UNIVERSITY OF THE WESTERN CAPE

Faculty of Community and Health Sciences

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Title: EXPLORING THE EXPERIENCES OF BENEFICIARIES INVOLVED IN THE EXPANDED PUBLIC WORKS PROGRAM WITHIN A NATURE CONSERVATION.

Student Name: Clinton Windvogel

Student Number: 3697722

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Supervisor: Dr Athena Pedro

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DECLARATION

I declare that EXPLORING THE EXPERIENCES OF BENEFICIARIES INVOLVED IN

THE EXPANDED PUBLIC WORKS PROGRAM WITHIN A NATURE

CONSERVATION is my own work, that all the sources used has been completely cited and

referenced in accordance with the American Psychological Association referencing style.
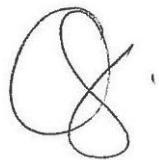
Clinton Gustave Windvogel

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DEFINITION OF TERMS

The following terms and definitions were used during the course of this research study:

Expanded Public Works Program: "expanded public works program" means a program to provide public or community assets or services through a labour intensive program initiated by government and funded from public resources (Department of Labour: Government Gazette. 4 May 2012).

Experiences: This refers the experiences of the beneficiaries that were part of the research study within the different research sites.

Beneficiaries: This refers to the people that are working in the Expanded Public Works Program nationally. Within the Government Gazette beneficiaries are referred as workers which is defined as "worker" means any person working in an elementary occupation on a EPWP (Department of Labour: Government Gazette. 4 May 2012).

Conservation agency: This refers to the entity in which the beneficiaries are employed at.

Job creation projects: This refers to that programs are drafted and implemented with the aim of alleviating poverty and promote skills development.

Interpretive phenomenological approach: This approach aims at giving evidence of the participants' making sense of phenomena under investigation and, at the same time, document the researcher's sense making Pietkiewich (2012)

Nature: This refers to the plants and animals as well as the aesthetic objects within the different research sites.

Research participants-This refers to the people that were part of this research study

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ABSTRACT

The economic state of South Africa prior to 1994 is linked directly to the political dispensation that was operating under apartheid. Since the advent of the new democratic dispensation, the South African government has developed policies which have focused on poverty alleviation. However, given all the gains (political equality) that have been made, South Africa still remains one of the highest in the world in terms of income inequality. Income inequality is an indicator of how material resources are distributed across society. Within the context of South Africa's income inequality is largely due to the history of colonialism and. To address this income inequality, the government initiated job creation initiatives in 1995 which was implemented by institutions such as government departments and parastatals such as the nature conservation agency under research. A qualitative methodological framework was used for this study to explore the subjective experiences of the beneficiaries involved in the Expanded Public Works Program within the nature conservation agency. For the purpose of this study purposive sampling was utilised since only specific participants from four specific reserves were selected to participate in this study. The sample for this research study comprised of 24 participants. These participants were selected from each of the 4 selected reserves. Semi-structured interviews were utilised to gain a thorough understanding of the participants' subjective experiences. Upon completion of these interviews the information was transcribed and analysed using the interpretive phenomenological approach. Before commencement of the study, the necessary ethics approval was obtained from the Humanities and Social Sciences Research Ethics Committee at the University of the Western Cape. Participants' rights such as anonymity, confidentiality, voluntary participation, and confidentiality were guaranteed throughout the research process.

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List of abbreviations

EPWP   Expanded Public Works Program

WfW   Working for Water

FTE   Full time Equivalent

OECD   Organisation for Economic Co-operation and Development

CDE   Centre for Development and Enterprise

STATSSA-   Statistical Services of South Africa

Q1,Q2,Q3,Q4   Quarter one, Quarter two, Quarter three, Quarter four

PWP   Public Works Programs

PEP   Public Employment Programs

GHQ   General Health Questionnaire

IPA   Interpretive Phenomenological Approach

EAP   Employee Assistance Programs

HIV   Human Immunodeficiency Virus

AIDS   Acquired Immune Deficiency Syndrome

CHAPTER 1: INTRODUCTION

1.1 Background

The current economic climate in South Africa is critical with reference to the unemployment status. In the past 10 years (2008–2018), the unemployment rate has increased from 21, 5% to almost 28, 0%. In addition, the absorption rate in 2014 at 42.8% was still 3.1 percentage points below the peak reached in 2008 (Statistics South Africa [Stats SA], 2018). In order to address this challenge the previous President of South Africa, Mr FW De Klerk, stated in his opening of parliament speech on 2 February 1990 that those who formulate and implement economic policy have a major responsibility and at the same time to promote an environment conducive to investment, job creation and economic growth (Adenauer, 2010). Given the background of his speech (2 February 1990) which focused on the creation of jobs to address poverty in South Africa, certain job creation initiatives were launched. One of these job creation projects is the Working for Water (WfW) project which was founded in 1995 to clear alien invasive plants while providing social intervention and rural employment (Adenauer, 2010). The aim of the Working for Water initiative is to ensure an income for the unemployed while clearing certain areas of alien invasive plants. The beneficiaries comprise of a contractor and 11 team members which were recruited to clear a certain area. After completion of the work, the contractor then pays the team members their salaries. The Working for Water initiative also has as its aim to conduct skills development by capacitating team members with different skills to equip them for different tasks thus making them more employable for other industries as well (Department of Environmental Affiars,2004).

Another job creation initiative that was similarly launched was the Expanded Public Works Program (EPWP) which has its origins in the Growth and Development Summit of 2003. The aim of this initiative was to provide jobs to a wider scope of entities and also working in partnership with entities such as government departments and para-statals such as

municipalities and nature conservation agencies. The relevant department or entity will submit a submission to EPWP based on 60% women, 55% youth and 2% disabled beneficiaries that need to be employed within a certain job creation project. All the implementation agents are required to report monthly on the operational funding costs and progress (Expanded Public Works Quarterly reports, 2008).   The nature conservation agency is one such implementation agent. The main aim of the nature conservation agency is the conservation of the biodiversity and to establish a conservation economy within the Western Cape (Cape Nature Community Conservation Standard Operating Procedures, 2012, p10). Many nature reserves are located near to communities that face high rates of unemployment. In order to address the high rates of unemployment a partnership was established between nature conservation agencies and the EPWP. The main aim of study is to explore the experiences of the beneficiaries involved in the Expanded Public Works Program within a nature conservation agency. By exploring the beneficiaries' subjective experiences of the program it may provide some insight into the sustainability and value of these current job creation projects and also informs and provide guidance for future job creation projects.
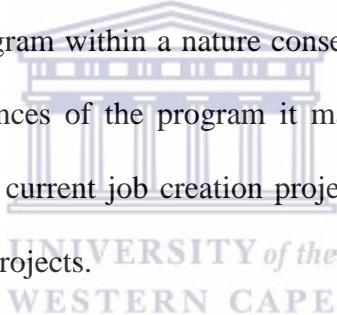
1.2 Rationale

According to the Quarterly Labour Force Survey, Quarter 3, released by Statistics South Africa, 6,2 million South Africans are now unemployed, with 4,3 million having been unemployed for a year or longer. (Stats SA, 2018. According to the Organisation for Economic Co-operation and Development (OECD) (2018), long-term unemployment causes significant mental and material stress for those affected and their families. It is also of particular concern for policymakers, as high rates of long-term unemployment indicate that labour markets are operating inefficiently. Once a person has been in long-term unemployment, the probability of finding a job declines, leaving them at risk of being permanently detached from the labour market (Stats SA, 2018). Statistics South Africa (2018) reported that South Africa's

unemployment rate for the 3rd quarter of 2018 came in at 27.5% which is close to the all-time record high unemployment rate of South Africa. This is not good news for those writing matric exams or those looking to finish their studies at the end of this year.

No amount of talking and debating at a jobs summit will solve this problem. The only way out of unemployment and poverty is economic growth and job creation. In order to do that the right policies, political programs and efficient government and efficient government spending needs to be in place to foster and maintain an environment in which businesses and individuals can flourish in. If the government is really serious about creating jobs and growing the economy, and not just looting state resources, the time to let go of policies such as land expropriation without compensation is now. In addition to this lower corporate taxes would free up money for companies to keep staff employed or to expand and employ additional staff, who will then be taxed and help to widen South Africa's tax base. If steps like these are not taken urgently, the view is that South Africa's unemployment rate will be reaching new record highs very soon (Stats SA, 2018).

However, how does beneficiaries involved in the job creation projects in South Africa experience every day? To date minimal research has been conducted that focus on the experiences of beneficiaries involved in job creation projects within the South African context. This research study aims to address this gap in exploring the experiences of beneficiaries involved in the Expanded Public Works Program within a nature conservation agency.

1.3 Research Aim and Objectives

The main aim of this study is to explore the beneficiaries' subjective experiences of the Expanded Public Works Program within a nature conservation agency. Specifically, the researcher seeks to understand the general experiences of beneficiaries involved within the Expanded Public Works Program and to draw on to the beneficiaries' insider perspective

gaining in-depth insight into the program. By understanding the participants' insider perspectives the researcher can capture contextual information that will inform and enrich our understanding of the sustainability and value of these current job creation projects and also informs and provide guidance for future job creation projects.

The objectives of the study are to:

- Explore the general and subjective experiences as well as the challenges beneficiaries experience involved with the Expanded Public Works Job Creation Projects.

- Explore the challenges faced by the beneficiaries involved in the Expanded Public works Program.

- Explore the factors that contributes to the retention of the beneficiaries within the Expanded Public Works Program in this conservation agency.

- Explore how the beneficiaries' involve in this job creation project contribute to community well-being.
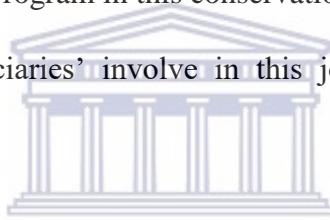
1.4 Research questions

1) What are the general experiences of the beneficiaries involved in the Expanded   Public Works Program?

2) What are the challenges faced by these beneficiaries?

3) What significance does this job creation project have in the beneficiaries' lives?

4) What factors keep these beneficiaries committed to the program?

1.5 Theoretical framework

Phenomenological approach

According to Davidsen (2013) phenomenology is characterized as a "movement." It is a dynamic philosophy that comprises several parallel currents that are related but not homogeneous. According to Spiegelberg (1965) the phenomenological approach consists of various sources of influences that involves a descriptive investigation of a phenomena (Davidsen, 2013, Spiegelberg, 1965). They do, however, have a common point of departure and agree on the fundamental phenomenological task: the descriptive investigation of the phenomena, both objective and subjective, in their fullest breadth and depth (Spiegelberg 1978). The phenomenological philosophy emerged at the end of the nineteenth century. It was anticipated by the work *Psychology from an Empirical Standpoint* by Franz Brentato (1995) and was developed by Edmund Husserl, who is considered the founder of phenomenology. According to Speziale and Carpenter (2007), the purpose of phenomenology is to describe particular phenomena, or the appearance of things, as lived experience (Speziale & Carpenter, 2007). The lived experiences of individuals involve the immediate consciousness of life's events prior to reflection and without interpretation, and are influenced by those things that are internal or external to individuals. It is the lived experience that gives meaning to each individual's perception of a particular phenomenon and thus presents to the individual what is true or real in his or her life (Giorgi, 1997). A phenomenological analysis does not aim to explain or discover causes. Instead, its goal is to clarify the meanings of phenomena from lived experiences. As such, phenomenology offers an important shift from a positivist cause-effect focus to one of human subjectivity and discovering the meaning of actions (Giorgi, 2005). Phenomenology practiced within a human science perspective can thus result in valuable knowledge about individuals' experiences. Therefore, for the purpose of this study the

phenomenological approach will be employed to extract and reflect the lived experiences of the beneficiaries involved in the EPWP job creation project.

1.6 The significance of the study

This study will contribute to an understanding of the subjective experiences of the beneficiaries in relation to whether there is a change in their quality of life by being involved in this job creation program. By investigating the beneficiaries' subjective experiences it will give an indication of the sustainability of job creation projects in South Africa since the beneficiaries in this job creation project under study are only being employed for a year. The beneficiaries' experiences will also contribute to an understanding of the applicability of the prescribed training within the job creation program in relation to the job market requirements in South Africa since numerous training courses are being offered within the program. This leads us to the literature regarding job creation projects and more specifically the Expanded Public Works Program which will be expanded on in chapter 2 of this research study.

1.7 Delineation of thesis

Chapter 1 provided an introduction by highlighting the background and rationale for the study.

Chapter 2 reviews the literature on the effectiveness of the Expanded Public Works program as well as the drawback of the Expanded Public Works Program and the psychological impact of unemployment.

Chapter 3 outlines the methodological framework which includes the utilisation of the Interpretive Phenomenological Approach, the research settings, sampling, data collection, the interview process, data analysis as well as the challenges during the research study and the trustworthiness of the research study.

Chapter 4 presents the findings of the study which includes the themes that resulted from the study and a discussion of the themes.

Chapter 5 presents a discussion of the findings, the purpose of the research study, a summary of the research findings, limitations and the recommendations.

CHAPTER 2:LITERATURE REVIEW

Chapter two provides a discussion of a short definition of job creation in general, a background description of the Expanded Public Works Program (EPWP), drawbacks of EPWP, a theoretical background, the psychological impact of unemployment, and a short description of the impact of technology on unemployment and the conclusion of this chapter.

2.1 Defining job creation

According to the Farlex Financial Dictionary (2012) job creation can be defined as "the process by which the number of jobs in an economy increases". Job creation often refers to government policies intended to reduce unemployment. Job creation may take a variety of forms.

An integral part of this definition is unemployment which implies that employment existed or potentially did exist which leads to the definition of employment. According to the Basic Conditions Employment Amendment Act No 11 of 2002 an employee means "a) any person, excluding an independent contractor, who works for another person or the State and who receives, or who is entitled to receive, any remuneration; and b) any other person who in any manner assists in carrying on or conducting the business of an employer." From this definition it can be deducted that there is a relationship between an employee and an employer that need to exist for employment to exist and that tasks need to be completed for remuneration. This leads to a contextual view of recent employment and unemployment trends in South Africa (Basic Conditions of Employment Amended Act, No 11 of 2002).

2.2 Unemployment statistics of South Africa

According to the Stats SA (2018) South Africa's official unemployment rate is on the increase. In the past 10 years (2008–2018), the unemployment rate has increased from 21, 5% to almost 28, 0%. Unemployment refers to those persons who were not employed, had taken steps to look for a job or to start a business and were available to take up a job had it been offered. The main hiccup lies with those persons who have been unemployed for longer periods and still do not find any form of employment (Stats SA, 2018).

Long-term unemployment refers to people who have been unemployed for 12 months or more. The long-term unemployment rate shows the proportion of persons in long-term unemployment among all unemployed persons. The most recent unemployment statics from Statistics South Africa, indicate that 6, 2 million South Africans are now unemployed, with 4, 3 million having been unemployed for a year or longer (Stats SA, 2018). Between the third quarter of 2008 and the third quarter of: 2018, the number of persons who were in long-term unemployment increased by 1, 7 million from 2008. This has resulted in the proportion of persons in long-term unemployment increasing by 9, 4 percentage points from 59,4% in Q3: 2008 to 68,8% in Q3: 2018 (Stats SA, 2018).

The most affected persons were women and youth. More men (51, 4%) than women were unemployed in 2018 compared to 2008. However, the percentage of women who were in long-term unemployment was higher than that of men in both 2008 and 2018. The reason according to Stats SA (2018) is that the South African labour market is more favourable to men than it is to women and men are more likely to be in paid employment than women, regardless of race. Long-term unemployment affects the youth more than it affects the adults. Although the percentage of youth in long-term unemployment declined by 7,4 percentage from 2008 to

2018, about two-thirds of those in long-term unemployment were youth (15–34 years) in 2018 (Stats, SA, 2018).

According to the Organisation for Economic Co-operation and Development (OECD) in the Stats SA 2018 quarter 3 report, long-term unemployment causes significant mental and material stress for those affected and their families. It is also of particular concern for policymakers, as high rates of long-term unemployment indicate that labour markets are operating inefficiently. Once a person has been in long-term unemployment, the probability of finding a job declines, leaving them at risk of being permanently detached from the labour market. (Stats SA, 2018).

Viewing the unemployment rate per province Stats SA indicates that at end of September 2017, the Eastern Cape has the highest official unemployment rate, while Limpopo has the lowest levels of unemployment. Gauteng, which is the biggest employing province (with 1.95 million employed people), now has the 4th highest unemployment rate in the country (with roughly 819 000 people unemployed in Gauteng) (Stats SA, 2018).

