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CAPACITY BUILDING OF CHILD SUPPORT GRANT RECIPIENTS: A CASE STUDY OF UNEMPLOYED MOTHERS IN KATLEHONG TOWNSHIP

A report on a research study presented to

The Department of Social Work

School of Human and Community Development

Faculty of Humanities

University of the Witwatersrand

In partial fulfilment of the requirements

For the degree Master of Arts in Social Work

by

ANATHI ONCEYA

April, 2020

DECLARATION

I, Anathi Onceya declare that, **“Capacity building for Child Support Grant recipients: A case study of unemployed mothers in Katlehong Township”**, is my work and that all the sources used, and all quotes have been indicated and acknowledged by means of complete references.

……. ……

SIGNATURE **DATE**

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ABSTRACT

Capacity building is a paramount endeavor of improving the functioning and performance of individuals in various settings. Owing to unemployment, the functioning of people is negatively affected. Unemployment can be regarded as one of the root causes of dependency on Child Support Grant (CSG). More than twelve million South Africans benefit from CSG. Globally, countries like Brazil and Mexico introduced programmes that transfer cash to poor families to combat the impact of unemployment. The State is mandated to provide for the needs of those who cannot provide for themselves. The study explored perspectives of CSG recipients on strategies for capacity building to enhance self-reliance among unemployed CSG recipients. A qualitative research approach was adopted. A case study research design was employed and the collective case study was adopted. The population was all the unemployed CSG recipients residing in Katlehong Township. The purposive sampling technique was utilised to select participants. The sample was comprised of 32 unemployed mothers who benefitted from the CSG. Four focus groups; each with eight participants, were conducted to collect data. The focus group guide was utilised to facilitate the group discussions. Thematic analysis was used to analyse data. The findings revealed that multiple factors contribute to unemployment. These include lower levels in education, discrimination, availability of heavy manual labour and lack of services or support from the government. The effects of unemployment can be seen through difficulties in meeting basic needs, family dysfunction, increased levels of prostitution and poor emotional wellbeing, and thus the reliance on the CSG. Strategies for improving the capacities of individuals include access to institutions of higher learning, electricity and land, and training on farming to enable the unemployed individuals to be self-reliant. Therefore, implementation of capacity building initiatives can improve the chances of the beneficiaries to secure employment or initiate Small, Medium and Micro Enterprises (SMMEs) and promote self-reliance and self-sustainability.

Key words: Capacity building, Child Support Grant, Child Support Grant recipients, unemployed mothers

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CHAPTER ONE

INTRODUCTION AND GENERAL ORIENTATION

1.1 INTRODUCTION

The issue of unemployment has been progressively increasing over the years in South Africa. Van der Westhuizen and Swart (2015) explain that South Africa is characterised by low levels of skilled labour and a mismatch between demand and supply in the market. As a result, the unemployment rate keeps increasing. The scarcity of income generating employment leads to poor living standards and poverty (Farah & Alia, 2018). As such, income transfers such as Child Support Grant (CSG) are implemented to support families that have little or no income with costs of caring for a child (Delany, Ismail, Graham & Ramkissoon, 2008). Among other forms of cash transfers, the CSG has over 12 million beneficiaries, making it the most accessed form of social security service in South Africa (South African Social Services Agency (SASSA), 2018). However, concerns about the sustainability of income transfers have been raised following the low economic growth facing South Africa (Streak, 2011). As such, there is a need for human capital development and creation of job opportunities to release pressure on the state and ensure sustainability of social transfers.

Developing human capital occurs through training and education. The development of skills of South Africans is enshrined in the Skills Development Act 97 of 1998 (Orgill, 2007). More importantly, the Skills Development Act 97 of 1998 aims to improve levels of investments in education and training, liaise with employers and encourage on the job skills development through apprenticeships and learnerships with the view to help job seekers to find work (The Presidency, 2010) and decrease the levels of unemployment in the country. Such initiatives are developmental in nature because they promote local economic and social development to enable the poor and vulnerable to access socio-economic opportunities (Taylor & Triegaardt, 2018). Therefore, the availability of skills development opportunities can enhance the ability of the people to secure employment and income.

Therefore, following are the key concepts of the study. Khan (2018) defines concepts as words that are hard to measure or understand as the definition of the concepts vary from person to person. As such, defining the concepts assists in creating the same understanding and interpretation of the concepts.

Key concepts:

Capacity building

Capacity building is an evidence-driven process aimed at strengthening the capabilities of people, organisations and systems to execute functions sustainably and to continue to improve and develop over time (Ojokuku & Adegbite, 2014). Furthermore, capacity building is a process or activity that advances the ability of a person to undertake and achieve stated objectives (Brown, LaFond & Macintyre, 2001). Therefore, capacity building is a process of attaining and strengthening abilities with an aim to improve performance of individuals, organisations and communities.

Child Support Grant (CSG)

A CSG is a cash transfer programme that forms the social assistance pillar of South Africa's social security system (Streak, 2011). CSG is an income provided by SASSA on a monthly basis to a needy primary caregiver of the child, for example, parent, grandparent or a child above the age of 16 years heading a family (Cwayi & Kogeda, 2013). More importantly, a CSG is intended to cover the costs of raising and/or caring for the child.

Child Support Grant (CSG) recipient

A CSG recipient is the main caregiver and a person responsible for the care of the child; it could either, biological parent, relative or non-relative, to whom the CSG is paid (Patel, Knijn & Van Wel, 2015). A CSG recipient must be above the age of 16 years (Cwayi & Kogeda, 2013). Therefore, a CSG recipient is a person who receives the money on the basis of having the responsibility to care for the child.

Unemployed mothers

A person is regarded unemployed when he or she is not working, presently available to work and is searching for work (Byrne & Strobl, 2001). A mother is a female parent of a child (Hornby, 2010). Unemployed mothers are female parents who are looking for work and are unable to secure employment.

Katlehong Township

Katlehong Township is under Ekurhuleni Metropolitan District in Gauteng, South Africa. It is located south of Germiston, 30 minutes east of Johannesburg and is one of the African townships where most residents reside in backyard shacks (Nell, 2012). Katlehong Township is one of the three largest townships in Gauteng. *See topographic map by Google (2018) below*:



Figure 1.1: Topographic map of Katlehong Township

1.2 PROBLEM STATEMENT AND RATIONALE

Internationally, jobless rates for young people have been higher in most industrial countries (Sorrentino, 2019). As such, unemployment is a worldwide issue. The United States of America (USA) has an unemployment rate of four percent and the number of unemployed people is 6.5 million (Bureau of Labour Statistics, 2019). Adjeiwaa-Manu (2017) explains that unemployment in USA affects African-American and Latin communities more than white and Asian communities. Moreover, in 2017 Philippines was characterised by an unemployment

rate of 14.9% among youth where the unemployment rate among Filipino women was at 17%, therefore women were extremely affected by unemployment (International Labour Organization, 2017). In addition, the EU-28; the Europe Union comprised of 28 member states, is typified by 16.2 million unemployed males and females (Eurostat, 2019). Similar to Philippines, EU-28 is reported to have more unemployed females than males. As such, unemployment affects more women than men worldwide.

Regionally, African countries have challenges with unemployment as well. The National Planning Commission (2018) reported that Namibia had 34% unemployment rate in 2016 which was expected to increase to 37.3% in 2017. Eita and Ashipala (2010) confirm that youth unemployment rate is very high and women are greatly affected in comparison to men. In agreement with Eita and Ashipala (2010) is Mavundla (2018) who explains that Eswatini (formerly known as Swaziland) also experiences challenges with unemployment as youth unemployment rate stood at 53% in 2017 and women were the most affected group. There is a need to identify strategies to reduce unemployment, especially for women as they are the most affected group. Furthermore, Damane and Sekantsi (2018) shared that Lesotho is regarded as the most unequal and poor country in Africa with an unemployment rate of 26% in the second quarter of 2015.

The fact that countless people are unemployed in South Africa is a staggering waste of human capital (Roodt, 2019). Nationally, Statistics South Africa (Stats SA,2019) reported that South Africa was faced with an unemployment rate of 27.6% in the first quarter of 2019. This marks an increase of 0.1% in unemployment between the fourth quarter of 2018 and first quarter of 2019. Previously, South Africa experienced a higher unemployment rate of 44% in 2013 for individuals between 18 and 29 years (Ferreira & Rossouw, 2016). Vignesh, Ansulie and Harvey (2016) claim that various interventions; like the EOH Youth Job Creation Initiative and Mentec Foundation, were put in place to combat unemployment resulting in youth that is more skilled and employable. Such initiatives have impacted positively in decreasing rates of unemployment between 2013 and 2019. But, unemployment is still rife among women as compared to men (Stats SA, 2019). Therefore, deliberate steps need to be taken to develop the lives of unemployed women.

Provincially, Free State, Eastern Cape and Mpumalanga are the three provinces mostly affected by unemployment (Stats SA, 2019). Moreover, Roodt (2019) indicates that there are other rural areas in differing provinces that are approaching expanded unemployment rates. In these provinces, there is a large number of economically inactive individuals (Stats SA, 2019). Leaker (2009) describes economically inactive people as those who want a job but are not actively seeking work, those who want a job and are searching for work but are unavailable to start work and those who do not want to work. Roodt (2019) explains that in some rural parts of the country, like rural Eastern Cape and non-urban KwaZulu-Natal, 50% of the people are unemployed. Therefore, dependency on the CSG is likely to be on the increase in such areas. The number of CSG beneficiaries and cost of CSG on the state is discussed next.

SASSA (2018) reported that in January 2018 there were 5 409 948 recipients that benefited from CSG and the payments accumulated to R3 498 179 224.00. It is therefore estimated that government spends over R41 billion on CSG per year. Patel (2015) highlights that the provision of social assistance is not a silver bullet that will address all socio-economic issues, hence, there is an urgent need to identify strategies to ensure the continuation of provision of social assistance. The government has another responsibility besides offering social assistance, which is creating employment opportunities (Mavundla, 2018). Alongside the issue of unemployment of mothers benefiting from CSG is the issue of increasing number of CSG beneficiaries on a daily basis.

The researcher observed the influx of clients looking to apply for varying forms of social grants at SASSA offices. The interest on CSG was motivated by the fact that there are many clients who apply for CSG owing to lack of financial means to care for their children. Moreover, little research has been conducted on the need to develop the skills of CSG beneficiaries to ensure their employability. As such, this study aimed to investigate capacity building strategies for CSG beneficiaries with the view to add on existing literature on CSG and capacity building as there has not been much attention paid to capacity building needs of CSG beneficiaries. The need to identify developmental strategies was influenced by a claim made by Midgley (2014) and Van der Berg and Siebrits (2010) about potential issues with the sustainability of excessive government's budget for social assistance programmes. In addition, Patel (2015a) claims that

increased social spending by Southern Africa Development Community led to government indebtedness.

1.3 PRIMARY AIM AND OBJECTIVES

1.3.1 Aim of the study

The aim of the study was to explore the perspectives of CSG recipients on ways in which CSG recipients can be capacitated to enhance self-reliance.

1.3.2 Objectives of the study

- To explore and describe skills development and capacity building needs from the perspective of CSG recipients.
- To investigate the perspectives of CSG recipients on capacitation strategies that can reduce unemployment rate in women who receive CSG for enhancement of their self-reliance.
- To explore and describe challenges and benefits of capacity building programmes from the perspective of CSG recipients.
- To identify factors in the community that influence the dependency on CSG from the perspective of CSG recipients.
- To propose socio-economic strategies that may enhance self-reliance of CSG recipients.

1.4 OVERVIEW OF RESEARCH METHODOLOGY

The research was qualitative in nature. Qualitative research is a broad approach to enquiry that intends to describe the phenomenon under investigation, provides an in-depth understanding and small samples and explores perceptions and feelings than facts and figures (Khan, 2018). Moreover, qualitative researchers study things in their natural settings, attempting to understand the phenomena in terms of the meanings people attach to them (Shokane, Makhubele & Blitz, 2018). This study aimed to investigate the issue of unemployment among women and capacity building strategies for CSG beneficiaries from the perspective of the participants.

A case study research design was employed in this study. Yin (2014) describes a case study as an empirical inquiry that investigates an existing phenomenon within its context. Case studies allow for comprehensive review of new or unclear phenomena (Phelan, 2011). The idea of capacity building for CSG recipients has not been investigated in detail, as such, the application of a case study research design was relevant in gathering large amounts of data with an aim to generate information about capacity building needs of CSG beneficiaries.

The population of the study was unemployed CSG beneficiaries in Katlehong Township. Hanlon and Larget (2011) describe a population as all the people or units of interest possessing the qualities that could be included in the study. Owing to the impracticality of studying the entire population, the researcher conducted sampling; a process of selecting a sample of participants from the population (Shokane, et al. 2018). The sample comprised CSG beneficiaries who are unemployed, not registered with any institution of development, between ages of 20 and 30 and black females. To identify these participants, the researcher used purposive sampling as participants need to possess the qualities needed to address the research question. Shokane, et al. (2018) explain that in purposive sampling, the selection of participants is based on predetermined criteria. The sampling criteria will be discussed in detail in Chapter 3 (See section 3.4).

In order to collect data, a semi-structured focus group guide was utilised. The focus group guide was utilised during the first focus group session to assess if the guide can gather relevant information. As such, the researcher was aware that changes should be made in the questions (Dilshad & Latif, 2013). The researcher translated the guide from English to isiZulu to ensure that the participants understand the questions and are able to respond. Data saturation was reached on the fourth focus group. Greeff (2011) argues that a focus group is a technique used in research to collect data in a group interaction on a topic selected by the researcher. The group interviews were conducted at a venue closest to the participants to avoid travelling costs to the venue and the fact that participants have young babies to look after.

Moreover, thematic analysis was applied in the process of data analysis. Thematic analysis is a technique used to systematically identify, organise and offer insight into patterns of meaning across the data (Braun & Clarke, 2012). In the process of data analysis, eight themes emerged,

namely, factors contributing to unemployment, effects of unemployment, benefits of earning CSG, challenges of earning CSG, strategies for capacity building, benefits of capacity building and resources and programmes needed to encourage capacity building and self-reliance. Moreover, trustworthiness was ensured by using various strategies. This aspect will be discussed in detail in Chapter 3 (See Section 3.9). Various ethical considerations were taken into consideration; these are informed consent, voluntary participation, avoidance of harm, privacy, confidentiality, anonymity and debriefing. These aspects will be discussed in detail in Chapter 3 (See Section 3.10).

1.5 LIMITATIONS AND DELIMITATIONS

- Language barrier was a challenge experienced during the first focus group session. Participants were unable to communicate or respond in English even though they understood English. The participants shared that they preferred that the group sessions be conducted in isiZulu as most participants are able to communicate in isiZulu. The researcher had to change the focus group guide from English to isiZulu. The researcher translated the focus group guide from English to isiZulu as a way to address the issue of the language barrier.

- Moreover, interruptions during the group discussions posed a challenge. Participants are mothers to young babies, at times the babies would cry during the sessions which affected the recording. Sometimes the participants stood up during the sessions to keep the baby calm. On occasions where the baby cried, the participant had to attend to the baby and come back when the baby is quiet. As a result, participation in the group discussions was affected. The participants with babies were asked to move away from the group on the occasions when the baby cried and sit down when the baby was calm. Nevertheless, they could still hear and participate during the discussions as they were still inside the venue. As such, the recording was audible.

1.6 CONTENT OF THE RESEARCH REPORT

The report is divided into five chapters as outlined below:

Chapter 1: This chapter is made up of the introduction to give an overview of the issue of unemployment and to state what the chapter entails. Definitions of key concepts are provided.

Furthermore, the rationale and problem statement, research question, goal and objectives of the study are discussed. Moreover, the overview of the research methodology comes after. Thereafter, the limitations and delimitations of the study follow.

Chapter 2: This chapter includes the theoretical framework and literature review about capacity building in relation to women receiving CSG. Capacity building is conceptualised and reference is made to international, national and local initiatives of capacity building. Thereafter, the process and levels of capacity building are discussed. Next, the strategies of capacity building will also be deliberated. This discussion is followed by the legislative and policy frameworks. Chapter 2 concludes with a discussion of the roles and functions of social service professionals in capacity building.

Chapter 3: The chapter comprises the research methodology; paying attention to the research approach, research design, method of data collection and data analysis. Strategies for trustworthiness such as confirmability, transferability, credibility and dependability are described. Various ethical considerations like informed consent, voluntary participation, avoidance of harm, privacy, confidentiality anonymity and debriefing are explained in this chapter as well.

Chapter 4: The chapter discusses the findings. The demographic information of the participants will open the discussion, followed by the outline of the themes and sub-themes that emerged during thematic analysis. The discussion of the findings will be on factors of unemployment among unemployed CSG recipients, effects of unemployment on unemployed CSG recipients, benefits and challenges of earning CSG, strategies and benefits of capacity building and resources and programmes needed to encourage capacity building and self-reliance.

Chapter 5: Chapter 5 discusses the extent to which the goal and the objectives of the study have been met. The goal and objectives of the study are discussed above (See Section 1.3). Moreover, key findings of the study will be discussed in this chapter. These include; low levels of education, heavy manual labour, discrimination and lack of support from the government are factors of unemployment. Effects of unemployment are dependency on CSG and family, falling into debt, inability to meet basic needs, family dysfunction, prostitution and poor socio-emotional wellbeing. The benefit of earning CSG is the ability to buy the most basic needs of the child, while challenges of earning CSG are stigma from society and lowered standards of living. Strategies of capacity building are provision of resources to run businesses, training on

farming and access to institutions of higher learning. Resources and programmes that are vital for capacity building and self-reliance were reported to be scarce; these are electricity, land and community programmes. Key findings, conclusions and recommendations by the researcher will close this chapter.

