping themselves with what they could grab from the project.

Requesting for donations melted the hearts of business people who assisted financially, enabling the purchasing of security fence, partial renovation of the building and the purchasing of few equipments and utensils. That improved production at Hlatlolang ABET centre / project. With the little income that was generated, they used it to purchase fertilizers, raw materials, maintaining and repairing utensils and equipments. Gradually a little income was sometimes shared amongst the participants after some months, which was after the Department of Health and Social Development has injected a certain amount of money in the bank account of the project.

4.3.2 Aims and objectives

Limpopo Province is one of the provinces in which people live in abject poverty. The aims and objectives of Hlatlolang ABET centre / project is to eradicate illiteracy and alleviate poverty, to create jobs for the unemployed and to provide food security, which will then reduce the high rate of dependency. It is also to create employment and economic activities at the local level of South African communities. Leveraging natural resources to create economic activities is at the core of the programme and that is to give the community a lifeline in establishing the income-generating projects. The idea was to provide the framework for rural and urban communities to participate in the economic processes at the local level of society by encouraging other state departments, the private sector, and consumers in general to support the income-generating projects in order for them to be sustainable. Unfortunately most of the projects like Hlatlolang ABET centre / project could not perform to meet their expectations.

4.3.3 Types of products produced

Hlatlolang ABET centre / project tried to produce several products unfortunately due to lack of capacity and skills it was compelled to resort to three products which are

also not of good quality. The types of products they produce are bread, vegetables (such as; onions, spinach, carrots, beetroots and tomatoes) and bricks. These products cannot be compared with the quality of those which are already from the market. At present there is no production that can be guaranteed but brick making is the worst that is negatively affected. Production of bricks can come to halt at any time as it is the one that is negatively affected by lack of resources and poor equipments.

4.3.4 Staffing

Hlatlolang ABET centre / project initially had sixty-seven people who participated. Those participants were fifty-six women and eleven men. They worked collectively for five months. Thereafter, I was informed that there were those who started to lose interest, which made them to come up with excuses to exempt themselves from participating in the project. Some of them gave excuses by categorically stating that they expected a salary at the end of each month but now that they are not remunerated, it was better for them to seek other jobs. Their departure affected others who were also influenced to leave too. The departure affected men and women respectively. Various excuses were cited as reasons for the departure. Ultimately those who remained behind were unable to continue smoothly with the programmes. Production was also negatively affected.

When I visited Hlatlolang ABET centre / project for the interview meetings and observation, only seventeen women remained with no man. Three women are project leaders while fourteen are the participants of the project. Amongst the three project leaders, only one completed Grade 12 while the second passed Grade 9. The third one completed her primary education, she passed Grade 7. The highest qualification amongst the fourteen participants is Grade 10. Five of the fourteen participants are illiterate. Unfortunately, this small number of participants affected the quality and quantity of production badly with brick making programme being sacrificed.

4.4 Critical factors

I assumed that certain factors were contributing towards affecting the sustainability of income-generating projects at Makotse village. After reading relevant literature regarding the sustainability of income-generating projects and conducting an exploratory interview, my assumptions were affirmed. The factors I was investigating are people not aware of the importance of income-generating projects, shortage of skills to run the projects, illiteracy, lack of sense of ownership and lack or insufficient needs analysis done.

Having conducted exploratory interviews with the respondents who are project managers, the participants and the departmental officials, I discovered that there could be more problems that affect the sustainability of income-generating projects than the ones that are mentioned. After the discovery, I felt it imperative to investigate issues related to funding, lack of management skills, lack of commitment and insufficient staffing which could be affecting the sustainability of income-generating projects at Makotse.

4.4.1 Ignorance

It is normal for people to act differently every time the call is made; there will always be those who undermine other people's opinions, while there are those who take time to act no matter how desperate their circumstances might be. Generally the interviewees indicated that they believe that the people of Makotse village are aware of the importance of income-generating projects and those who are ignorant.

The project managers indicated that people are aware of the importance of income-generating projects as one of them said, "*Since the inception of this project, we no longer have time to gossip and complain unnecessarily as they keep us busy all the time.*" They acknowledge that not all the local people realize the importance of income-generating projects.

When they were asked about the role of the community towards sustaining the bread making project, they told me about the community not doing anything fruitful to sustain Hlatlolang ABET centre / project. Buying their products was done by the minimum number of people who are not regular customers, which shows that most of the people of Makotse are not aware of the importance of income-generating projects and have nothing to do to sustain such projects. They think the project is there for commercial purposes to benefit only the participants and their families financially. It also implies that the community is not conversant about the aims and objectives of the project except the participants and those few members.

The community does not have an idea concerning improving and sustaining Hlatlolang ABET centre / project. Ultimately the managers agreed that not all the people are aware of the importance of income-generating projects, hence minimum participation. This has been identified as one of the problems that affect the sustainability of income-generating projects at Makotse village. When they were asked about the people being aware of the importance of income-generating projects, the participants unanimously agreed that people were aware, they just don't act accordingly. The problem lies with the critics, people who are ignorant, those who undermine others' opinions and so on. One of them said; *"There are those who have just realized how important these projects are after seeing us living a better quality of life due to our involvement with this project."* Initially, people thought that such projects were not effective to benefit anybody. That is why they find it difficult to buy fresh bread and vegetables from an income-generating project.

As the interview proceeded, the participants realized that they had a wrong perception about all the people of Makotse village being aware of the importance of income-generating projects. They indicated that the community does not know the aims and objectives of the project. The participants stated that gradually individual community members start to realize the importance of income-generating projects. Just like the project leaders, they acknowledge that majority of the people of Makotse are not aware of the importance of income-generating projects which makes it one of the problems affecting the sustainability of incoming-generating projects at Makotse village.

The government officials shared the same sentiment that they think that people are aware, but to which extent they couldn't commit themselves. All what they know is that the Department of Health and Social Development has campaigns to conscientise people especially the unemployed on how to improve their standard of living by being involved in income-generating projects. Unfortunately the people themselves have to decide what to do with the information and the advice they get.

They did not want to commit themselves about how effective those campaigns are but they think that the people who live in poverty should know about the importance of income-generating projects. One of them said, "*If a person lives in poverty he/she must be willing to get rid of it.*" They indicated that if people are reluctant to accept the income-generating projects, their department cannot force them to improve their own standard of living. According to them, their department is doing enough to make people aware and to play a major role towards sustaining the income-generating projects.

4.4.2 Insufficient training/ skills to run income-generating projects

Lack of education, training, and skills to run the projects are likely to affect the participants negatively. Having the knowledge and skills that are useful to enable the participants to handle the projects to their benefit is essential. Lack of capacity or limited capacity hinders the performer from performing maximally with confidence and enthusiasm.

The project coordinators confirmed the training of participants in certain skills but they agreed that the duration was insufficient. "*Uncertainty ruled immediately at the end of the training week when we were expected to be on our own as our trainers went to train other participants elsewhere,*" said one of the managers. They had to experiment and use their experience most of the time. Their unity kept them going under tough conditions.

Shortage of training/skills was identified as one of the main problems that affect the sustainability of income-generating projects at Makotse village. It has been one of the

obstacles that were experienced during the implementation of Hlatlolang ABET centre / project. Shortage of training in various skills makes it difficult for the community to play a role towards sustaining the project and to provide possibilities of improving the sustenance of such a project. According to the project managers, lack of skills affected their project negatively because on many occasions they get stuck. The participants at Hlatlolang ABET centre / project seem to lack information on how to run the income-generating project.

They expressed their sentiments bitterly that the Department of Health and Social Development disappointed them by failing to empower them with various skills to run the income-generating projects that they are incepting. They pointed out how positive they are to incept and sustain such projects but without the skills, they find themselves living in poverty again. Without the proper skills, they rely on trial and error where they do things by experimenting, which is sometimes dangerous. They wished that someone could come to their rescue and empower them with skills to sustain Hlatlolang ABET centre / project.

The few participants who were trained complained about the shortest training time they had before they could grab something useful they could be proud of. The participants who are not trained have to rely on those who were trained. *“I was frightened when our trainers told us that they have come to the end of their training session,”* said one of the participants.

The participants also complained about the shortage of training and shortage of skills. One of the participants who was there when the project was incepted said, *“If we were trained, we would be very far with our project by now.”* They admitted that lack of skills is a hindrance towards sustainability. They said that even though they know the aims and objectives of their project, they find it difficult to achieve them due to lack of skills. The participants said that they get frustrated when they run out of ‘skills’ together with their leaders. They indicated that they hate to see themselves living in poverty again, having nothing to do to generate the income that will uplift their standard of living. They even wished that someone could come to Makotse to train everyone in various skills to run the projects so that all the people can participate in the inception, the running and the sustaining of the income-generating projects.

The government officials pointed out that as they were never in the training team of their department, they assumed that all was well and good. They said that they know nothing about the training policy but they were of the idea that people should be thoroughly trained until they master the skills so that they can be efficient. They think that people who have been trained are flexible, versatile, creative, competent and so on. They wished justice to be done to empower the people with the relevant skills that will enable them to generate an income and have a better life.

Both the government officials agreed that lack of skills to run the income-generating projects cannot lead to sustainability. They think that the inception of income-generating projects is one of the best alternatives of dealing with unemployment and eradication of poverty. They think that their department will do justice by empowering people who live in poverty with skills to run and sustain those income-generating projects. That will not only benefit the poverty-stricken communities, but it will be a relief to the government by reducing the high rate of dependency.

4.4.3 Illiteracy

The illiterates have lots of limitations when they have to do certain tasks. It becomes easier for the people who are literate and numerate to generate an income and to participate in various aspects of their community. Education is the primary driving force in generating the growth required to raise average incomes and determines how the benefits of growth are distributed. Illiteracy makes it difficult for individuals and groups to become generally functional in their own societies by causing economic dysfunctionality.

The project managers indicated that a quarter of their members is illiterate. Illiteracy impacted negatively on certain activities of the project such as reading and writing reports and correspondence especially in foreign languages. This shows that indeed illiteracy can be an obstacle towards the progress. *“When certain activities of the project are performed, it becomes impossible to discriminate the illiterates from the literates as the performance level will be the same”*, said one of the interviewees.

They appealed for illiteracy to be addressed as a matter of urgency as it impacts negatively on the smooth running of the project by sometimes delaying their progress.

Even though illiteracy cannot be cited as a problem that affects the sustainability of income-generating projects at Makotse village, according to the project managers, to a certain extent it is an obstacle. It becomes a problem if it inhibits the community from participating in the income-generating projects. *“Instead of simplifying things, it makes matters worse,”* said one of the leaders. According to their observation, illiteracy causes withdrawal in some people, lack of confidence and initiatives as well as low self-esteem. As the leaders, they sometimes find it difficult to allocate and delegate duties to their literate and illiterate participants indiscriminately.

They think that the literate community can sustain its projects as compared to the illiterate ones. The illiterates should participate in the income-generating projects, but should be given extensive training, which will make them suitable to participate according to the project leaders. The project leaders think that extensive training will improve the illiterates' ego to enable them to participate competently. They think that after extensive training, the illiterate participants should get adult basic education, which will narrow the gap between them and their literate counterparts. This will simplify their participation in the income-generating projects.