Graph 1 below describes the trend in unemployment per province from 2015 up till quarter 3 of 2017. The Western Cape Province is in the lower range as compared to the rest of the country. More specifically looking at the Western Cape, the peak of unemployment was in quarter 2 of 2017 with an unemployment rate of 22%, while the lowest rate of unemployment was indicated in quarter 4 of 2015 with a rate of 19,4 %. There is an upward trend in unemployment, which is currently at 21, 9% in the Western Cape. (Stats SA, 2018).
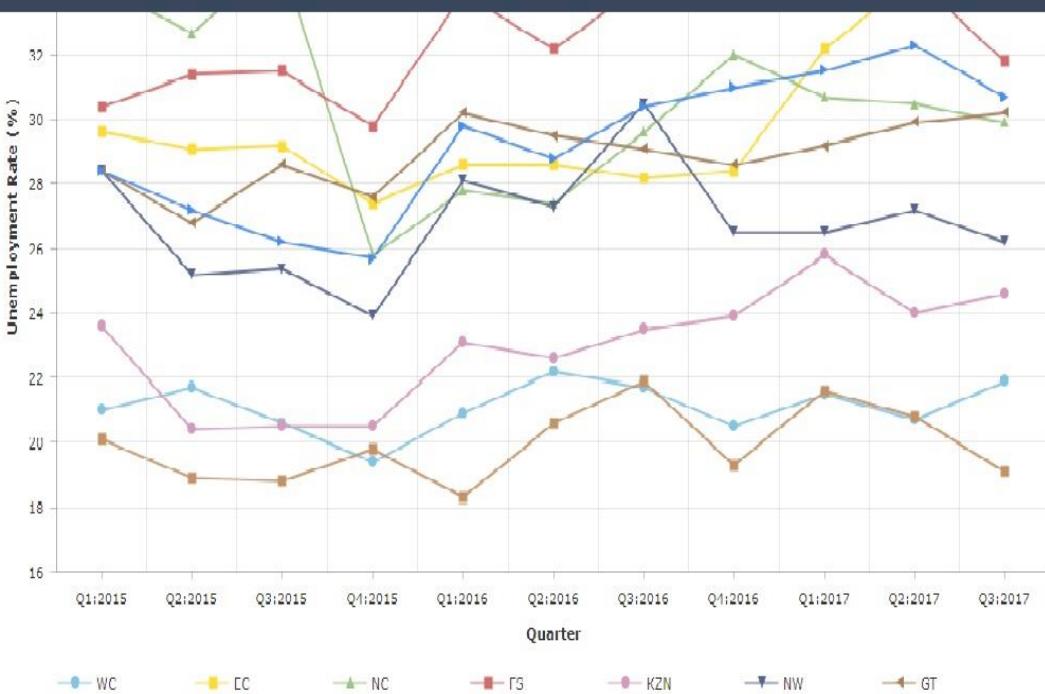
Figure 1: Unemployment rate per province. Adapted from *Graphics 24*

2.3 Contextual background of the **Expanded Public Works Program**

According to Bernstein (1994), the first Public Works Programs (PWP) initiatives were implemented to counter the depression following the end of World War I. In response to concerns about the growing levels of unemployment among lower-class white people, who were referred to as the poor whites, the government introduced PWPs to provide work opportunities for unskilled white labour during the 1920s and 1930s. The PWPs were primarily implemented within the agricultural sector, with the crucial role of the PWPs defined at the time as breaking the cycle of poverty and dependence in which lower-class white people were seemingly trapped (Bernstein, 1994). During the 1980s, however, levels of unemployment were highest among black people, who tended to be poorly educated, and lacking in provision of social services and employment opportunities (Bernstein, 1994). In an attempt to counter this unemployment, the South African government in 1983 launched the Special Employment Creation Program, which consisted of labour-intensive rural projects, which were specifically

aimed at assisting the rural unemployed. PWP remuneration is typically set at a low level in order to attract only the unemployed poor to such programs (Vodopivec, 2004). By doing so, governments try to prevent PWPs from replacing low-wage local employment, and to encourage the participants in such programs to look for work outside the program. However, McCord (2004a) points out that the terms currently governing PWPs in South Africa emerged from prolonged negotiations among unions, the state and the private sector. The unions were opposed to beneficiaries being permanently employed on PWPs, as they argued that this would force the beneficiaries to accept reduced benefits and wages, in turn inflicting a "second-class" status on such employees, who would not be protected by labour market forces. As a result of the unions' opposition to the permanent employment of the beneficiaries, the stakeholders concerned agreed upon paying the beneficiaries less than the minimum wage defined by the Basic Conditions of Employment Act No. 75 of 1997. Ultimately, it was therefore decided that the employment offered would be short-term and training would be provided to the beneficiaries in return for receiving below-minimum wages. In order to ensure the short-term nature of the employment, PWP policy stated that beneficiaries may not be employed on such programs for longer than 24 months within a five-year cycle. In April 2004, the Expanded Public Works Program (EPWP) was officially launched. In terms of the EPWP, PWPs were viewed by the South African government as the preferred option among available responses to the rising levels of unemployment that were witnessed at the time (McCord, 2004a). The EPWP also had 3 developmental stages which will briefly be discussed.

Phase 1 commenced from 2007 to 2009 with the aim of creating one million work opportunities. This target was achieved in 2008 one year ahead. However, unemployment remained stubbornly high and worsened from 2008 with the onset of the global economic crisis. Encouraged by the success of phase 1 in reaching the planned target ahead of schedule.

Phase 2 commenced from 2009 to 2014 and set an ambitious target of 4, 5 million work opportunities. This had numerous new developments such as the introduction of the non-state sector which has two programs namely, community work program and the non-profit organisation program and the national, provincial and municipal EPWP incentive.

During phase one and two, six key lessons were learnt in the implementation of these phases (Lieuw-Kie-song Presentation, 2014).

- First, clarifying the key objective of a particular program which can be termed the trilemma of Public Employment Programs (PEP's). PEP's had three outcomes namely (a) sustainable household livelihoods, (b) skills development and the provision of assets, and (c) services. Confusion resulted since for different programs, sectors and contexts the optimal balance between the three outcomes varied. For example, increasing one output will result in a decrease in another output.

- Two, to achieve a better balance between work opportunity headcounts and other outcomes. This lesson involves that although work opportunity targets are important, there is a need to balance these targets with other indicators which include full-time equivalents, the evaluation of post-participation outcomes for participants, the evaluation of assets and services produced and the impact on communities. In order to achieve this balance between work opportunity headcounts and other outcomes a refinement of the existing monitoring and evaluation capacities need to be developed.

- Three, challenges were experienced with infrastructure PEP's. This lesson involved that the duration of work in the construction projects was short-term in nature with a total of 65 working days. This lead to a greater emphasis being put on infrastructure maintenance with specific focus that these projects must be ongoing as is in the case of road maintenance which has an average work opportunity duration of 108 days (Lieuw-Kie-song Presentation, 2014). Another part of this lesson was the

reluctance of the private construction sector to use labour intensive approaches. In addressing this issue government engaged with the private construction sector and ensuring that the professionals in this sector are being trained in labour intensive methods and stipulating labour intensive methods in public sector contracts.

- Four, mitigating the risk of projects being captured for patronage. This lesson involved community accusations that indicated the hijacking of selecting EPWP participants in order to gain political patronage. These accusations had the potential to undermine key developmental outcomes of which the forging of community cohesion through collective productive work is core. PEP's also aimed to foster community co-ownership in order to avert the risk of patronage.

- Five, building a different relationship between government and communities. This resulted in a need to break away from the top-down approach of government with reference to service delivery to the passive or angry citizen. For example, the identification of crime hotspots was not only the function of the police service but a joint activity between the community and the police service.

- Lastly, there was a need for greater coordination. The scale, diversity and innovative nature of the South African PEP's is a great achievement but also presents some challenges. These challenges include a) more work needs to be done in relation to common branding, b) poorly coordinated public communication on achievements across PEP programs, c) insufficient sharing of lessons learnt across programs, d) insufficient co-ordination between PEPs and other potentially related Government policies, strategies and initiatives – adult education and training; Small Micro Medium Enterprises and Co-ops development; sustainable livelihoods; and food security programs. These were the lessons learnt in phase one and two which was over

a period of ten years. These phases were not exempted from drawbacks (Lieuw-Kie-song Presentation, 2014).

2.4 Drawbacks of the Expanded Public Works Program

This section will focus on a) the effectiveness of Public Works Programs (PWP), b) alternative employment opportunities, c) the provision and sustainability of employment, d) the provision of security and e) stigmatisation.

2.4.1 The effectiveness of Public Works Programs

Studies regarding the effectiveness of PWPs in other countries provide a wide range of perspective on this issue. For example, Fretwell et al. (1999) provide evidence suggesting the positive impact of PWPs, which they refer to as "active labour programs", on selected target groups. However, as they note, the effectiveness of such programs varies across countries, as can be observed in the writings of various authors (Betcherman, Olivas & Dar, 2004; Dar, Amit & Tzannatos, 1999; Vodopivec, 2004). Vodopivec (2004) reviewed evidence provided by many studies on PWPs and concluded that PWPs are generally progressive programs, especially with regard to the training which they provide. In particular, he highlights the ability of PWPs to reduce unemployment levels, at least to some extent (Vodopivec, 2004).

In order to locate such arguments within the South African context McCord's (2004a) assessment of two South African EPWPs, namely the *Gundo Lashu* program in the Limpopo province, and the *Zimbambele* program in KwaZulu-Natal will be discussed. Both programs were initiated in 2000. The former program's beneficiaries were recruited on the basis of EPWP objectives, most noticeably the prohibition against employment exceeding 24 months. The latter, in contrast, was directly implemented by the Provincial Department of Transport, providing beneficiaries with permanent, guaranteed employment.

2.4.2 Alternative employment opportunities

EPWPs may have negative, long-term consequences for their beneficiaries. For example, McCord (2004a) reports that 81% of the *Gundo Lashu* and 72% of the *Zimbambele* beneficiaries relinquished a search for alternative employment opportunities in order to secure employment with a PWP. A similar finding from Gaiha's (2005) assessment of the effectiveness of the Employment Guarantee Scheme indicates that the program discouraged some of its participants from searching for other employment in neighbouring villages. These findings indicate that EPWPs may undermine the beneficiaries' chances to search for employment outside of that provided by government, and that programs such as Working for Water (WfW) may result in ex-EPWP employees returning to the pool of unemployed labour. The difficulties that ex-EPWP beneficiaries experience when competing in the open labour market may be due to a real lack of employment opportunities, as well as the perceived lack thereof. Subbarao (1997) states that some ex-EPWP participants identify poor labour market performance as a reason for the limited number of employment opportunities which are available in that market. Such poor performance raises doubts as to whether training actually enables EPWP beneficiaries to exit such program and to be absorbed in the labour market. McCord (2003) challenges such an assertion, based on the fact that 95% of those respondents who were formerly employed by the *Gundo Lashu* and *Zimbambele* programs reported that they did benefit in the broader labour market from the training which they had received. However, it is unclear whether the appropriateness of the training that is offered is at issue, or the extent to which beneficiaries are actually able to draw maximum benefit from that training, which may be limited by their lack of understanding of and/or participation in training sessions.

2.4.3 The provision and sustainability of employment

Beneficiaries participating in the short-term *Gundo Lashu* program were asked whether they believed the program reduced their household's level of poverty. McCord (2004a) reports

that one-third of the respondents were confident that the program actually reduced poverty but the same proportion described the income received as a wage shock, and not as a sustainable increase. As the income which is generated on a short-term basis is used by beneficiaries for consumption purposes, it cannot result in sustainable accumulation of financial capital for its beneficiaries (McCord 2004a). Such an argument is also consistent with Devereux's (2001) finding that the poor use their income firstly to satisfy their basic consumption needs. Such findings highlight the challenge which is faced by many EPWPs, including WfW, which lack the capacity to provide their beneficiaries with sustainably remunerated employment. Notwithstanding, no commonly accepted definition of the term 'sustainable job creation' seems to exist (McCord, 2003). It follows, therefore, that most EPWPs have, as their stated aim, the assurance of a sustainable future income for beneficiaries exiting the program, even though the meaning of such a phrase is, in fact, unclear or even rhetorical.

2.4.4 The provision as security

McCord's study (2004a) indicates that many beneficiaries of EPWPs seem to prefer to remain with such programs, which they view as providing them with stability and security. Most respondents who participated in McCord's study (2004a) preferred the financial stability associated with receiving a wage to dealing with the uncertainty associated with having to exit the program at some stage. For instance, the respondents in the *Zimbambele* EPWP valued highly the regular wages and employment with which they were provided as beneficiaries of the program. On these grounds, McCord (2004a) further argues that it is such a stabilisation effect that transfers long-term benefits to the beneficiaries, and which contributes to sustained poverty reduction. This is supported by findings from a study of India's EGS, which suggest that the "stabilisation" of beneficiaries (in terms of which they are provided with a sense of financial security) strongly contributes to sustained poverty reduction, since it reduces the impact of fluctuations in income as related to income shocks (Devereux, 2001).

2.4.5 Stigmatisation

Finally, another unintended consequence of many PWPs may be social stigmatisation. An important finding of Vodopivec's (1998) assessment of the effectiveness of a Slovenian PWP (in terms of whether it increases the participants' chances of finding employment outside the program) is that stigmatisation was reported by the beneficiaries as worsening their chances of finding alternative employment. Stigmatisation was particularly prevalent in the case of those ex-PWP beneficiaries who did not succeed in finding alternative employment. Dependence was found to often result in stigmatisation, which illustrates the existence of social stigma, as well as its potential for contributing to perceptions of inferiority among the beneficiaries concerned. The main aim of the EPWP job creation projects are to create temporary jobs and to alleviate poverty which implies that the unemployed are the main focus of these projects. It must therefore be kept in mind that unemployment has a significant psychological impact on the individual which will be discussed in the following section.

2.5 The psychological impact of unemployment

In this section the focus will be on a) the impact of unemployment on psychological well-being, b) the impact of unemployment on self-esteem, c) unemployment and life satisfaction, d) the impact of unemployment on job seeking behavior, e) the coping mechanisms that unemployed people use to cope, and f) the role of social support during unemployment.

a) The impact of unemployment on psychological well-being

According to Artazcoz, Benach, Borrell and Cortes (2004) one of the most studied health effects of unemployment is the lower level of psychological well-being among the unemployed. However, despite the high prevalence of unemployment and mental health disorders among women, the different position of men and women in the labour market, and gender differences in the social determinants of mental health, potential gender differences in

reactions to unemployment have rarely been addressed. Indeed, many studies focusing on unemployment have included only men (Artacoz et al, 2004)

Artacoz et al. (2004) states that the financial strain of unemployment can cause poor mental health, and studies have reported the beneficial effects of unemployment compensation in such contexts. However, unemployment can also be associated with poor mental health as a result of the absence of nonfinancial benefits provided by one's job, such as social status, self-esteem, physical and mental activity, and the use of one's skills. Although the economic and noneconomic losses implied by unemployment might not be directly linked to poor mental health, their effects are probably mediated by individual social contexts, which, to a great extent, are determined by family roles and social class. For example, the impact of unemployment on people's mental health could depend on their investment in their family responsibilities (which typically have different meanings for men and women). A study conducted in the United States by Linn, Sandifer, and Stein (1985) found that unemployment had an adverse effect on psychological functioning, with the unemployed becoming more anxious, depressed and concerned with bodily symptoms than those who were employed. But the study also found that people with strong support systems and greater self-esteem seemed to cope better with the stress of unemployment (Linn et al., 1985). In another research study results of a meta-analytic study found evidence that long-term unemployed individuals experience lower psychological and physical well-being than short-term unemployed individuals (Mckee-Ryan et al., 2005).

According to the adaptation theory, people react to events but then adapt to the situation and return to previous levels of well-being over time (Lucas, Clark, Georgellis, & Diener, 2004). A longitudinal study conducted by Lucas et al. (2004) in Germany found that people were less satisfied during long-term unemployment than they were before unemployment, and this decline occurred even though individuals eventually became reemployed. Thus,

unemployment seems to have a lasting effect on individual's life satisfaction. Furthermore, contrary to expectations of the adaptation theory, people who had experienced unemployment in the past did not react any less negatively to the new experience of unemployment than did people who had not been previously been unemployed (Lucas et al, 2004). Clarke, Georgellis, and Sanfey (2001) found that men who are unemployed for longer habituate to their situation and those men who are less affected by unemployment are more likely to remain unemployed. Higher past level of unemployment reduce the psychological harm associated with current unemployment, and equally reduce the probability that the individual will find employment (Clarke et al., 2001). Research conducted by Kulik (2001) in Israel found that psychological stress was highest among participants who have been unemployed for 2 to 3 months, and gradually declined after longer periods of unemployment. Several studies provide evidence that unemployed young people are an "at risk" population for a wide range of psychological problems (Ferguson, Horwood, & Woodward, 2001). Results of a meta-analytic study by Paul and Moser (2009) found evidence that the change from school to employment leads to an improvement in mental health, while becoming unemployed after school leads to a significant decrease in mental health. A longitudinal study conducted in six European countries found that unemployed youth who have found permanent employment reported a decrease in psychological distress (Bjarnason & Sigurdardottir, 2003). This indicates the psychological importance of employment for young people. Research conducted by Meeus, Dekovic, and Ledema, (1997) in the Netherlands found that unemployed school-leavers had a relatively high level of psychological well-being in comparison to unemployed young people. According to these authors this finding suggests that the negative effects of unemployment is less likely to be felt directly after leaving school and offer support for the idea that a distinction should be made between school-leavers and unemployed adolescents. Studies have also revealed that

unemployed youth show significantly higher rates of anxiety, anger, helplessness, guilt, and shame than those of an older age (Hess, Petersen, & Mortimer, 1994).

b) The impact of unemployment on the self-esteem

Lane (1991) asserts that opinions about the "self" are the most treasured of all our opinions and a crucial aspect of personality. Rosenberg (1965) developed a survey instrument that measures an individual's "global" self-esteem to assess the extent to which social factors such as divorce influence an adolescent's concept of self. He views self-esteem as a multidimensional concept, comprising notions of worth, goodness, health, appearance, skills, and social competence. Deficits in one area can be overcome by strengths in another. For Rosenberg, high self-esteem expresses the feeling that one is "good enough," a "person of worth".
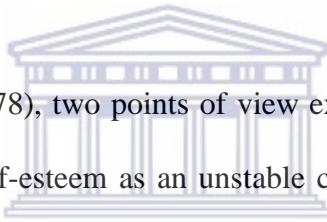
According to Gergen (1978), two points of view exist regarding the stability of self-esteem. One perspective sees self-esteem as an unstable cognition easily changed by social circumstances through processes such as evaluations by others and social comparisons with others. The other perspective envisions global self-esteem as a relatively durable feature of personality that resists change. However, proponents of the latter view acknowledge that self-esteem may be altered by major life changes or traumatic events. Job loss could constitute such a traumatic event. The influence of work and non-work on self-esteem may depend upon how self-esteem is generated. Self-esteem may either be achieved or ascribed. Achievements garnered as a reward for effort and ability may be the source of a heightened sense of self. Earned self-esteem is contingent on an individual's contribution to a process or activity leading to a sense of worth. On the other hand, ascribed self-esteem simply may be attributed to possession of certain ascriptive characteristics: white, Protestant, wealthy, attractive, etc. Ascriptive self-esteem is non-contingent. Psychologists Erikson (1959) and Jahoda (1979,

1981, 1982) have theorized about the relation between employment, joblessness, and psychological wellbeing. Erikson is the founder of the life span developmental theory which posits that there are eight major stages of human development. According to Erikson, an individual's healthy psychological ego development depends on successful completion of each stage. Jahoda also believes that employment contributes to psychological well-being. She has hypothesized that experiencing both the manifest and latent consequences of work are essential for healthy psychological development, including favourable perception of self. Indeed, Jahoda goes so far as to assert that even unsatisfactory employment is preferable to the absence of work (Jahoda, 1982). Therefore, the inability to find work is likely to harm self-esteem.