CHAPTER TWO

THEORETICAL FRAMEWORK AND LITERATURE REVIEW

2.1 Introduction

The aim of this chapter is to discuss theoretical frameworks that underpinned this study; these are the empowerment perspective and strengths-based perspective. Moreover, this chapter will review relevant literature in pursuit of understanding capacity building. In doing so, the conceptualisation of capacity building will open the discussion, focusing specifically at capacity building initiatives conducted internationally, regionally, nationally, and provincially. In addition, socio-economic issues faced by women who need capacity building will be discussed. The process of capacity building is explained with the description of each stage of the process. Moreover, levels of capacity building will be explored; looking at the individual, community and societal levels of capacity building efforts as well as the strategies for obtaining knowledge and skills. These are on-the job training strategies, entrepreneurship and vocational training. This discussion will culminate into outcomes of capacity building initiatives. Moreover, legislative and policy frameworks in the form of The White Paper for Social Welfare of 1997, Social Assistance Act of 2004 and Skills Development Act 97 of 1998 will be discussed as these guide the provision of social security services and skills development in South Africa. Lastly, the role of social service professionals will be discussed.

2.2 THEORETICAL FRAMEWORK

The empowerment perspective underpinned this study. Empowerment refers to user participation in services and self-help interventions where people engage in socio-economic activities on their own behalf; either in collaboration with or independently of, statutory services (Torronen, Borodkina, Samoylova & Heino, 2013). Empowerment is the process of improving the abilities of individuals or communities to make choices and to transform those choices into desired action and outcomes (Ahamad, Sinha & Shastri, 2016). In addition, empowerment allows people greater autonomy in making decisions (Shetty & Hans, 2015). Therefore, empowerment is critical for instilling self-reliance, improving the wellbeing of the people and ensuring resilience in people.

Moreover, empowerment is gaining control over factors that influence one's state of disempowerment (Breton, 2008). Unemployment is disempowering owing to economic hardships that hinder people from having control over their lives and also deny people the means to socialise and have better experiences (Mzizi, 2017). The empowerment perspective was appropriate within the context of this study because of the concern with disparities of unemployment rate between men and women. Therefore, there was a need for the study to explore interventions to empower unemployed women that receive CSG. Duflo (2012) proves that there is a relationship between economic development and women's empowerment as women's access to elements of development such as education, access to opportunities and political participation will offer them economic independence. As such, women empowerment is discussed next.

Women empowerment is defined as the redistribution of social power and control of resources to benefit women (Ahamad, et al., 2016). Furthermore, women empowerment involves giving women power and freedom to recognise their skills, knowledge and abilities to make their own decisions (Vyas, 2018). Therefore, women empowerment is more focused on dismantling social inequalities faced by women and creating an environment that enables women to reach their potential. Shetty and Hans (2015) argue that women empowerment brings equal status to women, opportunity and freedom to develop, therefore improving women's economic independence and self-reliance. Programmes targeted at promoting socio-economic status of women through increasing women's income generation skills are vital to ensure the empowerment of women (Hajnalka, 2016). Turner and Maschi (2015) argue that the empowerment perspective assumes that people have strengths which can be built on. The strengths-based perspective is discussed next.

The strengths-based perspective explores the person holistically to identify the person's abilities and circumstances rather than focusing on the weaknesses (Baron, Stanley, Colomina & Pereira, 2019). The strengths-based perspective is based on the idea that every individual has an inherent ability to reach their potential and is typified by unique strengths and abilities (Hammond, 2010). Hammond and Zimmerman (2012) confirm that people change and grow by utilising own strengths and capacities. Therefore, the strengths-based perspective claims that individuals and communities have strengths that could be built on in the process of capacity

building. Oluwatoyin (2013) concurs with Hajnalka (2016) that women contribute substantially to family farming activities because they possess abilities to generate income within the agricultural sector. Therefore, there is a need to broaden their knowledge and skills to perform outstandingly in farming.

2.3 LITERATURE REVIEW

2.3.1 Conceptualisation of capacity building

The significance of capacity building and skills development among members of the community cannot be overemphasised (Oluwatoyin, 2013). Davis and Lemma (2009) view capacity building as a process where individuals, organisations and societies develop and maintain the capabilities to set and attain their own development objectives over time. Meanwhile, Dibie, Edoho and Dibie (2015) define capacity building as the task of mobilising people to gain skills and knowledge that will allow them to be resilient in life or work environment. Therefore, it can be inferred that capacity building is the process of obtaining abilities and capacities required to address challenges and ensure development. Moreover, Dibie and Dibie (2014) refer to capacity building as a continuous process of development that can be achieved through the involvement of beneficiaries in their own development. Therefore, individuals need to take part in the process of improving their skills and abilities.

Various authors define the concept of capacity building differently. For example, Savneet (2013) views capacity building as the improvement of knowledge, abilities and attitudes in people relevant in the design, development and management of local institutional and operational infrastructures and processes. On the contrary, Nwankwo, Olabisi and Onwuchekwa (2017) describe capacity building as an action taken to improve performance of organisations as capacity building is a planned effort to increase cooperative performance through planning and actions. Moreover, Diwakar and Ahamad (2015) claim that capacity building and skills development do not only prepare individuals for jobs but also improve the quality of work produced. In support, Oluwatoyin (2013) argues that in Nigeria, economic development cannot be attained without the improvement of human resources through capacity building. Therefore, capacity building is carried out with an aim to improve the functioning of individuals, organisations and communities and the society at large. Capacity building will be discussed in detail below, focusing on different contexts.

2.3.2 Capacity building: Internationally

The United Nations Development Group (UNDG) recognises capacity building as one of five key principles for all member states of the United Nations because of its focus on development, meeting national goals and achieving Sustainable Development Goals (SDGs) (United Nations Children's Fund, 2010). As such, all countries have the responsibility to ensure implementation of capacity building initiatives. Brazil, Russia, India, China, and South Africa (BRICS) have implemented varying initiatives aimed at empowering women. Carmo, Loreto, Braga, and Rodrigues (2018) explain that Programa Mulheres Mil, an educational programme, was implemented in Brazil in 2007 to promote socio-economic inclusion of disadvantaged women by offering vocational courses focusing on entrepreneurship, self-esteem and mobility in the labour market. Moreover, Kekik (2018) explains that Russia embraces women entrepreneurship through provision of financial support for a period of three years to women who wish to start a business.

Similarly to Brazil and Russia, the Indian government has implemented various programmes such as the *Mahila Samakhya* Programme (Education for Women's Empowerment), and the *Sarva Shiksha Abhiyan* (SSA-Education for All) to ensure skills development among women through training and education (Shetty & Hans, 2019). Furthermore, China is committed to SDG 5; which focuses on realising gender equality and empowering all women. As such, China prioritises socio-economic empowerment of women by building their capacities to be managers, serve on boards and strengthening their property rights to own land and housing (Hearle & Hu, 2019).

2.3.3 Capacity building: Regionally

Within the African Continent, Ghana Action Aid International (AAIG) established an initiative to combat powerlessness of women in the fields of food security, agriculture and education, by ensuring access to and control over resources such as land, training and education opportunities (Anyidoho & Manuh, 2010). Moreover, the Ethiopian government implemented a joint programme targeted at improving food security, nutrition and income among rural women. During the implementation of the programme, women were trained on farming (Owusu, 2016). Khilji, Kakar and Subhan (2012) confirm that capacity building through education and training assists countries in transforming the economy and increasing the earnings of the individuals.

Moreover, Lendelvo, Munyebvu, and Suich (2012) explain that Namibian women are involved in community development activities. These include skills development, agricultural training, and training on orphans and HIV/AIDS, and conservancy activities which include training on resource management, fire management and making crafts. Such activities generate income, employment opportunities and skills development. Gender Links (2016) explains that one of its programmes – COE programme – was implemented in Zimbabwe to assist women who are unemployed, have experienced gender-based violence and reside in rural or urban areas. These women obtained life skills education, enterprise training, mentorship and access to finance as interventions to accelerate entrepreneurship among Zimbabwean women. Such initiatives provide beneficiaries with varying skills that can be utilised to secure an income through employment and entrepreneurship activities. South Africa has capacity building initiatives that aim to improve the skills of South Africans as well.

2.3.4 Capacity building: Nationally

There are a number of capacity building initiatives that benefit women nationally, for example the B'avumile Skills Development Initiative. This initiative is a skills development and training programme that identifies talented women in the fields of arts, textiles and clothing, to empower them to be self-reliant and economically independent (Parliament of Republic of South Africa, 2017). The number of South African women benefitting from such skills development initiatives has increased substantially in the fields of textiles, craft and domestic work (Moletsane, Chikoko, Ntombela, Kruger & Pithouse-Morgan, 2010). In addition, Mandiphaka (2014) explains that the South African Women Entrepreneur's Network (SAWEN) supports women entrepreneurs within the small, medium and micro enterprises (SMMEs) in commencing, growing and sustaining their enterprises through linking women with valuable business resources, information and opportunities. Moreover, Moyo and Francis (2010) explain that in South Africa a Flagship Programme was implemented to assist women who have children to be self-reliant through creating conducive environment that enables them to gain access to economic opportunities.

Provincially, governments have the mandate to improve the well-being of the people through implementation of poverty alleviation and socio-economic development initiatives (Diseko, 2018). The second strategic goal of the KwaZulu-Natal Provincial Planning Commission

(KZNPPC) involves human resource development which looks at education continuum and enhancing youth skills and lifelong learning through establishment of community-based adult education, training centres and vocational guidance services for out of school youth (Provincial Planning Commission, 2012). In Eastern Cape, the *Ilima Labantu* initiative is implemented to improve the skills and abilities of the people. This initiative seeks to increase the involvement of women in agricultural activities and production within households, organised small-scale and large-scale commercial enterprises (Eastern Cape Planning Commission, 2014). This initiative was established to increase the quantity and quality of skills and form partnerships with women for rural development (Eastern Cape Planning Commission, 2014).

Moving to Western Cape, a non-profit organisation named SEED implemented the Accredited Permaculture Training (APT) programme in Mitchells Plain, whereby women were trained in mushroom cultivation and seed saving (Ausker & Rothman, 2015). Kirsten (2016) confirms that rural households produce and consume food; some sell the products to earn profit and/or generate income for farm workers. Moretlwe (2011) shared that in the Northern Cape at Gombani Village, a bricklaying project funded by the Department of Public Works was implemented to train 12 women on brick making. These women were also given the opportunity to form a cooperative and build each other a house as part of the Expanded Public Works Programme (EPWP).

In Mpumalanga, the Sakh'abakhi Contractor Development Programme was implemented targeting emerging contractors to empower them with entrepreneurial and business skills so that they are able to compete equally with their counterparts in the open labour market (Construction Industry Development Board, 2011). In North West Province, rural women from Taung received training offered by the Tshidiso Project on crop and animal production and business management (Oladele & Mudhara, 2016). Meanwhile, the City of Johannesburg in Gauteng Province implemented a women entrepreneurship programme which seeks to support women entrepreneurs in accessing economic opportunities including skills development in financial management (City of Johannesburg, 2006).

The Free State Department of Public Works, Roads and Transport launched the Contactor Development Programme during the 2007/8 financial year, targeting women and youth

contractors to empower them with skills in managing construction projects (Construction Industry Development Board, 2011). Moreover, the Limpopo Employment Growth and Development Plan (2009-2014) prioritised skills development in the fields of mining, construction and electrification. Partnerships were established with tertiary institutions to build the capacity of the citizens in Limpopo (Republic of South Africa, 2009). While capacity building is necessary to promote self-reliance in women; socio-economic issues impede the ability for women to be financially independent as will be described next.

2.4 Socio-economic issues faced by women

Dibie et al. (2015) claim that girls and women have been faced with discrimination in the fields of politics, health, education, and the labour market. Therefore, such discrimination has a negative impact on the growth of women's capabilities and freedom of choice. Midgley (1999) argues that women who lack skills do find employment in the labour market, but they are often forced to work under exploitative conditions and for low wages. Patel (2015) adds that less skilled positions tend to be dominated by women. Mansson and Farnsveden (2012) confirm that the domination of women by men has led to women getting paid less than men as such women have less power in the workplace to negotiate for wages and working hours. As such, individuals, communities and nations need to be aware of the significance of ensuring women obtain the necessary skills and knowledge needed for increasing their probability of being employed and self-reliant.

There is a need to ensure that women get capacitated and obtain the skills to be self-reliant and economically empowered. Young women in South Africa are faced with a challenge of unemployment; therefore, they are marginalised (Taylor & Triegaardt, 2018). Hence, additional government attention is required to ensure the inclusion of women in the mainstream economic activities (De Lannoy, Graham, Patel & Leibbrandt, 2018). Similar to South Africa, women in Ethiopia are also faced with high unemployment rate as compared to their male counterparts (Dibie & Dibie, 2014). Moreover, Oluwatoyin (2013) claims that women in Nigeria engage in entrepreneurial activities in the informal sector as Nigerian women lack the necessary skills to engage in the formal sector. Contrary to Nigeria, Indian women are not only unemployed; they are also marginalised and powerless. The roles of Indian women are concentrated on household chores (Savneet, 2013). The situation of women within the African

context is slightly different as compared to women in India as African women engage in informal activities to generate an income. Achieving capacity building is a process; as such, following is the discussion on the process of capacity building.

2.5 The process of capacity building

Noort (2012) claims that capacity building is the process by which people and organisations create and strengthen their capacity over a period of time. Therefore, capacity building comprises stages that must be followed to reach its overall goal. Capacity building follows four stages, namely, exploration, emerging implementation, full implementation and sustainability (Lammert, Johnson & Fiore, 2015). On the contrary, Davis and Lemma (2009) argue that the process of capacity development follows five steps, namely, engage stakeholders, assess capacity assets and needs. Moreover, the third step involves formulating a capacity development programme, followed by implementing a capacity development programme and evaluating capacity development (Davis & Lemma, 2009). Enemark (2003) disagrees and says capacity building is not a linear process and the stages of capacity development vary based on the issue being addressed or the focus point of the capacity building programme. Otoo, Agapitova and Behrens (2009) explain that even though capacity building stages are sequential, these stages must be tailored according to circumstances or context. Below will be the comparison between capacity building stages as outlined by Davis and Lemma (2009) and Lammert et al. (2015).

2.5.1 Exploration and stakeholder engagement stage

The exploration stage is typified by the identification of key factors that need to be improved, understanding the desired capacity building outcomes and identifying the types of skills that need to be imparted on the beneficiaries (Lammert, et al., 2015). Therefore, it is critical that during the exploration stage the recipients of the capacity building initiatives are involved to ensure that their views are considered. Hajnalka (2016) proves that the involvement of Turkish women in the capacity building initiative directed to them helped to identify their desire to learn more about dairy production and processing. Davis and Lemma (2009) concur with Lammert, et al. (2015) that the first stage of capacity building involves identifying the needs of the beneficiaries where relevant stakeholders are expected to sit and engage about the process and expectations of the process of capacity building.

2.5.2 Stage of emerging implementation and assessment of assets and needs

Following the stages of exploration and stakeholder engagement is emerging implementation as well as assessing capacity assets and needs stages. Lammert et al. (2015) explain that the emerging implementation stage involves the collection and use of resources, application of existing and new knowledge and engaging in capacity building activities. On the contrary, Davis and Lemma (2009) claim that assessing capacity needs and assets is the second stage where the assessment of capacity is conducted to establish where the intervention should commence and identifying the existing resources to be utilised in the process of capacity building. As such, assessing the existing capacity and available resources is critical in identifying the skills that people require and to avoid duplication of services. Hajnalka (2016) confirms that outcomes of the needs assessment inform the content of the trainings to be organised for recipients.

2.5.3 Stages of full implementation and formulation of capacity development programme

The stage full implementation by Lammert et al. (2015) and the formulation of a capacity development programme by Davis and Lemma (2009) follow as third stages. Lammert et al. (2015) maintain the full implementation stage involves the combination of new skills attained from the process of capacity building to the practices of the organisation and community. In the full implementation stage stipulated by Lammert et al. (2015), the skills obtained from the capacity building intervention are applied, contrary to formulating a capacity development programme stage (Davis & Lemma, 2009) where the planning of intervention takes place based on the outcomes of the needs assessment. As such, Davis and Lemma (2009) explain that the process of formulating a capacity building programme is responding to the needs that were identified in the previous stage as the programme is aimed at addressing the needs that were identified during the assessment of needs. Therefore, the programme fills the gaps identified in capacity assessment (Davis & Lemma, 2009).

2.5.4 Implementation of a capacity development programme stage

Lemma and Davis (2009) identified the implementation of a capacity development programme as the fourth stage whereas Lammert et al. (2015) outlined the stage of full implementation as the third stage involving the application of learned knowledge and skills. Therefore, the time of implementation differs. The process of capacity building devised by Lemma and Davis

(2009) is more descriptive as it takes into account the importance of planning before implementing, unlike the process followed by Lammert, et al. (2015). During the stage of implementation of a capacity development programme the execution of the ideas outlined during the planning and designing phase of the capacity building programme takes place (Lemma & Davis, 2009). Therefore, in this stage, actions are taken to establish all the strategies of the capacity building intervention which is different from the sequence of capacity building stages listed by Lammert et al. (2015).