As people who are given direction by their leaders, the level of illiteracy was not an issue to them. They thought that determination, dedication, and commitment counted a lot on an individual participant. One of the participants was of the mind that illiteracy has a negative impact on the running of the project. Even though duties were allocated on competency of the participants, certain duties dictate terms before they can be allocated. The literate and illiterate participants complemented and supplemented each other, which was the prerogative and the arrangements of their leaders.

Both the literate and the illiterate participants see illiteracy as a problem affecting the sustainability of income-generating projects at Makotse village. They also see it as an obstacle towards fulfilling certain tasks. While one of the illiterate participants does not have a problem with her illiteracy, another one expressed her disillusion about

her lack of basic education and how she wished she was literate. She thinks that literacy and numeracy would enhance her participation in the project. The participants believe that if they were all literate they would sustain Hlatlolang ABET centre / project. They told me that it becomes unacceptable if all the participants are busy and it so happen that the illiterates could not proceed where there is a need to write, record and calculate.

The participants ended up agreeing that there is a need for participants to participate effectively and efficiently. They believe that that will improve the quick completion of various duties without any fear. To the officials of the department, literacy is not a prerequisite for participating in income-generating projects as they think it has a minimum negative impact on the projects. One of the interviewees responded by saying; *“The need for eradication of illiteracy is the responsibility of the department of education.”* They indicated that their department is always ready to assist where there is a need.

The interviewees agreed that not all the tasks can be allocated indiscriminately to the literates and illiterates; others are allocated according to talent, potential and so on. They believe that education plays a vital role on the project participants by making things simpler, by creating confidence, innovation, a better approach etc. Skills requiring educational background will pose a serious challenge to the illiterates. Ultimately the officials told me about the need for various departments to collaborate for poverty to be eradicated. The departments that should work together according to their suggestions should be Education, Agriculture and Health and Social Development. They think that poverty eradication should not only be the responsibility of their department. They agree that literacy and numeracy are the stepping-stones towards running a sustainable income-generating project.

4.4.4 Lack of sense of ownership

The principle of ownership ensures that the project beneficiaries own a project and make all the decisions regarding that project. Ownership leads to maximum participation, support, and absolute involvement. Ownership motivates, encourages, and contributes towards lot of commitment, dedication, and taking control of what

one does. To be part of the planning and implementation stages of the project implies ownership.

The project coordinators feel that they own Hlatlolang ABET centre / project and try to influence their subordinates, the participants to believe in themselves as the owners of Hlatlolang project. Not everybody shares the same feeling about ownership of the project; others think that the project belongs to somebody else. Those who accepted the project to be theirs have shown dedication and an improved performance. The interviewees indicated that all members are treated equally despite their position as they are united. Hlatlolang ABET centre / project is not jointly owned and not democratically controlled even though it has voluntary and open membership. The project is striving for autonomy and independence.

The project managers showed how lack of sense of ownership has been a problem affecting sustainability of income-generating projects at Makotse village. They indicated that it has been one of the obstacles that were experienced during the implementation of Hlatlolang income-generating project. The factor causes lack of interest in people knowing the aims and objectives of the income-generating projects. The coordinators complained that lack of sense of ownership makes the community not to play a role towards sustaining the project.

If the people of Makotse accept Hlatlolang ABET centre / project as theirs, they would be participating in large numbers while those who do not participate, would be supporting the participants. Their worse fear was that even among the participants there are those who lack a sense of ownership, posing a threat on the project. They wish for every community member to have a sense of ownership in order for Makotse village to have sustainable projects, which will alleviate and eradicate poverty. They claim to be involving everybody in decision-making to prove that they are not the sole owners of the project.

The participants accepted ownership of the project to a certain extent. They complained that there is a time when they feel marginalized when certain decisions are taken. One lady who was not happy with such a comment begged to differ with them, as according to her there was always maximum consultation. She emphasized

her point by saying; “*Hlatlolang project is like my second family, I do not have any complain.*” The interviewees indicated to me that sometimes they were uncertain about their positions concerning the project.

While the participants could not agree on their involvement when decisions about the project are taken, they finally agreed that there is a time when they feel like outcasts. Those who were unhappy wanted total involvement in all the activities of the project. They pointed at how the community feels about the project owned by the project leaders as well as certain participants. They refused to participate in something that does not benefit them. Some of the villagers do not want to buy the products of Hlatlolang ABET centre / project. They do not mind whether the project sustains or not, they think those who own the project should bother.

The minimum involvement of the community members in income-generating projects indicates lack of ownership. When the projects are incepted the entire community is awarded ownership of the projects but after a short time the community itself shall have started the nasty things that will make the project to collapse such as stealing. Some participants will always refer their project as a property of the government especially when things are not going well, they pass the buck. Most people do not want to carry responsibilities; their inferiority complex pulls them down as they think that they are not capable to do the best, which is why they do not want to come out for the public to see their successes and failures. They create a situation where it becomes obvious for them to shift the blame.

The departmental officials think that people should incept sustainable projects by pursuing their goals. They acknowledge that lack of sense of ownership can be an obstacle towards sustaining the project. “*We just hope that the people who live in poverty will take the responsibility of owning the incepted income-generating projects to eradicate poverty,*” said one of the officials. He proceeded to say, “*It is a pity that people fail to take the golden opportunities that are available for them to improve their standard of living.*” They indicated that they expect the people to own the income-generating projects that benefit them and keep them sustainable.

4.4.5 Lack or insufficient needs analysis done

In order to avoid resistance, the community should be consulted on anything that affects and concern them as people want recognition. When the community is involved in identifying and determining their needs, they come up with the strategies of achieving them and they are even willing to consult with those who display expertise for help. The people will support the project to be sustainable, as it shall be making them, to meet their needs.

The community was consulted in identifying their needs before the project was incepted. People themselves opted for it but when they were supposed to show their support and dedication, excuses were heard from the critics. They complained of never having been consulted, some members think that they were not given enough time according to the project leaders. *“These people are trying to defend their ignorance,”* supported one of the interviewees.

The people of Makotse were informed about the inception of Hlatlolang ABET centre / project, but they claim not to have been consulted according to the project managers. Some villagers claim that they were informed about the project but they were not involved in analyzing their community needs. So they decided to step aside as they were already sidelined. The leaders said that due to lack of the community's participation in analysing the needs, they decided to proceed with the analysis. They indicated that they were not surprised by the community not participating in improving the sustenance of the project because the members showed lack of interest in the project from the onset.

The community does not care about the aims and objectives of the project. Those who are very bitter tell the project leaders that they do not mind whether the project succeeds or not. But they have realized that there are other members who would like to share the benefits of having an income-generating project even though they might have participated in needs analysis or not. The project managers indicated the heavy duty they are facing, of trying to convince the community to support the project towards its sustenance.

The beneficiaries think that sufficient needs analysis was done even though lack of resources dictated the programmes for the project. *“I think the community participated in the needs analysis but did not know how to overcome them,”* suggested one of the participants. Seemingly the people hoped for success without thoroughly planning for it. They thought that some members had to be participating in the project while others will benefit without contributing anything.

Some of the participants believe that lack or insufficient needs analysis is not a problem affecting the sustainability of income-generating projects. They think that due to a lot of needs, analysis was not done properly as people were confused, perplexed, not knowing whether the income-generating project will alleviate or eradicate poverty faster. They did not know what was supposed to happen after needs identification and needs analysis. After analysis, when they were expected to act they did not do anything about sustaining the incepted project. Unfortunately, they are not doing anything towards improving the sustenance of Hlatlolang ABET centre / project. Two of the participants think that lack or insufficient needs analysis done is a blow to the project as it created a negative attitude on some members of the community who refuse to participate or to support the bread making project.

The departmental officials indicated that identification of the community needs and analyzing them is the responsibility of the members themselves. The department only assists by giving guidance and advice on how needs analysis is done. Individuals who were impatient, as they wanted to see an immediate change in their community without a time frame, decided the duration to analyze the needs. The department is not to blame as its employees give explanation on how identified programmes will benefit the community without participating in identifying the needs and analyzing them.

One of them said, *“Our department leaves the community members to identify and analyse their needs, then choose the project that will suit and benefit them.”* They said that they think the members know that they themselves have to participate actively in order to benefit from the projects and to sustain them. For it is only through active participation that they shall sustain their project and benefit fully from it.

4.4.6 Funding

The project coordinators expected the funds from the department of health and social development to be sufficient to enable them to purchase material that was required to run the project. They failed to understand the dynamics of funding. They also expected the project to generate funds to sustain itself, forgetting about the expenditure they were to incur. The project is unable to generate enough income to sustain itself, resulting in the participants expecting the department of health and social development to provide financial assistance. As an income-generating project Hlatlolang ABET centre should be generating income for the beneficiaries.

The project managers expected the funds that could enable them to purchase better things that could make their project to operate well. Unfortunately, they did not know that they were supposed to reach a certain target for them to qualify for a certain amount of money for their project. *“We did not know that the funds were to come after such a long time, we thought that the department was going to give us money immediately after the inception of the project.”* Funding was cited as a problem and one of the obstacles that were experienced during the implementation of Hlatlolang ABET centre / project.

The participants claim to know about the project being funded but they were never informed about the amount. They said that they were told about the funds having been deposited in the project’s account and requested to identify and prioritize what the money could buy. They sometimes feel unfair and unjust when they have to buy their own produce while they are not earning. They think that the money the project is funded with must be increased so that they can have an income.

I was informed by the participants that they expected to take something home at the end of the first month but they were disappointed to be told about lack of funds. They thought that the department pumped money in any project that was incepted. I was told that the remaining participants are clear about generating income not waiting for funds.

Even though Hlatlolang ABET centre / project has to be subjected to the market conditions, to read market forces and take correct decisions, it is not possible. The project has also not yet managed to establish connections with the local markets. For the project to remain sustainable not collapse, the participants have to learn the business trade in the industry where they operate. There is a need for business management support programmes for the income-generating projects to be sustainable especially during the first critical months of establishment.

While the participants expected a better funding offer from the department, the officials use a yardstick to determine the funds the project deserves. On average, 1% of the education budget has been allocated to adult learning in the form of ABET by provincial education departments. The project itself should generate a better income to sustain itself. The funds given by the department is an extra income to subsidize on what the project will be generating. The department does not dictate to the beneficiaries on how to utilize extra income for their projects. Sustainability does not depend on how much the project is funded but on how much it generates which relies so much on the dedication and commitment of the participants.

One of the officials said, *“Our office use to receive calls from people who complain about the department failing to fund their projects.”* The participants use to expect quick funding without concentrating on generating something that will benefit them.

4.4.7 Lack of management skills

The project coordinators were not trained to participate in the project. They were never empowered with the skills to manage the project; they manage by using their discretion. There is no clear criterion while long service is also considered. Due to lack of management skills, the leaders do not always do the right things as they take ill-informed and questionable decisions. The managers' knowledge of the task and the ability to exercise the authority invested in their managerial position to get the job done will be revealed (Cusworth and Franks 1993: 23). Some decisions are so detrimental that they threaten the running of the project.