Goldsmith, Veum, and Darity (1997) investigated the relationship between unemployment and self-esteem using data drawn from a longitudinal survey of youth in the USA. They found that the longer young people are unemployed, the more their self-esteem decreases. A possible reason for this might be that long-term unemployment signals a loss of a control. Lefcourt (1982) suggested that the belief of being in control of stressful events contributes to positive feelings about self-worth. As a consequence, losing control of one's life because of a stressful event such as unemployment might negatively affect one's self-esteem. Waters and Moore's (2002) longitudinal study conducted in Australia investigated continuously unemployed and re-employed people for a period of six months. These authors found that unemployed people who became employed after six months reported higher self-esteem and a greater sense of internal locus of control (being in control of one's life) than the unemployed people. Winefield, Tiggeman, Winefield, and Golding's (1993) longitudinal study that investigated 3000 South Australian school leavers between 1980 and 1989, found that unemployment among youth led to lower self-esteem, and increased emotional depression, particularly in the case of long-term unemployment.

Research by Goldsmith et al. (1997) found that unemployment damages self-esteem for female youths. Young women who had been unemployed during the most recent year demonstrated a significant reduction in self-esteem. However, episodes of unemployment that take place between one and two years earlier do not affect their current perception of self-worth. As a result, there is little evidence of a long term loss of self-esteem amongst young women exposed to unemployment. However, the study also found that for both young men and women, who in the past spent time out of the labour force, the greater the duration of their exposure to this form of unemployment, the lower their level of self-esteem (Goldsmith et al., 1997).

Kates, Greiff, and Hagen (1990) maintain that however resilient or self-assured an individual may be, losing a job or remaining unemployed can seriously undermine one's self-esteem and sense of personal continuity. This process may begin with initial feelings of rejection, or of being unwanted, and may be reinforced by further rebuttals from unsympathetic employers, or acquaintances. Negative comments from family members, or those to whom an individual turn to for help, can add to a sense of inadequacy. Over time these changes in self-esteem can lead an individual to see him or herself as being of lesser value as a person, or as a second class citizen (Kates et al., 1990). However, research conducted by Møller (1992) found that the self-esteem of most unemployed persons participating in the study remained intact in spite of being unemployed.

c) Unemployment and life satisfaction

Research by Pittau, Zelli, and Gelman (2010) and Selim (2008) conducted in Turkey and the European Union found that unemployed people reported diminished life satisfaction. According to Jahoda's (1982) latent deprivation theory diminished life satisfaction can be related to the fact that they were denied the financial rewards, higher standards of living, and other positive environmental features that come with paid employment. Diminished life

satisfaction may also be experienced because they were excluded from an important role that is assumed to be a normal part of one's experience in a setting that offers the possibility of satisfying some basic human needs. Stavrova, Schlösser, and Fetchenhauer's (2011) analytic study of European and World Values Survey found that life satisfaction is low in unemployed people who live in a country that has a strong work norm and therefore consider employment as very important. According to these authors the observed reduction in life satisfaction in the unemployed is not due to disappointment in oneself, but rather as a result of external social disapproval and rejection (Stavrova et al., 2011).

d) The impact of unemployment on job seeking behaviour

According to Feather (1992) and Landy (1989), research studies found that unemployment has an impact on the psychological well-being of an individual and also affects job seeking behaviour. A longitudinal study conducted by Taris (2002) in the Netherlands found that participants who had been unemployed for a long time reported worse mental health and less satisfaction with their current state of unemployment. Taris (2002) found evidence that these long-term unemployed individuals also had a lower intention to actively seek employment. Dodley's (1992) longitudinal study with Dutch technical graduates, found that less psychologically distressed graduates were more likely to become employed than distressed graduates. According to Gonzo and Plattner (2003), Dodley's study illustrates that unemployed people could get stuck in a vicious cycle: the longer they stay unemployed the lower their self-esteem may become, and therefore the less likely they are to perform well in job interviews, and so on. Taris' (2002) longitudinal study found evidence that unemployed individuals who were satisfied with their present life were less likely to look for jobs than those who were dissatisfied with their present life. Results of a meta-analytic study found evidence that actively engaging in job-search activities is related to lower mental health for unemployed workers. (Mckee-Ryan et al., 2005). This negative relationship reflects the stressful experience of

looking for a job and facing inevitable rejections (Mckee-Ryan et al., 2005). A meta-analytic study conducted by Paul and Moser (2009) found evidence that among unemployed persons impaired mental health lowers their chances of finding a new job. Taris' (2002) longitudinal study conducted in the Netherlands found evidence that participants who were actively searching for a job employed a variety of job searching strategies and applied for jobs more often and more widely than others. Research found that that the longer the period of unemployment, the lower the frequency of different job search strategies and the less time is spend on searching for jobs (Kulik, 2001). Results of a study conducted in Japan among unemployed Japanese graduates found that job-seekers who reported higher capabilities had stronger commitments to search for employment (Shirai, Shimomura, Kawasaki, Adachi, & Wakamatsu, 2013). These unemployed persons spent more time in collecting information to find regular employment, to improve skills, obtain certification through professional schools, correspondence courses, vocational training programs and applied for lifelong careers, which improve their chances to find permanent employment (Shirai et al., 2013).

e) **The coping mechanisms that unemployed people use to cope**

According to Mckee-Ryan and Kinicki (2002, p 58) individual responses to unemployment are not homogeneous; instead "people vary their coping strategies to accomplish different coping goals." Searle, Erdogan, Peiro and Klehe (2014) states that in considering unemployment, a number of individual engagement coping strategies have been encapsulated recently under the concept of employability. Fugate et al. (2004) have defined employability as "a psychosocial construct that embodies individual characteristics that foster adaptive cognition, behaviour, and affect, and enhance the individual–work interface; it is a form of work specific active adaptability that enables workers to identify and realize career opportunities." This concept focuses on four person-centred constructs: individual's human capital, social capital, career identity, and personal adaptability. So, efforts by individuals to

improve these employability components clearly evoke engagement in coping strategies to deal with unemployment. Adaptability, which was highlighted earlier, is another facet of employability. As Fugate et al. (2004) points out, "adaptable people are willing and able to change personal factors — Knowledge, Skills, Abilities, and Other characteristics (KSAOs), dispositions, behaviours, and so on—to meet the demands of the situation" (p. 21). These dispositions encompass optimism, propensity to learn, openness, internal locus of control, and generalized self-efficacy. Thus, adaptability facilitates different engagement coping strategies through the individuals' willingness to adjust to job requirements both in terms of contents (aiming for a stepping stone to later access better qualified jobs; see Erdogan et al. 2011) and non-standard conditions. As Fugate et al. (2004) pointed out, "career identities pro-vide a compass for the individual, thereby offering a motivational component to employability" (p. 20). Thus, an individual's career identity is expected to influence their coping goals by making them more consistent with their desired selves.

In general, enhancing employability for the unemployed requires a complex set of engagement coping strategies that can be effective even among the long-term unemployed (Koen, Klehe, & Van Vianen, 2013). The issue then is how an individual can balance their adaptability with their career identity. In some cases, rejecting a given offer while continuing the search may be functional for their career development. As Zikic and Klehe (2006) have pointed out, a job loss, or not accepting a job offer, under particular conditions may actually have positive outcomes. Thus, the more individuals actually plan their careers during their period of unemployment and the broader the career exploration they conducted, the higher they rated the quality of their subsequent job 6 months later (Zikic, & Klehe, 2006).

Central to effective coping are two factors: job search behaviours and the skills and attitudes that contribute to their quality. Wanberg (2012) reviewed empirical evidence about job search behaviours and found individual differences play an important role in job search

behaviours in terms of reemployment and the quality of jobs obtained. A recent meta-analysis showed the positive influence of job search interventions in creating more effective job search practices (Liu, Huang, & Wang, 2014). This analysis found the importance of the combined factors of individual agency together with the support of their local community for effective coping. According to Dollard and Winefield (2002) persons employing problem-focused coping strategies are likely to deal with a stressful situation by taking action that directly helps to find a solution to the problem being faced. For a person who is unemployed, this might mean taking steps to re-skill or to apply for new positions. A person employing emotion-focused coping is likely to deal with personal feelings and reactions to the problem and may avoid solving it. The second strategy may be less adaptive in an unstable employment market and is more likely to lead to related health problems (Dollard & Winefield, 2002). Evidence suggests that people utilise problem-focused coping when the situation is controllable and emotion-focused coping when the situation is not controllable (Endler, Speer, Johnson, & Flett, 2000; Sojo & Guarino, 2011).
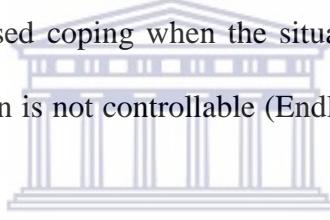
Findings of a meta-analytic study revealed both problem-focused coping strategies and emotion-focused coping were linked to higher mental health among unemployed workers (Mckee-Ryan et al., 2005). Higher levels of well-being were found among those who sought to manage their stress level directly (through problem-focused coping other than proactive job search, such as enrolling in a retraining program, seeking to relocate to an area of increased employment opportunity, reframing negative events more positively, or engaging in non-work activities), and indirectly (through emotion-focused coping, such as distancing oneself from the job loss, devaluing one's former job, seeking social support or financial assistance, or getting involved in the community (Mckee-Ryan et al., 2005). The results of workshops during November 2012 conducted by the Centre for Development and Enterprise (2012) provide a picture of how young people cope with unemployment. The central message that came out of

CDE's two workshops was that the entrenched problems that many young people confront are legion and that it is difficult for individuals to overcome them on their own. Young people who live in poor neighbourhoods with bad schools and little support confront an economy that generates too few jobs. They struggle to access appropriate training opportunities to either improve their employability or set up their own businesses. They lack clarity on how to look for job opportunities. Many have little or no access to social networks that could link them to job opportunities, partly because many have parents who have themselves been unemployed for substantial periods of time. A growing number of young people are living in environments of multi-generational unemployment. Young people who find themselves in these situations are becoming increasingly resigned to never finding a job.

Young people do not always engage optimally with the opportunities that exist. 'Insiders' have better resources, education and connections, all of which helps them secure jobs more easily than 'outsiders'. Insiders also have a better sense and understanding of how the labour market works. 'Outsiders' lack this knowledge and, as a result, often overestimate their chances of finding work. They use ineffective job search strategies, like sending out their CV in the hope that this will encourage someone to employ them; they give up on jobs because they do not feel comfortable in the work environment; they wait until they find an ideal job rather than gaining work experience in a job that is less than ideal while keeping an eye out for better opportunities (CDE, 2012). There is evidence from Cape Town and rural KwaZulu-Natal that suggests that some young people – men, in particular – will not accept jobs that either pay too little or offer too little employment security. Research from rural KwaZulu-Natal suggests that some of the unemployed will not take jobs which are perceived to provide insufficient income to establish a family and a household.

One question that must be asked is why people in rural areas are not moving to the cities more quickly given the profound lack of opportunity in these areas. In the northern KwaZulu-

Natal municipal district of Uthungulu, for example, only 28 per cent of Africans from the ages of 15 to 65 have employment. In the neighbouring district of Zululand, the figure is 20 per cent. In the urban areas of Gauteng, where 47 per cent of working age Africans have jobs, employment prospects are significantly better. Why, then do people stay in the rural areas? One possibility is that the differences between employment prospects (particularly for recent arrivals from the rural areas) are not wide enough to encourage more rapid migration. It may be, therefore, that if more jobs were being created in the cities, urbanisation rates among the young would accelerate dramatically (CDE, 2012)

f) The role of social support during unemployment

In the last twenty years, social support has been considered to be an important feature of interpersonal relationships and has attracted much attention amongst scholars, which resulted in a number of definitions of the concept. Social support positively affects the health and adjustment of the individual, as people who are married and have friends and family who provide them with material and psychological support have better health than people who have less support. (Broadhed et al., 1983; Leavy, 1983; Mitchell, Billings & Moos, 1982; Cohen & Wills, 1985). In defining social support, a distinction can be made between the qualities of support perceived (satisfaction) and provided social support. Most studies   Pierce, Lakey, Sarason, and Sarason, (1997) are based on the measurement of subjectively perceived support, whereas others aim at measuring social support in a more objective sense. One could also distinguish between the support received, and the expectations when in need, and between event specific support and general support. The definition in terms of a subjective feeling of support raises the question whether social support reflects a personality trait, rather than the actual social environment (Pierce et al., 1997; Sarason et al., 1986). Gore (1978) interviewed 100 men who were fired after the closure of one factory and found out that those respondents who did not have adequate social support shortly after the dismissals developed many somatic

and depression symptoms. Long-term unemployment is particularly dangerous for health. It destroys personal abilities and possibilities, not only material but also social and mental. Also, the effects of unemployment on health accumulate over time. Long-term unemployment undoubtedly to a greater or lesser extent impacts social exclusion. McKee-Ryan et al., (2005) in their meta-analysis highlight that a lack of social support has negative effects on physical and psychological health of the unemployed, and is especially associated with more frequent development of psychosomatic symptoms, stress and depression. They point out that social support in general and support in job seeking are the predictors of re-employment. Adequate social support can increase the perception of an unemployed person in the sense that striving to find a job is worth doing. In the meta-analysis, the authors cite researches that show that the level of social support reduces with the duration of unemployment. They also emphasize that a longer period of unemployment is largely associated with decreased psychological well-being (McKee-Ryan et al., 2005). Jackson (1985) found that unemployed people receive less social support from employed people and students.
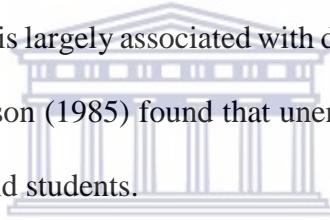
Economic hardships of the unemployed may indirectly increase stress by gradually "corroding" the structures of social support and increasing the perception of relative deprivation (Bjarnason & Sigurdardottir, 2003). Marital status has a profound effect on perception, coping strategies and responses in both sexes (Leana, 1991). Marital status, in fact, can serve as a buffer against psychological stress for men and women who have lost their jobs. This finding is consistent with previous research (Arambasic, 2003) which have confirmed the beneficial effect of social support in reducing stress and tension. These authors found no differences between unemployed men and women in psychological and behavioural symptoms of stress due to job loss, but differences were found in coping strategies with unemployment. While men are more reliant on activities aimed at the problem, i.e. conducts that directly eliminate the source of stress or reduce its impact, such as active job seeking, finding ways to

save money, retraining, relocation and similar. Women use more activities aimed at conducts which try to eliminate the symptoms of stress (e.g. loneliness, anxiety) and change the meaning of situation, such as seeking social support, talking with friends, participating in group activities, etc. These results, on the one hand, arise from different types of stressful situations reported by women and men, and on the other, are interpreted by gender stereotypes, i.e. differences in the socialization process when women become emotionally vulnerable, stronger and more likely to express their emotions and are more dependent, while men are taught to hide emotions and emphasize instrumental, analytical problem-solving skills (Arambasic, 2003). Specific stages of life such as childhood or old age, specific life periods such as pregnancy, diseases, life crises (which certainly include unemployment), may cause an individual to be more or less dependent on others. According to Ashberg et al. (2008), two views explain the positive effects of social support. The first view is that social support has a direct effect on adjustment by aiding in the development of adaptive coping skills. In stressful situations a support network can help reinforce the ability to cope with adversity. The second view is that social support functions as a buffer against the potentially negative effects of stress, especially when stress levels are high. This is in line with Lang's (1995, p. 1) study that found evidence that "informal support systems such as friends and relatives, can buffer against negative effects of unemployment". Evidence from more recent studies has emphasised the importance of this buffering role, while recognising the enhancement of social skills as a factor (Ashberg et al., 2008; Green, 2007; Uchino, 2009). Results from a longitudinal study conducted in six Northern European countries among unemployed youth found that social support plays a buffering role in combatting the psychological stress of unemployment (Bjarnason & Sigurdardottir, 2003).