2.5.5 Sustainability and evaluation stage

The last stage for capacity building according to Lammert, et al. (2015) is sustainability while Lemma and Davis (2009) identified evaluation as the last stage of capacity building. For organisations and programmes, sustainability refers to continuation where the programme or organisation can carry on and constantly improve its activities to achieve its vision (Coblentz, 2002). Therefore, the sustainability stage in the process of capacity building involves the consistent and pervasive use of the skills and knowledge attained from the capacity building intervention by the organisations and individuals (Lammert, et al., 2015). Conversely, Lemma and Davis (2009) argue that evaluation of capacity building intervention signifies the end of the process of capacity building. Evaluation is conducted with the aim to generate information about the value or worth of planned and evident outcomes (Dunn, 2014). Therefore, evaluation is performed to assess the impact brought by the intervention on the beneficiaries. Conducting evaluation of capacity building interventions provides information about the progress and changes in performance and results of the intervention (Lemma & Davis, 2009). As such, evaluation allows for identification of improvement in performance on the aspect that is developed through capacity building.

2.6 Levels of capacity building

Dibie et al. (2015) assert that capacity building occurs in three interdependent and interlinked levels. At the individual level, capacity building involves the improvement of skills, experience and knowledge attained formally; through education and training, and informally; through participation and observing to enable a person to function better (Davis & Lemma, 2009). Therefore, individual capacity building focuses exclusively on the development of a person with less attention given to a group or community of people. Vyas (2018) illustrates that

capacity building at an individual level is aimed at developing a person's self-esteem, self-image and self-confidence. Discussed next is the second level of capacity building which focuses on capacity building of a larger group of people.

Meanwhile at the community level, Dibie et al. (2015) explain that capacity building at community level involves understanding the impediments that deter communities from achieving their development goals while improving abilities of the communities to achieve measurable and sustainable goals. Moreover, Midgley and Livermore (2005) confirm that capacity building at a community level can be achieved through community development projects that surpass traditional schooling but improve human capital by developing skills, promoting literacy and offering job experience. Midgley (1999) argues that the achievement of community capacity building is seen when community members have the ability to organise themselves to ensure that basic needs are met, issues are addressed and opportunities for development are created. Following is the discussion on the societal level of capacity development which focuses on improving the wider society.

At a societal level, capacity building involves the development of people through the implementation of laws and policies in the broader society (Davis & Lemma, 2009). The President's Emergency Plan for AIDS Relief (PEPFAR) (2012) describes societal capacity building as interventions that improve the environment in which organisations and individuals function; including organisational support structures, policies and standards that are adhered to. Therefore, initiatives that encourage capacity building at a societal level are implemented nationally. As such, these interventions would benefit the whole country and all relevant subcomponents (Enemark, 2003). Capacity building interventions vary as per the need identified. There are varying ways to improve skills and knowledge of people. The next section will look at strategies for capacity building.

2.7 Strategies for capacity building

On-the-job learning strategies, such as internships, learnerships and apprenticeships are capacity building strategies (De Lannoy, et al., 2018). An internship; a temporary position established within a business, offers candidates with supervised on-the-job training; such candidates are usually university students who seek experience at an entry level (Meyer, 2017).

Moreover, learnerships are more focused on non-trade jobs where the priority is given to people with matric as their highest level of education (De Lannoy, et al., 2018). Lastly, apprenticeships are technical trainings that are job and not career oriented as they offer a specific skill like boiler-making (Meyer, 2017). A study conducted by Motene (2017) revealed that public servants in varying positions confirmed that Public Servant Internship Programme (PSIP) is useful and significant for the absorption of graduates in public service as interns are groomed for the world of work. In addition, apprenticeships and learnerships have high completion rate and lead to employment where the beneficiaries who qualified experienced a smooth transition into the workplace (Kruss, et al., 2014). Following is the discussion on entrepreneurship training as another strategy for capacity building.

Entrepreneurship is another strategy for capacity building. Dibie and Dibie (2014) emphasise the importance of willingness to engage in entrepreneurial start-up efforts to stimulate job formation and source of income. Oluwatoyin (2013) argues that entrepreneurship training could be gained through educational exposure, pre-start-up technical training and during stages of developing and expanding a business. Therefore, such training gives knowledge and skills to beneficiaries on starting and managing a business. Women entrepreneurship training will assist women to improve production processes, management techniques and allow for development of other enterprises owned by women (Khan, 2015). Promoting entrepreneurship among women has a potential to empower women to join the economic mainstream (Savneet, 2013). Women entrepreneurship is an act of business ownership, creation and management which empowers women economically, thereby increasing their economic strength in the society (Sangolagi & Alagawadi, 2016). Discussed next is vocational training.

Vocational training is another strategy to facilitate skill transfer (Mansson & Farnsveden, 2012). Vocational training puts emphasis on the implementation of the theoretical knowledge therefore placing the focus on the practical aspect of acquiring the knowledge (Mortaki, 2012). Ahamad, Sinha and Shastri (2016) claim that vocational training was introduced in India to improve employment prospects of women who are disadvantaged and lack exposure to technical skills and knowledge. Therefore, vocational training allows for attainment of skills which can be utilised to improve the living standards of the beneficiaries. Diwakar and Ahamad (2015) argue that women from rural areas must be trained on different vocational courses, like

farming, fashion and designing and food and nutrition. Vocational training can be seen as an action taken to transmit theoretical knowledge and professional skills that are required for particular types of jobs (Mortaki, 2012). Skills attained from vocational training can be utilised in starting up income-generating activities by women struggling to secure employment. Next, the outcomes of capacity building are discussed to show the impact of capacity building.

2.8 Outcomes of capacity building on women

Shunmuga, Sekar and Subburaj (2014) claim that education and capacity building are the key to ensure women empowerment, prosperity, development, and welfare. Capacity building has a positive impact on areas of self-sustainability and equity (Dibie & Dibie, 2014). Moreover, capacity building can improve self-reliance and people's lives (Dibie, et al., 2015). More importantly, capacity building can improve the livelihood opportunities of women who are economically dependent and offer skills to women who lack technical skills and knowledge (Ahamad, Sinha & Shastri, 2016). Moreover, capacity building of women is vital to encourage fairness in the society. Shunmuga, et al. (2014) add that the development of skills and knowledge allows women an opportunity to improve their relationships and interactions in the society and enables them to reach their full potential.

A study conducted by Oluwatoyin (2013) proves that capacity building or skills development contributes significantly to the socio-economic development of Nigerian women. Moreover, Diwakar and Ahamad (2015) add that vocational education as a form of capacity building can make a big change for the rural poor, especially women by improving employability, income-earning prospects and enhancing food security. Shunmuga et al. (2014) confirm that more education places women at a greater access to employment opportunities, and increases the ability to secure own economic resources. Moreover, Ilisko, Juhnevica and Badjanova (2017) explain that imparting knowledge and skills plays an important role in emphasising women's agency and empowering them to undertake leadership positions in the community and society. Even though various authors associate capacity building with positive outcomes, Vyas (2018) claims that even after proper training, it is not easy for women to get a job owing to gender bias in work environments. Therefore, capacity building directed to women does not mean that women will be immune to unemployment and discrimination.

2.9 Legislative framework

Patel (2015) claims that social assistance is a constitutional right and is fully publicly funded by the State. The White Paper for Social Welfare of 1997 and the Social Assistance Act of 2004 are main legislations that guide the social welfare system. Plagerson and Ulriksen (2016) explain that the White Paper for Social Welfare of 1997 was developed to reform social security as the criterion for benefitting was based on race during the apartheid era. Along with the White Paper for Social Welfare of 1997, the Social Assistance Act of 2004 enforces the implementation of social security services (Plagerson & Ulriksen, 2016). Moreover, the Social Assistance Act of 2004 guides the payments of grants, sets the criterion for who benefits and ensures that norms and standards are met in service delivery of social assistance in South Africa (Southern African Legal Information Institute, 2010).

One of the main criteria for a person to benefit from CSG is that he or she must be the primary caregiver of a child and a primary care giver is any person above the age of 16 years; related or unrelated to that child, who meets the daily needs of that child (Social Assistance Act, 2004). Moreover, single caregivers are expected to earn below R3500.00 per month but caregivers living with a spouse are expected to earn below R7000.00 to qualify for CSG (Department of Social Development, SASSA & UNICEF, 2016). Therefore, the White Paper for Social Welfare of 1997 and the Social Assistance Act of 2004 are implemented to provide beneficiaries with their basic needs. As this research studied capacity building of CSG beneficiaries, it is also significant to look at the legislation that promotes capacity building. As such, Skills Development Act 97 of 1998 will be discussed next.

The Skills Development Act 97 of 1998 guides the provision of skills, training and employment opportunities to the citizens of South Africa (Republic of South Africa, 2010). The goals of the Skills Development Act 97 of 1998 include the improvement of skills of the South African workforce, persuading the employer and employee to participate in learning programmes and improving the chances of previously deprived people to participate in the labour market through training and education (Aigbavboa, Oke & Mokasha, 2016). Orgill (2007) agrees that the skills development legislation aims to improve people's chances of securing jobs through improvement of their skills, which is achieved by implementation of Skills Development Act 97 of 1998 by means of learnerships, apprenticeships, and structured learning that leads to a

recognized qualification. Following is the discussion on the role of social service professionals in ensuring capacity building.

2.10 The role of social service professionals in capacity building

In order to address social problems such as women unemployment, poverty and dependency on social assistance, there is a need for relevant stakeholders to engage in social action and community involvement and participation (Davids, 2009). Therefore, the responsibility of social service professionals like social workers and community development workers is to involve the public in decision-making processes to design policies and programmes that target unemployed CSG female beneficiaries. Cattaneo and Chapman (2010) accentuate that social workers have the role to facilitate the process of empowerment, help the client identify the challenges and provide support. In the same vein, Jordan, Patel and Hochfeld (2014) echo that social workers and community workers link clients with resources, trainings and skills development programmes that are available in the community. In this way, social service professionals ensure that service-users are empowered to become self-sufficient.

Midgley and Conley (2010) claim that social work should encourage empowerment and economic participation of the client system. According to the authors, these practitioners can address poverty by fostering economic participation where standards of living are enhanced and incomes are raised (Midgley & Conley, 2010). Therefore, participation in the economy suggests that a person is empowered. Hence, CSG beneficiaries must be skilled to ensure their involvement in the economy. Baalen and De Coning (2011) explain that social service practitioners, like community workers and social workers, and relevant stakeholders have the responsibility to bring socio-economic changes to communities through implementation of development projects and programmes. Development programmes and projects improve the capabilities and opportunities of people to ensure involvement of people in the production of goods and services to improve the quality of life (Baalen & De Coning, 2011). Social service professionals have the obligation to render services that empower service-users to be self-reliant.

2.11 Summary

In summary, the empowerment and strengths-based perspectives were deliberated on as theoretical frameworks that underpinned this study. Conceptualisation of capacity building looking at international, regional and national interventions of capacity building directed to women were discussed in this chapter. As such, the discussion on socio-economic challenges faced by women who need capacity building followed. The varying stages as in the process of capacity building as outlined by various authors were deliberated on thereafter. Moreover, levels of capacity building; namely, individual, community and societal capacity development were deliberated on, followed by strategies for capacity building. The strategies of capacity building are on-the-job strategies, namely, internships, learnerships, and apprenticeships, entrepreneurship and vocational training. In addition, the outcomes of capacity building on women were discussed. The legislative frameworks that guide the provision of CSG and development of skills of South Africans were discussed; these are the White Paper for Social Welfare of 1997, Social Assistance Act of 2004 and Skills Development Act 97 of 1998. Most importantly, the role of social service professionals in the process of capacity building was explained.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 INTRODUCTION

This chapter describes the research methodology employed in this study. In doing so, the research approach and research design will be described. In addition, a detailed account of the population, sample and sampling procedure followed in the study will be described as well. The research instrument that was utilised during data collection will be discussed. The way that the research instrument was pre-tested will be explained as well. A discussion on data collection and data analysis methods will follow. Moreover, trustworthiness strategies will be deliberated on. The chapter will conclude with exploration of ethical aspects considered in the study.

To recap, the goal of the study was to explore the perspectives of CSG recipients on ways in which they can be capacitated to enhance self-reliance. The objectives of the study were as follows:

- To explore and describe skills development and capacity building needs from the perspective of CSG recipients.
- To investigate the perspectives of CSG recipients on capacitation strategies that can reduce unemployment rate in women who receive CSG for enhancement of their self-reliance.
- To explore and describe challenges and benefits of capacity building programmes from the perspective of CSG recipients.
- To identify factors in the community that influence the dependency on CSG from the perspective of CSG recipients.
- To propose socio-economic strategies that may enhance self-reliance of CSG recipients.

3.2 Research approach

This study gathered opinions of unemployed CSG recipients on strategies for development of their skills. As such, this research followed a qualitative approach. Qualitative research approach is based on the idea that reality is subjective (Cropley, 2019). As such, there are differing views, opinions and meanings that people attach to events. Mohajan (2018) adds that qualitative research approach is a form of social action that aims to make sense of how people view and make sense of their experiences to comprehend the social reality of people. Therefore, participants had an opportunity to share their views on ways their skills should be enhanced and what the process of skills improvements means for them, families and their lives. Palmer and Bolderston (2006) describe qualitative research approach as an interpretative approach which aims to understand specific meanings and behaviours experienced in a certain social phenomena from the perspective of the participants.

Qualitative research approach responds to a question, employs methods to gather data that responds to questions and produces results that were not determined in advance (Shokane, et al. 2018). Therefore, the application of a qualitative research approach assisted the researcher in answering the research question and gathering data that respond to skills development and capacity building needs of participants, ways to reduce unemployment through capacity building strategies, challenges and benefits of capacity building and factors in the community that encourage dependency on CSG.

Queiros, Faria and Almeida (2017) argue that the advantage of qualitative research approach is that it produces in-depth and comprehensive information which aids in understanding the problem under investigation holistically. Through this study, varying views of the participants on strategies to address unemployment, causes and effects of unemployment were captured. As such, the issue under investigation was explored broadly. The limitation of a qualitative research approach is that it does not consider the factors that influence meanings that people attach to their experiences; the focus is solely on meanings and experiences (Rahman, 2017). In this study, this limitation was addressed. For example, few participants were adamant that capacity building is not beneficial as they were more interested in finding a job. The researcher probed even further to understand why the participants held such ideas and found that graduate unemployment in South Africa is one factor that perpetuated the idea that capacity building has no benefits.

3.3 Research design

This research followed a qualitative case study research design as the researcher wanted to address the issue of unemployment and capacity building among CSG recipients. Karlsson (2016) describes a case study as a practical investigation of an individual case which is unique and usually addresses a problem of some sort. A case under investigation included unemployed women who receive CSG. As such, the application of a case study research design was relevant in investigating strategies for capacity building to find solutions to unemployment and reduce levels of unemployment faced by CSG recipients. Moreover, capacity building of CSG recipients is a fairly new phenomenon making the application of a case study more relevant. Baxter and Jack (2008) explain that a case study research design must be considered when there is a need to answer "how" the issue of unemployment can be addressed through capacity building strategies and "how" the process of skills development of CSG recipients can improve the lives of CSG beneficiaries and reduce pressure from the State.

Case studies have advantages and disadvantages. Starman (2013) argues that the advantage of case studies is the ability to develop different views of reality, including the realisation that human behaviour is not only influenced by rules or theory. In this study, participants held different views about what they thought were the causes of unemployment and which strategies could help in addressing the issue of unemployment. Conversely, Queiros, et al. (2017) argue that the disadvantage of case studies is the inability to maintain confidentiality which is one important ethical strategy to maintain. In this study, confidentiality was emphasised and the importance of not disclosing any information shared by other participants was explained during the focus group sessions.

Within the case study design context, a collective case study design was applied. Karlsson (2016) describes a collective case study as an instrumental study where a number of cases are studied concurrently to improve an existing theory, although each case is an individual enquiry. Baxter and Jack (2008) highlight that a collective case study is applied when more than one case is being examined. In this study, saturation was reached at session four with 32 participants. The advantage of utilising a collective case study is that comparisons can be made across several cases, as such generalisability is better in collective case studies (Crowe, Cresswell, Robertson, Huby, Avery and Sheikh, 2011). Conversely, Zainal (2007) argues that due to large quantities of data collected through utilisation of collective case studies, the data

can be unmanageable and disorganised which is a disadvantage of employing a collective case study.

3.4 Population, sample and sampling procedure

Asiamah, Mensah and Oteng-Abayie (2017) define a population as the largest group of potential participants of a qualitative study. In addition, Majid (2018) describes a population as all the individuals that are targeted for the study. As such, the population of this study was all the unemployed CSG recipients from Katlehong Township. Conversely, a sample refers to the people who will be selected to participate in the study through interviews or focus group discussions (Shokane, et al. 2018). Majid (2018) asserts that sampling is an important tool for research studies as the population is usually too large for any research project to include as participants. In the process of sampling, the researcher outlined the criteria that the participants should meet.

Moreover, the researcher utilised a non-probability sampling technique to draw the sample of the study. Showkat and Parveen (2017) explain that non-probability sampling technique uses non-randomised methods to draw the sample and the process involves judgement of potential participants. Furthermore, Vehovar, Toepoel and Steinmetz (2016) argue that in non-probability sampling the probability of inclusion of units is unknown or some of the probabilities are known to be zero. In this study, the participants were included in the sample by chance in that all the participants were willing to participate and they merely volunteered.

The researcher applied purposive sampling in selecting the participants of the study. Khan (2018) explains that in purposive sampling the researcher uses her judgement as to who can provide the best information to answer the research question and meet the objectives of the study. Accordingly, the researcher selected participants that possessed the qualities that the study was interested in. Benoot, Hannes and Bilsen (2016) claim that the advantage of utilising purposive sampling is that the sample of the study is considered an excellent fit for responding to the phenomenon under investigation. In this study, the researcher selected unemployed CSG recipients as they were more informed about challenges and effects of unemployment and receiving CSG. Moreover, they know about the strategies for capacity building of unemployed CSG recipients. Sharma (2017) adds that the disadvantage of utilising a purposive sampling is

that it can be difficult to defend the representativeness of the sample owing to the non-probabilistic nature of unit selection.