The project leaders acknowledge lacking management skills to sustain Hlatlolang ABET centre / project. They cited lack of management skills as a problem affecting the sustainability of Hlatlolang income-generating project. When the project was incepted, it was one of the obstacle that were experienced during the implementation of the project. No one was competent to take leadership, as there is no one who has management skills.” *We were just elected into office by the people who had confidence in us without any management skill,*” said one of the leaders who gained confidence after being elected.

They indicated how difficult it is for them to manage without skills. They make blunders and mistakes, which threaten the sustenance of Hlatlolang ABET centre / project. They said that there is time when they feel like quitting the office, when things get tougher. The participants feel lack of management skills of their leaders who are overwhelmed by responsibility. At times they refuse to be accountable leaving everything for the participants to use their discretion. One of the participants complained. *“The department of health and social development must organize training for the managers so that they can be empowered in management skills.”* Knowing their leaders’ lack of management skills makes the participants to doubt their leadership.

When questioned about lack of management skills, the officials said that leadership was not an issue but if management skills improve sustenance of the income-generating projects, the matter can be looked into. They said that people who participate in the income-generating projects to alleviate poverty do not need a skilled manager, as they are goal directed, they manage themselves.

4.4.8 Lack of commitment

There are participants who are inconsistent, whose loyalty is questionable to the project. Their behaviour sometimes demoralizes those who are dedicated and committed to the activities of the project. Those members give excuses so that their fellow members can exempt them.

Lack of commitment is a real problem affecting the sustainability of income-generating projects at Makotse. From the onset, lack of commitment showed to be an obstacle that was also experienced during the implementation of Hlatlolang ABET centre / project. *“It makes people who know the aims and objectives of the project to be reluctant to achieve them,”* said a bothered leader. Due to lack of commitment, the community does not play a role towards sustaining the project. Some of the participants who lack commitment do not think about the possibilities of improving the sustenance of the project like other members of the community. Lack of commitment is a challenge to the managers who have to normalise the situation. The determination of the participants is not strengthened by the support that the community and the local municipality provide. The participants also lack a shared vision of their existence and sustainability of their project.

The participants did not hesitate to point out how destructive lack of commitment is to sustaining the project. *“No matter how resourced the project might be, with lack of commitment, such a project will not be sustainable,”* said one of the participants who showed commitment. Lack of commitment is a real obstacle towards sustaining any project. The participants wished that they could all be committed to their project so as to attain its aims and objectives while sustaining it.

The departmental officials stated that they know how dangerous lack of commitment can be to sustain income-generating projects. They still maintained that those who participate in the projects to alleviate and eradicate poverty would remain committed to sustaining their projects. They will remain focus towards the aims and objectives of their projects. Lack of commitment will see them driven back into poverty.

4.4.9 Shortage of staff

When Hlatlolang ABET centre / project was established, many people showed interest in participating in the project. Programmes were introduced taking the number of participants into consideration. Unfortunately, the members started leaving the project due to various factors such as loss of interest, lack of income and so on. There are three ladies who manage the project with fourteen participants who are also women.

Such a small number of participants remained with a lot of work to do. With such a demanding workload, doing a perfect job was not always possible; they are exhausted almost every day as the work is overwhelming.

The project managers complained bitterly about insufficient staffing that was never anticipated. Fortunately when the project was incepted, insufficient staffing was neither a problem nor an obstacle. It only became a problem after a large number of participants decided to leave Hlatlolang ABET centre / project. *“Insufficient staffing dealt our project a serious blow as it has reduced its chances of sustenance,”* said one of the managers. They indicated that they are still unable to recover to match the programmes that were offered. They said that they are not sure as to whether their project will be sustainable.

Without hesitation the participants complained that they are always exhausted because of the workload which they have to do daily. *“Fatigue makes it difficult for us to think about the possibilities of improving the sustenance of our project,”* said one of the participants. They also said that insufficient staffing puts their project at risk of sustaining. They wish dedicated and determined people could be part of them so as to do what will sustain their project.

The officials said that insufficient staffing is caused by lack of commitment to be willing to alleviate and eradicate poverty by community members. One of them said, *“You know, it is strange to find people living in poverty but not willing to participate in income-generating projects.”* Unfortunately the department cannot force anyone to participate in the income-generating projects no matter how rife poverty is. People themselves should be willing to improve their standard of living.

4.5 Observation

The project is still faced with the problems of transporting materials and the products to the market place, producing products of high quality as compared to the ones on the market, marketing the products to the customers, theft of the products and the equipments, etc. Other hurdles include lack of resources, lack of facilities, regular

maintenance of equipments, minimal participation of members of the community, requesting for donations and so on. The members of the project expected a lot from the department of health and social development instead of putting trust on themselves. Majority of the members have inferiority complex, lack confidence, have a low self-esteem and show lack of competence. Believing and trusting in themselves will see production improving tremendously.

There are community members who are not supportive, who go around speaking ill about the project and influencing other people not to buy the products from the project like they them. This creates transport problems as the participants find themselves in a situation where they have to market their products elsewhere due to lack of support from most of their community members. Buying new equipments, repairing the damaged ones, or replacing them takes time before it happens. The progressive income-generating project at the nearest village poses a serious threat as it attracts the people from Makotse to buy what it produces creating a tough competition. Products are even delivered at the customers' doorsteps, as the project concerned does not have transport problems like Hlatlolang ABET centre / project.

After I conducted an interview and collected data from the respondents concerning the critical factors, I went on with another phase of fieldwork, which is observation. This was done to check what existed at the centre. My site visit paid as it enabled me to get a rich data that I couldn't have gained if I wouldn't have visited Hlatlolang ABET centre / project for observation.

4.5.1 Infrastructure

I have noticed that Makotse village is a rural area with a poor infrastructure, which negatively affects Hlatlolang ABET centre / project. There is lack of transport which is caused by bad conditions of the roads. It takes lots of efforts to reach the project despite the weather. The scarcity of running water also affects the project negatively. The used building is small and surrounded by an ordinary fence with a small wooden gate for pedestrians. The big gate that is used by vehicles is not in good condition as it opens and closes with difficulty due to the malfunctioning of the springs. There are

days when it is left unlocked exposing the properties leaving them vulnerable for theft.

The building that was donated by the good Samaritan is dilapidated with cracks on the walls since it is built of muddy bricks. Its roof causes havoc as it leaks when it rains. The two doors and the four small windows are in the state of collapsing due to them being old. The whole building looks old with the peeling paints on the walls and the floor with potholes. The storehouse used by the participants of Hlatlolang ABET centre project worth to be extended and renovated. Actually, constructing a new storeroom will be the best option because renovating the existing storehouse will still be too costly.

4.5.2 Facilities

Inside and outside the small dilapidated storeroom that I have mentioned previously there are properties that are used by Hlatlolang ABET centre / project participants. There are ten drums without the lids which are used to preserve water to be used for irrigating the vegetable garden, baking, washing the utensils and so on. Water has to be preserved due to the scarcity of running water that is regularly experienced by the community of Makotse village. The preserved water is contaminated as the drums do not have lids. This exposes water to be accessible to animals, birds, insects, and other things that cause contamination. The garden tools are insufficient and not in good conditions just like the vegetable garden with vegetables of poor quality.

Inside the storehouse there is an artificial improvised oven made up of bricks. The oven was used when the project was incepted. The participants used firewood to warm their artificial oven and later on they turned to using coal which they still use because of continuous power cut. There is an old electric oven which I was informed that while it consumes a lot of electricity, it bakes bread of poor quality. The third oven is very small but efficient. The ovens are not well looked after. In the same building there were baking ingredients such as flour, baking powder, sugar and others. There were four big dishes that are used to mix flour for baking. I even saw the unusual baking trays that were left unwashed and packed on the wooden shelves.

While Hlatlolang ABET centre / project has limited facilities, the participants are unable to preserve them and utilize them profitably.

4.5.3 Human Resource

Hlatlolang ABET centre / project is under-staffed due to the small number of the participants who registered. There are three managers and fourteen participants. On the day of the site visit one of the managers and three participants were not at work due to the reasons known by them. When I asked for the explanation, I was informed that such a situation was a regular occurrence they have accepted to live with it after having tried all the measures which could normalise the situation. Some of the participants who were at work were disillusioned and demoralised by the behaviour of their fellow colleagues. The participants who were at work were overwhelmed by the work that had to be completed on daily basis. This left them with no option but to do imperfect job.

4.5.4 Monitoring

Due to lack of management skills, the managers find it difficult to control their resources properly, beginning with human resource, physical resource, financial resource and others. The participants stay away from work without forwarding genuine reasons. The physical resource is taken and used by participants without records. Income and expenditure of Hlatlolang ABET centre / project is not accounted for as the members are not informed about the finances of the project. Lack of proper control that I observed put me in a better position to understand why Hlatlolang ABET centre / project is facing the problem of sustainability.

4.5.5 Record keeping

The records of Hlatlolang ABET centre / project are not in order. Scribbles and scraps of papers are used to keep the records of the project. The recording is also not properly done due to recorders not knowing how best to record information. Stock taking was done two years ago and a scrap of paper was used for recording and no one knew its where-about. There is no book that is well cared which is used for

recording the equipments and the utensils that are used by the participants. When I asked the participants about the number of equipments and utensils the project has, no one knew and to them knowing the number was not an issue. The scribbled and scraps of papers which have been used for records keeping were scattered on the shelves in the storeroom. Some of them were partially destroyed by mice, while others are illegible. Hlatlolang ABET centre / project does not have safely kept records.

4.5.6 Safety and security

Safety and security of the income-generating project was not prioritised even though it contributes towards sustaining the project. When I visited Hlatlolang ABET centre / project, I realised that there was lack of safety and security. Lack of security starts with lack of proper security fence, the gates that are in poor conditions, making the project vulnerable to animals and criminals who serve themselves. While the vegetable garden is partially exposed, the dilapidated storeroom with the falling doors and windows put everything in danger of getting stolen. The storeroom has been broken into several times by the thieves who stole vegetables, loaves of bread, baking ingredients, equipments, and some utensils. Due to serious financial constraints, it was not possible to replace all the stolen goods.

There are no proper shelves where the equipments and utensils are packed. Bread shelves are in a bad unhygienic condition with the whole storeroom infested with cockroaches, while the mice also cause an intolerable damage. The utensils are washed with little water and a little dishwasher or without it. I was informed that sometimes they are left unwashed. The participants are not safe because they do their work with bare hands without protective gloves or use any other protective measure. That exposes them to danger of getting injured or even spreading diseases. There are those whose hands were burnt by the hot oven because they use rags which are unhygienic due to lack of baking gloves. The participants do not have the proper attire for the work such as boots, hats, and so on. Lack of safety and security does not contribute towards sustaining Hlatlolang ABET centre / project. Due to lack of funds the participants can't afford to acquire the service of the security guard to enforce safety and security of the project.