According to Møller (1992) the unemployed are very aware of the critical role of family support. Møller's (1992) study of 1987 and 1989 found that 60% of unemployed persons indicated that they were reliant on family income to survive, and on hand-outs from relatives

to continue the job search. In turn, the unemployed try to contribute to family welfare as best they can. Almost all respondents (91%) in the 1989 survey stated that they felt loved by their families in spite of being out of work (Møller, 1992). However, it appears that unemployed persons might not take family affection for granted. Some respondents participating in the pilot study felt they were not entitled to full family benefits while they were out of work. Just under two- thirds agreed with the statement ″people who lose jobs cannot expect to get as much from their families as they did when they were working″ (Møller, 1992). Some participants in the pilot study even indicated approval for withdrawal of certain family privileges. They argued that negative incentives forced them to continue the job search and this activity helped them to sustain morale (Møller, 1992).

In a study of youth unemployment in Scandinavian countries, Hammer (2000) found a link between social isolation, economic deprivation, unemployment, and mental health problem: "Social integration may increase the individual's ability to cope in a way that reduces mental health symptoms and prevents social exclusion" (Hammer 2000, p. 55). Here social integration is understood as having a network of family and friends, but also as having contacts with them. In addition, one should also look at the quality of these contacts and the support that is received by family members and friends. This aspect is more difficult to grasp.

In our analysis (Hardwig, 1992) we use some proxies concerning the fact to receive and give help to family members and friends, mainly based on help (rather than advice), which can be a good indicator of the quality of these contacts. Clark and Oswald (1994) have studied the effects of unemployment on well-being (measured through the GHQ) and they found that married people show lower levels of mental distress. However, Atkinson et al. (1986) show that the negative impact of unemployment can also affect social support through its impact on significant others, especially wives (or husbands) who are directly and indirectly affected by

the stressor. Thus, social support would also be affected by unemployment and vary across the life of individuals.

There is little doubt that unemployment has a number of negative consequences for those who are in such a situation of exclusion from the labour market. Being deprived of a paid job entails a risk of social exclusion and isolation, of what some have called "social disqualification" (Paugam 2004), but potentially also has a number of negative consequences on the personal life and well-being of unemployed people. This is especially true when unemployment is sustained in time. When facing a stressful event, individuals use multiple coping styles and resources. Coping styles are different approaches towards the resolution of one's problem(s). Coping resources can be personal or social, and includes self-esteem, the feeling of mastery over one's life, and social support. Here we are mainly interested in social support, which is defined as "the functions performed for the individuals by significant others, such as family, friends, and co-workers" (Thoits 1995, p. 64). These significant others provide instrumental, informational, or emotional assistance. Previous studies have shown that social support is beneficial to health while facing stressful events, although they cannot prevent all damaging effects (Gore 1978; Pearlin et al. 1981; Thoits 1995).

3) Technology and unemployment

According to Mohr and Fourie (2004), the increase in unemployment as a result of increased use of technology is not unique to South Africa and that in most industrialized countries people are increasingly been replaced by machines to boost manufacturing production. This phenomenon is supported by Garrison, Noreen and Brewer (2006, p. 316) who argued that "many tasks previously done by hand are now done with automated equipment".

4) Theoretical background

According to Lester (2007) the purpose of the phenomenological approach is to illuminate the specific, to identify phenomena through how they are perceived by the actors in a situation. In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation, and representing it from the perspective of the research participant(s). Phenomenology is concerned with the study of experience from the perspective of the individual, 'bracketing' taken-for-granted assumptions and usual ways of perceiving. Epistemologically, phenomenological approaches are based in a paradigm of personal knowledge and subjectivity, and emphasise the importance of personal perspective and interpretation. As such they are powerful for understanding subjective experience, gaining insights into people's motivations and actions, and cutting through the clutter of taken-for-granted assumptions and conventional wisdom. Phenomenological research has overlaps with other essentially qualitative approaches including ethnography, hermeneutics and symbolic interactionism. Pure phenomenological research seeks essentially to describe rather than explain, and to start from a perspective free from hypotheses or preconceptions (Husserl 1970). More recent humanist and feminist researchers refute the possibility of starting without preconceptions or bias, and emphasise the importance of making clear how interpretations and meanings have been placed on findings, as well as making the researcher visible in the 'frame' of the research as an interested and subjective actor rather than a detached and impartial observer (Plummer 1983; Stanley & Wise 1993).

Summary

In this chapter a review of the literature on job creation projects was presented. A definition of the term job creation was provided to establish an understanding. Following this

short description of job creation projects a contextual background was given with specific reference to the Expanded Public Work Program highlighting the phases of this initiative and the lessons learnt from phases one and two, as well as the drawbacks of the EPWP. Literature regarding the psychological impact of unemployment was also provided and lastly, a brief summary of technology and unemployment. This was followed by the theoretical background highlighting the phenomenological approach that was used for this research study to extract the experiences of the beneficiaries involved in this research study. Chapter three focus on the research methodology.

CHAPTER 3: METHODOLOGY

Introduction

The discussion below presents the methods and the procedures describing the methodology undertaken in this study that sought to explore the lived experiences of beneficiaries involved in the Expanded Public Works Program within a nature conservation agency. This chapter will also discuss the research design, the recruitment process that was followed to obtain the participants, a description of each participant group as per the geographical area of interview, a description of the data collection process, a description of the data analysis process that was followed, a brief discussion of the cross case analysis and the writing up of the results.

3.1 Methodology

This study utilised a qualitative methodological approach. According to Babbie and Mouton (2014), qualitative research sets out to study human action from the insiders' perspective with the goal of describing or understanding human behaviour rather than providing explanations or predictions. Qualitative data attempts to understand the entirety of some phenomenon rather than focus on specific concepts. A qualitative approach also allows the researcher to access people's subjective experiences drawing in-depth understanding of how they experience phenomena (Talbot, 1994, Tutty, Rothery, 1996). This approach is in line with the research study's aim and objectives as this study sought to explore the general as well as the subjective experiences of the beneficiaries.

3.2. Research design

This study employed an exploratory research design. An exploratory research design refers to addressing a subject about which there are high levels of uncertainty and ignorance about the subject, and when the problem is not well understood. In context of this research study minimal research has been conducted on the subject (Given, 2008).

3.3 Utilising interpretive phenomenological approach (IPA)

To gain an understanding of participants' lived experiences within the nature conservation agency, the researcher applied the method of interpretative phenomenological approach. This approach enables both participants and the researcher to arrive at a co-constructed understanding of beneficiaries' experiences through open dialogue that allows for the sharing and interpretation of multiple perspectives. According to Taylor (1985), the primary goal of IPA researchers is to investigate how individuals make sense of their experiences. It is assumed that people are 'self-interpreting beings', which means that they are actively engaged in interpreting the events, objects, and people in their lives. Phenomenology, developed by Edmund Husserl as an eidetic method, is concerned with attending to the way things appear to individuals in their experience. In other words, it aims at identifying the essential components of phenomena or experiences which make them unique or distinguishable from others. Although phenomenological research in some of its early iterations (Husserl & van Manen, as cited by Moustakas, 1994) could be used to gain insights into the lived experiences of the research participants. The IPA approach as defined by Smith, Flower and Larkin (2009) permits a more flexible and interpretive process. The approach defined by Smith et al. (2009) enables the researcher to not just "bear witness" to emergent themes, but rather to become an active participant in the discovery of those themes (Pringle, Drummond, McLafferty, & Hendry, 2011). Although IPA has its roots in phenomenology, IPA looks beyond simply uncovering meaning, and employs a double hermeneutic approach, a process which includes both discovery and interpretation of the meaning of an experience while remaining intrinsically focused on the individual and the experience itself (Pringle et al., 2011; Smith et al., 2009). The IPA approach is flexible and responsive, and encourages an organic flow of questioning, interpretation, and meaning making as the process unfolds, for both the participant and the researcher (Smith et al., 2009; Willig, 2001); it involves not only examining what is said, but

also looking beyond the words themselves to begin questioning what those words might mean in the larger context of the experience. The IPA approach also differs from traditional phenomenological approaches in its ability not only to identify, but also to capitalize on both convergent and divergent themes, and as such often highlights the value of those differences, rather than simply focusing on the commonalities; this latter approach of commonality seeking tends to be prioritized in more traditional phenomenological approaches (Pringle et al., 2011). Thus, an IPA approach enabled the researcher to reflect on the subjective nature of reality, and thereby illuminate each participant's view of their experiences within each reserve where they are working, while maintaining the validity and uniqueness of the 24 individuals' experiences. These detailed accounts of the experiences as told by the research participants helped to create a greater understanding of what it means to be a full time equivalent (FTE) within a nature reserve, and thus to explore the inter-subjectivity of what it means to be a full time equivalent (Smith, et al.,2009).

3.4 Research setting

This study will be conducted in four geographical locations, namely; Stellenbosch, Paarl, Kleinmond and Grabouw which are rural towns that consists of various smaller communities from which the full-time equivalents (FTE's) come from. Stellenbosch has an unemployment rate of 11, 9 %,Paarl has an unemployment rate of 14,9 %, Kleinmond who resides under the Overstrand district municipality has an unemployment rate of 19% and Grabouw which resides under the Theewaterskloof municipality has an unemployment rate of 11,9% (Western Cape Government, 2017a, b, c, d). An FTE can be described as an individual that is employed for a certain period. The FTE's that participated in this research study, were unemployed before they joined the project and has completed their school career or have partially completed their schooling career. The FTE's usually work on a reserve that is located within these abovementioned towns and each reserve has a Reserve Manager that manages the

operations of the reserve as well as the FTE's and other employees that are working on the reserve. The FTE's are involved in various tasks such as footpath maintenance, cleaning and removal of alien vegetation. Each Reserve Manager reports to a Regional Manager. The Regional Manager oversee all the operational activities within the reserve within a certain area.

3.5 Sampling

Purposive sampling was applied in this research study whereby four reserves were selected from which the research participants were recruited from. Purposive sampling is used when participants are selected based on certain criteria (Tashakkori & Teddlie, 2003). In order to recruit the participants, the researcher obtained timesheets from the four reserves that were involved in the research study and selected the participants based on inclusion criteria for selection. The selection of the research participants was based on the participants' duration that they were involved in each project which refers to the Stellenbosch, Paarl, Grabouw and Kleinmond job creation project. For this research study the criteria for participation was that participants needed to be employed for longer than a year at a specific reserve within the Expanded Public Works Program.

3.6 Data Collection and procedure

Data were collected by means of in-depth semi-structured interviews. Semi-structured interviews is an extensively used qualitative data collection technique in which the researcher asks participants open-ended and pre-determined questions (Given, 2008). The flexibility of semi-structured interviews allows depth of information as participants are not limited in their responses and the interviewer can probe and expand on the participant's responses (McIntosh & Morse, 2015; Rubin & Rubin, 2005). The semi-structure interviews was guided by an interview guide which consisted of a list of open-ended questions which are developed before the interviews were conducted (Given, 2008).

The interview guide (Appendix E) consisted of eleven questions relating to reason for their employment in the job creation program, improvement of quality of life, the beneficiaries' future career plans and other support (social and career) that are required within each job creation project. All questions were open-ended, was guided by the literature and theory as well as the broader research questions. Prior to the interview guide the research participants also completed a demographic questionnaire (Appendix D).

The research study proceeded once ethics approval was obtained from the Humanities and Social Sciences Research Ethics Committee at the University of the Western Cape. Information regarding the research study was communicated at the quarterly ecological meetings whereby the researcher informed the Regional Managers as well as the relevant Reserve Managers regarding the purpose and duration of the research study by means of the research study information sheet (Appendix A). Once the Regional and Reserve Managers were satisfied with all the information received, the researcher proceeded to recruit participants. The FTE's were invited to a meeting where the researcher shared information about the aims and objectives of the study, the purpose, the rights of participants, the benefits and potential risk and gave the participants an information sheet (Appendix B). For the FTEs who showed interest in participating in the study, the researcher then requested that the informed consent forms be signed (Appendix C). Once the consent forms were signed, the researcher then consulted with the Regional Managers and the Reserve Managers regarding the dates of the interviews and the duration thereof. Upon confirmation from the Regional and Reserve Managers, the logistics around setting up of the interviews were finalised with participants.

When scheduling the interviews, it was important to find a location that was safe and an environment that was conducive to conduct the interviews. Five sets of interviews were conducted at different geographical locations and areas namely; Paarl, Stellenbosch, Grabouw and Kleinmond.

The first set of interviews took place in Paarl which involved seven participants of which four interviews were conducted in the conference room of the office and the remainder three interviews were conducted in the storeroom.

The second set of interviews took place in Stellenbosch although the participants were from the Grabouw project. The reason for conducting the interviews at this reserve office relates to cost effectiveness for the researcher and it was a safe and conducive environment to conduct the interviews. The Grabouw participants were six in total, however only three interviews were complete on the date scheduled for this research setting. One of three interviews were only partially complete as this interview was interrupted by a veldfire call which resulted in some of the participants being required to leave the reserve and assist with attending to the fire. The researcher rescheduled an alternative date with the rest of the participants which was conducted 4 days later. This resulted in the third set of interviews.

The fourth set of interviews were conducted at the Kleinmond project which involved 6 participants. Four interviews were conducted at the marine office of this project and 2 interviews were conducted at the reserve office.

The last set of interviews took place in Stellenbosch which involved six participants of which one participant was absent on the date of the interview. The Reserve Managers and the administration staff of the selected reserves greatly assisted the researcher in scheduling these interviews.

3.7 Interview Process

The participants were also assigned acronyms to ensure anonymity. Although there were many participants involved in the study, each participant was allowed to expand and express their experiences within each project at the selected nature reserves, which resulted in a deeper analysis of their experiences thus yielding a thick description of data.

At the start of each interview, each of the participants were at ease and each participant was again reminded that the interview was voluntary and that they could at any stage of the interview terminate the interview. The participants were also reminded that with their permission that the interview was audio recorded to facilitate the process of data analysis and to keep an accurate account of the data collected during the interview and that the interview was conducted in English. The purpose of the research study was restated to all the participants and they were asked whether they have any questions before the interview started. The duration of the interviews were on average 16-30 minutes long. At the end of each interview the researcher asked the participants whether they have any more information that they would like to share and then proceeded to thank them for their participation in the interview. The following sections describes the interview process at each of the research sites.

3.7.1 Paarl participants
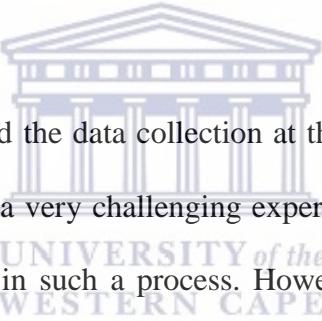
The researcher commenced the data collection at the Paarl research site. At first, the researcher experienced this to be a very challenging experience since this was the first time that the researcher was involved in such a process. However, after contacting his research supervisor, the researcher contained himself and proceeded with the first interview. The initial first interview for this research study was also challenging for some of the research participants in this area, however the researcher made the participants feel at ease and requested them to be calm and just be themselves. The researcher reminded the participants that there were no right or wrong answers and that they were asked just to share their subjective experiences. Prior to the start of each interview the researcher reminded each participant that taking part in the study is voluntary and that at any stage during the interview they can terminate the process. The researcher also reminded the participants that confidentiality of each interview is of high priority. The interview process on this site was very interactive regarding the level of responsiveness of the participants but also very emotional for some of the participants of this

site. However, these participants were able to contain themselves and did not require any counselling services. The researcher allowed the participants to express themselves freely in the most comfortable way that they were at ease with. A total of seven participants were interviewed in Paarl of which three interviews took place in the conference room of the reserve's office and the remaining four interviews took place in the store room where the participants were located. Although the interviews were conducted in English, the researcher allowed freedom of language and some of the participants expressed themselves in in Afrikaans during the interview. This elicited more information from the research participants when they expressed themselves in Afrikaans regarding their experiences within the project. Fortunately, the researcher is bilingual and therefore did not experience the code-switching to be a challenge as translating the information back into English for the research study was indeed manageable.

3.7.2 Grabouw participants
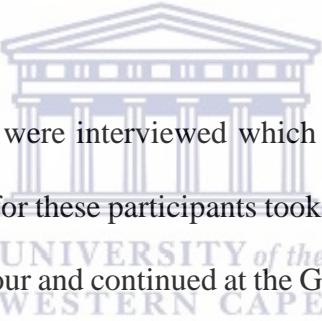
A total of six participants were interviewed which was interrupted by an emergency call for a veldfire. The interviews for these participants took place at two locations which is the Stellenbosch reserve for the first four and continued at the Grabouw reserve with the remainder two of the Grabouw group of participants. The researcher started by welcoming each participant and thanked them for the opportunity to interview them. The researcher explained the interview process and again indicated to the participants that this is voluntary process and that they at any time can terminate the interview without any negative consequences. Prior to the start of each interview the researcher reminded each participant that taking part in the study is voluntary and that at any stage during the interview they can terminate the process. The researcher also reminded the participants that confidentiality of each interview is of high priority. The researcher started with the interview questions and the interviews varied in both content and depth of emotion of how the participants shared their experiences. Some of the participants shared their experiences in Afrikaans as they felt more comfortable. Some of the

participants were also very shy and nervous to share their experiences but the researcher assured them that it is a safe environment and that they can share their experiences as they experience it every day in their different working environments. Some of the participants' responses were very unclear to some of the interview questions and the researcher had to make use of probing to elicit meaning to their experiences as they experienced it. Participant number 4's interview was interrupted due to a fire that erupted at their reserve and the participant had to leave to attend to the fire at hand. The researcher and the remaining participants agreed that the following week they would follow up and continue with participant number 4's interview. The following week the researcher arranged an appropriate time to interview the remaining two participants which concluded the Grabouw participants' interviews.