In this case, the researcher put up a notice at SASSA at Thokoza office. The notice explained what the research aimed to achieve, which is also included in the Participant Information Sheet (See Appendix A). The notice also explained who the researcher was interested in and the characteristics of the participants were stipulated on the notice. The participants had to meet the following selection criteria:

- Must be Black females.
- Must be unemployed mothers.
- Be between the ages of 20 to 30 years.
- Must be registered with SASSA as CSG beneficiaries.
- Must not be registered at any institution of learning and skills development.
- Must be willing to participate in the study.

Mostly, participants who responded to the notice signed the consent form for participating in the study (See Appendix B) as proof that they agreed to partake in the study. They were also informed that the researcher will ask for their consent to record the sessions (See Appendix C). The researcher's cell phone number was written on the notice. So, the participants could call and confirm that they were willing to participate. There were many responses to the notice from the people who met the criteria for inclusion in the study. The sample was made up of 32 participants.

3.5 Research instrument

In the context of this study, a focus group guide was utilised. Dzino-Silajdzic (2018) shared that a focus group guide contains open-ended questions that a researcher intends to ask focus group participants to encourage a discussion as it helps a facilitator to guide the discussion. The researcher prepared the focus group guide in English (See Appendix E). Breen (2006) explains that the advantage of a focus group guide is its ability to ensure consistency across all focus group discussions. In this study, the same focus group guide was used in all the focus group discussions to ensure consistency in the questions asked. Moreover, Wise (2004) adds that the disadvantage of a focus group guide is that it can limit the response of the participants if it is too structured. Following is the discussion on how the focus group guide was pretested.

3.6 Pre-testing

Hilton (2015) describes pretesting as a method used to assess if the questions work as intended and are understood by the research participants. Bowden, Fox-Rushby, Nyandieka and Wanjau (2002) argue that pre-testing gives researchers a chance to gauge the meaning attributed to the questions before it is too late. The researcher utilised the first focus group session as a pre-test and such allowed to see if the focus group guide gathered relevant information. The first focus group session revealed that the guide is relevant to gather information that can answer the research question and achieve the objectives of the study. The first session also revealed that participants are more comfortable with carrying out the discussions in a language that is understood by everyone, i.e. isiZulu. As such the researcher translated the focus group guide from English to isiZulu. Breen (2006) argues that the data gathered during the first session can be used as part of the main investigation if the focus group guide did not change dramatically upon application in the first session. In this study, the data gathered in the first session was utilised as part of the main investigation as the questions in the guide did not change, despite the translation. Moreover, it was clear that conducting the sessions during the day was better than conducting the sessions in the morning as the participants have already prepared for their school-going children and owing to unemployment, they were not busy during the day.

3.7 Data collection method

Focus groups were conducted to collect data. Eeuwikj and Angehrn (2017) describe a focus group discussion as a data collection technique employed in qualitative research studies where a selected group of people discuss a given topic or issue in-depth and sessions are facilitated by a professional or external moderator. Then, Rankin and Elena (2014) argue that focus groups gather comprehensive knowledge about attitudes, perceptions, beliefs, and opinions of individuals regarding a specific topic. Accordingly, the researcher was able to gather large amounts of data as participants shared their views about causes and effects of unemployment, challenges and benefits of earning CSG and strategies for capacity building of CSG recipients.

The researcher conducted the focus group sessions at a venue closest to the participants. This was an office used by community members to hold community meetings. Before the sessions began, the researcher explained the contents of the Participant Information Sheet (See appendix A), asked the participants for their permission to participate in the study and record the

discussions. Participants were informed that the recordings will be transcribed for the purposes of data analysis. Participants were given a consent form for participation in the study and audiotaping of the interview (See appendix B and C) to sign as proof that they agreed to participate in the study and have the sessions recorded. Data saturation was reached at session four as no new information emerged and the researcher was sure that further data collection will yield similar information (Faulkner & Trotter, 2017).

3.8 Method of data analysis

Sharma (2018) refers to data analysis as the process that involves the application of statistical or logical methods to describe and illustrate, condense and recap and evaluate data. Moreover, Shokane, et al. (2018) refer to data analysis as content analysis which aims to determine the attitudes, behaviours, concerns, motivations, culture and subcultures to understand who the participants are, and how they fit into the world in which they live. This study adopted thematic analysis to understand and interpret data. Therefore, the process of data analysis followed six phases as explained below.

3.8.1 Familiarise yourself with data

Nowell, Norris, White and Moules (2017) assert that the first step in thematic analysis involves familiarising oneself with data by actively reading the data repeatedly while searching for meanings and patterns. The researcher familiarised herself with the data during the process of transcriptions as listening to the recording allowed the researcher to understand the discussions and find similarities between the recordings. Furthermore, the researcher familiarised herself with the data by reading the transcripts repeatedly. The researcher had an idea of what the data entails, as such links between the discussions were created.

3.8.2 Generating initial codes

The second phase, according to Taylor and Francis (2019) involves generating initial codes that entail significant information relevant to responding to the research question, attaching and organising the codes across the dataset. Dzino-Silajdzic (2018) describes a code as a word or a short phrase that symbolically assigns a summative and prominent attributes to a portion of text-based data. During coding, researchers select relevant information in the text and apply labels to index it as it relates to a theme or issue in the data (Nowell, et al. 2017). The researcher

used different coloured highlighters across the dataset. The same colour was used for all the texts that responded to the same question and text that had similarities. Moreover, notes were written close to the highlighted sections and references were made as to where similar information can be found across all four transcripts.

3.8.3 Searching for themes

The third phase involves organising and collating all the data that were coded into themes (Nowell, et al., 2017). Taylor and Francis (2019) accentuate that the third phase involves looking for themes by scrutinising the codes and organised data to identify broader patterns of meaning. The researcher combined all the codes that were created in the previous phase and created themes that described and encompassed all the codes. The codes that responded to a certain question and had similarities were grouped together to form themes and sub-themes. Scharp and Sanders (2018) posit that themes capture relevant and significant aspects of the data in a patterned way. For this study, all codes that responded to suggestions on ways to develop skills of unemployed CSG were grouped together, as such a theme was created.

3.8.4 Reviewing the themes

The fourth phase of data analysis involves determining whether the themes created in the previous phase precisely capture the meanings evident in the data set as a whole (Nowell, et al., 2017). Scharp and Sanders (2018) argue that the review of themes is conducted to check whether the themes can be linked with the coded extracts and the entire data set. In the process of reviewing themes, the researcher read the information in a theme to assess whether the information correlates and if there were discrepancies then the researcher moved some information to the relevant theme. In this way, the themes kept the meanings attached to them.

3.8.5 Defining and naming the themes

The fifth phase consists of understanding the idea that each theme conveys; that is knowing what the theme is about and what it is not about (Scharp & Sanders, 2018). Researchers need to examine each theme and write a detailed analysis that narrates the story that each theme tells (Nowell, et al., 2017). The analysis of the themes assisted the researcher in understanding what each theme deliberates on and this was done through reading the content under the theme to clearly understand the content. Through understanding the contents of the themes, naming the

themes took place thereafter. In this study, the researcher named a theme ‘strategies for capacity building’ as the theme responded to ways to improve the skills of CSG recipients and this theme responded to the research question.

3.8.6 Producing the report

Taylor and Francis (2019) postulate that the last phase of thematic analysis involves producing a report that weaves together the analytic narrative and data segments. The process of writing up the report allowed the researcher to share the findings of the study. As such, the researcher responded to the research question and objectives of the study. Moreover, the write-up of a report involves providing an interesting account of the data within and across themes (Nowell, et al., 2017). In the report, the researcher included themes and sub-themes to provide a clear understanding of the data in an organised manner.

3.9 Trustworthiness of the study

Elo, Kaariainen, Kanste, et al. (2014) explain that the aim of trustworthiness in a qualitative inquiry is to support the argument that the findings of the study are worth paying attention to. Furthermore, Shenton (2004) asserts that trustworthiness of a qualitative research is reached when four criteria are considered, these include credibility, transferability, dependability, and confirmability. Following is a discussion on how these were achieved in this study.

3.9.1 Credibility

Credibility refers to the extent to which the research captures the actual meaning of the research participants (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). As such, the research findings must accurately reflect the views and experiences of the participants. In the same vein, Shenton (2004) illuminates that credibility can be achieved through member checks where members of the study are involved in the verification of the researcher’s emerging theories and inferences as these were formed during the discussions. In this study, member checks were conducted by the research assistant who was present during the focus group sessions. In doing so, the research assistant read and made suggestions on what should be removed or added to the findings of study which were compiled by the researcher.

Moreover, credibility was also achieved through triangulation. Triangulation is a procedure used to increase the credibility and validity of the research findings through exploring and explaining complex human behaviour for readers to understand (Noble & Heale, 2019). As a way to achieve credibility, the researcher conducted focus group sessions until saturation was reached at session four, as such the opinions of the participants and meanings attached to the phenomenon under investigation were captured and similarities were identified across the sessions.

3.9.2 Dependability

Moon, et al. (2016) refer to dependability as the consistency and reliability of the research findings and the extent to which research procedures are explained to allow the readers outside the research to understand, audit and critique the research process. The process of data collection was clearly explained to ensure that readers are aware of the research approach, methods of data collection, phases of data analysis and the way that trustworthiness was achieved. The methodology section explored in detail the way in which the researcher carried out the research project. Shenton (2004) asserts that dependability can be reached through describing what was planned and implemented on a strategic level.

3.9.3 Confirmability

Elo, et al. (2014) explain that confirmability of findings means that the data accurately reflects the information shared by the participants and the interpretations of those data are not invented by the researcher. In order to achieve confirmability, researcher must show that the results are linked to the conclusions in a way that can be followed and replicated (Moon, et al., 2016). As such for the purposes of this study, the researcher is still in possession of the recordings of focus group discussions and notes taken during the sessions. In addition, the researcher explained the method of data collection and analysis to allow for another person to validate the data and reach similar findings as the researcher. Shenton (2004) argues that confirmability is achieved through audit trail which allows any observer to follow the steps taken during the research project based on the decisions made and procedures described.

3.9.4 Transferability

Moon, et al. (2016) explain that transferability is the extent to which the phenomenon or findings of the study are applicable or useful to the theory, practice and future research. Therefore, research findings of one research study should be relevant to other contexts or settings as well. The researcher provided the criteria for the participants to form part of the study which helps in transferring the findings of the study to other people who possess the same qualities that the researcher looked for. Chances of transferability were increased as the researcher provided a description of the experiences of unemployed CSG recipients which other CSG recipients who were not part of the study can relate to. Moreover, the researcher provided the description of Katlehong Township as this can aid in applying the research findings to other areas that possess the same traits as Katlehong Township. Elo, et al. (2014) add that it is crucial to give a clear description of the culture, context, selection and characteristics of the participants as a way to increase chances of transferability. Following is the discussion on ethical principles adhered to during the course of the study.

3.10 Ethical considerations

In any research study, human subjects must be protected through the application of appropriate ethical principles (Arifin, 2018). Furthermore, Scott (2013) argues that research involving human participants should be based on a fundamental moral commitment to the people concerned and to improving human welfare, knowledge and understanding. Therefore, the researcher was obliged to conduct a study that promotes voluntary participation, protects and respects participants. For the purposes of this study, informed consent, voluntary participation, avoidance of harm, privacy, confidentiality, anonymity and debriefing were ethical strategies adhered to.

3.10.1 Informed consent

Arifin (2018) explains that informed consent is a process where consent should be given freely, subjects should be aware of what is expected of them and involved people must be competent to give consent. The World Health Organisation (2018) defines informed consent as the formal process for getting permission before a person participates in a research study and someone who has the ability to make independent decisions, without a parent or guardian, can only give such consent. The researcher provided the participants with Participant Information Sheet (See

appendix A). As a result, they were aware of what the research aims to achieve and what is required of them. Moreover, the participants were over the age of 18, as such they were able to give consent.

3.10.2 Voluntary participation

Lavrakas (2008) defines voluntary participation as a human research subject's exercise of free will in deciding whether to participate in a research study. Moreover, Vanclay, Baines and Taylor (2013) add that participation must be voluntary and no force shall be used in ensuring participation in the study. For the purposes of this study, the participants were provided with a consent form for participation in the study (See appendix B) which they signed upon giving consent to participate in the study as proof that they participated voluntarily in the study. The participants were also informed that they can withdraw at any point from the study. The participants were made aware that the sessions will be recorded. As such, the participants were given an opportunity to decide whether they want to have their views recorded. The participants were given a consent form for audiotaping to sign as proof that they approved the recording of the session (See appendix C).

3.10.3 Avoidance of harm

Even though research may be uncomfortable to participants, researchers are expected to do good, avoid harm directed to the research participants and not cause unnecessary or avoidable harm or suffering to participants (Scott, 2013). The researcher could have evoked unpleasant emotions during the focus groups sessions. As such, the participants were asked if they would like to receive any debriefing services from Ms. Tlhologelo Mokoena; a social worker, but none of the participants felt that such services were needed. The participants remained with the participant information sheet as it contained contact details of Ms. Mokoena in case the participants want to utilise the services provided by Ms. Mokoena.

3.10.4 Privacy, Confidentiality and Anonymity

Privacy

The European Commission (2009) explained that in research, privacy relates to any data which, either alone or linked to other, can be associated with an identifiable individual or individuals.

As such, it is vital that any personal information that can be associated with the participants must be kept in a safe place where people who do not form the research team cannot access such information. In this study, the research participants filled out the consent form for participation in the study and consent form for audio-taping, as such their names and surnames appeared on the forms. As a way to enhance privacy, the consent forms are kept in a lockable cupboard and audio-tapes and transcripts are kept in a laptop with a password. Therefore, only the researcher can access these files.

Confidentiality

Confidentiality refers to removing or changing any personal and identifying information provided by the participants from the data (Allen, 2017). Wiles, Crow, Heath and Charles (2006) explain that maintaining confidentiality in research is possible through various ways; these are ensuring that the research team maintains confidentiality as they have access to the data, not disclosing what participants said during the discussions, emphasising confidentiality among participants and keeping the data securely. As such, the research assistant signed a research assistant confidentiality agreement form (See appendix D) as a way to ensure that the research assistant upheld confidentiality. The role of the research assistant was to write notes on non-verbal behaviour of the participants during focus group sessions. The research assistant also helped in conducting member checks to ensure that credibility is reached. Moreover, the researcher emphasised the importance of maintaining confidentiality to the participants at the beginning of all focus group sessions. Participants were also assured that the recordings will be stored in a safe place as a means to maintain confidentiality.

Anonymity

Allen (2017) defines anonymity as a process of gathering data that does not include any personal, identifying information. Arifin (2018) explains that maintaining anonymity is possible by not revealing the names and identity in the data collection, analysis, and reporting of the study findings. Therefore, the researcher did not reveal the names and any form of information that might be linked to the participants during the writing of the research report. Wiles, et al. (2006) explain that anonymising individuals in the dissemination of the study protects the identity of the participants. In this report, there are no personal details of participants revealed.

3.10.5 Debriefing

Allen (2017) defines debriefing as the act of explaining to the participants the intention of the study in which they just participated and during this process, the researcher reveals any deceptions that occurred and explain why deception was necessary. This is to ensure transparency between the researcher and the research participants. After each session, debriefing was done with the participants. At the end of each focus group session, the participants were given an opportunity to ask any questions that they want clarity on.

3.11 SUMMARY

In summary, the study adopted a qualitative research approach and employed a case study research design. In particular, a collective case study design was applied. The population of the study was made up of all unemployed CSG recipients residing in Katlehong Township. The process of selecting participants was non-probabilistic in nature, as such purposive sampling was applied. The sample was then made up of 32 participants. The researcher utilised a focus group guide to facilitate the focus group discussions. Moreover, the guide was pretested in the first focus group session to see if it gathered relevant information required to answer the research question. Further, four focus group were conducted to collect data and participation in the study was voluntary as proven by the consent forms. Thematic analysis was conducted during data analysis, the process followed six phases. Moreover, credibility, dependability, confirmability and transferability were trustworthiness strategies adhered to in this study. Moreover, various ethical considerations were upheld in this study; these were informed consent, voluntary participation and avoidance of harm. In addition to the ethical considerations was privacy, confidentiality, anonymity and debriefing.

CHAPTER FOUR

PRESENTATION AND DISCUSSION OF EMPIRICAL FINDINGS

4.1 INTRODUCTION

The rife levels of unemployment among women call for implementation of capacity building interventions as a strategy to reduce unemployment among women. This chapter presents the empirical findings. To recap, the aim of the study was to investigate the perspectives of CSG recipients on ways in which they can be capacitated to enhance their self-reliance. The objectives of the study were as follows:

- To explore and describe skills development and capacity building needs from the perspective of Child Support Grant (CSG) recipients.
- To investigate the perspectives of CSG recipients on capacitation strategies that can reduce unemployment rate in women who receive Child Support Grant (CSG) for enhancement of their self-reliance.
- To explore and describe challenges and benefits of capacity building programmes from the perspective of CSG recipients.
- To identify factors in the community that influence the dependency on Child Support Grant (CSG) from the perspective of CSG recipients.
- To propose socio-economic strategies that may enhance self-reliance of Child Support Grant (CSG) recipients.

The findings are presented thematically. The discussion of findings will begin with the demographic information of participants. The themes and subthemes that emerged will be outlined. Thereafter, the discussion of the themes and sub-themes will follow with reference made to literature and narratives of the participants.

4.2 EMPIRICAL FINDINGS

4.2.1 Demographic information

The demographic information obtained from the participants includes the age, level of education and ethnic group. The gender and type of employment are not included as all participants are females and unemployed.