4.6 Conclusion

After I went to Hlatlolang ABET centre / project for observation, I realised that certain things were not as I was informed during the interview meetings that I had with the leaders and the participants. There are those, which are the same while others are worse than I was told. The facilities such as the building have cracks as if it was never renovated. Some of the equipments and utensils do not deserve to be used as they cannot even be repaired. I was informed that the new oven that they use to bake bread is of better quality even if it cannot match the standard of the market. Generally, the conditions at Hlatlolang ABET centre / project are not pleasing.

The vegetable garden is not in a very bad condition as the local municipality supplies water to Makotse village twice a week. The project received a donation of plastic drums which serve as reservoirs but they are not enough as shortage of water affects the quality of the vegetables. The findings of my study helped to broaden my knowledge pertaining to income-generating projects. My assumptions were confirmed concerning income-generating projects.

CHAPTER FIVE: CONCLUSION, RECOMMENDATIONS AND REFLECTIONS.

5.1 Introduction

In the previous chapters I attempted to provide answers to the research questions of this study. As I indicated my intention to collect data, from the data collected in the different phases of this study. I came up with conclusion that there are indeed problems affecting sustainability of income –generating project at Hlatlolang ABET centre.

My conclusion will be based on the critical factors which are the factors that were assumed to be affecting sustainability of Hlatlolang ABET centre / project. there will be a discussion on how the factors impact negatively on the centre. There will also be a discussion on recommendations about how the critical factors which negatively affect the centre / project should be handled and dealt with for them to improve as well as to promote sustainability of Hlatlolang ABET centre / project. Recommendation will also be made on other factors that were not mentioned as critical factors such as shortage of staff, record keeping and infrastructure.

Based on the factors affecting sustainability, there will be recommendations for further study where I encourage other researchers to continue with the study of problems affecting sustainability of income-generating projects. There will be the aspects and factors which if they can get further study, sustainability of the income-generating projects will improve to an extent where poverty will be alleviated. The chapter will include reflections which is the section about my experience during the process of conducting the research project particularly the difficulties that I encountered. In the conclusion I will give an outline of all what will be discussed in this chapter concerning, conclusion, recommendations, and reflections.

5.2 Conclusion

5.2.1 Ignorance

The interviewees emphasized the importance of income-generating projects, which is to alleviate poverty, to create jobs for the unemployed and provide food security. Before the inception of Hlatlolang ABET centre / project, the participants and the project managers invited the community members of Makotse village where the officials from the department of health and social development addressed them about the importance of income-generating projects.

The people are now aware of the importance of income-generating projects but their participation is still minimal while others are reluctant to participate. People have not yet learned to rise to the occasion, double their efforts to alleviate poverty. Being aloof and deserting the projects they are involved in that will leave the community of Makotse village in poverty again. A special advocacy team was not established; it was supposed to have been established to make the community aware of the projects and of its importance for individual and community development.

The project management team, which involves local leadership and other community structures, was not properly mobilized. The community was not properly consulted with valid reasons for planning the project in order to get the full support of the community. Availability of resources was not prioritized accordingly. The community of Makotse was not educated about the importance of income-generating projects, which are: to alleviate poverty, to create jobs for the unemployed and to provide food security.

5.2.2 Insufficient training / skills to run income-generating projects

The project leaders and the participants have received insufficient training which make it not easy for them to run the project efficiently due to lack of skills. They rely much on their experience and trial and error, which is the same as experimentation. Managers need to be trained to plan and organise the activities of the project and to lead their fellow participants with competence and great confidence. Skills training

play a major role in sustaining income-generating projects as it allows flexibility when the situation becomes unpredictable. Knowing how to manage the project properly will enhance towards sustaining the project because when the problems crop up, they will not be overwhelmed by the situation. Skills training was not intensive and the level of understanding of the people who are trained was not used to determine training time. The methods of training was also not accommodative, taking the environment where the project was to be incepted into consideration, as that will cater for existing problems of various places. Training was held when the project was to be incepted.

Regular workshops were not held even if they were to involve members of various projects under a particular district or local municipality to empower them and for members to motivate one another. Being empowered in management skills will enable the managers to evade taking ill-informed decisions and recognise the importance of regular consultations. Such contact sessions where people meet with various skills and different problems will reduce the number of the income-generating projects that are collapsing. Unfortunately, all this inputs were marginalised and taken for granted at Hlatlolang ABET centre / project. As a result, the managers sometimes find themselves at loggerheads with the participants who sometimes threaten to leave the project and live in poverty again.

The department of health and social development does not make arrangements where the project managers and representatives of various projects can meet regularly to minimise skills problems affecting various projects. Empowering the managers with management skills and sharing of experience never played a leading role. It is imperative that as leaders, the project managers should lead by example and handle all the situations under control. The participants do not and share their problems and experience with their fellow participants from other income-generating projects to increase the chances of sustainability.

5.2.3 Illiteracy

The interviewees have indicated that indeed illiteracy has a negative impact on the running of the projects to a certain extent and that if it becomes serious, it must be treated as a matter of urgency. They added that literacy should not always be considered as a prerequisite for participating in income-generating projects.

Even if literacy is not a prerequisite for participating in income-generating projects, the illiterates have limitations when they have to perform certain tasks, which require literacy and numeracy. The project should not have the participants who are all illiterate because they will encounter lots of problems. Majority of the beneficiaries of Hlatlolang ABET centre / project are literate for administration purposes of the project. Now that poverty alleviation is at the centre of the government's plans they feel that illiteracy should not be ignored because it impacts negatively on the income-generating projects that are incepted in this province. It will be better if the participants are literate, as that will enhance better and quicker acquisition of skills. The participants who are literate are assertive and innovative due to their high self-esteem, they don't despair easily.

While the project participants were not trained in various skills to sustain their projects, the illiterate ones did not receive adult basic education. A bit of training was received by both the literates and illiterates. The department of health and social development does not collaborate with the department of education to ensure that illiterate beneficiaries become literate and numerate. This will minimize some of the challenges that are faced by various projects in the rural areas of Limpopo Province. The interviewees feel that illiteracy must be eradicated in all aspects as it delays progress while literacy empowers. Until South Africans are literate, illiteracy will always have shortcomings on this nation.

5.2.4 Lack of sense of ownership

If proper consultation is done before the inception of an income-generating project, the members of the community will have a sense of ownership as they will understand

that the project is there to benefit them. A sense of ownership makes the members of the community to feel obliged to contribute towards sustainable projects. The participants of the projects and those who are not directly involved do not share the same sentiments about sustaining Hlatlolang ABET centre / project. A sense of ownership encourages motivation, commitment, dedication and determination, the atmosphere that does not prevail at Makotse village about Hlatlolang ABET centre / project. Lack of sense of ownership demoralises people from participating and getting involved in matters that affect them.

While the project leaders and participants of Hlatlolang ABET centre have a strong sense of ownership of the project, the opposite is true to some community members who think that the project benefits someone else. This is irrespective of what was reiterated when Hlatlolang ABET centre was introduced. They said that they are sidelined when crucial decisions are taken.

Consistent consultation does not take place amongst all the members of the project irrespective of their positions. The participants think that they are not treated with equal respect. Equality and equity are not prioritized for all the beneficiaries. As such the disgruntled participants do not ensure that those decisions become active and successful because they shall have not taken part in such decisions. If the participants are consulted and involved in the decisions that are taken, they will ensure that those decisions become effective and successful because they shall have taken part in such decisions. If what they shall have decided upon fails, the decisions makers blame themselves for having taken such decisions.

The participants are sometimes not recognized as the important stakeholders of the income-generating projects forgetting that without them there will be no sustainable income-generating projects. If they are marginalized such an exclusion demoralizes the participants. Some of the participants and the community members feel less developed by the presence of Hlatlolang ABET centre / project as it does not benefit them much. Lack of sense of ownership discourages people from participating and getting involved in matters that affect them. This does not reduce unbecoming actions such as theft, vandalism, malicious damage and so on which are done by some

community members on the existing projects like Hlatlolang ABET centre. A sense of ownership does not provide maximum support of the community at large.

5.2.5 Lack or insufficient needs analysis

Hlatlolang ABET centre / project has a problem of sustenance due to lack or insufficient needs analysis done by the community of Makotse village. The community did not play a major role in identifying the needs and analyzing them. Involving people in matters that concern them appeal for their participation. Consultation is a powerful weapon of working people.

The involvement of the community members in identifying and analysing their needs is vital. Needs analysis was not effectively done in collaboration with all stakeholders as the people who are affected. If the members are not involved in analysing the needs, it will be difficult for such members to participate actively. Active participation starts with identifying the needs and analyzing them. The community was not given sufficient time to identify and analyze the needs within a particular period of time, which was supposed to have been determined by the community itself.

Identifying the community needs may be done separately whereas analyzing the needs has to be done jointly with some factors having to be taken into consideration. Unfortunately, such an exercise was overlooked by the community of Makotse village. Factors such as availability of resources, capacity of the participants, when to start, where to start, how to start, why such an income-generating project, etc, were not fully discussed and agreed upon by community members. Regular community consultations prepare the members to be ready for participation as they are allotted time to plan and organize their programmes so as to accommodate the programmes of the project. It also helps them to be ready in all aspects especially physically, mentally, socially, emotionally and so on which did not apply to the community of Makotse village.

Lack or insufficient needs analysis which was to be attended to by all the stakeholders allowed participating fully in identifying and analyzing the needs of the community was properly not done. Sufficient time is needed for the stakeholders to consider

factors such as availability of resources, affordability and so on before the inception of income-generating projects to ensure sustainability.

5.2.6 Funding

Hlatlolang ABET centre / project was insufficiently funded by department of health and social development. This was contrary to the participants expectations when the project was incepted. More funds were expected to purchase equipments, utensils and other things that the project cannot function properly without them. Such a gesture frustrated the participants who did not know exactly what to prioritise for the project.

The participants with other stakeholders had high expectations concerning the amount of money they were to receive from the department of health and social development but unfortunately they received a lesser amount. That weakened Hlatlolang ABET centre / project as lack of certain commodities resulted in poor production or sometimes lack of production. As a result prior information is necessary to enable the stakeholders to plan in advance how and where to get extra funds if their project is insufficiently funded.

The local municipality was not capacitated to receive money from the department of Health and Social Development in order to distribute it to fund various income-generating projects under their jurisdiction. This in turn would have enable the local municipalities to know what is happening to the projects in their areas and give assistance and support if deems fit. The district and local municipalities do not give financial assistance to income-generating projects under their jurisdiction. The local municipalities does not organise workshops, competitions and other constructive activities that will assist to sustain such projects.

Regular meetings by the participants and the managers of various income-generating projects under a particular local municipality will enable them to share experience, success and ideas on how to improve their projects and to sustain them with the funds they shall have received. Unfortunately, at Hlatlolang ABET centre, the project managers relied only on the funds given by the government. Requesting for donations was not considered as an alternative to subsidise the insufficient funds received from

the department of health and social development. Insufficient funding partially addresses the projects financial problems if it is properly utilised.