3.7.3 Kleinmond participants

A total of six participants were interviewed at two different locations due to work tasks that the participants had to attend to and the researcher's intention was to cause as little disruption as possible to the daily work tasks that the participants needed to complete. Four of the six interviews were conducted at the marine office. The interviews varied from one participant to the other and ranged from very tense at the beginning of the interviews for some of the participants to more relaxed participants towards the middle of the interview and at ease towards the end of the interview. Some of the participants were very expressive and descriptive and the researcher facilitated this open free flow of information as it allowed him to gain as much information as possible regarding their experiences within the project. This free flow of information assisted the researcher to gain access into the participants' experience from an insider perspective. Prior to the start of each interview the researcher reminded each participant that taking part in the study is voluntary and that at any stage during the interview they can terminate the process. The researcher also reminded the participants that confidentiality of each interview is of high priority. The remaining two participants were interviewed at the reserve

tourism office. Both of the participants were very nervous so much so that the researcher had to pause the interviews so that the participants could calm down and compose themselves. The researcher also enquired whether he should terminate the interviews, however, the participants indicated their willingness to participate in this study and therefore urged the researcher to proceed with the interview. Once the participants regained their composure the interviews continued and the participants were able to calmly share their experiences within the project. The average duration of the interview for this research site was 16 to 30 minutes, although the last two participants' interviews continued for longer than 20 minutes due to the nervousness of the participants. However, all of the interview questions were sufficiently covered. The researcher thanked each participant after each interview for their time and willingness to take part in this study.

3.7.4 Stellenbosch participants

The researcher planned to interview six participants at this research setting. However, during the information session, one of the participants indicated that he is not willing to take part in the research study. The participant shared concerns that he might have difficulty in understanding and responding to the questions as he presented with a language problem. The researcher indicated that he respects the participant's decision and that he may be excused from the interviews. The researcher now had a total of five participants for the study. Prior to each interview the researcher reminded each participant that the interview is voluntary and that at any stage of the interview they can terminate the interview. The researcher also reminded each participant that each interview is confidential and their identity will not be revealed. The researcher also requested that each participant should be calm so that they could respond appropriately in a composed manner to each interview question. The average duration for the interviews for this research site was approximately 20-25 minutes although some of the interviews were longer which was due to some of the participants not clearly understanding the

questions. The researcher also probed numerous times to gain an insiders perspective of each participant's experiences at work. The researcher thanked each participant for their time and willingness to take part in this study at the end of each interview.

3.8 Researcher's role

The researcher served as the main research "instrument" in the study, and acted as a guide and interpreter of experiences of the participants during the semi-structured interviews. (Lincoln & Guba 1985). The researcher remained reflexive as he was fully aware of his own feelings regarding the workplace environments and dynamics. The researcher took precaution to withhold interpretations and preconceived notions about how the participants experience their different workplaces. To avoid the researcher's background as a community conservation manager and regional coordinator biasing the analysis, the researcher monitored his own feelings to as to avoid inserting his own "reality" or perception into the analysis. The researcher also paid attention to his own body language to avoid offending or intimidating any participant as the researcher is an authority figure as well. This was done by means of applying the SOLER skills as highlighted by Egan (1994). The SOLER skills is an abbreviation that can be described as follow:

S - Sit attentively at an angle. It is important to sit attentively at an angle to the person. This means that you look at the person directly and show that you are listening to the person with whom you are conversing and that you are conveying interest.

O - Open posture. It is important to have an open posture. This means not sitting or standing with your arms folded across your chest as this can sometimes signal that you are defensive or that you are anxious. Having an open posture may make the person may more comfortable and inclined to elaborate on their concerns.

L - Leaning forward. It important to lean forward towards the person with whom one is conversing with. This shows that you are interested in what the person is talking about. It is also possible that the person may be talking about personal issues and so may speak in a lower or quieter tone of voice. In addition, you may want to convey a message in a lower or quieter tone of voice if you are seated in a public environment.

E – Eye contact. Eye Contact is important as this demonstrates that one is interested and focused on the message that the other person is conveying. You can also develop a sense of the person's emotional state by making eye contact, therefore, enabling you to judge the extent to which the person may be experiencing difficulty.

R - Relaxed body language. It is important to have a relaxed body language as this conveys to the person that you are not in a rush. This will enable the person to develop their responses to questions in their own time.

By applying these skills, it increased the responsiveness of each participant during the interviews.
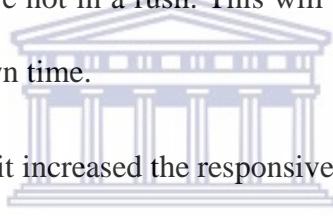
3.9 Summary of Data Collection and Research Procedure

Data collection began once ethics clearance was granted from the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee. First the relevant reserve managers and regional managers were informed regarding the dates and the times when the interviews will be taking place at the different reserves. Second, all the participants that were selected were briefed at each research site regarding the purpose of the research study. The interview schedule guided the interview process and additional questions during the interview were asked to give the researcher accurate information regarding the participants' experiences. Third, all the interviews were audio recorded to keep an accurate record of the interviews and sent to a transcriber for transcription. This was done for each interview to ensure

that accurate records are kept of each interview that took place which assisted the researcher during the analysis of each interview. The researcher utilised his cellular phone to record the interviews which was password protected and only accessible to the researcher. The transcriptions were saved on a computer that was also password protected which ensured the confidentiality of the data. All of the other hard copy material relating to the study was protected and stored in a locked cupboard and only accessible to the researcher.

3.10 Data analysis

The researcher utilised the interpretive phenomenological approach (IPA) as outlined by Pietkiewich (2012). The analysis involved a three-stage process with the researcher totally immerse himself in the data, or, in other words, try to step into the participants' shoes as far as possible. IPA aims at giving evidence of the participants' making sense of phenomena under investigation and, at the same time, document the researcher's sense making. The data analysis occurred as follows:

Stage 1: *Multiple reading and making notes.* This stage involves close reading of the transcripts several times. The researcher read the transcripts numerous times and listened to the audio recordings numerous times which assisted the researcher to gain good understanding and insight of the experiences of the participants and by doing so he immersed himself into data that were collected. Furthermore, the researcher drafted a table (see Table 1) containing 10 columns indicating the following:

- The participant,
- The question number as per the interview schedule,
- The themes that each participant expressed per question which was deduced from the transcriptions,

- The response to each question which highlighted specifically the non-verbal language of each participant and which the researcher could connect with each participant on their level of understanding of their experiences and could also use probing if the researcher could observe that participants wanted to provide more information regarding their experiences,

- The objective linked to each question which highlighted how the research objectives were related to each research objective stated in chapter one and it must also be noted that the researcher discovered that objective (a) of this study have two parts which are the participants' general and subjective experiences and the second part are their challenges that they experience.

- The race of each participant

- Gender which highlighted how gender (male and female) responded to each interview question from their gender framework,

- Age which highlighted the way in which each age group (since the researcher had various age groups in his study) responded to each interview question and related to the researcher,

- The emerging themes extracted by the researcher from the responses from each participant per question which highlighted one theme that stood out for the researcher as per the response from each participant,

- The dominant themes expressed by each participant which highlighted only the main themes for the entire interview for each participant and how the dominant theme per participant is linked to certain questions in the interview schedule. This table was drafted as an additional aid to ensure that all the data are captured accurately as each interview took place and was done immediately after each set of interviews as illustrated in Table 1.

Table 1: Theme capturing and identification

TABLE 1 CADD TRANSCRIPT

Participant (JF1)	Themes	Response	Objective II Race	Coloured	Male	Gender	Age
	1 first encounter with work, Same job tasks at previous work, (Work experience, teamwork)	CALM + RELAXED	A				33
	2 promotion to different positions Gained valuable (work experience, RELAXED)	LOW TONED VOICE, RELAXED	B				
	(Field ranger) Numerous personal challenges (passionate to work in nature, aspiration to become field ranger or conservation assistant, linked current job tasks to future career, fear of heights can limit	HESTRATTION, CREATIVES	A+C				
	3 promotion		B+C				
	4 Minimal teamwork, negative attitude of team members	EXCITED + BIT DISSAPOINT	B+C				
	5 management Planning gives peace of mind and direction, gaining valuable experience, supportive	THANKFUL + CHEERFUL	A2	A1+B			
	6 current job Explored other jobs, thankful for	OPTIMISTIC + B+Words look B	A1+A2 C+ A+B				
	7 for completed tasks Supportive management, numerous problem solving sessions to address challenges, (supervisor) caring person, shows appreciation	RELAXED, B BE					
	8 in salary Permanent jobs for FTE's (increase	CONCERNED + THANKFUL	B+C A1+A2				
	9 married, own business Apply for permanent job, getting	POSITIVE	B+C				
	10 concerns Supportive management good communication to address FTE	POSITIVE + CHEERFUL	A1+B				
	11 staff relations Job market related training, more personal protective clothing, teambuilding events to strenthen	CONFUSED + CONCERNED -	B+C				

CORRELATING THEMES.

1 — TEAM WORK ✗
2 — WORK EXPERIENCE
3 — PROMOTION
4 — PERSONAL CHALLENGES
5 — PASSIONATE ABOUT NATURE
6 — LINKING CURRENT JOB TO FUTURE CAREER
7 — MINIMAL TEAMWORK
8 — NEGATIVE ATTITUDE
9 — PLANNING
10 — VALUABLE EXPERIENCE
11 — SUPPORTIVE MGT ✗
12 — EXPLORING ALT. JOBS
13 — SUPPORTIVE MGT ✗
14 — PROBLEM SOLVING
15 — PERM. JOBS ✗
16 — HIGHER SALARY
17 — PERM JOBS ✗
18 — OWN BUSINESS
19 — SUPPORTIVE MGT ✗
20 — GOOD COMMUNICATION
21 — JOB MARKET REL. TRAINING
22 — PPE
23 — TEAM BUILDING ✗

1L — PERM JOBS
2S — TRAINING
SEE NON-DOMINANT.
NOT HIGHLIGHTED

DOMINANT THEMES	
1 — TEAM WORK	1
2 — SUPPORTIVE MGT	7
3 — WORK EXPERIENCE	25

PERM JOBS — BASIC NEEDS
HIGHER SALARY
PROMOTION

JOB MARKET-REL. TRAINING
LEARNING, CHILDREN
OWN BUSINESS

PERSONAL CHALLENGES GOOD COMM
TEAM WORK Team Building
MINIMAL TEAMWORK PROBLEM SOLVING

Stage 2: *Transforming notes into emergent themes.* This stage involves that the researcher should work more with his or her notes, rather than with the transcript. The aim is to transform notes into emerging themes. The researcher utilised Table 1 and more specifically the emerging themes column in conjunction with the audio recordings to highlight the dominant themes for each participant. Although the participants provided huge amounts of data, certain phrases were continually highlighted by the participants. These phrases were then noted by the researcher which assisted the researcher to form psychological conceptualisations.

Stage 3: *Seeking relationships and clustering themes.* This stage involves looking for connections between emerging themes, grouping them together according to conceptual similarities, and providing each cluster with a descriptive label. In practice, it means compiling themes for the whole transcript before looking for connections and clusters (Pietkiewicz, 2012). The researcher drafted a table (Table 1) indicating the main themes that emerged from each group of interviews from each research site. For the researcher to arrive at this stage of the analysis, he had to re-read each Table 1 for each participant per research site and extract what the main emerging themes were. He then had to drop some of the themes that had a weak emerging structure or weak evidential base (Pietkiewicz, 2012). The researcher then indicated the number of participants' individual themes that can be linked to a main theme for each research site. This was done for each research site and each research participant involved in the study. Furthermore, the researcher grouped the main themes for each research site into a core theme category and the core themes were supported by subthemes which in turn were supported by verbatim quotes from the research participants as Chapter 4 indicates.

3.11 Challenges during the study

The researcher also experienced numerous challenges during the research study. First, interviewing the participants at each reserve consecutively drained the researcher since there was no resting period between each interview which sometimes led to fatigue on the

researcher's side and impacted on the focus to a minimal extent of the researcher. However, the researcher addressed this challenge by taking breaks after each second interview at each reserve. Second, the recording of each interview was influenced by background noise from the surroundings which impacted on the quality of the audio-recordings. This in turn influenced how the data was captured in each transcription. This challenge was addressed by moving the interview venue to a quieter venue to ensure high quality recording. In addition, member checking was also conducted to verify the participants' responses. Third, IPA is a very time consuming process and very new to the researcher. This had a direct relation to the time it took the researcher to analyse each transcript. The researcher addressed this challenge by constantly reading and familiarising himself with IPA and obtained information regarding research studies that utilised IPA. The researcher also received assistance from his supervisor regarding information of IPA research studies.

3.12 Trustworthiness

Whilst conducting this study, attention was specifically given to the trustworthiness of the data collected and the subsequent results or findings derived from it (Kawulich & Holland, 2012). The four criteria identified by Lincoln and Guba (1985) was considered to ensure the trustworthiness of data (Kawulich & Holland, 2012). The four criteria are credibility, transferability, dependability, and confirmability. *Credibility*, involves the activities making it more believable that the findings were derived from the data such as triangulation. For this research study the researcher frequently debriefed with the supervisor and engaged in iterative questioning with the participants during the interviews which contributed to making the study credible (Shenton, 2004). *Transferability* is achieved through thick descriptions and thorough record keeping of data in its original form. The interviews for this study was audio-recorded and transcribed to provide a rich account of the information that was obtained during this study. The researcher also drafted tables to ensure that all the information such as non-verbal

responses were also recorded. *Dependability* allows for the reconstruction of events and processes leading to the conclusions in the research done through the triangulation of methods and providing an audit trail which proves the correctness of translations of information from various data sources (Shenton, 2004). For example, in the case of the Afrikaans interviews the researcher had to ensure that what is translated and reflected in the research study is an accurate account of the contents of those interviews. The researcher utilised interviews and observations to ensure the dependability of this study. Lastly, *confirmability*, ensures that the findings are based on the data rather than the biases of the researcher. The researcher kept a step-by-step account of how this research study was conducted which will guide future researchers regarding the steps and procedures and decisions that are being described. Additional to the above-mentioned criteria the researcher also conducted a verification check by requesting each research participant to check their transcript for accuracy of the information to which 22 participants from the 24 interviewed participants confirmed that the information that are reflected on the transcripts are accurate. The 2 participants that could not confirm the accuracy of the information had left the projects and therefore the researcher was unable to contact these participants.

3.13 Reflexivity

Research conducted using a qualitative methodological framework can never be entirely value-free. Therefore, care must be taken to enhance the trustworthiness thereof (Nieuwenhuis & Smit, 2012). Reflexivity throughout the research process is critical for researchers to identify their own subjectivity and biases, contemplate how these may affect their findings and use as much strategies as possible to mitigate these (Nieuwenhuis & Smit, 2012). The researcher was fully aware of his own feelings regarding workplaces and took precaution to withhold interpretations and preconceived notions about how the participants experience their different workplaces. This precaution ensured that the interviews were

conducted as authentically as possible and minimized preconceptions and individual beliefs about the phenomena being studied based on the researcher's prior experiences.

3.14. Ethics

The researcher first obtained ethics approval from the Humanities and Social Science Research Ethics Committee from the University of the Western Cape before data collection commenced. Permission was also obtained from the General Manager of the People and Conservation Program within the nature conservation agency. According to Gould (2002) there is a significant ethical concern regarding qualitative research in that information obtained about research participants must be kept anonymous and confidential. In this research study the participants were supplied with the consent form and information sheet informing them of their rights as research participants and the researcher requested their consent to participate in this study. Confidentiality and anonymity was ensured by protecting the participants identity at all times and all information shared by the participants were kept private and concealed in a safe place throughout the study. The participants were assigned acronyms to ensure anonymity. Consent forms, audio-files, transcripts and all other documentation relating to this study was stored in a locked cupboard at all times with only the researcher and her supervisor having access to it. After 5 years, all data will be disposed of in a manner that it cannot be retrieved. Interview transcripts will be shredded and data files will be permanently deleted from the researcher's personal computer. The participants were also informed that they had the right to withdraw at any stage without any negative consequences. Only one participant withdrew from the study as he felt that he would have difficulty in understanding and responding to the questions as he presented with a language problem. The participants were debriefed after the interview. The participants were informed that should they feel the need to consult with a profession counsellor or psychologist, one would be provided for them. However, none of the participants requested counselling services. Councillors were on standby to consult with any

participant who was emotionally affected in order to ensure that the participants have emotional

and psychological support.

CHAPTER 4: FINDINGS AND DISCUSSION

Introduction

Chapter four presents the findings that were obtained from the interviews that were conducted with the full-time equivalents from the four different reserves that were selected for this research study. The themes that emerged from the data analysis are discussed and supported by verbatim quotes that are derived from the transcripts. Furthermore, an interpretation of the findings is provided and relating it to previous research and/or theory. More specifically the funnel method is being utilised for this research study stating findings that are general across the research sample as well as what is specific or unique findings per research site.