Table 4.1: Demographic profile

Demographic factor	Sub-category	No.
Age range	20-23 years	9
	24-27 years	15
	28-30 years	8
Level of education	No grade 12	22
	Grade 12	7
	College	3
Ethnicity	Sotho	10
	Xhosa	8
	Zulu	14

Table 4.1 shows that participants who experience unemployment the most and are beneficiaries of CSG are between the ages of twenty four and twenty seven followed by the younger cohort. De Lannoy, Graham, Patel and Leibbrandt (2018) explain that the increase in unemployment for the younger youth is as a result of increased discouragement and decrease in absorption of younger workers. There are fewer participants within the older cohort that are unemployed and benefitting from CSG.

In relation to the level of education, Table 4.1 reveals 22 of the 32 participants did not obtain grade 12, seven participants reached grade 12 and only 3 participants have been to college. Riddell and Song (2011) claim that unemployed individuals with higher levels of education are more likely to be employed full-time. However, Zimmer (2016) argues that a person will find a job about one week faster with a qualification from an institution of higher learning as compared to a high school degree. As such, the twenty two participants that have no grade 12 could experience more challenges in securing a job than the ones with grade 12 and a qualification from college.

Table 4.1 also reveals that fourteen participants are Zulu, ten are Sotho and eight are Xhosa. In 2011 a study by Frith revealed that in Katlehong Township, 37.13% of the population was

comprised of isiZulu speaking population, while 22.35% was made up of seSotho speaking people and 13.12% of the population was comprised of isiXhosa speaking people. Moreover, Statistics South Africa (2012) shows similar disparities in Gauteng as well where there are over two million isiZulu speaking people, followed by over one million SeSotho speaking people and over seven hundred thousand isiXhosa speaking people. Such differences in population of Katlehong Township and Gauteng Province are also showing in the study's sample.

Table 4.2: Themes and sub-themes

4.2.2 The table below shows themes and sub-themes that emerged during data analysis.

THEMES	SUB-THEMES
1. Factors contributing to unemployment	**1.1 Level of education** **1.2 Discrimination because of residing in a poor township** **1.3 Availability of heavy manual labour** **1.4 Lack of support from the government**
2. The effects of unemployment on CSG recipients	**2.1 Dependency on CSG** **2.2 Dependency on family** **2.3 Falling into debt** **2.4 Inability to meet daily needs** **2.5 Family dysfunction** **2.6 Prostitution** **2.7 Socio-emotional functioning**
3. Benefits of earning CSG	
4. Challenges of earning CSG	**4.1 Stigma** **4.2 Lowered standard of living**
5. Strategies of capacity building	**5.1 Resources to run business** **5.2 Training on farming** **5.3Access to institutions of higher learning**
6. Benefits of capacity building	

7. Scarcity of resources and programmes	
8. Required interventions	**8.1 Electricity** **8.2 Land** **8.3 Community projects**

THEME 1: FACTORS CONTRIBUTING TO UNEMPLOYMENT

The study's findings show that several factors contribute to unemployment. For example, all participants explained that they have been seeking for jobs for some time and they are unable to secure any employment. Some reported that they even stopped searching for jobs because of the current situation in the country. Some of the factors identified are presented in the following sub-themes.

Sub-theme 1.1: Level of education

Twenty five out of thirty-two participants acknowledged that not having education places them at a disadvantage. The participants viewed low levels of educational as a driver of unemployment. These participants agreed that being in possession of a qualification increases the chances of becoming employed. It seemed that most of the participants had low levels of education as twenty-two participants did not have matric. Below are the narratives of the participants on low levels of education as hindering finding employment.

Participant 8 of session 3: *"The other thing is that some of us did not go to school, so it would be better if some of us would go to school. That will help us find better jobs".*

Moreover, other participants said:

Participant 3 of session 3: *Getting a job these days is very difficult, even when you are looking they will tell you that they want work experience or grade 12. You find that you don't even have grade 12".*

Participant 2 of session 4: *"Matric does not mean anything nowadays because we completed our matric but we are still unemployed. Furthermore, we want to further our education but we do not have the funds to do so".*

These responses suggest that higher levels of education are associated with the ability to find employment. Riddell and Song (2011) investigated the relationship between education and

unemployment where schooling up to 12 years was proven to reduce the duration of unemployment by over four percent and obtaining qualification from institutions of higher learning reduces the duration of unemployment by 12 percent. In support, Mzizi (2017) showed that job seekers are more prone to staying unemployed as unfilled job positions often require certain skills, as such there is a relationship between unemployment and lack of education.

However, the other seven participants argued that if unemployment is caused by lack of education, then educated people should be employed which is not the case in South Africa. They argued that the only problem is that there are no jobs. Their narratives are below:

Participant: *"But, it is hard to even get work. We are just sitting with our Grade 12 certificates. Even worse, we have studied further, but we are just sitting with our certificates".*

Participant 8 of session 2:*"I studied grade 12 and even went further to study Human Resources; N4. I then left that course because I got a job at the municipality where I worked as a fire fighter and first aid worker and then the contract ended. But now, they just tell me that they are not hiring and tell me that the municipality does not have money so they are not hiring when I go look for a job".*

Further, other participants said:

Participant 4 of session 3: *"No it does not affect, it depends what grade you left school. In other jobs they write "we need grade 10 to grade 12", and so forth. Sometimes in other jobs they say they want grade 7 to grade 10. Obviously you can see that you qualify. But still we do not get jobs. I left school in grade 11, anyway it is like I have grade 12 because I passed grade 11 but I never continued with school".*

Participant 4 of session 2: *"For me I love education a lot. I did a lot of short courses but they are not working for me because I am not getting any job easily. But, I am planning on continuing to study".*

The view that these participants expressed is influenced by the increasing levels of unemployment among graduates in South Africa. These findings are confirmed by Mncayi (2016) who explains that graduate unemployment in South Africa is progressively increasing. Therefore, low levels of education were not associated with higher chances of finding employment by these participants.

Sub-theme 1.2: Discrimination because of residing in a poor township

The participants argued that because of their impoverished background they are marginalised from securing employment like people who reside in other communities. A disadvantaged background was viewed as the main cause of unemployment by all thirty-two participants including those who asserted that lack of education is the main driver of unemployment. The participants shared that potential employers are not keen to employ people from their poor and marginalised community. Moreover, the participants shared that they even change their physical address on the curriculum vitae to increase the chances of getting employed. The narratives of the participants are captured below:

Participant 5 of session 2: *"Yes, as long as you are still using your real residential address you will not get the job. You will not get the job when you write the address from here".*

Participant 8 of session 2: *"Yes, they say there is no job. I have noticed that people from this community do not get hired all the time when they apply for a job. Even when the petrol garage was opened we went to submit CVs, not even a single person was hired from this community".*

Similarly, other participants expressed:

Participant 1 of session 1: *"At Engen garage they say we do not bath, we are untidy and we will come to work without taking a bath. They also say we smell like paraffin. That is why people from this community are not hired".*

Participant 8 of session 1: *"This was said by a person who holds a position in ANC and she said she does not want people from the squatter camp because they steal and they do not bath. She described how we are in this area".*

Participant 5 of session 2: *"We always submit CVs, when they opened OBC I went and submitted my CV. No one was hired from this community. We are discriminated against from a lot of things in this community".*

Bhugra (2016) defines social discrimination as sustained inequality between individuals on the basis of religion, disability and many other measures of diversity including unemployment status. Moreover, the Department for International Development (2005) describes social exclusion as a process of marginalisation and deprivation and is linked to powerlessness. Therefore, discrimination and marginalisation based on residential area further increases the chances of unemployment. All participants argued that an impoverished background is the driver of unemployment.

Sub-theme 1.3: Availability of heavy manual labour

Although there are high levels of unemployment in Katlehong Township, women are hit the hardest by unemployment as casual jobs are given to men as expressed by the participants. In the first group session, all participants agreed that due to the nature of jobs in their community, women are unable to find jobs. It seems that the type of jobs that the community is exposed to are hard manual jobs which women are deemed unable to do. The participants expressed:

Participant 5 of session 1: *"Residents of this community are used like slaves. When there are jobs that involve digging six- feet trenches, they will come here to find people to dig. I do not understand what they think people who live here eat".*

Participant 3 of session 1: *"They say that there are Tsongas here. Last time at the petrol garage they looked for someone to hire for cleaning the pavement. They came here when they wanted that person, why did not they go to other sections because that is where they usually get people? They came to the squatter camp. I understand that the person who was hired is poor and he can never reject a job offer, he went and scrubbed the pavement clean because he wants bread for his children".*

Therefore, the nature of jobs that the community members are exposed to further increases unemployment amongst women. Taylor and Triegaardt (2018) state that more women than men are unemployed, and to be specific, more black women are unemployed than black men, hence poverty and inequality affect black women mostly.

The participants stated that the inability to secure formal jobs forces them to take one-day domestic jobs. It seemed that some participants are unable to secure domestic jobs as women are forced into domestic work, thereby increasing competition for domestic jobs. The narratives of the participants are outlined below:

Participant 1 of session 1: *"I have worked as a domestic worker. Even finding a job as a domestic worker is difficult. I even resort to domestic work, I would do anything they know here".*

Participant 6 of session 1: *"We do not choose jobs. You find that at this age you look after a very old lady; a granny, where you must change her nappy or under garment and bath her. In that process, we leave our boyfriends and be stay-in domestic workers. We are very young for that. We do not choose jobs".*

Participant 4 of session 2: *"Even if it is washing laundry when that person ask you to do laundry for them. It is even hard to get a job where someone asks you to do laundry for them or iron clothes. There are a lot of people who look for the same jobs, hence it is hard".*

Due to the nature of jobs available in this community women are at a disadvantage when it comes to securing jobs. Verniers and Vala (2018) argue that women are viewed as possessing motherly and nurturing abilities, hence women are excluded from certain jobs. Moreover, owing to scarcity of jobs women are affected even more. Du and Dong (2007) argue that employers hesitate to hire women because of the perception that women are less flexible, less mobile and less competent despite human capital characteristics.

Sub-theme 1.4: Lack of support from the government

The findings showed that poor service delivery and lack of support from government officials is another factor that perpetuates unemployment. All participants agreed that their ward councillor does not serve the needs of their community as they do not show support and interest to improve their community. As such, the mandate of the local government is not achieved in Katlehong Township. Moreover, all participants agreed that they are unable to secure jobs because of the lack of support from their ward councillor. Pointing out the lack of support from ward councillor, participants said:

Participant 5 of session 3: *"The person who is making us suffer is our ward councillor. He makes promises and when he gets to the office, he says we must not be given the things we want".*

Participant 4 of session 4: *"And our councillor says that the people in my community must just stay as they are and that there is nothing he will do for us. So if you stay here and you are applying for a job they won't hire you. They say that they do not want to be surrounded by people from the slum".*

Participant 7 of session 4: *"Yes, we blame him (ward councillor)".*

The lack of willingness from the ward councillor to improve the living standards of the community members through provision of jobs further exacerbates unemployment. Paradza, Mokwena and Richards (2010) state that the ward councillor represents the local government which is responsible for meeting the socio-economic needs of the residents, improving the quality of life of the marginalised and the poorest members of the society. Moreover, Du Toit,

de Witte, Rothmann and van den Broeck (2018) add that unemployed people often experience lack of care and support from the society and political leaders because they are viewed as lazy dependents.

The participants emphasised that the committee members are able to secure employment as they have social connections to the ward councillor, unlike other members of the community who do not have such relations with the ward councillor. Therefore, it seemed that the only people who are able to secure employment with the help of the ward councillor are those that are closer to him. The participants said:

Participant 2 of session 2: *"no, he [ward councillor] hires the committee members, we have been staying here for a very long time, and he gives jobs to committee members".*

Participant 5 of session 2: *"If you are closer to the ward councillor, then you might get a job".*

Participant 7 of session 2: *"The ward councillor gives jobs to those who are close to him, those are people in the committee. The community representative is in the committee".*

Therefore, the participants asserted that knowing someone in a powerful position can assist in securing a job. It is clearly stated by the South African Local Government Association (2011) that the ward committee members are responsible for identifying the needs and challenges that the wards face, such as service delivery issues, and communicate such findings with the ward councillor where such work by the committee members is not remunerated. Du and Dong (2007) argue that gender segregation and domestic responsibilities exclude women from powerful social interactions which hinders women's position in the labour market.

THEME 2: THE EFFECTS OF UNEMPLOYMENT

The findings reveal that unemployment has negative effects associated with it. For example, five participants mentioned that their current situation is not only affecting them but also rubs off on their children. Some even worry about the future of their children. The effects of unemployment on the participants and their children will be deliberated below in the form of sub-themes.

Sub-theme 2.1: Dependency on CSG

The dependence on CSG was seen as an effect of unemployment. All participants agreed that the inability to find work led to dependence on CSG. Participants mentioned that due to unemployment CSG has become the source of income. The participants argued that the CSG is the only money that the family receives to cover the needs of all family members. The statements below suggest that participants depend on CSG only to cover their needs due to lack of other sources of income and employment opportunities.

Participant 6 of session 1: "*No one enjoys to only have CSG. Let's say you only have one child; meaning you only get R400.00. So, both you and the child depend on the grant. You will buy Pampers (nappies) and other things with only that money. How much is a box of Pampers? Pampers alone is R450.00*".

Participant 3 of session 4: *"The money [CSG] is so tiny to a point that even you as a parent cannot even buy yourself a chewing gum. This is because you know that if you buy chewing gum then it means that you won't be able to meet all the child's various needs".*

Participant 2 of session 3: *"In my view, the main problem is unemployment. Unemployment affects me because I depend on the child support grant and the grant is not enough to support me and my children. But if I could get a job on the side, things would balance. Now, my life is not balanced-it is skewed".*

Participant 2 of session 4: *"I am very dependent on my child's grant money and it does not cover all my expenses like paying for rent, groceries, the baby's essentials and any other thing that can pop up during the month. Furthermore, I also have to use the grant money when I want to compile and submit my CV when applying for a job. So being unemployed affects me bigly".*

The inability to secure employment creates reliance on CSG. A study conducted in Gugulethu by Jacobs (2008) shows that over 51 percent of the CSG beneficiaries are wholly dependent on CSG whereby the participants of study derived a third of their income from CSG. As such, the CSG is utilised to cover all the needs that participants have. Ngcongo (2016) adds that the availability of CSG to unemployed beneficiaries assists in keeping individuals out of deprivation.

Sub-theme 2.2: Dependency on extended family

The findings revealed that being unemployed encouraged dependence on family for financial support. Owing to unemployment and the insufficiency of CSG the participants sought help from relatives. Participants shared that they rely on family for financial support as a result of unemployment. The inability to find employment forces women to rely on family members who are also unemployed. One participant added that she relies on her grandmother who earns Old Age Grant to feed her children when she does not have food. The narratives below indicate how participants relied on their family for financial help.

Participant 3 of session 1: *"Imagine as old as you are, you are still dependent on your mother for R200.00 for your hair. Sometimes you are even embarrassed to even ask for the money and you find yourself not talking to anyone at home".*

Participant 2 of session 2: *"It is really painful as she said. It is painful because you may not even have cosmetics and you have to depend on other people for help, you have nothing at home and people are starting to notice".*

O'Brien (2016) argues that family and friends offer critical support in times of difficulty through provision of money to those with the greatest needs. It becomes more challenging to be unemployed for those who do not have extended family members who can offer a helping hand. As such, loan sharks are flooded with unemployed people looking to borrow money.

Sub-theme 2.3: Falling into debt

In all group sessions, the issue of falling into debt through borrowing money from loan sharks was emphasised. Participants argued that falling into debt is a consequence of unemployment because they are unable to cover monthly expenses with CSG. As such, borrowing money is an alternative to supplement the CSG. Therefore, unemployment encourages people to fall into debt due to the unavailability of other sources of income. The participants said:

Participant 3 session 2: *"Being unemployed can lead you to have debts as you know that you will get the CSG because you want to support your children. You know that we use paraffin and every day we must buy meat because we do not have electricity in this community. We must buy meat and paraffin everyday so that the child can iron her uniform and be able to go to school. All of that affects us".*

Participant 6 of session 3: *"A person would come to you and convince you to borrow money from him and tell you that you will pay it bit by bit. It is very easy for you to take it because you know if you do not take it you will struggle. You then decide to take it but you end up seeing that the loan is not helping you, you are actually not progressing".*

Participant 3 of session 1: *"I would like to say that the money is not enough and sometimes we end up making loans".*

Similar to other participants, the participants below said:

Participant 4 of session 3: *"Yes a lot. Left and right they come to you. The other one will say if you take a loan from me you can take up to three months to pay it off. The other one will say take R500.00 and you will pay it by bringing R150.00 each month. You find that you pay a lot more than the R500.00 he gave you".*

Participant 2 of session 1: *"Also, you have already borrowed money from the loan shark*".

Participant 1 of session 2: *"Obviously, you fall into debt. You find that you had a tab of mielie-mielie from the tuck shop, you then have to go and pay up your debt".*

Loans are a temporary solution as the participants explained that upon receipt of the CSG they were expected to pay even more of what they borrowed. Omarjee (2018) states that Black Sash reported that the indebtedness of social grants recipients is motivated by loan repayments and deductions. Moreover, Cwayi and Kogeda (2013) also agree that social grant beneficiaries exhaust their monies in a week, thereafter, borrowing money is a way of survival.