5.2.7 Lack of management skills

For proper management the person should have acquired management skills. It is crystal clear that Hlatlolang ABET centre / project managers do not have management skills but were left to use their discretion to manage. Lack of management skills without any doubt, is one of the problems that affect the sustainability of Hlatlolang ABET centre / project. To manage without any management skill carries the risks. Lack of management skills leads to lack of competence, confidence and enthusiasm like it is the case at Hlatlolang ABET centre / project.

Due to lack of management skills, the managers take ill informed decisions that plunge the project into trouble and divide the participants. Most decisions are taken without consulting the people who are directly affected by such decisions. Marginalizing and undermining the community as well as other stakeholders has created a strained relationship between the managers and other stakeholders. As much as they are unable to manage their human resource, they are also unable to manage their physical resources. At Hlatlolang ABET centre / project the funds are not properly administered while they are not utilized profitably. This is due to lack of proper planning and control by management who also fail to lead by example. The records of the project are not kept properly as expected.

5.2.8 Lack of commitment

Lack of commitment has affected the community of Makotse village, the project managers and the participants. The local municipality is also not committed to the project as it is reluctant to assist if requested to do so. Lack of commitment makes it difficult for the income-generating projects like Hlatlolang ABET centre to sustain. The community does not feel compelled to support the project and to sustain it. Members of the community show lack of commitment by not giving the participant moral and financial support by buying the product of Hlatlolang project and giving inputs that will assist to sustain the projects. They distance themselves from the

projects leaving those involved to struggle alone. The managers and the participants also aggravate the problem by lacking commitment to ensure sustainability of Hlatlolang ABET centre. This is due to the alarming rate of late coming, irregular attendance, early departure and other irregularities by some members. Irregularities demoralise those who are regular at work as there is nothing effective that is done to deter the culprits from perpetuating their irregularities.

The participants, who are committed and loyal to the projects, remain with the obligation to perform even the tasks that have to be performed by the defaulters. This leaves several tasks incomplete or partially complete no matter how hard they try. If an income-generating project can be well-resourced, but have the stakeholders, who lack commitment, I think such a project will have problems that will affect its sustainability. Commitment will lead to good and quality production which will increase the high rate of income.

While I was informed about the draw-back that Hlatlolang ABET centre / project suppliers had on the project, it also failed and disappointed those who were ready to make trade with beneficiaries. This happened when the project failed to honour the agreements. Not only the participants lack commitment but also the entire community of Makotse village. The community's lack of commitment to the project is showed by minimum support the project gets. Commitment of the participant will breed to active participation where improvisation will be an alternative if provision fails.

The participants who have goals to achieve with their income generating projects will remain committed and motivated to accomplish their dreams despite all odds. Those who join the projects without objectives, especially that of uplifting their standard of living and despair when the situation gets out of control. Although the participants lack commitment to Hlatlolang they always claim to be committed, motivated, and inspired by other progressive income-generating projects. The district and particularly local municipality as the government that operates next to the people do not lead in conscientise their communities and motivate them to dedicate themselves to fight unemployment which leads to poverty. The communities are neither awarded that basic services nor assisted to utilise those services properly to benefit themselves to alleviate poverty. The local municipalities should work hand in hand with the

communities to incept income-generating projects, motivate the participants in various ways to keep their projects sustainable. The participants do not show commitment if their participation is always recognised and appreciated while their lack of commitment leads them to account for their default.

Commitment is only left out with the participants; all the stakeholders should show commitment and loyalty to the project. When things do not go well with the project, the stakeholders do not show concern by seeking a solution to the existing problem. Commitment should involve giving advice and making inputs where they are due does not exist from some members of the community and other stakeholders.

The organisations that provide or supply the project with certain raw material for the project to run such as seeds, flour and coals do not show commitment as they sometimes fail to supply ,which disrupts the daily running of the programmes and the daily running of the project. This keeps the participants waiting with the hope of receiving material. The supply of material is not done on regular basis to enable the smooth running of the project activities.

5.2.9 Shortage of staff

It is common to find people with too much workload not performing maximally. Planning and organizing pose a serious threat towards attaining the expected outcomes. When Hlatlolang ABET centre / project was incepted, sixty seven people showed interest of participating in the project. That implied normal workload to the participants. After a large number of the participants deserted the project, the remaining small number of lesser than twenty people had to carry all the workload. It became difficult and some days it was impossible for project to operate normally.

Due to abnormal workload, certain programmes and activities were abandoned while others were comprised. In the process of trying to minimize the workload, blunders were made as some of the key programmes were negatively affected. Such an exercise weakened Hlatlolang ABET centre / project as it affected its production negatively, while it benefited Hlatlolang competitors. No matter how hard they try, some tasks are partially completed while others are unattended to on daily basis due to

insufficient staffing. Planning and organizing to be performed by the participants is a difficult exercise. Shortage of staff aggravates the problem by leaving the participants exhausted while making their attendance irregular.

5.3 Recommendations about income-generating project at Makotse village

When I was investigating the problems affecting the sustainability of income-generating projects at Makotse village a rural area in Limpopo Province, I discovered interesting trends, problems and developments. These findings are based on Hlatlolang ABET centre / project at Makotse village, a rural area in the Limpopo Province, which is a case of this study. The situation at Hlatlolang ABET centre / project may not be treated in isolation as it could give indications for the development in the province as a whole. I wish to make the following recommendations on the basis of what was discovered, described, and discussed in the previous chapter.

5.3.1 Funding

The department of health and social development should have a clear policy that must be distributed to the participants when the income-generating projects are incepted.

It is recommended that the department of health and social development should provide sufficient funds for income-generating projects and assist the participants how to generate funds. The participants should also be assisted to ask for donations as a way of raising funds. The department of health and social development should assist the projects as much as possible to utilize the funds profitably whether funded, donated, or generated.

Limpopo's Local Economic Development (LED) should also assist in granting funds with the aim of developing the community-based projects. As it is LED's initiatives to assist in the eradication of poverty by creating employment in rural communities is better for it to fund the projects under various district and local municipalities in

Limpopo, especially the projects that are not funded or funded minimally by the department of health and social development.

5.3.2 Lack of management skills

Lack of management skills should be dealt with as a matter of urgency as it serves as a drawback towards the sustenance of the income-generating projects. Regular workshops by managers from various income-generating projects should be held to keep them abreast.

5.3.3 Lack of commitment

If the project can have the basic requirements to make it to run well, while there is lack of commitment on the side of the participants the chances of sustainability will be reduced.

The participants should remain committed to their project and work harder to achieve their goals, if not so, sustainability is likely not to be achieved, as commitment is the backbone of sustainability. Committed participants should always do everything in their power to normalise the situation, put it under control in order to get better results. If the project can have everything that is required with the participants who lack commitment, its sustainability will not be guaranteed.

5.3.4 Ignorance

The community members should be made aware of the importance of income-generating projects. This should be done through the community structures such as tribal authorities and social gatherings like funerals. All the community members should be well informed about the usefulness of the income-generating projects before the inception of such projects. People, particularly those who live in poverty should be educated about the importance of the project for the employment to be reduced and poverty to be eradicated. The aims and objectives of the income-generating projects should be communicated to the entire community where the projects are to be introduced.

5.3.5 Insufficient training/ skills to run income-generating projects

The project leaders and the participants should receive training to empower them with various skills to run income-generating projects. The methods of training should also be accommodative by taking the environment where the project is to be incepted into consideration. Regular workshops and meetings should be organised while members from various income-generating projects under a particular district or local municipality can meet. I strongly recommend that people should be trained and empowered with skills to enable them to run the projects effectively, otherwise poverty will not be eradicated.

5.3.6 Illiteracy

The illiterate participant should receive adult basic education and training for them to be eligible to perform all the activities and duties of the project indiscriminately. The department of health and social development should work in collaboration with the department of education to ensure that illiterate participants become literate and numerate.

5.3.7 Lack of sense of ownership

There should be regular consultation of all the participants on matters that affect the project. The community at large should be recognised and to be involved in the project matters as important stakeholders. For the income-generating project to be sustainable, the community should perceive it as a solution to address their problems of unemployment and poverty.

5.3.8 Lack or insufficient needs analysis

The community should be fully involved in identifying the needs and analyse them. Sufficient time is required for the members of the community to identify the needs of their community and analyse them. Availability of resources should be prioritised

when the income-generating project has to be incepted as such a move leads to sustainability.

5.3.9 Shortage of staff

The people who decide to participate in the income-generating projects should be determined and prepared to continue with such projects. They must only discontinue if there are genuine and valid reasons to do so as the main aim of participating in income-generating alleviate poverty. The people who live poverty should participate actively in large numbers in income-generating projects to alleviate it.

5.3.10 Infrastructure

The local municipalities should provide their communities with proper infrastructure to enable them to introduce and incept sustainable income-generating projects. The municipalities should know the poverty level of their communities and assist them with basic services such as water, roads and electricity.

5.3.11 Facilities

Availability of facility should determine the inception of the project as lack of facilities negatively affects production.

5.3.12 Monitoring

There should be proper and consistent monitoring of human resources, physical and financial resource by the project managers to attain sustainability.

5.3.13 Record keeping

All the records of the project should be properly and safely kept for reference.

5.3.14 Safety and security

Safety and security of all the resources of the income-generating project should be prioritised before the inception of the project can take place. Lack of safety and security will endanger the entire project; leave it vulnerable which does not lead towards sustainability.

5.4 Recommendations for further study

Poverty continues to be a nightmare tormenting and affecting the lives of many people. While poverty is rife in Limpopo and other provinces of South Africa, there are many people who live in abject poverty but they are naïve. Participation of the smallest number of beneficiaries in income-generating projects needs further research. Participation of women with most men not willing to participate in income-generating projects should be further researched.

My study has tried to cover many issues that have to do with sustainability of income-generating projects. However, I still think that a lot has still to be done towards sustaining the income-generating projects now that poverty is still rife. If more research on sustainability is done, this will possibly give more insight into the problems affecting the sustainability of income-generating projects in rural areas of Limpopo Province.

The minimum participation of the participants in the income-generating projects particularly women also needs further research as that may relate to sustainability. Further research should be on the involvement of local municipalities as the providers of basic services to various communities as to how that can improve sustainability if municipality works directly with such projects but in conjunction with the department of health and social development.

I believe that there is a need for further research on the problems affecting sustainability of income-generating projects in the rural areas of Limpopo Province now that people continue to live in poverty, which must be alleviated and eradicated.

As to why in some communities people continue to live poverty but do not do anything to improve their adverse conditions such as thinking about creating employment for them to generate income should be also researched. Their aloofness requires research so as to change and improve their situation.

A research on income-generating projects should continue until there is maximum participation of people who are unemployed and live in poverty in order for poverty to be alleviated and eradicated. If further research is not done dependency will still be the order of the day. Eradication and alleviation of poverty will be a song that is sung by those who are affected, while the affected ones will not be doing anything to improve their situation. A research on problems affecting the sustainability of income-generating projects should continue until poverty is completely alleviated and eradicated as the unemployed will be involved in sustainable projects.