Participant Demographics

There were 26 full time equivalents who were selected to participate in the research study, of which two participants were absent on their respective interview dates and was therefore excluded from the research study. Table 2 provides the demographic information of the participants.

Table 2

Demographics of Participants

Participant	Age	Race	Gender	Language	Area	Marital Status	No of Children	Level of education
PF1	29	Black	Female	Xhosa	Paarl	Single	2	Grade 12
PF2	35	Black	Male	English	Paarl	Single	3	Grade 12
PF3	27	Black	Female	Xhosa	Paarl	Single	1	Grade 12
PF4	26	Coloured	Female	Afrikaans	Paarl	Involved	1	Grade 10
PF5	27	Black	Male	Xhosa	Paarl	Involved	1	Grade 12
PF6	45	Black	Male	English	Paarl	Single	4	Grade 10
PF7	36	Coloured	Female	Afrikaans	Paarl	Separated	3	Grade 10
HF2	29	Coloured	Male	English	Grabouw	Involved	1	Grade 10
HF4	24	Black	Female	Afrikaans	Grabouw	Single	1	Grade 11
HF5	18	Black	Female	Xhosa	Grabouw	Single	1	Grade 12

HF6	25	Coloured	Female	Afrikaans	Grabouw	Involved	1	Grade 12
HF7	27	Coloured	Female	English	Villiersdorp	Married	2	Tertiary Qualification
HF8	36	Coloured	Female	Afrikaans	Villiersdorp	Married	3	Grade 12
KF1	35	Coloured	Male	Afrikaans	Betty's Bay	Single	0	Grade 12
Kf2	41	Coloured	Female	Afrikaans	Kleinmond	Married	2	Grade 11
KF3	32	Black	Female	Xhosa	Kleinmond	Married	2	Grade 12
KF4	39	Coloured	Male	Afrikaans	Kleinmond	Involved	4	Grade 12
KF5	26	Coloured	Female	Afrikaans	Kleinmond	Single	0	Undergraduate Degree
KF6	22	White	Female	Afrikaans	Kleinmomd	Single	0	Grade 11
JF1	33	Coloured	Male	Afrikaans	Stellenbosch	Involved	1	Grade 10
JF2	46	Black	Female	Xhosa	Stellenbosch	Married	2	Grade 10
JF3	32	Black	Female	Xhosa	Kuilsriver	Single	1	Grade 12
JF5	29	Black	Female	Xhosa	Stellenbosch	Single	1	Grade 10
JF6	21	Coloured	Male	Afrikaans	Stellenbosch	Single	0	Grade 10

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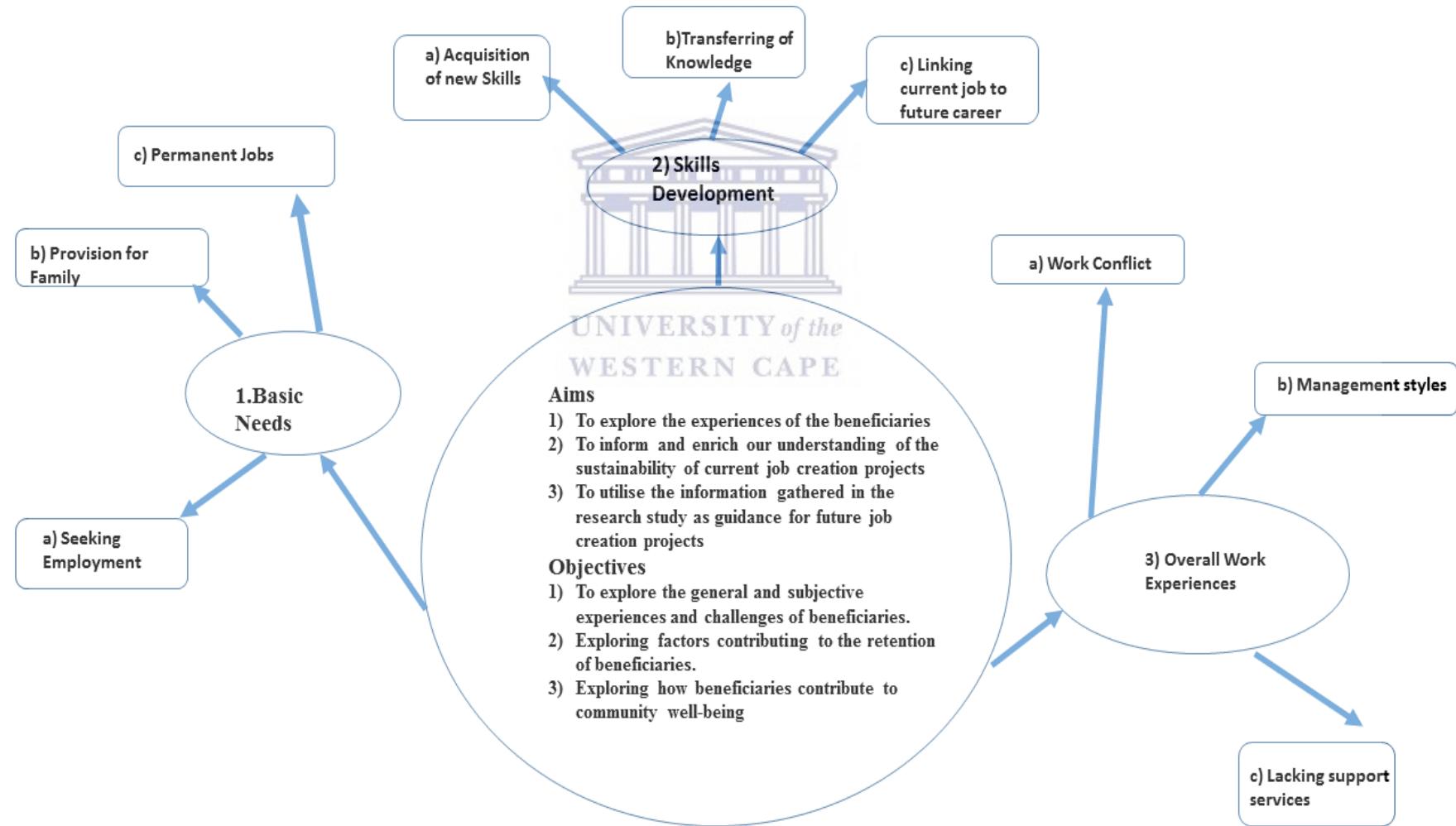
Figure 2

The themes were derived at by employing the interpretive phenomenological approach (IPA) to the global theme of "Exploring the experiences of beneficiaries involved in the Expanded Public Works Program within a nature conservation agency". The three core themes are as follow: a) basic needs, b) skills development, and c) overall work experiences (see figure 1). Each core theme will be briefly described. Each core theme is presented with its sub-themes and supported by verbatim quotes from the participants. The verbatim quotes are then being interpreted with the aid of IPA and related research. The relationship between the core themes and the research study aims and objectives will be discussed at the end of each core theme discussion.

Table 3

Overview of themes

Themes

Core theme	Sub-theme
Theme 1: Basic needs	Seeking employment
	Provision for family
	Permanent Jobs
Theme 2: Skills Development	Acquisition of new skills
	Transferring of knowledge
	Linking current job to future career
Theme 3: Overall work experiences	Work conflict
	Management styles
	Lacking support services

4.1. Theme 1: Basic needs

The core theme basic needs refer to being employed, being able to provide for one's family, and taking care of other family responsibilities. This core theme also refers to seeking permanent employment within the conservation agency or alternative employment elsewhere that will enable the participants to provide for their families. This core theme consists of three subthemes a) seeking employment, b) providing for family and c) the need for permanent employment. (See figure 2)

a) **Seeking employment.** The subtheme seeking employment can be defined as the ability to generate an income by providing your services and time to an entity or person which will reward/ remunerate one for service and time rendered. This is evidenced in the following verbatim quotes below:

"*First of all, being honest, I wasn't working on that time so I needed a job. I guess I did apply so that I can have something on me, like working.*" (Participant Pf1)

"*I have one child that I have to look after so I decided that I have to look for a job, I have to find something, I have to, actually I'm, I don't know how to explain it but I am the one who have to provide something at home.*" (Participant Pf3)

"*The reason why I joined Cape Nature, okay I was unemployed and I saw this vacancy in the newspaper and I decided good I was unemployed for two months or more and so I decided okay I was going to apply and I got the job,*" (Participant Kf1)

"*Okay the reason for me in the first place was to come and work just to have a job because I was unemployed for some time, four month or what so I need the job and that is why I joined this program.*"(Participant Kf2)

The quotes suggest that the main reason why participants are involved in this program is for employment since they were unemployed previously and needed the job to earn an income.

Awareness about the Expanded Public Works Program and other government job creation programs increased from 42,8% to 52,0% in 2014. Women are more likely to participate in these programs, with the share of women among those who participated increasing from 59,3% in 2011 to 63,1% in 2014. In 2014, seven out of ten of those who participated in the EPWP and other government job creation programs were employed, up from 56,9% in 2014 (Stats SA, 2015). Between 2011 and 2014, the proportion of those who participated in these programs and who were employed in tertiary industries increased from 58,1% to 75,1%. The proportion of those persons employed in low-skilled occupations also increased from 51,1% to 72,4% over the period. (Stats SA, 2015).

According to Statistics South Africa (2014) Western Cape recorded the largest annual decrease in employment from 2011 to 2014. From the statistics it is noteworthy that Western Cape had the largest annual decrease in employment which leads to the description of the unemployment picture in South Africa (Stats SA, 2015). Fretwell et al. (1999) provide evidence suggesting the positive impact of PWPs, which they refer to as "active labour programs", on selected target groups. However, as they note, the effectiveness of such programs varies across countries, as can be observed in the writings of various authors (Betcherman et al.2004); Dar et al., 1999); Vodopivec (2004). Vodopivec (2004) reviewed evidence provided by many studies on PWP and concluded that PWPs are generally progressive programs, especially with regard to the training which they provide. In particular, he highlights the ability of PWPs to reduce unemployment levels, at least to some extent. Within the context of this research study, 58% of all the research participants indicated to have employment is important. The Paarl participants responded with 43%, Grabouw participants responded with 50%, Kleinmond participants responded with 67%, and the Stellenbosch participants peaking at 80% which was the highest indication of this subtheme.

b) **Providing for family.** This subtheme refers to the ability to provide for family which includes children and extended family members within the context of this research study. This is evident in the quotes below:

"*ek dink nou net, as ek nog by die huis moes gesit het, veral toe die kontrak geëindig het en dit is vir neentag rand 'n dag, wat sou geword het as ek nou by die huis gesit het, ek moet hure betaal ek het drie kinders om na te kyk, wie sou dan vir my daardie geld gegee het*," (Participant Pf6)

"I am just thinking now, that if I was still sitting at home, especially when the contract ended and that is for, and it is for ninety rand a day what would have happened if I sat at home, I must pay rent and I have three children to take care of, who would have given me that money" (Participant Pf6)

(Translated quote)

"*I was having a child before time while I was still at school and at that time there were no parents like my mother passed away like long time ago, so I was struggling a bit to raise my child because I taught myself that l need to leave everything now I need to find work for my child..*"(Participant HF4)

"*Like at home. To support my family, I see there's a change.*" (Participant JF5)

The quotes suggest that the ability to provide for a family especially children was of great importance to the participants.

According to McCord's study (2004a) indicates that many beneficiaries of EPWPs seem to prefer to remain with such programs, which they view as providing them with stability and security. Most respondents who participated in McCord's study (2004a) preferred the financial stability associated with receiving a wage to dealing with the uncertainty associated with having to exit the program at some stage. For instance, the respondents in the Zimbambele EPWP valued highly the regular wages and employment with which they were provided as

beneficiaries of the program. On these grounds, McCord (2004a) further argues that it is such a stabilisation effect that transfers long-term benefits to the beneficiaries, and which contributes to sustained poverty reduction. This is supported by findings from a study of India's EGS, which suggest that the "stabilisation" of beneficiaries (in terms of which they are provided with a sense of financial security) strongly contributes to sustained poverty reduction, since it reduces the impact of fluctuations in income as related to income shocks (Devereux, 2001). The EPWP has since 2014 created more than two million work opportunities against a target of six million work opportunities by the end of March 2019. During the 2015/16 financial year, more than 61 000 work opportunities were created through Environmental Programs such as Working for Water, Working for Wetlands, Working on Fire and Working for Ecosystems. More than 60% of the beneficiaries were young people (Working for Water). Applied to this research study the participants were enabled to provide for their families. Within the context of this study, the findings from the interviews conducted indicated that 67% of the research sample indicated that this is of importance to them. More specifically, the research participants at the Paarl reserve indicated with a 71% response on this subtheme, Grabouw participants responded with 67%, Kleinmond 50%, and the Stellenbosch participants peaking at 80% with reference to this subtheme.

c) **The need for permanent employment.** This subtheme refers to the search for permanent employment to ensure a stable income and job security. This is evidenced in the quotes below:

> "*I think, what I can change here, for people to get permanent positions because it's all the time renewing our contract and then there are those ones who have being here for more than three years and stuff. I think that's the one I can change, just to help other, I mean there are people who want to work a permanent position,*" (Participant PF1)

"First of all I would as I said try to make all our people that is here employees try to make them permanent because next year we are going to struggle again with the job with the job creation thing but everybody needs to put a brain to the table" (Participant HF2)

"For me I would like to give like the EPWP people a permanent job because they do a lot here, they work, they we can see they are hardworking people and they like what they are doing," (Participant KF2)

The quotes suggest that to have permanent employment is the one most important part that need to be changed. According to McCord (2004 a:), beneficiaries participating in the short-term Gundo Lashu program were asked whether they believed the program reduced their household's level of poverty. McCord (2004a) reports that one-third of the respondents were confident that the program actually did so, but the same proportion described the income received as a wage shock, and not as a sustainable income. The income which is generated on a short-term basis is used by beneficiaries for consumption purposes, it cannot result in sustainable accumulation of financial capital for its beneficiaries (McCord 2004a). Such an argument is also consistent with Devereux's (2001) finding that those who are destitute use their income to firstly satisfy their basic consumption needs. Such findings highlight the challenge which is faced by many EPWPs, including WfW, which lack the capacity to provide their beneficiaries with sustainable remunerated employment.

Within the context of this research study, referring to the core theme of basic needs, this was the most prominent subtheme that emerged in the data. The research participants responding with a 70% overall to that of needing permanent employment with the Kleinmond participants peaking at 83% and the Stellenbosch peaking at 100% whereas 57% of the Paarl participants indicated that to acquire a permanent position is important to them and lastly 50%

of the Grabouw participants indicated their level of importance with regards to a permanent job. This brings us to the next core theme of skills development.

4.2 Theme 2: Skills development

This core theme refers to the acquisition of new skills whereby skills are taught by means of training courses that are specific to the tasks that the beneficiaries need to perform at the project site or at the reserve. This theme also refers to knowledge transfer whereby permanent employees share their work task related knowledge with the beneficiaries who are the full-time equivalents (FTE's). Lastly, this theme also includes linking the acquired skill to their future career paths. This form of training and support helps prepare these beneficiaries for future employment. (See figure 2 for graphical illustration)

a) **Acquisition of new skills.** This sub-theme refers to the training and capacitation of the participants. The acquisition of new skills and practical on-the-job training and transfer of skills relevant to specific work function within the project is so important for these beneficiaries. By being up-skilled and equipped to find better work opportunities may result in the prospect of securing permanent employment. This is evident in the quotes below:

"*Ek sal like dat hulle miskien die wat nie matriek gehaal het nie, om vir hulle kursusse te gee en driver's license en wat nog? Hoe om met geld te werk. Hulle het moes nou al laas, ek dink laas jaar wat hulle vir mense, ek dink dit is hier in daar is nog wat hulle daai kursus gegee het, hoe om self te werk.*" (Participant PF6).

"*I would like that those that have not completed matric, to give them courses and driver's licence and what more? How to work with money. They should have, I think last year they provided that for people, I think it is here and there that they still presented that course how to work yourself*"

(Translated quote of Participant Pf6)

"*It did improve by they give me lot of trainings and taught me stuff that l didn't know like story of I learnt how to operate a grinder, a welding machine and that kind of stuff in the, that is all the knowledge I am going to take with going away one day or someday so there is a lot that I did learn especially on trainings like ... [inaudible] all that kind of stuff*. (Participant HF2).

"*Ja, I learn a lot in the first place. Ja, I don't, knew anything about nature so I learn a lot here when I started and I get a lot of trainings so I experienced a lot of things, ja, ja.*" (Participant KF2)

"*kyk soos ek nou gesê het het hulle maar nou net drie trainings, dis amper soos daai drie trainings is amper wat jy moet maar gedoen word, soos in first aider, fire training en die health and safety.*" (Participant JF1)

"*See as I was saying, they had only three trainings, it is as those three trainings that you in any case must d, like first aider, fire training and the health and safety*" (Translated quote of Participants JF1)

The verbatim quotes suggest numerous research participants' lives improved due to the training that was provided within each project. However, the need to attend training that will equip them better for the job market is also highlighted. Subbarao (1997) states that some ex-EPWP participants identify poor labour market performance as a reason for the limited number of employment opportunities which are available in that market. Poor labour market performance raises doubt as to whether training actually enables EPWP beneficiaries to exit such program and to be absorbed in the labour market. McCord (2003) challenges such an assertion, based on the fact that 95% of those respondents who were formerly employed by the *Gundo Lashu* and *Zimbambele* programs reported that they did benefited in the broader labour market from the training which they had received. However, it is unclear whether the appropriateness of the training that is offered is at issue, or the

extent to which beneficiaries are actually able to draw maximum benefit from that training, which may be limited by their lack of understanding of and/or participation in training sessions. This view is further supported by the mid- term review report of the HSRC of 2007 regarding the Expanded Public Works programs which states that the failure of training points to two elements which have been widely commented on; firstly, the short term nature of employment which does not provide sufficient time for training and secondly the very bureaucratic nature of accredited training operations (Human Sciences Research Council, 2007).