The study also revealed that there is a relationship between CSG recipients and loan sharks that is strengthened by the inability to secure employment. Owing to unpaid loans the participants lose possession of their Identity Documents and CSG cards as loans sharks keep these as a way to ensure the repayment of the loan. The loans allowed the participants the ability to meet their basic needs even though they reported to suffer financially as a result of loans and unemployment. A participant reflected:

Participant 4 of session 1: *"I would say that we do have problems because we end up going to the loan shark. At the end of the day, the loan shark will take the SASSA card and ID. In that way, the CSG is received by him. As such I will go to another loan shark because I have to get money to apply for another ID and also make another SASSA card and lie and say that they were lost".*

Moatshe (2014) reported that SASSA pay cards, identity documents and slips that reflect the next pay date are kept by loan sharks as long as the social grant beneficiaries still owe the loan sharks. Due to unemployment, loans are paid off with the CSG and new loans are made. In that way, the cycle continues.

Sub-theme 2.4: Inability to meet daily needs

The findings of the study show that unemployment influences the inability to meet the basic needs. All participants claimed that unemployment leads to the inability to cater for own and child's needs. The unavailability of a source of income inhibits the caregivers from meeting basic necessities. All participants struggled with providing food to the families, buying school uniform and clothes for their children, ensuring the availability of cosmetics; including sanitary pads for teenage girls, and providing nappies and formula for babies. The narratives of the participants are below:

Participant 3 of session 3: *"At home my mother is not working, I am not working and that affects us a lot. Even with children-at school they want money, school fees. And we do not have money to cover a lot of things at home".*

Participant 5 of session 2: *"They go to school using transport, how much is left after paying transport? You can only buy mielie-mielie after paying transport, the money will not be enough to also buy paraffin".*

Adding to the views of the participants, other participants said:

Participant 1 of session 1: *"I would like to say that the fact that we are unemployed and we are dependent on the grant (CSG) does not sit well with me and others because sometimes you find that your child does not have things, he is short of the things he/she needs. You find that even at home I have to buy food and there is no one working, the child's school shoes are torn and you are only dependent on the grant (CSG). Also, the school transport is needed for the child to go to school and it becomes difficult".*

Participant 7 of session 3: *"Yes, she is telling the truth. The other thing is that at crèche they have trips and you find that you can only afford to pay the monthly fees. When you cannot afford to pay for the school trips so that your child can go with other children, it becomes very sad for the child*".

The findings of the study are in line with Taylor and Triegaardt (2018) who claim that an increase in the number of non-wage earning members in a family puts a burden on the member that receives an income, as such access to food and other necessities is negatively affected, thereby exposing the family to vulnerabilities and risk. In families where there is no one employed, meeting the basic needs is a challenge. Unemployment has a negative impact on the ability to meet daily needs. Therefore, participants struggled to meet their daily necessities as a result of unemployment.

Sub-theme 2.5: Family dysfunction

Based on the findings of this study, the effects of unemployment are further seen on family functioning. The inability to cover the basic needs of all children equally as a result of unemployment can cause animosity between siblings and can damage mother-child relationships. All the participants expressed that family relations are negatively affected as a result of unemployment. Therefore, unemployment damages family dynamics. The narratives below indicate how the participants have experienced dysfunction in their families as a result of unemployment.

Participant 1 of session 1: *"The other ones [children] will say that you [caregiver] do not love them. The other one will say that too. When they are sitting by themselves they will say that I do not love them, I love the other one as I do things for one of them and not all of them".*

Participant 3 of session 1: "*That is why I decide to leave and come back when it is month end. Even when I come back, I just come back to see her [her mother] and not ask her for anything. I go and look for work wherever I want to. Finish. If we were working, we would be able to see that two of our siblings do not have school shoes. You buy school shoes for them. If your mom asked you for something, you buy it for her because you can afford it because you are employed. So you assist her to add with R200.00 on the Child Support Grant she receives. But if you will just sit and be broke next to her and make funny comments about the money that you need for your hair".*

Participant 7 of session 3: *"There is nothing you can say besides telling her that: "my child I do not have money" the child does not understand and she ends up crying".*

Unemployment breaks family ties and destroys bonds between family members. Mzizi (2017) adds that unemployment negatively affects marital and family life in areas like communication, satisfaction and companionship.

Sub-theme 2.6: Prostitution

The findings of the study displayed that unemployment influences women to be involved in prostitution. Prostitution is another critical negative effect of unemployment that was revealed during the group interviews. The participants emphasised that some women resorted to prostitution as a means of earning an income and supplementing the CSG. Lacking the means to survive and be able to provide for the needs of the children forced some women to become prostitutes. The inability to find formal work influences the transition into sex work as a source of income. Participants shared that they do not judge those who opted for prostitution because of the understanding of difficulties resulting from unemployment. In addition, the community is slowly accepting prostitution and viewing prostitution as normal due to the rife rates of unemployment. Below are the narratives of the participants.

Participant 5 of session 1: *"Can you see that it is like we are prostitutes? Now it is like we are selling our bodies. When I see Mbali's boyfriend carrying plastics with groceries for Mbali. I will make sure that I get Mbali's boyfriends so that I get the groceries from Pick 'n Pay as well".*

Participant 8 of session 1: *"If we do not get jobs the situation will force us to go to Wolf [a place where women do sex work] to become prostitutes because we want skinny jeans. As a person who stays in the squatter camp. I understand the reasons why the person ended up selling her body because I stay here".*

Participant 3 of session 4: *"Sometimes you think of becoming a prostitute with the hope that things will be better".*

In addition, other participants said:

Participant 3 of session 2: *"Some end up dating men they do not like because they want money. I have noticed recently that there are cars that stop by my house where young ladies go in and out of these cars. I am assuming that they do not like what they are doing but because they get money from these people then they do it because they need money".*

Participant 8 of session 3: *"You end up dating a man who will be able to buy for you the things you need".*

Participant 4 of session 3: *"You just want to sleep on a full stomach that would be why you date him".*

Similar findings were observed by Kangiwa (2015) showing that living in poverty, slums and suffering from malnutrition as a result of unemployment and the desire for ease and luxury force some girls into prostitution. In the same vein, Nkala (2014) adds that high levels of unemployment are blamed for the rise in levels of prostitution in Bulawayo. The participants confirmed that dating men with an aim to get money or food items is popular in their community and is growing as a result of unemployment. Owing to unemployment intimate relationships with men for money have become means to an end for women. Lennon, Stewart and Ledermann (2012) share that if partners receive more rewards than costs in a relationship, they will be more satisfied, thereby increasing feelings of commitment to that relationship. Moreover, three participants mentioned that they date men so to get paraffin, meat and sleep on a full stomach.

Sub-theme 2.7: Socio-emotional wellbeing

Based on the findings of this study, unemployment impacts negatively on socio-emotional wellbeing of unemployed women. All participants reflected that unemployment impacts negatively on their emotional wellbeing. Participants associated unemployment with stress felt because of the inability to cater for the needs of their families. Moreover, feelings of worthlessness also accompany the inability to find employment. The participants shared that the inability to find employment induced feelings of sadness and pain. Following are the statements indicative of the impact of unemployment on socio-emotional wellbeing of the participants.

Participant 1 of session 1: *"I would like to say that the fact that we are unemployed and we are dependent on the grant (CSG) does not sit well with me and others because sometimes you find that your child does not have things, he is short of the things he/she needs"*.

Participant 1 of session 2:*"Being unemployed is very painful because you cannot support yourself, you cannot even buy yourself an underwear or cosmetics. You have to wait for other people to help you, it is better to be employed, you see, because when you are unemployed you have nothing, nothing".*

Participant 2 of session 2: *"It is really painful as she has said. It is painful because you may not even have cosmetics and you have to depend on other people for help, you have nothing at home and people are starting to notice".*

The statements above suggest that the emotional wellbeing of the participants was damaged due to unemployment and that there was a relationship between unemployment and poor socio-emotional wellbeing. Finnegan (2015) explains that those who experienced long-term unemployment were twice as likely to experience depression and stress as compared to those who have been unemployed for six months or less.

THEME 3: BENEFITS OF EARNING CSG

This study revealed that the CSG is a great relief particularly in provision of basic essentials. The participants used CSG to cover the most basic needs of their children. These include buying food, milk and nappies for the babies, paying school transport and buying school uniform for the school going children. The participants also mentioned that besides catering for the needs of the children, other family members also benefit from the CSG as they use the money to print out curriculum vitae, pay rent and pay for charging their phones owing to unavailability of electricity in the community. The participants deliberated on benefits of earning CSG as outlined below.

Participant 3 of session 1: *"It is not the same as not even getting a cent for the needs you have because you have needs, at home there are issues and there are children as well. So, the grant helps us there and there even though it does not cover everything you need".*

Participant 5 of session 2: *"It is better because with the grant you are able to buy mielie-mielie, even though it does not last the whole month. It is better than having nothing".*

Participant 6 of session 2: *"The CSG is little, it is not a lot but it is better than having no money. It helps here and there".*

Participant 1 session 3: *"It is not the same as not receiving any money, because you will not just get money anywhere. We are gaining in a way that we can buy Pampers (nappies) for the children. You can buy food as well".*

Participant 2 of session 4: *"It's just for buying food and pampers".*

Participant 4 of session 4: *"It also helps with buying my child's school essentials".*

The findings of this study concur with a study investigating the financial situation of beneficiaries of CSG without the CSG which proved that 64 percent of beneficiaries would

have no income, as such, CSG makes substantial contribution to household income (Streak, 2011). Moreover, income support makes a tangible difference to households that have little or no income (National Treasury, 2011). Jacobs (2008) adds that the top three expenses covered by CSG is food, education and clothing.

In addition, the findings indicate that the benefits of earning CSG would be more visible if the CSG would be increased. Three participants recommended that the CSG should be increased to get more benefits from it. These participants confirmed that earning CSG has benefits, however, more benefits would be evident if the grant could be increased. The benefits of CSG are very few as the money is little. The participants said:

Participant 3 of session 3: *"It would be better if we could also receive the same amount as the Old Age Grant for the Child Support Grant".*

Participant 5 of session 3: *"Yes, if it could be increased a bit. It would be better if you could earn R600 for one child. So, that then you have two children, you can get R1200".*

Participant 4 of session 4: *"And the second group of parents (the ones that use the CSG to cover the child's needs) are the ones that need an increase in the grant money, but it seems as if getting an increase is impossible".*

The increase in CSG was recommended by the participants as a way to cover their needs even better. This view is similar to the view expressed in a study conducted by Hunter and Adato (2007) where participants proposed that the CSG should be increased as it was R200.00 at the time. In the same vein, Ngubane and Maharaj (2018) argue that women who benefit from CSG complained that the grant is not enough to cover the costs of raising a child.

THEME 4: CHALLENGES OF RECEIVING CSG

The findings of the study reveal that receiving CSG has negative connotations associated with it. All participants agreed on how receiving CSG brings challenges in their lives. The participants wished to find jobs to avoid the issues brought by earning CSG. In addition, participants wished that they did not depend on the grant. The challenges of earning CSG will be deliberated below in the form of sub-themes.

Sub-theme 4.1: Stigma

The findings of the study reveal that stigmatisation of CSG beneficiaries comes with receiving CSG. The participants emphasised that they experienced stigma and prejudice from community members who were non-CSG-recipients. The participants added that they experienced negative attitude from people for reprimanding their children in shopping malls for wanting items that are not budgeted for as these children are registered at SASSA as beneficiaries. Moreover, the participants reported ill-treatment; such as ridicule, from members of the community who do not earn the grant. The narratives of the participants follow:

Participant 6 of session 3: *"You find that when you earn the grant, some people tend to take advantage of a person who earns the grant a lot. They know that you are depending on the grant and it is little".*

Participant 4 of session 3: *"I was very sad the other day when I was at the ATM to withdraw money. This man in the queue said: those who earn the grant must move away from the queue because those who work want to withdraw money".*

Participant 4 of session 3: *"My child is 2 years old and when we go to the shop she would open about five chocolates, when I shout at her you will hear people saying leave the child alone because she earns CSG. I must pay for all five chocolates. If I was working that would not be a problem, I would pay with my bank card and leave the CSG card alone. I would save the CSG and use it when she is grown for school".*

Negative views and prejudices about social grants make CSG recipients feel judged and stigmatised in their communities and by SASSA officials (Delany & Jehoma, 2016). The society has expectations for CSG recipients on how to spend the CSG and failure to meet such expectations can lead to judgements.

Sub-theme 4.2: Lowered standard of living

Another challenge of receiving CSG revealed in the study is that the standard of living is lowered as a result of earning CSG. All participants confirmed that CSG does not last very long, as such, they opt for cheaper brands in nappies, baby formula and food. CSG is stretched to last longer in this way. Moreover, participants relied on used clothes sold on the streets for

cheaper clothing items. This suggests that caregivers are unable to meet their own expectations for providing for the needs of their children. The narratives of the participants follow:

Participant 5 of session 4: *"Sometimes you find hawkers selling clothes and you use the grant money to buy those clothes from the hawker since you know that it won't be enough if you go straight to a shop to buy proper clothes. If you buy proper clothes, what will a child eat? How are they going to bath? And then you must also buy pampers".*

Participant 6 of session 3: *"Since it is almost the first of the month I have to pay R200.00 for rent. I also need to get nappies for my child. I even stopped buying the good brand of nappies; the Huggies brand, for him. I will buy Cuddlers or the cheap ones from OBC. I must also get him milk the Infacare brand".*

The lack of income and the pressure to ensure that the grant lasts longer force unemployed women to purchase cheaper basic essentials. Taylor and Triegaardt (2018) claim that having insufficient income to buy daily needs to sustain life and improve families' development shows that an income is instrumental to human well-being. As such, the well-being of the participants and their families is jeopardised as a result of a lack of income. As the CSG is insufficient to cover all the needs of the recipients, the participants resort to purchasing cheaper items as a way to stretch the CSG.

THEME 5: STRATEGIES FOR CAPACITY BUILDING

The findings of the study show that there are varying ways in which capacity building could be achieved. The participants were able to identify these strategies based on their lived experiences and hopes for their community and own development. The strategies for capacity building offer unemployed women an opportunity to select which ones they need to ensure skills development and self-reliance. The strategies for capacity building will be discussed below in form of sub-themes.

Sub-theme 5.1: Resources to run businesses

The study revealed that the provision of resources to run businesses is a strategy for capacity building. All participants agreed that the provision of electricity will assist in running various businesses they are interested in. The participants agreed that they support a business running

in their community, but selling cooked food is a challenge in their community owing to unavailability of electricity. Moreover, the participants added that provision of electricity would aid in starting and running businesses. In addition, the provision of gas stoves to run a food business was proposed should the provision of electricity fail. The participants agreed that such a strategy would ensure income generation and independence. Below are the narratives of the participants on resources they need to run businesses.

Participant 3 of session 1: *"I would like to add on the aspect of starting a cooking business. I think you can start a cooking business because there are gas stoves that are sometimes divided into two or three plates, you can buy a gas cylinder. In that way you can cook using those things. I think in the taxi ranks that is what they use to cook. They do not use electricity in the taxi rank. So, if we could get gas stoves, we can continue with doing a cooking business".*

Participant 8 session 1: *"This road is very busy. Even though they have places they are buying food from already, one day someone would come and say let me go and taste that food. He'll tell others if he enjoyed the food to say in the kitchen that just opened-it is happening. I had that skill a long time ago. If I had money, I would ask my partner to make a tent for me, open a gate here and do one, two and three. I would never sleep hungry. I know R50 is mine and I do not give to anyone".*

Participant 4 of session 3: "*The day we get electricity I will save up for a fridge. I will manage saving up R200.00 per month. When I get the fridge, I will stock up on meat and sell it. In that way, I will be able to make a stand by the road and sell".*

The other participant said:

Participant 8 of session 4: *"In all honesty, we do have ideas about things that we can sell but the problem is that once we have received the child grant money, we have to prioritise and take care of our children's needs first. As an illustration, I and a friend wanted to sell 'ingigila' and people were going to buy, but every time we receive our child grant there are always needs we have to take care of using the grant money".*

The findings of the study concur with Van der Westhuizen and Swart (2015) who found that provision and mobilisation of resources is one way to empower the community to create employment or have access to employment opportunities. As the participants indicated that they struggled with capital to start businesses and electricity to run their businesses, therefore,

provision of such resources would mean a chance to engage in these income generating activities. Nkala (2014) mentions that provision of capital to start income generating projects is key in combating poor economic conditions. In the same vein, the participants argued that provision of electricity or gas stoves and capital would be a step towards capacity building and self-reliance for community members.

Sub-theme 5.2: Training on farming

The findings of the study display that training on faming is another strategy for capacity building. All participants agreed that vacant land in their community could be used to grow crops for subsistence and selling. They added that all they need is training on how to grow crops and managing a poultry business. The participants shared that they could receive a salary from selling vegetables and chicken, thereby encouraging self-reliance. The narratives of the participants are below.

Participant 8 of session 1: "*Yes. (others agreed too). I was very skilled on my own at my place. I once cooked the cow's insides (mogodu) people were buying. If we could sell chicken too because I sold chicken before-I used to fetch them from the farm, remove the feathers and put them in the fridge-people used to buy. I sold cold drink as well".*

Participant 1 of session 3: *"Yes, we can sell the vegetables at the market".*

Participant 2 of session 3: *"if we could get help from someone who is knowledgeable on farming or managing a poultry business. In that way, we will be busy with something where we know that at the end of the month we get something that will help us with feeding our families".*

Other participants said:

Participant 5 of session 3: *"Yes we are. Even if they could say they are making gardens now, come and learn. We will go as long as we will be able to make money out of that and we do not have a choice. We have a lot of land that is not being used. But we lack the knowledge and someone who could give us that knowledge".*

Participant 4 of session 3: *"Do you see the vacant land this side? We are getting raped because that land is not being used. We go around that field looking for wood, even people*

who used to use that land for farming are not farming anymore. The fields are there and they could be used to grow crops. Even if we could grow vegetables".