5.5 Reflections

This section is about my experience during the process of conducting this research project.

5.5.1 Main learning areas

Through this study, I learnt that for someone to have a good research one must have a good proposal where one can always refer as he/she continues with the research activities, and that a good proposal makes it much easier for a researcher to do data collection. I also learnt that instrument development, data collection, and data analysis as steps used in the proposal are linked. Making use of flexible instruments during the data collection is good because it simplifies one's work. A good research starts with a good proposal, which has all the necessary steps to enable one to complete the study well.

5.5.2 Difficulties

The last stage of my data collection was delayed for some months due to the departmental officials having a tied schedule at work. The process of analyzing the data was a very difficult exercise when I had to analyze different voices. My interviewees were also not as free as expected and were in a hurry for the interview to come to an end, so that they can quickly resume their work.

As the interviewees have different opinions, it was sometimes difficult for me to consolidate their views. The project participants were shy to reveal the truth concerning their participation in the project. The project leaders were also reluctant to give facts about how the project is operating, they tried to give an impression about how the project runs.

I suspect that the project managers might have held a caucus with the project participants on how they were suppose to respond, as some of their responses were not convincing. Unfortunately that was the situation beyond my control.

5.6 Conclusion

In this chapter there has been a conclusion and recommendations of this study. The conclusion about the study, the recommendations and recommendation for further study to improve sustainability of the income-generating projects were also dealt with.

Consultation is the powerful weapon of working with people especially on matters that concern them. Even if literacy is not a prerequisite for participating in the income-generating projects, the illiterates have limitations when it comes to performing certain tasks.

Lack of sense of ownership discourages people from participating and getting involved in matters that affect them. Needs analysis is effective if it is done in collaboration with all the stakeholders and all those who are affected. Sufficient time is needed to address the social problems of the entire community while on the other

hand income will be generating. Insufficient funding will partially address the project's financial problems even if it is properly utilized.

Lack of commitment particularly by the participants does not lead to sustaining the project just like when the managers lack managerial skills. Generally, Hlatlolang ABET centre / project is not in good condition of sustenance due to the problems that are affecting its sustainability. If drastic measures cannot be taken instantly to address these problems, Hlatlolang ABET centre / project will have a short lifespan. It will be amongst those income-generating projects, which failed to sustain themselves and ultimately collapsed.

It impacts negatively on the income-generating projects if people are not aware of the importance of such projects. The people particularly those who live in poverty should be educated about the importance of the projects for unemployment to be reduced and poverty to be eradicated. The aims and objectives of the income-generating projects should be communicated to the entire community where the project is to be introduced.

Through training and acquisition of skills to run the income-generating projects improve the participants' confidence and competency. Availability of skills also improves the state of the project and assists to sustain it.

Even though literacy is not a pre-requisite for sustaining the income-generating projects, it contributes positively in one way or another. Illiteracy will only make a minimum negative impact if a large percentage of the participants are literate. It will be beneficial for the literate and illiterate to work together to introduce the income-generating projects and share certain roles according to the level of literacy. The activities such as record keeping, financial management and others which are the cornerstones of the income-generating projects sustaining have to be performed by a literate person.

Hlatlolang ABET centre / project was insufficiently funded by department of health and social development. This was contrary to the participants' expenditures when the project was incepted. The participants found it difficult to run the project with such insufficient funds.

Training of the project managers as well as regular workshops can improve sustainability of income-generating projects. The managers, who are not empowered in management skills find it difficult to plan, organize, control and manage the project's resources such as human resource, physical resource and financial resource. The activities at Hlatlolang ABET centre / project do not run smoothly due to lack of management skills as the managers are not even exemplary.

The managers and the participants lack commitment to their project. They are not committed enough to ensure sustainability of Hlatlolang ABET centre / project. This is due to the alarming rate of late coming, irregular attendance, early departure and other irregularities by some members. Irregularities demoralize those who are regular at work as there is nothing effective that is done to deter the culprits from perpetuating their irregularities.

LIST OF REFERENCES

BOOKS

- Arkesy, H. and Knight, P. 1999. Interviewing for social scientist, London, SAGE.
- Baatjes, I. and Mathe K. 2003. Adult Basic Education and Social change in South Africa, 1994 to 2003, HSRC Press. Cape Town.
- Bond, P. 2002. Unstable South Africa-Environment, Department and Social Protest. Cape Town. Juta
- Burns, RB, 2000. Introduction to research methods, London; SAGE.
- Boucher, L and Loveday, R. 2000. Development Studies. ABET Institute, Pretoria.
- Collins, K. 1999. Participatory research - A Primer. South Africa. Prentice Hall.
- Cusworth, J.W and Franks, T.R 1993. Managing projects in developing countries. England. Longman Group.
- Davies, A. 1997. Managing for a change- How to run community development project. London ITDG.
- Department of Education, 1997. Policy for Adult Basic Education and Training. Pretoria ; Government Printers.
- Fox, W. and van Rooyen, E. 2004. The quest of sustainable development. Cape Town, Juta.
- Gillham, B. 2000. The research interview. London. Continuum.
- Griffin ,G. 1994. Changing our lives- doing women studies. Pluto. London.

- Guba E.G. and Lincoln Y.S. 1989. Naturalistic inquiry. SAGE Publications: Beverly Hills
- Holiday, A. 2002. Doing and writing qualitative research. London, SAGE.
- Hounkonnou, D. 2001. Listen to the cradle. London, SAGE.
- Kraak A. and Press K. 2008. Human Resource Development Review. HSRC. Cape Town.
- Lewis, J. and Madlala B. 2004. The Educators Voice. STE. Gauteng.
- Mckay, V. 2000. Adult Basic Education and Training. Pretoria. UNISA.
- Mckay, V. Koetze, H, Necker, L, Vaccarino, F, Vaccarino Z, 1998. Adult teaching and learning. Pretoria. UNISA.
- McKay, V., Northedge, A. and Sekgobela E . 1995. Managing projects. Pretoria. UNISA.
- McKay V. and Sarakinsky, M. 1995. Adult learning. Pretoria. UNISA
- Moodie, B. 2000. ABET - Teaching adults about small business development. ABET Institute, Pretoria.
- Orkin, F. 1998. Census in brief. Pretoria: Central Stastical Services.
- Parker B. 2007. "Evaluating the impact of the NQF on lifelong learning: Training and skills development" ; presentation; University of Western Cape.
- Silverman, D. 2000. Doing qualitative research. London, SAGE.

Slocum, R. Wichhart, L. Rocheleau D. and Thomas-Slayter, B. 1995. Power Process and participation-tools for change, London, SAGE.

Stringer E.T. 1999. Action Research. London, SAGE.

Swanepoel, H. 1989. Community Development. Lansdowne. Juta & co.

Tembo, F. 2003. Participation, Negotiation and Poverty. Encountering the power of images. England. Ashgate.

Torres R.M. 2003. Lifelong learning: A new momentum and a new opportunity for adult basic learning and education in the South. Adult Education and development. Supplement to Vol.60. Germany. DVV. 17- 238.

Uphoff, N., Esman, M.J. & Krishnah, A. 1998. Reason for success: Learning from instructive experience in rural development. USA, Kumarian.

Wholey, J.S, Hatry, H.P. and Newcomer, K.E. 1994. Handbook of practical program evaluation. San Fransisco. Jossey Bass.

Winberg, C. 1997. How to research and evaluate. Cape Town. Juta.

JOURNALS

Parker, B. and Walters S. 2008. "Competence based training and National Qualifications Frameworks: Insights from South Africa", Asia Pacific Education. Review 2008, Vol 9, No. 1.

Maier SF and Seligman M. Poverty alleviation. Journal of skills development (1986) 823-850.

Spady W.G. Outcomes based education. Journal of American Association of School Administrators. 2001, Vol 3, No. 2

Von Kotze, A. 2007. Negotiating processes of educating, learning and livelihoods. Paper presented at the December 2007 RWL5 Conference, Cape Town.

Walters, S. 2006. "Adult learning within Lifelong Learning: a different lens, a different light", journal of education Vol 39, 2006, university of Kwazulu Natal, Pietermaritzburg

Walters S. 2008. Non-formal education and training opportunities for youth living in the rural areas of South Africa, conference paper, ADEA Bienale: Beyond Primary Education: Challenges and Approaches to Expanding Learning Opportunities in Africa.

NEWSPAPER ARTICLES

Capricorn voice: 3-4 August 2005. Josephine Moloto.

Capricorn voice: 2-4 November 2005. Moffat Senyatsi.

The Teacher: September 2007. Andrew Miller.

GOVERNMENT STATISTICS REPORT

South African National Report on the Development and State of the Art of Adult Learning and Education: June: 2008.

Appendix 1: interview questions with Project Managers

VARIABLES

FACTS AND FIGURES

1. What is your name?
2. For how long have you been working in the project?
3. When did this project start?
4. What is your responsibility in this project?
5. When were you appointed as a project manager?
6. What were the reasons for starting the project?
7. Can you tell me the aims and objectives of this project?
8. What kinds of programmes are offered in this project?
9. Which programmes do you facilitate?
10. How many project leaders manage this project?
11. What is the total number of people involved in this project?
12. What is your starting and knock-off time?
13. Who determines your working hours?
14. What are your working days?
15. Do you strictly adhere to them?
16. Apart from being a project manager, are there other roles and duties that you perform in the project?
17. Are you satisfied with the number of participants?
18. How often do government officials visit the project?

RECRUITMENT

1. How do you recruit people into your project?

.....
.....

2. Are the recruits registered in the project?

.....
.....

3. How do you and your people work?

.....
.....

4. Are the participants punctual and regular at work?

.....
.....

5. Are there some incentives to motivate participants to work harder?

.....
.....

6. Do you think that this project meet the needs of participants?

.....
.....

7. How do you ensure that their needs are addressed and met?

.....
.....

8. In your view is that method of recruiting effective?

.....
.....

9. How do you think should be done to make participants more efficient?

.....
.....

10. Can you think of any other method of recruiting which can also be effective?

.....
.....

THE IMPORTANCE OF INCOME-GENERATING PROJECTS

1. How important are income –generating project to you?

.....
.....

2. Does everybody in this project value the income-generating projects?

.....
.....

3. Do local people realise the importance of income generating projects?

.....
.....

4. How do you mobilise local people to be involved in the activities of income-generating projects?

.....
.....

5. Do local people who are unemployed know about the importance of income-generating projects?

.....
.....

6. To what extent do you think income –generating projects can change one’s life?

.....
.....

7. Apart from generating income, what else do you think the participants will from such project?

.....
.....

8. In your view, why are many people not participating in income-generating projects?

.....
.....

9. What do you think should be done to have a large number of participants?

10. How can you make the non-participants in income-generating projects unaware of the benefits they lose by not participating?

.....
.....

TRAINING/SHORTAGE OF SKILLS

1. Was there any training of participants in this project?

.....
.....

2. If yes, how long was the training period?

.....
.....