The special condition of employment applies on condition that workers on EPWP have an entitlement to training, and that workers are employed under these special conditions of employment for a limited duration of time (i.e., a maximum of 24 month employment within a five-year cycle). All work opportunities are therefore combined with skills training or education that aim to increase the ability of participants to earn an income once they exit the program. The Department of Labour, together with the Sector Education and Training Authorities, co-ordinates the Training and Skills Development of the program (Health & Welfare Sector Education Training Authority, 2005). Within the context of this research study the participants acquired valuable skills as is indicative of the responses with reference to skills acquisition with Kleinmond participants indicating 100% that they benefitted from the training courses, Stellenbosch participants 80%, and Paarl participants 71% and Grabouw participants 50%. More specifically the participants that attended the accredited training courses like first aid and the health and safety course could apply for other employment opportunities outside of the project that could potentially be permanent employment which is the aim of the EPWP program to exit the beneficiaries into the mainstream economy. However, there were also a small number of participants that indicated that they would like to attend additional training courses that will prepare them

better for the labour market which equates to 6 out of the 24 participants which is 25% of the research participants. Furthermore, the research participants indicated that the quality of life that they lived prior to joining the projects were of a lower quality in comparison to the quality of life that they live now.

b) **Transferring of knowledge.** This subtheme refers to knowledge that is shared by permanent employees with the research participants by means of mentoring and observations with the research participants. This is evident in the quotes below:

" *My life improved because I didn't know everything, I didn't know what their job description and all of that, so then it improved because I learn a lot, being out in the field doing some stuff knowing about how their stuff work, because they are alien clearing and they are even working with birds, animals, water, all that."* (Participant PF1)

"*In die eerste plek, die natuur ek het mos nou nie so kennis gedra van die natuur nie en toe ek nou by die projek begin toe het ek nou meer kennis van die natuur gekry en dan was die ander ding hoe om met kliënte te praat,* " (Participant HF8).

"In the first place, the nature I did not have much knowledge about nature and when I joined the project I gained more knowledge about nature and then the other thing was how to speak to clients (Translated quote of Participant HF8)

"*Okay every day we work with people so people skills and also I learnt a lot especially in the field, more about the plants the - what they do to different types and also practically I have learnt a lot."* (Participant KF5).

"*En die werk nou wat ek doen soos in die berg, die slange wat ons sien en verskillende diere en bome en goed wat ons afkap, ons leer elke ding verskillend en dit help vir jou vorentoe soos jy nou aangaan werk en jy kan 'n beter werk vir jou kan kry.*" (Participant JF6).

" *And the work that I am doing now like in the mountain, the snakes I see and the different animals and trees and things that we chop down, we learn everything differently and that helps you as you move forward and you can get a better job*" (Translated quote of Participant JF6)

According to Levine (1995) knowledge transfer has always been a challenge for organizations. Its importance has grown in recent decades for three related reasons. First, knowledge appears to be an increasing proportion of many organizations' total assets. Second, organizations have moved away from hierarchical methods of control toward more decentralized organizational structures and increased employee involvement (Levine, 1995.). This has resulted in more creativity by frontline employees and subunits, but fewer obvious organizational paths through which the transfer can occur.

The research participants gained valuable knowledge from their different working environments as can be inferred from the verbatim quotes.

c) **Link between current tasks and future career path.** This sub-theme refers to the current tasks that the participants are involved in within the different projects and determining how these tasks contribute to their future career path or ambitions in life. This is evident in the quotes below:

"*First of all, I didn't finish school if I did finish school or I actually had three dreams first of all I wanted to become a fire man or a race car driver or a soldier but of all those three I only half way succeeded to be one and that is becoming part of a fire team which I am currently still busy in. In, I am hoping to improve and learn more around it so I actually I achieved one of my dreams.*" (Participant HF2).

" *I gained, I gained a lot of experience because when I came here I didn't know anything about admin because I don't have any qualifications for admin but now I can say*

that I learnt a lot, I gained a lot of experience, I can do a lot, I can go out there and look for another job." (Participant KF3).

" *Soos ek nou kan sê sou ek eintlik soos 'n assistent, conservation assistent geraak wil wees en later op 'n stadium na die field ranger pos toe wil gaan. 'n Mens moet altyd mos maar daar opgaan tot jy die hoogte punte bereik waar jy eendag wil wees.*" (Participant JF1).

"Like I say I would like to be an assistant, conservation assistant and at a later stage move to a field ranger position. A person must always move upwards until you reach the goal of where you would like to be one day" (Translated quote of Participant JF1)

From the quotes it is evident that the participants, while working gained some insight and certainty regarding their career paths and ambitions for life that will contribute to them having a better quality of life. According to Cao and Thomas (2013) in today's diverse, global, and technologically savvy work environment, careers are no longer perceived as strictly vertical movements up the rungs of a ladder. Instead, a more appropriate metaphor for one's career path is a rock-climbing wall. You can go straight up the rock face, climb at an angle, or you may choose to go up for a while, move over to find a different path, and then continue on. In a career context, each one of these handholds and footholds could represent a particular role, development experience, or job competency along an individual's career path. Likewise, an effective career path process should be multi-faceted, support each step in the talent management cycle, and align a workforce to the company's future state. In this way, well-crafted career paths with contextualized success factors can play a pivotal role in driving organizational change and building workforce capability. However, the mid-term review of the Expanded Public Works Program, component 3 analysis and review report indicated that the training of employees is a high priority set by the guidelines and policy statements of the EPWP. The strategy is to provide short term employment and training during this period to

prepare workers to seek employment on the labour market. Despite this intention, most of the projects were found not to have compiled a training plan although a majority also were able to access accredited training (Human Sciences Research Council, 2007). In a mid-term review of the EPWP program, it was found that most beneficiaries did not have an exit strategy prepared in terms of seeking employment, further training or self-employment (Human Sciences Research Council, 2007).

The research participants also indicated previously in the acquisition of new skills subtheme that they would prefer other training courses that will prepare and equip them better for the labour market.

Pertaining to this research study the participants indicated their level of importance with reference to this subtheme that is the link between current tasks and future career path with Grabouw participants indicating 17% priority, Paarl participants 42% and both Kleinmond and Stellenbosch participants 100% priority. Overall the level of importance with reference to this subtheme was 62%. The day to day experiences of these beneficiaries are also highlighted in this research study which will be the next section of this chapter.

4.3) Theme 3: Overall work experiences

This core theme refers to how the participants experience everyday life within the various projects and include sub-themes a) work conflict, b) management styles, and

c) Lacking support services. (See figure 2 for graphical illustration)

a) **Work conflict**. This sub-theme refers to miscommunication between team members, permanent staff members and team members as well as members from the management team that may miscommunicate with some of the participants resulting in a conflict situation. This can be observed in some of the quotes below:

"*As ons produksie klaar is, al is dit ook tienuur of miskien eleven o'clock klaar, dan kan – as ons klaar, dan kan ons huis toe gaan maar nou die mense sien dit nie so*

nie. Hulle, by hulle is die kommunikasie probleem met hulle mense daar." (Particpants PF6).

"When our production is finish, even if it is ten o' clock or even eleven o' clock, then when we are finish, then we can go home but people don't see it like that. They, with them the communication is the problem with their people" (Translated quote of Participant PF6)

"*The other problem it's the like here lots of people lot of managers let me put it that way because sometimes I know that okay my supervisor is John but the other person will come and say Bob please do this you see Bobbie do this so you won't even know who is the right person exactly you see. So that's what I am experience also and it's a problem"* (Participant HF4).

"*Sometimes supervisors it is just, they think what they tell you to do it is fine with you, but sometimes you don't like things they said or tell you to do. Maybe you have a different idea and you want to share it but they don't want to listen because it is sometimes their way not you, you the employee so you just must shut up and listen..."* (Participant KF2).

" *.. Even ek myself praat met hulle, manne die ding werk miskien nie so en so nie want, laat ons as 'n team werk. Even hulle het attitudes wat ons amper nie van hou nie, maar ons kon nie met hulle stry en baklei en allerhande goete nie, so ons probeer vir hulle op 'n regte pad sit."* (Participant JF1).

"even, me myself talk with them, guys the thing does not work that way of this way, let us work as a team. Even they have attitudes that we almost don't like, but we do not argue or fight with them and all kinds of things, we we try to put them on the right path"(Translated quote of Participant JF1)

The quotes indicate that there are numerous dynamics that are at play within the participants' working environment. The level of responses with reference to this sub-theme are as follow with Paarl participants 14%, Grabouw and Kleinmond participants 50 %, and Stellenbosch participants 60%.

b) Management Styles

This sub-theme refers to how management which includes the reserve managers as well as supervisors both permanent and full time equivalents relate to the participants and in delegating tasks. Some of the participants' experiences of this are shared below in the quotes:

"I *would describe, they are like a family. Even if you have that problem I guess they will sort it out, you talk to them they listen to you, they help you in either way. That's how I can describe them, they're like a family, they help each and every one of us, and they help each other.*" (Participant PF1).

"*The manager is working like the manager is also having mistaken yes also having mistaken because of not giving one not telling the supervisor one thing you see. It's also making and when you end up fighting with the supervisor then you are going to go in to the manager and then the manager is still going to cover what you said you see so it's always like that.*" (Participant HF4).

"*Danielle's? She probably is, honestly she (indistinct 00:07:07) if you have a problem you can always go to her, ja.*" (Participant KF5).

"*The managers they don't have a time for FTE's. They just sending the supervisor – although that supervisor doesn't have any experience, they like it to go see, they like they go speaking to their managers of you.*" (Participant JF3).

The quotes indicate that different management styles are prevalent within the different reserves and each management style has both positive and negative consequences on the research participants. According to Iqbal, Anwar and Haider (2015), the participative style of

leadership has a positive effect on employee performance. This may be due to employees feeling a sense of confidence and empowerment as they can provide input in decision-making in the in their working environment. However, with the autocratic style leadership it often results in the employees' feeling inferior in doing jobs and making decisions. In the democratic leadership style employees have to some extent discretionary power to do work so their performance is better than in autocratic style. According to Edwards (2008) it is widely recognized that to be successful in team management, managers should be adaptable as to ensure all team members with their varying attitudes and skills are managed successfully. An authoritative management style is likely to be more rules based, and thus requires less adaptability.

According to the research and the quotes from this research study it is evident that different management styles exists, however, managers need to adapt to the current work environment to foster a good working environment and to bring about optimal productivity. A closer analysis of the responses from the research participants indicated that Paarl participants responded with 80% satisfaction with how they are managed with only 20% indicating that they are dissatisfied. Kleinmond's participants indicated the highest satisfaction rate of 100%. Stellenbosch participants indicated an 80% dissatisfaction with how they are managed with only 20% indicating satisfaction and Grabouw participants indicated the highest dissatisfaction rate of 86% with only 14% indicating satisfaction with how they are managed.

c) Lacking support services.

This sub-theme refers to services that the research participants find that are lacking from an organisational point of view that will enable them to live a better quality of life. This can be observed in the quotes below:

> "As *I've said now to you, I recently lost my father, I went to Nicholas and told him about what happened and I asked him if this organization doesn't have some sort*

of donation of something but he answered me and then I understood him, so I would love this project to have those kind of support, so maybe when you have lost your loved ones or your child or something, to give that support." (Participant PF5).

" Or even there is a lot of us that has social problems. I know there is some kind of social plan or something in the company so it would be, it would make things easier if I knew who to go to if I weren't like I know I can't afford a social worker or somebody to help me with certain social problems." Participant HF7).

"Yes one of our colleagues was in a fatal accident, I think it was last year and I wasn't there the moment when they, was, some of our colleagues did go to his funeral and when they came back you can actually see that they are not right because they were, very close" (Participant KF1).

"I suggest if the people are working there to head office, they can come and visit us, maybe twice in a month, maybe it's going to be better." (Participant JF5)

The quotes indicate that there is a lack of social support services within the different working areas of the research participants which highlights the need for such services within the different working environments of the research participants. According to Egan (1994) and Klarreich et.al. (1985) the challenges emanating from human and social needs have a direct or indirect impact on individual employees, the workplace as an employer and the environment. The occupational social worker is required to develop and facilitate relevant intervention strategies and programs to assist meeting the service demands identified in the workplace. Occupational social work is therefore systematic and focuses on person in environment as argued by Egan (1994). Employee Assistance Program (EAPs) on the other hand can be regarded as programs that are aimed at assisting employees with personal problems through linking them to appropriate resources in order to improve job performance (Klarreich et al, 1985). EAP'S therefore involve helping employees with their personal problems and in turn

this helps management with the improvement of production. According to Klarreich et al (1985) the evolution of EAPs was based on alcoholism as a major health problem that affected employee's job performance and that was why it was regarded as a medical model. Throughout the years, challenges such as drug abuse, marital problems, financial issues, organisational development and HIV/AIDS were included in services offered by EAP'S (Klarreich et al, 1985).

4.4 Discussion

In this chapter the findings of the study of the experiences of beneficiaries involved in the Expanded Public Works Program within a nature conservation agency highlights three core themes with their respective sub-themes (1) basic needs (seeking employment, providing for family and the need for permanent employment), (2) skills development (acquisition of new skills, transferring of knowledge and link between current tasks and future career paths), and (3) overall work experiences (work conflict, management styles and lacking support services) along with supporting quotes. The main aim of this study is to explore the beneficiaries' subjective experiences of the Expanded Public Works Program within a nature conservation agency. Specifically, the researcher seeks to understand the general experiences of beneficiaries involved within the Expanded Public Works Program and to draw on to the beneficiaries' insider perspective gaining in-depth insight into the program.

The objectives of this study was:

a) Explore the general and subjective experiences as well as the challenges beneficiaries experience involved with the Expanded Public Works Job Creation Projects.

b) Explore the factors that contributes to the retention of the beneficiaries within the Expanded Public Works Program in this conservation agency.

c) Explore how the beneficiaries' involved in this job creation project contribute to community well-being.

The discussion below will discuss the aims and objectives of the study in relation to the key findings highlighting the core themes.

4.4.1 Basic needs

This core theme can be linked to the second aim of this research study which states that this study aims to inform and enrich our understanding of the sustainability and value of these current job creation projects. As stated by a large proportion of the sample the need for more sustained job opportunities is crucial for them as it represents a great degree of stability regarding income and job security. This is substantiated by the verbatim quotes of the sub-theme "the need for permanent jobs". The second sub-theme, "providing for family" is also very relevant and substantiated by the verbatim quotes. Many of the participants voiced the essential need for having a job as it enables them to provide for their families and their daily needs. The participants were very motivated to seek employment and to learn new skills and increase their knowledge as this made them more employable and therefore increased their chances to find permanent employment. The third objective sought to explore how the beneficiaries' involved in this job creation project contribute to community well-being. Many of the research participants as well as the other beneficiaries of these job creation projects live in different communities where they are confronted with different challenges every day. One of the most highlighted and pronounced challenges currently is the high levels of unemployment as evidenced in the research literature. Being involved in these job creation projects enables beneficiaries not only to have an income but also contribute positively to community well-being since their quality of life is improved. The beneficiaries involved in these job creation projects lives in different communities in which there are numerous social challenges of which one is unemployment. Being able to provide for their different families or contributing to the household income does not only benefit the individual but also benefit families that are part of the beneficiaries' lives. For example, the beneficiaries that are involved

in these projects are in many cases breadwinners which was mentioned by some of the research participants and which brought about much awaited financial relief. Although their employment is temporary, the skills that are acquired by means of knowledge transfer and training courses can further improve beneficiaries' quality of life by means of more market related and scarce skills.