The suggested strategy has been used in other countries as depicted by the increasing role of women in family farming as an opportunity to enhance their economic and social empowerment as producers, traders, workers and entrepreneurs (Ministry of Agriculture, Irrigation and Livestock, 2015). Therefore, improvement of skills and knowledge on farming increases the prospects of generating an income and enhances self-reliance.

Sub-theme 5.3: Access to institutions of higher learning

Twenty-five of the thirty-two participants shared that studying further is one way to encourage capacity building. Moreover, only three of the participants who viewed education as means to capacity building have been to tertiary institutions. Twenty-two participants mentioned that they did not approach these institutions due to lack of information about funding opportunities available in these institutions and financial issues they were faced with. The participants viewed studying further as improving knowledge which can be applied when a job is secured. Most participants agreed that improved levels of education increase the prospects of finding a job. The participants mentioned:

Participant 7 of session 1: *"We do want to go back to school so that you can study and get a better job. But the problem is that there is no money. Because even if you get admitted into school, you will need money to travel to school and you do not have it".*

Participant 4 of session 1: *"When they need money to register, to travel to school, to make copies sometimes maybe 15 copies. You do not have it. When you go to EWC (Ekurhuleni West College) they will want R200 for registration and you find that you do not have the money".*

Participant 5 of session 1: *"Yes, there is funding in EWC; such as NSFAS, but before you are admitted into EWC and before your application for NSFAS is approved, you must first have the money for registration so that they admit you into school first and then you get the NSFAS".*

Participant 5 of session 4: *"But the problem is that other people will never give you that information when you ask for it. So we end up losing hope because you know that people are very stingy when it comes to passing information one can benefit from. For example, I can ask*

a Nedbank employee about the procedure of getting employed at Nedbank but they will never pass such information. So even now, I am hearing about NSFAS for the first time".

Education increases the prospects of finding and creating employment, thereby improving opportunities to generate an income. Eskola and Gasperini (2010) explain that skills development through education and training is a vital component of any plan to improve agricultural and non-farm productivity and pull families out of poverty. One way to develop knowledge and skills is through access to institutions of higher learning, which culminates into increased job opportunities.

In addition, the participants shared that it is not advisable to be a full-time student when one is an unemployed mother as children still need to be fed. As such, participants viewed studying part-time and working part-time as a better option for unemployed mothers. Participants argued that they should still provide for their children even when improving their skills and knowledge. Moreover, these participants were also worried about their appearance at school in comparison to other students who are well-off. The views of the participants are narrated below.

Participant 7 of session 3: *"To be honest, if we are all sitting together and you are all wearing nice clothes and I am the only one wearing ugly clothes, don't you think I will drop out of school?* A participant asked and other participants said *"yes"*.

Participant 5 of session 3:*"If there were days for going to school and days for going to your piece job. You have to be able to balance things"*.

Participant 3 of session 3: *"Yes, so that you do not study full-time, I think doing part-time studies would be better".*

The findings are in line with Kubeka (2016) who mentions that student mothers have to perform dual roles as the commitment that is needed in motherhood is also needed in their studies. Therefore, a balance between family responsibilities and involvement in capacity building should be maintained.

THEME 6: BENEFITS OF CAPACITY BUILDING

Twenty-five of the thirty-two participants saw benefits in capacity building as they associated own development with the ability to cater for own needs and those of their children in the future. The participants believed that through capacity building they will be able to provide food for their families, a better life, home and a chance for their children to go to better schools. The participants also believed that capacity building has a potential to improve sources of income. Capacity building can aid in supplementing the CSG and improving the standards of living as stipulated by the participants. Moreover, the participants mentioned there will be a reduction in money lending and dependence on other people and CSG as a result of capacity building. The views of the participants on benefits of capacity building are narrated below.

Participant 5 of session 1: "*Getting skills would result in reducing the need to make loans. The CSG would solely cater for the needs of the child and not be used to cater for the needs of everyone at home".*

Participant 6 of session 1: *"I think that if we could get skills you could be able to work for yourself and be independent. In that way, depending on other people would also stop. You will stop begging people for things as you will earn your salary".*

Participant 5 of session 4:*"Well, to enumerate, my hope is to have a proper home, send my child to a proper school and then take good care of myself".*

Participant 7 of session 4: *"All I really want is a job so that I can provide for my child. Even if the salary is not a lot, I would be very happy. As long as my child can go to a proper school and find a job thereafter so that they do not have to live the life we live. I want my child to go to school and study further than I have".*

The findings of the study are in line with Templeton (2009) who claims that the impact of capacity building is seen on the output generated when the capacity learnt is applied. As such, skills and knowledge acquired need to be applied to experience the benefits of capacity building. Therefore, to experience the benefits of capacity building it is vital to apply the knowledge and skills acquired during the capacity building intervention. For example, the application of skills acquired during a training on farming could lead to income generation through growing and selling crops.

Conversely, seven participants did not see the need to improve their skills and knowledge as they emphasised that there are no benefits to capacity building. They argued that there is no relationship between capacity building through institutions of higher learning and increment in chances of employability. As such, these participants did not believe that learning a new skill and furthering educational level can help in obtaining a job. Moreover, the participants mentioned that gaining skills and knowledge though institutions of higher learning does not help because educated people are unemployed in South Africa. This view was popular in session two where seven out of eight participants believed more in finding work and less in capacity building through education. The statements below suggest that there are no benefits to capacity building.

Participant 8 of session 2: *"I am not lacking anywhere from my side in terms of getting a job. When we go and submit our CVs to look for a job, we are just told that there is no job even with the ID and CV in hand-we do not get hired".*

Participant 4 of session 2: *"I want work. I have given birth already, what do I want at school? How will I feed my child if I am going to school? It is better that I go and work. (Laughing). I will not feed this child by education, I have to go and work and allow her to go to school and study further. You see".*

In agreement, other participants said:

Participant 8 of session 2: *"There are no benefits".*

Participant 8 of session 2: *"Yes, I have two children. If I go to school now and my children go to school as well. We all come back from school in the afternoon and they will say "mom, we are hungry". You find that I have nothing as well. So it is better if I try and push myself to find domestic work, do anything that will get me money or come up with a business idea".*

Participant 1 of session 2: *"Maybe for others, there are benefits, but for me-I do not see any benefits".*

Seven participants were of the view that capacity building is not beneficial as it is rather more important to find a job than to go to institutions of higher learning or receive any form of training. The priority for these participants remained on catering for the needs of their families than improving their capabilities. The views of these participants concurred with Mncayi

(2016) who argues that the South African education system has in some way failed its purpose to ensure the employability of the graduates.

THEME 7: SCARCITY OF RESOURCES AND PROGRAMMES

The findings show that the community lacks resources and programmes that are paramount for the development of skills and knowledge of community members. All participants emphasised that the unavailability of resources in their community; like electricity, hinders the improvement of their lives and community. In essence, the participants argued that their personal and community development is hindered by the lack of resources in their community. The views of the participants on the impact of scarcity of electricity in their community are narrated below.

Participant 8 session 1: *"Even if you can start a salon, there is no electricity, at least you can get the water from the communal tap, so water is not a problem. But, when there is no electricity what are you going to use to blow dry the hair. Also, you cannot say you are going to do a business that involves cooking because there is no electricity".*

Participant 6 of session 1: *"But, the question was do you have any resources available now to start the businesses. No, we do not have the resources available to start the business to answer the question".*

Participant 2 of session 2: *"I think the first thing we need to have is electricity. Electricity will allow to run businesses; like selling kota. Also, if you want to sell cold drinks, you must have a working fridge. Such things need electricity".*

In agreement, other participants said:

Participant 6 of session 3: *"Nothing. We have nothing. We do not have anything in this community. We are just sitting, as you can see".*

Participant 6 of session 3: *"Having no electricity closes a lot of things".*

Participant 6 of session 4: *"Further, because there's no electricity you cannot start that business because all the leftover food will spoil, thus you will waste a lot of money and gain nothing from the business".*

Similarly, Zohuri and Mcdaniel (2019) argue that the living standards are improved by electricity and most people's living quality would be significantly reduced and affected if electricity would disappear. Therefore, lack of electricity negatively affects the functioning of the people.

Moreover, all participants agreed that there are no programmes in their community that are aimed at enhancing the skills and knowledge of the community members. In all group sessions participants mentioned that there are no organisations that exist in their community or external organisations, companies or educational institutions that come to their community to educate or share information with them. Only one participant could recall a company that approached community members regarding a business venture that could generate an income. But the initiative was unsuccessful because the participants did not have the joining fee. The views of the participants on lack of capacity building programmes in the community are captured below.

Participant 6 of session 2: *"There only people who came here were people from Table Charm- that was it. They told us how we could join Table Charm so we can sell their products and make money".*

Participant 8 of session 3: *"Someone would come and say we will start a farming project and to get hold of him, we must contribute R1.00 for airtime. We did that, do you remember Sisipho*? We did that and we were busy going to meetings, the representative of this community knows that. But that project never took place".*

All participants of session 4: *"No there are no programmes like that. Further, you are the first person who thought to come and speak to us about such a thing".*

The lack of programmes in the community has a negative influence on the development of capacities of the community members and the community itself. Zayyanu (2016) describes community-based organisations as non-profit organisations that facilitate community efforts for community development. Therefore, availability of community-based organisations would offer a chance to improve the skills of the people.

All participants agreed that they need capacity building programmes in their community to improve their abilities and encourage independence. The participants were interested in

learning new skills such as baking, sewing and making wristbands as these will offer an opportunity to make an income. But, due to unavailability of programmes in their community they were hindered from learning such skills. The views of the participants on the matter are narrated below.

Participant 5 session 1: *"Any kind of skill, even if it's skill on sewing because sewing is a skill. Also, we can learn about how to bake, there are a lot of people who cannot bake, baking is a skill too".*

Participant 2 of session 4: *"If we can just be taught skills. As an example, if we can just be taught how to make a specific thing like a crate".*

Participant 6 of session 4: *"Important to note that not everyone has a natural ability to sell products. You understand? Other people's natural gifts are crafting something with their hands. Like I said, if we can find someone to teach us how to do a specific thing like a wristband".*

The unavailability of programmes to encourage capacity development puts community members at an even greater disadvantage. As such, the participants need capacity building programmes to enhance self-reliance. Development projects and programmes should provide demand-oriented services and improvements that address the actual needs of the people concerned (Zayyanu, 2016).

THEME 8: REQUIRED INTERVENTIONS

The findings of the study display that there are multiple interventions that the community needs to encourage capacity building. Owing to challenges in the community and lived experiences of community members, the participants identified these capacity building interventions as these can contribute significantly to personal and community development. Capacity building interventions are designed to encourage self-reliance and improve the living standard of the community members. The interventions that the community needs to encourage capacity building are discussed below in form of sub-themes.

Sub-theme 8.1: Electricity

The findings show that the provision of electricity to the community is very important. The participants emphasised that provision of electricity is one of the interventions that is required to ensure capacity building. Owing to unavailability of electricity, the participants experienced challenges in starting and operating a business as businesses require electricity to run efficiently. Below are the views of the participants on importance of provision of electricity to the community.

Participant 3 of session 1: *"We tell them that we want electricity and many other things".*

Participant 2 of session 2: *"I think the first thing we need to have is electricity. Electricity will allow us to run businesses, like selling kota. Also, if you want to sell cool drinks you must have a working fridge. Such things need electricity"*.

Participant 4 of session 3: *"Even the candles and paraffin are dangerous to our children. So the first thing we can say we would like to be introduced in our communities in electricity"*.

The participants argued that provision of electricity can simplify the process of starting a business, thereby increase chances of self-reliance. A study conducted by Khobai, Mmugano and Le Roux (2017) investigated the relationship between electricity supply and economic growth in South Africa and revealed that electricity supply has a positive impact on economic growth, trade openness and employment. Therefore, the availability of electricity can improve the way of living.

Sub-theme 8.2: Land

Provision of land as an intervention to encourage self-reliance was emphasised in session three. The participants mentioned that due to unavailability of space in their yards and congestion in the community, it is difficult to grow crops. Therefore, provision of land can facilitate income generation through engagement in agricultural activities. The views of the participants on suggestion about provision of land are outlined below.

Participant 3 of session 3: *"We do not have spaces in our yards. Last year I went down to other houses that have spaces in the yards to ask if I cannot utilise their spaces, I was able to grow pumpkin and maize. This year I am planning to grow spinach, cabbages and tomatoes when it is the season to grow those. But in front of my house I do not have space. As you can*

see the squatter camps shacks are built very close to each other. So I just sit in one spot, there is no yard to move around".

Participant 4 of session 3: *"Here, spaces belong to people. It is best if you could request a fraction of land so that you can do your own thing. Some people would not want to share their space with you".*

Raniga (2018) mentions that resources such as land, minerals, water and agriculture are necessary to achieve sustainable livelihoods in households and communities. Community members need land to grow crops for selling and subsistence, such can encourage self-reliance. Kirsten (2016) adds that agriculture combats poverty and ensures food security through employment creation, availability of farm income and stability in food prices.

Sub-theme 8.3: Community projects

The findings of the study show that the establishment of community projects is a vital intervention to encourage capacity building. The participants mentioned that they need community projects and programmes that improve the abilities of the community members. Moreover, the participants shared that they want to be involved in community projects; such as the road works projects that take place in their community. Even though participants mentioned that it will be difficult to work as a group of community members, they are interested in the introduction of community projects for skills development and income generation through such projects. The narratives of the participants are below.

Participant 6 of session 2: *"Even sport can be introduced in this community because these children will end up abusing drugs".*

Participant 5 of session 2: *"I have attempted to do a sports programme. I was told that there is not enough space and good quality facility where training can be done. So I just decided to stop. I really wanted to start the programme because I really like sports. I am always playing sports".*

Participant 8 of session 2: *"Yes, different groups can be created for children based on their needs. If we could have different programmes; where things like counselling are conducted".*

Participant 7 of session 4: *"If we could find people to teach us different skills according to our areas of gifts we will be alright. This will help in learning the skills faster, and thus be very productive so that we can sell our products".*

Participant 4 of session 4: *"And we need people who'll inform us about job opportunities".*

The participants viewed the establishment of community projects as a strategy to improve skills and source of income. Therefore, the introduction of community projects will be beneficial to the development of skills of community members. Similarly, Zayyanu (2016) argues that participatory development projects enhance the capacity of the citizens, management of local affairs and improve the interaction between parties concerned.

4.3 SUMMARY

Low levels of education, discrimination, availability of heavy manual labour and lack of support from the government are drivers of unemployment. Dependency on CSG and family, falling into debt, inability to cater for own and child's needs were viewed as effects of unemployment. Other effects of unemployment are family dysfunction, prostitution and poor socio-emotional wellbeing. Moreover, benefits of receiving CSG were deliberated on. Stigma from society and lowered standard of living are challenges faced by CSG recipients. Strategies for capacity building are provision of resources, training on farming and access to institutions of higher learning. Furthermore, participants reported lack capacity building resources and programmes in their community as hindering improvement of skills. As such, they would like provision of electricity, land and establishment of community projects in their community to encourage capacity building.

CHAPTER FIVE

MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this study the researcher investigated the perspectives of CSG recipients on strategies for capacity building of unemployed CSG recipients residing in Katlehong Township. As such, the causes and effects of unemployment were discussed. Moreover, the benefits and challenges of earning CSG were deliberated on as well. Most importantly, the strategies for capacity building were identified. Consequently, this chapter will assess how the aim and objectives of the study were achieved. Based on that, key findings, conclusions and recommendations will be included in this chapter.

5.2 RESEARCH AIM AND OBJECTIVES

To recapitulate, the aim of the study was to explore the perspectives of CSG recipients on ways that they can be capacitated to enhance self-reliance. This aim was achieved through the following research objectives:

Objective 1: To explore and describe skills development and capacity building needs from the perspective of Child Support Grant (CSG) recipients.

The discussion in Chapter 2 (See Section 2.2) shows that Objective 1 was achieved as the discussion captures the capacity building needs of women. The empowerment perspective (See section 2.2), as the theoretical framework that underpinned this study, explains the importance of engaging beneficiaries in socio-economic activities to ensure self-reliance. In addition, the empowerment perspective is based on the premise that people should be able to make decisions and be self-reliant. The discussion on women empowerment explains that women need to be exposed to opportunities and resources to ensure that they obtain skills. Moreover, Objective 1 was achieved in the empirical findings Chapter 4 (See Theme 7) where the participants described the skills they would like to learn and acquire.

Objective 2: To investigate the perspectives of CSG recipients on skill building strategies that can reduce unemployment amongst women who receive CSG for enhancement of their self-reliance.

The discussion in Chapter 2 (See Section 2.3.2-2.3.4) shows that Objective 2 was successfully achieved. The discussion encapsulates interventions implemented across the world and these are strategies aimed at reducing unemployment among women. Further, Objective 2 was achieved through the empirical findings (See Chapter 4; Theme 5, Sub-theme 5.1-5.3) as various capacity building strategies were identified and suggested. The discussion under Chapter 4 (See Theme 8; Sub-theme 8.1-8.3) also proves that Objective 2 was achieved as the findings reveal that participants need capacity building programmes and resources like electricity and land.

Objective 3: To explore and describe challenges and benefits of capacity building programmes from the perspective of CSG recipients.