3. Do you think that training is sufficient to empower everybody with skills?

.....
.....

4. Who conducted the training?

.....
.....

5. How was it conducted?

.....
.....

6. Was the training meant for every person involved in this project?

.....
.....

7. What is your view about people being trained?

.....
.....

8. Which skills did the participants manage to acquire from their training?

.....
.....

9. In your view, do your members have the capacity to manage the project?

.....
.....
10. Which managerial skills have you acquired as a leader?

.....
.....
11. Were all the project managers trained in managing the projects?

.....
.....
12. In your opinion, what do you think form the larger part of training?

.....
.....
13. Despite the training, do you think of other challenges that the participants are still facing?

.....
.....

ILLITERACY

1. What is the level of illiteracy in this project?

.....
.....
2. Does it really affect the running of the project?

.....
.....
3. If yes, to which extent does it affect the project?

.....
.....
4. If illiteracy poses a threat on the participants, can it be addressed?

.....
.....
5. Do the literates and illiterates encounter similar problems concerning the operation of the project?

6. Is there any difference in acquiring skills between the literates and illiterates?
.....

7. When duties are allocated, is the question of literacy and illiteracy considered?
.....
.....

8. Do you think education plays a role in someone participating in income-generating projects?
.....
.....

9. In your view, do you think the community participated fully in identifying and determining their needs?
.....
.....

10. Do you think an explanation was given on how identified programmes were going to benefit the community?
.....
.....

11. When the project was incepted, do you think the potentials of the community were considered?
.....
.....

FUNDING

1. How is the project funded?
.....
.....

2. Who receive and is in charge of the project?
.....
.....

3. How are the funds utilised?
.....
.....

4. How are the funds safely kept?

.....

5. Do you think the money this project is funded with is sufficient?

.....

.....

6. Does this project also generate funds?

.....

.....

7. How does it generate its own funds?

.....

.....

8. Are generated funds sufficient to sustain this project?

.....

.....

9. How are funds collected?

.....

.....

10. Is there a clear record of income and expenditure?

.....

.....

11. How do the participants and their families benefit from this income-generating project financially?

.....

.....

12. Is there a budget and financial statement for all the members?

.....

.....

WHAT OTHER PROBLEMS ARE FACED BY THIS PROJECT

1. Do you think about other problems faced by this project?

.....

.....

2. Are these problems being addressed?

.....
.....
3. Who has to see that problems are resolved?

.....
.....
4. How much impact do they have on this project?

.....
.....
5. If they cannot all be addressed, which ones do you think should get an urgent attention?

.....
.....
6. What is done to keep this project sustainable despite the problems surrounding it?

.....
.....
7. Which obstacles have you experienced during the implementation of this project?

.....
.....
8. Is the community supporting this project? How?

.....
.....
9. Which marketing strategies do you use to sell your products?

.....
.....
10. Is Makotse community able to afford your prices?

Appendix 2: Interview questions with the participants

FACTS AND FIGURES

1. What is your name?

.....
.....

2. For how long have you been working in this project?

.....
.....

3. When did this project start?

.....
.....

4. What are your responsibilities as a participant in the project?

.....
.....

5. Can you tell me the aims and objectives of this project?

.....
.....

6. What kinds of programmes are offered in this project?

.....
.....

7. Are you directly involved in all the programmes?

.....
.....

8. How many project managers coordinate this project?

.....
.....

9. How many people are involved in this project?

.....
.....

10. What is your starting and knocking off time?

.....
.....

11. Who determine your working days?

.....
.....

12. What are your working days?

.....
.....

13. Do you strictly adhere to them?

.....
.....

14. Are the participants able to cope with their duties?

.....
.....

RECRUITMENT

1. How are people recruited into this project?

.....
.....

2. How were you recruited?

.....
.....

3. Are you and your fellow participants punctual and regular at work?

.....
.....

4. Are the recruit of this project registered?

.....
.....

5. Are there some incentives to motivate you to work harder?

.....
.....

6. Does this project meet your expectation and needs?

.....
.....

7. How do you ensure that your needs are addressed and met?

8. In your view, is the method of recruiting effective and efficient?

.....
.....

9. What do you think can motivate you to be more efficient?

.....
.....

10. Can you think of any other recruiting method that can also be effective?

.....
.....

THE IMPORTANCE OF INCOME-GENERATING PROJECTS

1. How important are income-generating projects to you?

.....
.....

2. Do local people particularly the unemployed realise the importance of income-generating projects?

.....
.....

3. Do local people particularly the unemployed realise the importance of income-generating projects?

.....
.....

4. How do you influence the local people to be involved in the programmes of income-generating projects?

.....
.....

5. Do you believe that income-generating projects can improve ones quality of life?

.....
.....

6. To what extend do you think these projects can change one's life?

.....
.....

7. Apart from generating income, what else do you think you benefit from this project?

.....
.....

8. In your view, why are many people not participating in income-generating projects?

.....
.....

9. What do you think should be done to influence many people to participate in these projects?

.....
.....

10. In your view, do you think the unemployed in particular are not aware that projects participants benefit a lot from projects?

.....
.....

TRAINING/ SHORTAGE OF SKILLS

1. Did you undergo any training?

.....
.....

2. If yes, how long were you trained?

.....
.....

3. Who conducted the training?

.....
.....

4. How was the training conducted?

.....
.....

5. Were all the participants trained?

.....

6. Do you think the training was sufficient to empower the participants?

.....
.....

7. In which skills were you trained?

.....
.....

8. In your opinion, what do you think should form a larger part of training?

.....
.....

9. Which skills did you manage to acquire from your training?

.....
.....

10. Were your managers also trained and received the same training as yours?

.....
.....

11. Despite the training, are there others challenges that you are still facing?

.....
.....

ILLITERACY

1. What is the level of illiteracy in this project?

.....
.....

2. Does it negatively affect the running of the project?

.....
.....

3. If yes, to which extend does it affect the project?

.....
.....

4. If illiteracy poses a serious threat, can it be addressed?

.....
.....

5. Do you think that the literates and illiterates perceive the problem the same?

.....
.....

6. Is there any difference in acquiring skills between the literates and illiterates?

.....
.....

7. When duties are allocated, is the issue of literacy and illiteracy taken into consideration?

.....
.....

8. Do you think education plays a role in someone participating income-generating projects?

.....
.....

9. If you were all illiterate, do you think this project will still be where it is today?

.....
.....

10. Do you think illiteracy should be attended urgently?

.....
.....

LACK OF OWNERSHIP

1. Do you think that all the participants in this project have a sense of owning this project?

.....
.....

2. Does your participation as beneficiaries indicate that you are the owners of this project?

.....
.....

3. Are you satisfied with the involvement and participation of all the members of this project?

.....
.....

4. How do the local people view and feel about this project?

.....
.....

5. Do you think active participation in developing and implementing the expected programmes can lead to the project being sustainable?

.....
.....

6. Who takes decisions regarding this project?

.....
.....

7. How far are you consulted when decisions are taken?

.....
.....

8. Are you part of planning and implementation stages of the project?

.....
.....

9. From your observation, is there an improved performance prompted by the sense of ownership?

.....
.....

10. How are available resources allocated and utilised?

.....
.....

INSUFFICIENT NEEDS ANALYSIS DONE

1. Do you think sufficient analysis was done before the inception of this project?

.....
.....

2. Who were consulted about needs analysis?

.....
.....

3. How were you consulted?

.....
.....

4. For how long did needs analysis take place?

.....
.....

5. Which criteria were used to priorities the people`s needs?

.....
.....

6. Did you come up with the mechanisms of achieving those needs?

.....
.....

7. Which factors were considered when a priority list was drawn?

.....
.....

8. Was the community fully involved in identifying and determining their needs?

.....
.....

9. In your view, was an explanation given on how identified projects were going to benefit the community?

.....
.....

10. When the projects are incepted, are the potentials of the community considered?

.....
.....

Appendix 3: Interview questions with government officials

1. Can we know each other?

.....
.....

2. For how long have you been employed by the Department of Health and Social Development?

.....
.....

3. When did Hlatlolang project at Mmakotse start?

.....
.....

4. What role does your department play in income-generating projects?

.....
.....

5. When did you start to look after welfare of the income-generating projects?

.....
.....

6. What are the reasons of introducing these projects?

.....
.....

7. What are the aims and objectives of income-generating projects?

.....
.....

8. Do you see these projects achieving their aims and objectives?

.....
.....

9. Is there a policy governing income-generating projects?

.....
.....

10. Are there possibilities for improving the sustenance of the income-generating projects?

.....
.....
11. What do you do in your department about the collapsed and the collapsing projects?
.....
.....

12. What is the role of your department towards sustaining the income-generating projects?
.....
.....

13. How often do your department intervene if it detects problems in these projects?
.....
.....

14. Does your department intervene if it detects problems in these projects?
.....
.....

15. Are you satisfied with the progress made by income-generating projects?
.....
.....

RECRUITMENT

1. Is there a policy on recruiting people in income-generating projects?
.....
.....

2. If yes, does it apply in all income-generating projects?
.....
.....

3. Do the recruits have to be registered in your project?
.....
.....

4. What type of involvement do you have with the recruits?

5. Do you contribute to the projects motivating the participants to work harder by giving them incentives?

.....
.....
6. From your observation, do these projects meet the needs of the participants?

.....
.....
7. Does your department address the problems encountered by various projects and participants?

.....
.....
8. How do you ensure that the needs of the participants are addressed and met?

.....
.....
9. In your view, is the method of recruiting effective and efficient?

.....
.....
10. Can you think of other recruiting methods that can also be effective?

APPENDIX 4: Interview questions with ABET Coordinator

THE IMPORTANCE OF INCOME-GENERATING PROJECTS

1. In your view, how important are income-generating projects?
.....
.....
2. Do you think the people; particularly the unemployed value such projects?
.....
.....
3. What does your department do to make people realise the importance of these projects?
.....
.....
4. How do you encourage the people living in poverty to be involved in the activities of income-generating projects?
5. Can it be possible for the unemployed to know about the importance of income-generating projects?
.....
.....
6. To what extend do you think income generating projects can change the beneficiaries' lives?
.....
.....
7. Apart from generating income, what else can you encourage the people to benefit by participating in these projects?
.....
.....
8. In your view, why are people not participating in income generating projects in large numbers?
.....
.....
9. How can the campaigns about the importance of income-generating projects spread to the poor rural people of Limpopo?

.....
.....
10. Do you think the department is doing enough to alleviate and eradicate poverty?

TRAINING/ SHORTAGE OF SKILLS

1. Are the participants of income-generating undergoing any training?

.....
.....
2. If yes, how long are they trained?

.....
.....
3. Who conducts the training?

.....
.....
4. How is the training conducted?

.....
.....
5. Is there a policy on training the projects participants?

.....
.....
6. Are all the participants and their leaders have to undergo the same training?

.....
.....
7. Do you think training is sufficient to empower everybody with skills?

.....
.....
8. In your opinion, what do you think should form the larger part of training?

.....
.....
9. What is your view about people being trained and acquiring the skills?