In Chapter 2 (See Section 2.2) the discussion of the empowerment perspective, as the overarching Theoretical Framework, also shows that Objective 3 was achieved. The discussion on empowerment perspective captures how empowerment of individuals can be beneficial to the recipients of the intervention. Objective 3 was achieved in Chapter 2 (See Section 2.8) where the outcomes of capacity building on women are captured. The discussion explains how capacity building can have a positive impact on women. The impact of capacity building on women can be seen on livelihood opportunities, skills attainment, independence and food security. Moreover, through the empirical findings in Chapter 4 (See Theme 6) Objective 3 was achieved where the benefits of capacity building are described. The participants mentioned that capacity building can help improve the standards of living, increase chances of finding employment and create a better life for their children. In addition, Objective 3 was achieved in Chapter 4 (See Theme 7) where the lack of capacity building resources like electricity and land, and programmes is described as a challenge that community members are faced with. Moreover, Objective 3 was achieved in Chapter 4 (See Theme 7) where failure to implement a community programme was identified as a challenge that hindered community members from participating in a capacity building programme.

Objective 4: To identify factors that influence the dependency on CSG from the perspective of CSG recipients.

Objective 4 was achieved in Chapter 2 (See Section 2.4) where socio-economic challenges that inhibit women from participating in the labour market are discussed. Issues like marginalisation of women, gender inequality, lack of skills and unemployment were identified as factors that lead to dependency on CSG. Moreover, Chapter 4 (See Theme 1; Sub-themes 1.1-1.4) describes factors that contribute to unemployment. As well, as shown in Theme 2 (See Sub-theme 2.1) the issue of dependency on CSG as an effect of unemployment is deliberated on.

Objective 5: To propose socio-economic strategies that may enhance the self-reliance of CSG recipients.

Objective 5 was achieved in Chapter 2 (See Subsection 2.7) where strategies for capacity building were identified and these include on-the-job learning, entrepreneurship and vocational training. In addition, Objective 5 was achieved in Chapter 4 (See Theme 5; Sub-section 5.1-5.3) where strategies for capacity building are discussed. Moreover, Objective 5 was achieved under Theme 8 (See Sub-theme 8.1-8.3) where required interventions to encourage capacity building are discussed.

5.3 KEY FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Theme 1-Factors contributing to unemployment

Key findings:

Most participants viewed lower levels of education as decreasing the chances of securing a job. Moreover, all the participants asserted that discrimination based on residing in a poor township increases the chances of experiencing unemployment. The participants reported being discriminated against based on where they live-as such, they are unable to secure employment. Additionally, availability of heavy manual labour was mentioned as one of the causes of unemployment among women as most job opportunities available in their community were reserved for men. All participants agreed that the lack of support from the local government perpetuates unemployment.

Conclusions:

Women are greatly affected by unemployment as compared to their male counterparts. Such unemployment rates are exacerbated by social injustice, inequality and masculinity that still prevails in South Africa despite the S.A Constitution that guarantees all citizens equal access to socio-economic opportunities. Therefore, unemployment among women is caused by multiple intersecting factors such as class, gender, race, level of education and geographic location. Moreover, poor service delivery, particularly at Local Government level, was a key contributing factor whereby some communities lack access to opportunities and resources to participate and engage in SMMEs and enhance their socio-economic development.

Recommendations for social work practice and policy:

-Coordination between various stakeholders; like the government, private companies and non-government organisations, non-profit organisations or faith-based organisations to encourage job creation and engagement of disadvantaged women into socio-economic activities.

-Social work practitioners to initiate socio-economic development projects with unemployed women to address unemployment and poverty.
-Community members should be linked with potential employers.
-Local Government officials should be held to account to ensure effective and efficient service delivery and the promotion of economic development activities in the local communities.

Theme 2-The effects of unemployment

Key findings:

Unemployment and lack of access to financial resources results in reliance on the CSG and relatives for financial support. As a result of poverty and unemployment, many women are left with no options, but to rely on loans which leave them indebted to loan schemes that charge exorbitant interests. Such schemes make these unemployed women more vulnerable. Unemployment creates a dire situation where families are not able to meet their basic needs. As well, the study showed that unemployment lowers the family's standard of living and creates family dysfunction, whereby children fight over scarce resources or where resentment occurs as a result of unmet needs. One of the drastic measures taken by poor and unemployed women was to resort to prostitution. Such methods of income generation places some women

at high risk of exploitation, violence and HIV infection. Women who find themselves in such poor socio-economic disadvantage suffer poor emotional ill-health and their wellbeing is likely to be negatively affected.

Conclusions:

Unemployment leads to an increase in chances of falling into debt in order to provide for the needs of the family. In some cases, families who suffer from poverty and unemployment are unable to meet basic needs and their standard of living is lowered. As a result, many families become dysfunctional, their physical health and emotional wellbeing is compromised. Relying on the CSG is not sustainable and promotes dependency and/or prostitution.

Recommendations for social work practice and policy:

-Social Workers should advocate for provision of start-up capital of SMMEs for community members who would like to run businesses.

-Social Workers should initiate, implement and monitor sustainable livelihood programmes.

-Social Workers should liaise with various companies regarding offering training to unemployed women.

Theme 3-Benefits of earning CSG

Key findings:

Although the CSG is insufficient to meet the needs of families, particularly where unemployment is high and no one in the family is employed, the grant is used to alleviate poverty by providing for the most basic needs, such as food and school essentials. As there is no one employed in these families, the CSG benefits everyone in the family as the grant is used to pay rent, buy groceries and printout curriculum vitae for those looking for work. Therefore, provision of CSG makes a difference in that there would be no money to cover the most basic essentials if the State did not have such cash transfers.

Conclusions:

CSG is adequate to cover the most basic necessities such as food, school necessities and clothing. However, the grant is not enough to cater for the holistic needs of families, particularly large families where no one is employed and everyone relies on the grant. CSG beneficiaries use the grant to cover the needs of everyone in the family, such as provision of food, shelter and clothing. Moreover, the grant is used to pay for a printout of a curriculum vitae which is essential for a person looking to find work.

Recommendations for social work practice and policy:

-CSG should be increased to ensure that all daily needs are met.

-Department of Social Development offices should offer a CV printing service for free to the unemployed individuals to increase prospects of applying and finding a job.

Theme 4-Challenges of earning CSG

Key findings:

The study revealed that recipients of CSG tend to be stigmatized by community members and SASSA officials. Such can have a negative impact on the emotional wellbeing of the CSG recipients. Moreover, the ill-treatment from SASSA officials could make people fear approaching SASSA offices to apply for CSG even though they are in dire need of the grant. In addition, the CSG is inadequate to cover the cost of living. As the grant is very little, it cannot last for the entire month. Such can negatively affect the ability to meet the daily needs of the family.

Conclusions:

Recipients of the CSG endure scorn and stigma from the public. This has a negative impact on the emotional wellbeing of the CSG recipients. Moreover, the inability to meet all the essentials negatively affects the standards of living and family functioning. CSG recipients resort to cheaper food and clothing items to ensure that the grant lasts longer.

Recommendations for social work practice and policy:

-Establishment of therapeutic groups for CSG recipients experiencing emotional distress.

-Educating SASSA officials and the community at large about the right to social security and assistance for all as a way to reduce stigma around CSG.

-Provision of training on budgeting for CSG.

-Provision of resources to start income generating projects and/ small businesses to supplement the CSG.

Theme 5-Strategies for capacity building

Key findings:

One of the strategies suggested was for government to provide unemployed women with resources to start small businesses and /or income generation projects. Secondly, training on farming was seen as an essential strategy to encourage self-reliance and starting of small businesses. Moreover, getting a tertiary qualification was seen to be the strategy most likely to help people get jobs and be relieved from poverty.

Conclusions:

Training on farming and the availability of resources (financial and material) to enable those who want to start SMMEs would enhance self-reliance and get people from depending on loans or prostitution. Skills development on various income generation projects would assist in ensuring income and food security for the families, thereby enhancing self-reliance. Moreover, opportunities to get a tertiary education was another strategy for capacity building as such would increase the prospects of finding employment with a qualification from a tertiary institution. However, the lack of information on funding opportunities available in institutions of higher learning hinders the participants from approaching these institutions. Capacity building and empowerment can aid in improving standards of living.

Recommendations for social work practice and policy:

-Institutions of higher learning need to create awareness in townships on courses and available funding opportunities.

-Social Workers to implement awareness campaigns on community development projects rendered by the Department of Social Development.

-Improve levels of education through linking women to institutions of higher learning.

-Department of Education and institutions of higher learning should create a database on funding opportunities available in institutions of higher learning.

-Provision of capital and resources to empower unemployed women to start businesses and income generating projects.

- Provision of a certificate endorsing completion of a training on farming.

Theme 6-Benefits of capacity building

Key findings:

The study revealed that capacity building could be beneficial in improving the living standards of impoverished women. Additionally, capacity building could increase chances of finding a job, improve sources of income, lower the rate of borrowing money from the loan sharks and reduce dependence on CSG. As such, the involvement of community members in capacity building initiatives and the application of what was acquired during capacity building interventions could give community members such benefits.

Conclusions:

Capacity building has positive connotations attached to it. Capacity building interventions can provide the beneficiaries with a chance to secure employment and generate income. Therefore, capacity building strategies provide beneficiaries an opportunity to be self-sufficient. Moreover, the dependence on CSG and loan sharks for financial support is reduced as a result of capacity building.

Recommendations for social work practice and policy:

-Linking women who have completed training or qualification to potential employers.

-Linking of women with certain skills to organisations that offer capital to start businesses.

-Provision of material resources and business spaces to carry out business for women who want to start businesses.

Theme 7-Scarcity of resources and programmes

Key findings:

The study displayed a lack of resources such as electricity and land for those unemployed women who wanted to engage in SMMEs or income generating projects. As such, the prospects of commencing businesses and income generating projects are very low. Moreover, there are limited capacity building programmes being implemented in these impoverished communities. Owing to lack of capacity building resources; like electricity and land, and programmes self-reliance is hampered.

Conclusions:

The unavailability of capacity building resources like electricity and land hinders unemployed women from starting income generating projects and SMMEs. Moreover, the scarcity of capacity building programmes impedes unemployed women from attaining skills required to secure employment or become self-employed. Therefore, the unavailability of capacity building resources and programmes further reduces the chances for unemployed women to be self-reliant. Moreover, the scarcity of electricity, land and capacity building programmes increases dependence on CSG, encourages borrowing money from loan sharks and lowers the standards of living.

Recommendations for social work practice and policy:

- Social Workers should advocate for provision of resources like electricity and land to the community to increase chances of starting businesses and income generating projects.

-Capacity building interventions; in form of programmes, should be implemented in the community.

-Social Workers should establish and facilitate community projects benefitting unemployed women.

-Social workers should introduce sustainable livelihoods programmes to ensure food security for unemployed women and their families.

Theme 8-Required interventions

Key findings:

The study showed that unemployed women require electricity, land and community-based income generation projects and/or skills development programmes. Moreover, the provision of resources such as electricity and land was a recurring need which could assist unemployed and poor women to start businesses and be self-reliant. Therefore, provision of electricity and land and the establishment of capacity building programmes are steps towards capacity building and enhancement of self-reliance among unemployed and poor women.

Conclusions:

Introduction of community programmes and provision of resources would encourage capacity building and enhance self-reliance. The provision of electricity would assist in starting businesses and provision of land would assist in ensuring food security and self-employment. Therefore, provision of electricity and land would increase independence among unemployed and poor women. Moreover, the establishment of skills development programmes would ensure attainment of skills, thereby increasing chances of securing employment. In addition, the establishment of income generating projects would increase household income and reduce dependence on CSG.

Recommendations for social work practice and policy:

-Establishment of women's networks and social media platforms to communicate and share information about available jobs, training opportunities and available community-based initiatives.

-Social workers should advocate and lobby government officials and legislators for provision of resources on behalf of the community members.

-Social Workers should liaise with relevant government departments; Department of Mineral Resources and Energy on considerations for provision of electricity and land to the community members.

-Social Workers should initiate, implement and monitor skills development and community projects.

5.3.1 Recommendations for further studies

-A more in-depth and large-scale study involving a more diverse group of beneficiaries of the Child Support Grant should be conducted to explore how beneficiaries could use the CSG to start a savings scheme (Stokvel) or cooperatives.

-To investigate the outcomes of existing alternative programmes and services provided by the South African Social Services Agency and Department of Social Development that target CSG recipients.

-Other studies could focus on investigating programmes implemented by the Department of Social Development that are aimed at empowering unemployed youth.

-Other studies can focus on exploring the outcomes and impact of Department of Social Development and business sector collaboration in implementing interventions to address unemployment and poverty in South Africa.

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APPENDIX A

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

PARTICIPANT INFORMATION SHEET

Capacity-building of Child Support Grant recipients: A case study of unemployed mothers in Katlehong Township.

Good day,

My name is Anathi Onceya and I am a post-graduate student registered for the degree MA in Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I am conducting research regarding capacity building strategies for child support grant recipients. It is hoped that the information gathered could enhance self-sufficiency amongst unemployed mothers who rely on Child Support Grant to meet their basic needs and those of their children. The outcome of this study could inform both the formulation and implementation of social assistance policies and programmes.

As an unemployed mother who is not involved in any skills development or educational programme and benefits from Child Support Grant, you are ideally positioned to contribute to my research. I therefore wish to invite you to participate in my study. If you accept my invitation, your participation would be entirely voluntary and you are free to withdraw at any time without penalty. There are no consequences or personal benefits of participating in this study. If you agree to take part, I would arrange to conduct a focus group with you and other participants at any time and place that is suitable for all of you. The session will last approximately two hours. If you choose to participate, you may withdraw from the study at any time and you may also refuse to answer any questions that you feel uncomfortable with answering. If you decide to participate, I will ask your permission to tape-record the session.

There is a free counselling service provided by Ms. Tlholohelo Mokoena, should there be trauma emanating as a result of this study. She can be contacted on 011 306 5343.

No-one other than the researcher, research assistant; Ms. Nhlovo Tsuvuka, and the supervisor will have access to the tapes. The tapes will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. A copy of your interview transcript without any identifying information will be stored permanently in a locked cupboard. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report. The results of the research may also be used for academic purposes (including books, journals, and conference proceedings) and a summary of findings will be made available to participants on request.

Please contact me on 074 5519 776 or Anathi.onceya@gmail.com, or my supervisor, Dr. Poppy Masinga on 011 717 8329 or Poppy.Masinga@wits.ac.za if you have any questions regarding my study. We shall answer them to the best of our ability. If you have concerns and complaints about the study, please contact ***Human Research Ethics Committee (Non-Medical) Contact Details:*** Chairperson: Jasper.Knight@wits.ac.za or the administrator: Ms. Shaun Schoeman, Tel: 011 717 1408 or Shaun. Schoeman@wits.ac.za.

Thank you for taking the time to consider participating in the study.

Yours Sincerely,

Anathi Onceya

APPENDIX B

CONSENT FORM FOR PARTICIPATION IN THE STUDY

Capacity-building of Child Support Grant recipients: A case study of unemployed mothers in Katlehong Township.

I hereby consent to participate in the study. The purpose and procedures of the study have been explained to me.

I understand that:

- My participation in this study is voluntary and I may withdraw from the study without being disadvantaged in any way.
- I may choose not to answer any specific questions asked if I do not wish to do so.
- There are no foreseeable benefits or particular risks associated with participation in this study.
- My identity will be kept strictly confidential, and any information that may identify me, will be removed from the interview transcript.
- A copy of my interview transcript without any identifying information will be stored permanently in a locked cupboard and may be used for future research.
- I understand that my responses will be used in the write-up of a Masters project and may also be presented in conferences and journal articles.

Name of Participant: ……

Date: ……

Signature: ……..

APPENDIX C

CONSENT FORM FOR AUDIO-TAPING OF THE INTERVIEW

Capacity-building of Child Support Grant recipients: A case study of unemployed mothers in Katlehong Township.

I hereby consent to tape-recording of the interview.

I understand that:

- The recording will be stored in a secure location (a locked cupboard or password-protected computer) with restricted access to the researcher and the research supervisor.
- The recording will be transcribed and any information that could identify me will be removed.
- When the data analysis and write-up of the research study are complete, the audio-recording of the interview will be kept for two years following any publications or for six years if no publications emanate from the study.
- The transcript with all identifying information directly linked to me removed, will be stored permanently and may be used for future research.
- Direct quotes from my interview, without any information that could identify me may be cited in the research report or other write-ups of the research.

Name: ……..

Date: ……

Signature: …….

APPENDIX D

RESEARCH ASSISTANT CONFIDENTIALITY AGREEMENT FORM

Capacity-building of Child Support Grant recipients: A case study of unemployed mothers in Katlehong Township.

I, ……., agree to assist the primary researcher during this study. I agree to maintain full confidentiality during this study.

I agree to:

- Keep all the information shared with me confidential by not sharing the information with any other person except the primary researcher.
- Keep all the information about the identities of the individuals participating in the study.
- Keep all the raw data that contains information that was collected during data collection in a secure space with passwords and locks.
- Share the information with only the primary researcher when the research is complete.
- Destroy any information on this study after the completion of this study.

Name of primary researcher: ……

Date: ……

Signature: ……

Name of research assistant: ……..

Date: …….

Signature: …….

APPENDIX E

FOCUS GROUP GUIDE

Capacity-building of Child Support Grant recipients: A case study of unemployed mothers in Katlehong Township.

Interview Questions:

1. How does the issue of unemployment affect you and your children?
2. What are the benefits of being a beneficiary of the CSG?
3. What are the challenges of benefitting from CSG?
4. What would the benefits of enhancing your skills or developing new skills be?

4. What are the different ways in which CSG recipients can be capacitated so they can be economically independent?

5. What capacity building services or programmes exist in your community that unemployed CSG recipients can benefit from?

6. What would you like to be introduced in your communities to be provided to unemployed mothers who are CSG recipients as an opportunity to improve or develop new skills?

7. What kind of resources would you need to ensure that you are self-sufficient in future?

8. How do you plan to ensure that you are self-sufficient/independent in future?