10. Can you think each of other challenges that participants are likely to face despite their training?

ILLITERACY

1. Do you think of the level of illiteracy in the income-generating projects?
.....
.....

2. Do you think it affects the running of the projects negatively?
.....
.....

3. To which extend does illiteracy affect these projects?
.....
.....

4. Can your department help to address the problem of illiteracy?
.....

5. Do the illiterates and illiterates perceive problems the same?
.....
.....

6. Do you think the literates and illiterates acquire the skills differently?
.....
.....

7. Does the issue of literates and illiterates considered when duties are allocated?
.....
.....

8. Which role is played by education in someone participating in income-generating projects?
.....
.....

9. Should the literates and illiterates be trained differently?
.....
.....

10. In your view, do you think the illiterates should also be appointed as project coordinators

.....
.....
11. Are both the literate and illiterate still facing other challenges despite their training?

LACK OF OWNERSHIP

1. What do you do inculcate a sense of owning the projects to the income generating project's participants?
.....
.....

2. Do the beneficiaries always participate fully as an indication of ownership?
.....
.....

3. How do local people feel and view this project?

4. When the project is incepted, is there an emphasis on who the owner is and how the owner will benefit from it?
.....
.....

5. Will active participation in developing and implementing the expected programmes lead to sustainability of the project?
.....
.....

6. Who should take decisions regarding the project?
.....
.....

7. Do consultation and involvement improve how the participants feel about owning projects?
.....
.....

8. Should the participants be part of planning and implementation stages of the project?
.....
.....

9. From your observation, is there an improved performance prompted by the sense of ownership?

.....
.....

10. How should available resources be allocated and utilised?

INSUFFICIENT NEEDS ANALYSIS DONE

1. Do you think sufficient needs analysis was done before the projects were incepted?

.....
.....

2. Who were consulted about the needs analysis?

.....
.....

3. Is there a common way of doing it?

.....
.....

4. Is there a period for the completion of needs analysis?

.....
.....

5. In your view is that period sufficient for thorough needs analysis?

.....
.....

6. What are the factors that are considered when priority list is drawn?

.....
.....

7. How do you ensure that the whole community is fully involved in identifying and determining their needs?

.....
.....

8. Which criteria are used to prioritise the needs on the list?

.....
.....

9. In your view, was explanation given on how identified projects were going to benefit the community?

.....
.....

10. Were the potentials of the community considered before the projects were incepted?

FUNDING

1. How do you fund the income-generating projects?

.....
.....

2. Who is in charge of receiving funds?

.....

3. What are the requirements of a project to receive funds?

4. Do you have knowledge of how funds are utilised?

.....
.....

5. Is the money for funding the project sufficient?

.....
.....

6. Are all the projects funded with the same amount?

.....
.....

7. Are all projects able to generate an income?

.....
.....

8. Do you have a say in controlling the funds?

.....
.....

9. Do you encourage participants to keep a clear record reflecting income and expenditure?

.....
.....

10. Is it imperative for projects to make a written budget and keep a clear financial statement for all the stakeholders?

.....
.....

WHAT OTHER PROBLEMS ARE FACED BY THE PROJECT

1. Does your department assist in resolving problems faced by the project?

.....
.....

2. What effects can they have on the projects?

.....
.....

3. Who has to see that problems are resolved?

4. Do you help prioritise the problems according to the impact they have on the projects?

.....
.....

5. How do you keep the projects sustainable despite the problems faced?

.....
.....

6. Do you assist the community to do away with obstacles during the implementation?

.....
.....

7. Do you encourage the leaders to solve the problems as they come?

Appendix five: An example of data matrix based on the data collected from interviews.

Variables	Project managers	Participants	Government officials	ABET Coordinator
Recruitment	<ul style="list-style-type: none"> • various strategies used, recruits registered • methods effective • Recruiting period insufficient. • Participants needs not addressed 	<ul style="list-style-type: none"> • Various strategies used, recruits registered • Methods effective • Recruiting period insufficient • Participants needs not fully addressed 	<ul style="list-style-type: none"> • Not sure, hope recruits registered • Not conversant • Not informed 	<ul style="list-style-type: none"> • Insufficient recruitment
Programmes offered	<ul style="list-style-type: none"> • Baking, vegetable gardening & brick making 	<ul style="list-style-type: none"> • Baking, vegetable gardening and brick making 	<ul style="list-style-type: none"> • Baking, vegetable gardening & brick making. 	<ul style="list-style-type: none"> • Baking, vegetables & brick making
Knowledge and skills	<ul style="list-style-type: none"> • Insufficient, applies experience and experiment. 	<ul style="list-style-type: none"> • Insufficient. applies experience experiment and rely on others. 	<ul style="list-style-type: none"> • expected to have acquired knowledge and skills 	<ul style="list-style-type: none"> • applies experience
Literacy rate	<ul style="list-style-type: none"> • literacy higher than illiteracy 	<ul style="list-style-type: none"> • Literacy higher than illiteracy 	<ul style="list-style-type: none"> • Literacy & illiteracy can be 	<ul style="list-style-type: none"> • Literacy higher than illiteracy.

	<ul style="list-style-type: none"> • not a hindrance • needs urgent attention. 	<ul style="list-style-type: none"> • Not a hindrance but contributes negatively • Needs urgent attention 	<ul style="list-style-type: none"> • ignored • Cant pose a threat • Can be addressed 	<ul style="list-style-type: none"> • Can be ignored • Need attention
Decision making	<ul style="list-style-type: none"> • Every stakeholder involved • Regular meetings • Involvement in minor and major decisions of the projects. 	<ul style="list-style-type: none"> • Stake sometimes involved • Irregular meetings • Most exclusion when major decisions are taken 	<ul style="list-style-type: none"> • Should involve all stakeholders • Regular meeting to be held • To involve stakeholders in minor and major decisions 	<ul style="list-style-type: none"> • Should involve stakeholders. • Regular meetings to be held. • To involve stakeholders in minor and major decisions.
Consultation	<ul style="list-style-type: none"> • always consult with stakeholders • participants consulted all the time 	<ul style="list-style-type: none"> • Not consult with stakeholders • Participants often marginalised 	<ul style="list-style-type: none"> • Consultation to be prioritised • Regular consultation needed 	<ul style="list-style-type: none"> • Always consult with stakeholders • Participants to be consulted.
Training	<ul style="list-style-type: none"> • Insufficient, done once, one leader and other participants untrained • Use trial and 	<ul style="list-style-type: none"> • Insufficient • Done once, one leader and other participants • Untrained • Use trial and 	<ul style="list-style-type: none"> • To be done sufficiently for all 	<ul style="list-style-type: none"> • Insufficient • One leader and other participants untrained.

	error	error		
Ownership	<ul style="list-style-type: none"> • Community –no sense of ownership • Project leaders and participants have sense of ownership • Actions show ownership 	<ul style="list-style-type: none"> • Community- no sense of ownership • Project leaders and participants have sense of ownership • Actions speaks louder than words 	<ul style="list-style-type: none"> • The entire community, the projects managers and the participants should feel the sense of ownership 	<ul style="list-style-type: none"> • Community • No sense of ownership • Owned by project leaders
Roles and duties	<ul style="list-style-type: none"> • Managers allocate duties • Allocate according to experience, literacy level and commitment 	<ul style="list-style-type: none"> • Managers allocate duties • Criteria of allocation unknown to them 	<ul style="list-style-type: none"> • Duties to be allocated various criteria 	<ul style="list-style-type: none"> • Managers allocate duties • Duties allocated according to the level of literacy and illiteracy.
Funding	<ul style="list-style-type: none"> • Dept of Health and Social Development • Insufficient funds • Funds are inconsistent 	<ul style="list-style-type: none"> • Dept of Health and Social Development • Insufficient funds • Funds inconsistent 	<ul style="list-style-type: none"> • Dept of Health and social Development • Insufficient funds • Not sure depends on 	<ul style="list-style-type: none"> • Department of Education together with the Department of Health and social developmen

	<ul style="list-style-type: none"> • Deposited in the project's bank account • Members informed to take decisions 	<ul style="list-style-type: none"> • Deposited in the bank account • Members informed to take decisions 	<ul style="list-style-type: none"> • Deposited in the project's bank account • Project members decisions 	<ul style="list-style-type: none"> • Insufficient funds • Funds deposited in the bank account
Resources	<ul style="list-style-type: none"> • Very scarce, struggling to make ends meet 	<ul style="list-style-type: none"> • Very scarce, struggling to make ends meet 	<ul style="list-style-type: none"> • Municipality to provide 	<ul style="list-style-type: none"> • Scarce
Marketing	<ul style="list-style-type: none"> • A serious challenge • Tried other strategies which were not effective • Relying much the community. 	<ul style="list-style-type: none"> • A serious challenge • Tried other strategies which were not effective • Relying much on the community 	<ul style="list-style-type: none"> • The beneficiaries to decide on the market 	<ul style="list-style-type: none"> • Poses a serious challenge.
Visitation by government officials	<ul style="list-style-type: none"> • Visit bi-annually • Spend short time • Make empty promises • Show lack of interest 	<ul style="list-style-type: none"> • Visit bi-annual • Spend short time • Make unfulfilled promises • Show lack of interest 	<ul style="list-style-type: none"> • Visit regularly • Spend enough time • Not sure about promises • Not so sure 	<ul style="list-style-type: none"> • Irregular • Make empty promises
Efficiency and effectiveness	<ul style="list-style-type: none"> • Leaders are determined • Try to inspire 	<ul style="list-style-type: none"> • Leaders are determined • Certain 	<ul style="list-style-type: none"> • Not so informed • Expect 	<ul style="list-style-type: none"> • No guarantee.

	<p>the participants</p> <ul style="list-style-type: none"> • Incentives still in pipeline 	<p>participants are inspired</p> <ul style="list-style-type: none"> • Not yet informed about incentives 	<p>efficiency and effectiveness</p> <ul style="list-style-type: none"> • The beneficiaries to make a choice 	
Staffing	<ul style="list-style-type: none"> • Understaffed • Work not properly done • Hoping interested people to join them • To reduce the number of programmes 	<ul style="list-style-type: none"> • Understaffed • Work not properly done • Hoping interested people will join them • To reduce the number of programmes 	<ul style="list-style-type: none"> • Department not involved in the staffing of the project 	<ul style="list-style-type: none"> • Understaffed • Work not completed on time. • Need for recruitment
Problems and challenges	<ul style="list-style-type: none"> • Still a lot of the struggling to resolve them • Seek intervention from authority 	<ul style="list-style-type: none"> • Still a lot of them • Struggling to resolve them • Seek intervention from authority 	<ul style="list-style-type: none"> • Can resolve some • Assist where possible if approached 	<ul style="list-style-type: none"> • Still a lot to be done • Seek external intervention
Sustainability	<ul style="list-style-type: none"> • Uncertain 	<ul style="list-style-type: none"> • Uncertain 	<ul style="list-style-type: none"> • uncertain 	<ul style="list-style-type: none"> • hope for improvement