4.4.2 Skills development

The core theme of skill development can be linked to the third aim of this research study which states that this research study can inform and provide guidance for future job creation project. As reflected in the verbatim quotes, the acquisition of new skills is the first subtheme in which the research participants indicated that prior to this working environment they did not have sufficient knowledge regarding the working environment but only acquired knowledge and experience from permanent employees they were exposed to on the job creation project. This exposure of on-the-job training increased their knowledge base and practical skills. The most essential link within this research study with reference to future job creation projects was highlighted in the subtheme relating to the research participants' current tasks and their future career path. From this a great wealth of information and understanding was gained with specific reference to future job creation projects. This is substantiated by the verbatim responses indicating that while participants are employed in the different projects they developed other skills that potentially opened up other career opportunities for them. Many of the research participants also indicated training courses that are being conducted should also focus on a variety of skills that will equip them for the job market which is beyond the suite of training courses conducted within the immediate working environment context. If training courses only focus on the immediate working environment becomes a wasteful exercise. As highlighted by McCord (2003) challenges such an assertion, based on the fact that 95% of those respondents who were formerly employed by the *Gundo Lashu* and *Zimbambele* programs reported that

they did benefited in the broader labour market from the training which they had received. However, it is unclear whether the appropriateness of the training that is offered is at issue, or the extent to which beneficiaries are actually able to draw maximum benefit from that training, which may be limited by their lack of understanding of and/or participation in training sessions. Therefore, it can be inferred that it is of the utmost importance to plan training interventions that will also prepare and equip beneficiaries of these job creation projects for the bigger job market which is beyond the scope of just the projects in which they are involved. This core theme can also be linked to the second research objective which states to explore the factors that contributes to the retention of the beneficiaries within the Expanded Public Works Program in this conservation agency. The training courses that are being conducted although to a minimum degree has a retention impact on the research participants. Since the participants are very enthusiastic regarding training courses as they can utilise the acquired skills not only within the working environment context but also within the different communities where they live. For example, the participants stated that they acquired first aid skills that they not only use at work but can also use at home.
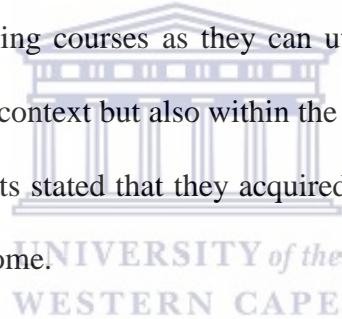
In summation, the findings demonstrate that although training must be job relevant there must also be a strong focus on training that are beyond the immediate working environment that will allow the beneficiaries of job creation projects to enter into the mainstream economy of South Africa. In looking beyond the immediate job-related training, beneficiaries will be able to embark on their desired career paths. This may foster a greater sense of self-worth which will contribute to a better quality of life not only for the beneficiaries but for South Africa as a nation. Equipping beneficiaries with a variety of skills could create potential entrepreneurs who can positively contribute to the country's economy.

4.4.3 Overall Work experiences

This core theme can be linked to the first aim of this study which states to explore the general experiences of the research participants. These general experiences also include subjective experiences which is highlighted in the sub-themes and can be linked to objective one of this study which is to explore the general and subjective experiences as well as the challenges beneficiaries experience involved with the Expanded Public Works job creation projects. The subthemes highlighted the experiences that were of priority to the research participants. The first subtheme highlighted that different levels of work conflict occurred within the different projects as evidenced in the verbatim quotes of the research participants. The second subtheme highlights management styles which is also a daily experience of each of the research participants and across the sample varying subjective experiences were experienced by the research participants within the context of this sub-theme. This were evidenced in verbatim quotes which indicated a high degree of satisfaction with the management style to a total dissatisfaction with the management style. The third subtheme highlighted lack of support services. These experiences of the research participants highlighted that work experiences can influence the immediate family life at home or that the immediate family issues or personal issues can influence the performance at work. As highlighted by the verbatim responses of the research participants, this is an area that requires intensive intervention as it has a direct impact on self-worth and therefore the performance at work.

In summation the core theme and the related sub-themes highlighted the general and the subjective experiences of the research participants. An interpretation was provided with reference to previous research and theory. Lastly, the core themes and the subthemes were then linked to the relevant research aims and objectives of this research study to describe the relationship between the research findings and the research aims and objectives.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

The effective implementation and functioning of the job creation projects are essential to the development of the South African economy and the well-being of its citizens. However, it must be noted that with the high unemployment currently in the country as highlighted in chapter two, the job creation projects that are funded by the Expanded Public Works Program are essential to reach this goal. It is also important to take stock of the current job creation projects with specific reference to their successes as well as their areas of improvement. This was done by exploring the experiences that these beneficiaries experience that are involved in these job creation projects. As highlighted in chapter 2 with specific reference to the *Gundo Lashu* projects the sustainability of job creation projects are questionable and of a temporary nature. The aim of the job creation projects is to alleviate poverty and ensure a good quality of life. This implies that the unemployed are the beneficiaries of these projects. It must also be noted that unemployment also has psychological aspects which includes the individual being unemployed as well as the family members that provide social support during this event in life.

5.1 Purpose of the research

The aim of this research study was to explore beneficiaries' experiences in the Expanded Public Works Program within a nature conservation agency. The researcher conducted semi-structured interviews to gain an in-depth understanding of the research participants' subjective experiences within their different workplace settings. In conducting this research study, the information gained enriched our understanding of the value of these job creation projects and can potentially inform and guide future job creation projects. In order to gain this understanding and information the objectives of this study was to: (a) explore the general and subjective experiences as well as the challenges beneficiaries experience involved with the Expanded Public Works Job Creation Projects; (b) explore the factors that contributes to the retention of the beneficiaries within the Expanded Public Works Program in this

conservation agency; and (c) Explore how the beneficiaries' involve in this job creation project contribute to community well-being.

5.2 Summary of the research findings

The researcher utilised semi-structured interviews as a data collection technique. An interview guide was used to facilitate the interview process and to elicit information from participants. The collected data were analysed by utilising the Interpretative Phenomenological Analysis approach. By utilising this analysis method three core themes and subthemes emerged from the data. Core theme 1- Basic needs which have as its subthemes 1) seeking employment, 2) provision for family, and 3) permanent jobs. In analysing this theme, the key points that was highlighted was that the research participants needed their jobs to provide for themselves and their families. Since the EPWP is of a temporary nature, a common concern amongst participants was the need for permanent jobs. Core theme 2- Skills development which have as its subthemes 1) acquisition of new skills, 2) transferring of knowledge and 3) linking current job to future career. In analysing this theme the key points that stood out was the enthusiasm of the research participants of gaining new skills and information. However, the training that the research participants received in some instances did not relate well to their expectations. The need to focus on more job market related training was the most pronounced aspect within this theme since this kind of training will enable them to become part of the mainstream economy. Lastly Core theme 3- Overall work experiences which have as its subthemes 1) work conflict, 2) management styles and c) lacking support services. In analysing this core theme, the researcher became aware that this theme captured participants concerns and feelings toward certain issues within their work environment. . This theme was to a large extent an expression of the negative issues and of the ways in which issues can be addressed and rectified. All findings are supported by verbatim quotes that substantiate the findings of the researcher.

5.3 Researcher's reflection

When this research study commenced the researcher had his own perceptions of how the research participants (full time equivalents) experienced everyday life within these projects. In the past the researcher was only involved in skills development and social development of job creation projects and never had the opportunity to view the job creation projects from a holistic perspective. This research study enabled the researcher to gain an insider perspective from the beneficiaries' viewpoint and contributed to an enhanced understanding of job creation projects. Although the researcher had to utilise probing in some instances to ensure a clear understanding of each interview question the wealth of information that was gained outweighs the input. Personally, the researcher developed a great degree of respect and appreciation for the work that the beneficiaries do in order to provide for their families and in so doing contribute in some way to a healthy community life.

5.4 Limitations of the study

The limitation of this study is related to the generalisation to other job creation projects within the province as well as the country as only a small number of research participants were involved within a certain conservation agency. The researcher is aware that if this study is to be replicated in another sector of the job creation initiatives of the Expanded Public Works Programs other core themes and subthemes can emerge and therefore not all the findings of this study can be generalised to other job creation projects. Another limitation of this study is the use of only one data collection method which was interviews which was guided by semi-structured questionnaires as there are other methods that does exist such as focus groups questionnaires that can also be uses to obtain more data if a similar study is to be conducted. The study also just focussed on the experiences of the beneficiaries and not on the experiences of the managers who manages these projects and beneficiaries and therefore not fully representative of all the elements within each job creation project.

5.5 Recommendations

Although all the Xhosa speaking research participants indicated that they are able to respond in English as medium of communication the researcher recommends that a translator accompany future researchers to translate questions that participants find difficulty in answering. This research study was limited to only the full time equivalents within each job creation project and future research could also focus on the viewpoints of the management and in so doing will have a better understanding of the relationship between managers and the full time equivalents (FTE's). This research study utilised IPA as a method of analysing the data was collected which highlighted the voice of the FTE's and this should be continued since the method ensures that research participants can comfortably and within a safe environment express themselves. Future research can also benefit from mixed data collection methods such as questionnaires, focus groups and observations.

Conclusion

A major goal of this research study was to add to the existing research literature regarding job creation projects with a specific focus on the EPWP job creation projects. More specifically this research study focussed primarily on how the full time equivalents experience everyday life within these projects within the context of a nature conservation agency. The intention of the researcher was to gain a better understanding and insight into the multitude of factors that are at play within these job creation projects and that these FTE's must face every day. The methodology utilised in this research study, IPA, allowed the researcher to delve deeply into the experiences of these FTE's that were part of this research study and to intimately experience what it is to be an FTE within the context of this nature conservation agency. Probably the most important contribution of this study was that the research participants could freely express their concerns, challenges but also their successes within these job creation projects. All the interpretations were based on the research participants' exact words and have

helped to highlight the FTE's experiences within these projects. These FTE's have often felt marginalized, as if their voices did not matter; this study therefore serves to validate their experiences and to give voice to an often voiceless population. In particular, this study demonstrates that FTE's need to feel valued and have a say and voice on how they can be best utilised in these job creation projects and developed to exit these projects and enter the mainstream economy. These issues were particularly highlighted in the lacking support services section of this chapter as well as in chapter four. The urgency to establish support services are of high importance since the performance of the FTE's has a direct impact on the job creation project. Although EPWP does not provide full time employment it does however provide skills, temporary stability and security. With a broader skill set and practical experience, beneficiaries may have more opportunities to secure a permanent job in the broader job market, thus enabling them to have a bright and successful future.
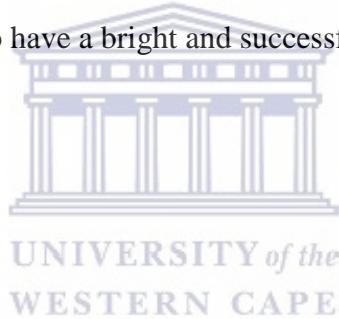
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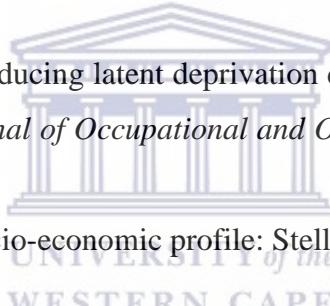
Western Cape Government. (2017b). Socio-economic profile: Drakenstein municipality. Retrieved from https://www.westerncape.gov.za/assets/departments/treasury/Documents/Socio-economic-profiles/2017/wc023_drakenstein_2017_socio-economic_profile_sep-lg_-_11_january_2018.pdf

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APPENDIX A: INFORMATION SHEET (ENGLISH)

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-9592819, Fax: 27 21-9593515

Dear Sir/Madam,

I am currently completing my Masters Degree in the Department of Psychology at the University of the Western Cape and I am conducting a study titled: **Exploring the experiences of beneficiaries involved in the Expanded Public Works Program within a nature conservation agency**

I would like to request your permission to interview the Full time equivalents at your reserve for the purpose of my research study. The interview will consist of 11 questions and will take approximately 30 minutes per participants. I would like you to convey to the participants the purpose of the study and will request those that are willing to participate to reply to their reserve manager indicating their willingness to participate in this research study.

I would sincerely appreciate your willingness to accommodate me in this matter.

Kind Regards,

Clinton Windvogel

Masters Student

Department of Psychology

065 814 0139

cwindvogel@capenature.co.za

University of the Western Cape

Private Bag X17, Belville 7535

APPENDIX B: PARTICIPANT'S INFORMATION SHEET

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa

Tel: + 27 21-959 2852 Fax: 27 21-959 3515

E-mail: cwindvogel@capenature.co.za

Title of Study: Exploring the experiences of beneficiaries involved in the Expanded Public Works Program within a nature conservation agency

What is this study about?

The purpose of this study is to gain more insight into the experiences of beneficiaries that are involved in the Expanded Public Works Program for job creation within a nature conservation agency. I am currently completing my Honors Degree in the Department of Psychology at the University of the Western Cape and the study will be conducted under guidance of my supervisor, Dr A. Pedro.

What will I be asked to do if I agree to participate?

An in-depth interview will be conducted and you will be asked to discuss certain questions posed. The questions that will be addressed will be related to the experiences of the beneficiaries involved in the Expanded Public Works Program for job creation. The interview will be done at the reserve and will be completed within 30 minutes

Would my participation in this study be kept confidential?

All written and audio recorded information will be stored in such a way that access to it will be limited to me only. Information used within any report or article will not provide any of your personal details such as names or addresses to ensure that you cannot be identified. I will therefore do my best to ensure full confidentiality.

What are the risks of this research?

There are no known risks associated with participating in this research project.

What are the benefits of this research?

Although there are no direct benefits to you in taking part in this project, gaining more insight into the experiences of beneficiaries that are involved in the EPWP job creation projects will potentially improve the profile of EPWP job creation projects within CapeNature with specific reference to training that is market related and preparing the participants for the main stream economy.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time without incurring any consequences.

Is any assistance available if I am negatively affected by participating in this study?

Every effort has been taken to *protect you from any harm* in this study. If however, you may feel affected in any way by the questions asked in this questionnaire, you will be provided with information to seek help such as counselling.

What if I have questions?

Please feel free to contact me with any questions you might have with regards to this study.

My contact details are as follows:

Clinton Windvogel
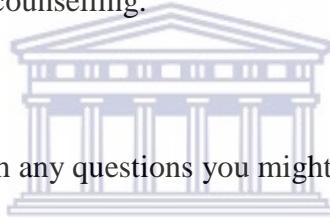
Masters Student

Department of Psychology

065 814 0139

cwindvogel@capenature.co.za

University of the Western Cape

Bellville 7535

APPENDIX C: PARTICIPANT CONSENT FORM

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2852 Fax: 27 21-959 3515

E-mail: cwindvogel@capenature.co.za

Title of Research Project: Exploring the experiences of beneficiaries involved in the

Expanded Public Works Program within a nature conservation agency

The study has been described to me in my language of choice and I freely and voluntarily agree to participate. I have been given the opportunity to raise any questions about the study and these were answered sufficiently. I understand that my identity will not be disclosed and I agree to have the interview audio recorded and kept confidential. I understand that my participation is completely voluntary and that I can withdraw from the study at any time without incurring any consequences.
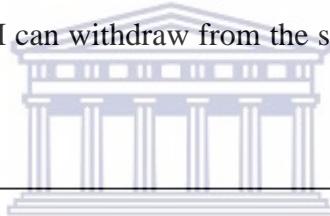
Participant's name: _____

Participant's signature: _____

Date: _____

AANHANGSEL A:INLIGTINGSVORM (AFRIKAANS)

UNIVERSITEIT VAN DIE WES-KAAP

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-9592819, Fax: 27 21-9593515

Geagte Heer/Dame,

Ek is tans besig met my Meestersgraad in Sielkunde aan die Universitiet van die Wes-Kaap. My studie is getiteld: **'n Ondersoek na die ervarings van begunstigdes wat werksaam is in die Uitgebreide Publieke Werke Program binne 'n bewaringsagentskap**

Hiermee will ek graag toestemming verkry om onderhoude te voer met die Voltydse Ekwivalente by u reservaat vir die doel van my studies. Die onderhoud bestaan uit 11 vrae wat ongeveer 30 minute sal duur per navorsingskandidaat. Ek sou graag aan die navorsingskandidate die doel van die studie wil verduidelik en die Voltyde Ekwivalente wat bereid is om aan die studied eel te neem kan aan die reservaat bestuurder hul bereidwilligheid om aan die studie deel te neem aandui.

Ek sal dit hoog op prys stel indien u my in die bogenoemde versoek positief sal oorweeg.

Byvoorbaat dank,

Clinton Windvogel

Meestersgraad Student

Departement van Sielkunde

065 814 0139

cwindvogel@capenature.co.za

Universiteit van die Wes-Kaap

Privaatsak X17, Bellville 7535

AANHANGSEL B: INLIGTINGSVORM VIR NAVORSINGSKANDIDATE

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa

Tel: + 27 21-959 2852 Fax: 27 21-959 3515

E-mail: cwindvogel@capenature.co.za

Titel van Studie: 'n Ondersoek na die ervarings van begUnstigdes wat werksaam is in die Uitgebreide Publieke Werke Program binne 'n bewaringsagentskap

Waaroor gaan die studie?

Die doel van hierdie studie is om 'n beter begrip te ontwikkel rakende die ervarings van die begunstigdes wat betrokke is by die werkskeppingsprojekte binne die Uitgebreide Publieke Werke Program binne 'n bewaringsagentskap. Tans is ek besig met my Meestersgraad binne die Departement van Sielkunde aan die Universitiet van die Weskaap onder die toesig van Dr. A . Pedro.
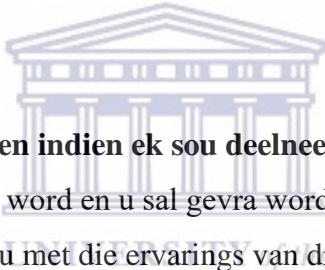
Wat sal ek gevra word om te doen indien ek sou deelneem aan die studie?

'n Deeglike onderhoud sal gevoer word en u sal gevra word om vrae te beantwoord en te bespreek. Die vrae sal verband hou met die ervarings van die begunstigdes wat betrokke is by die werkskeppings projekte binne die Uitgebreide Publieke Werke Program. Die onderhoud sal gedurende werksure op die reservaat plaasvind en sal sowat 30 minute duur.

Sal my deelname vertroulik gehou word?

Alle geskrewe sowel as audio opnames sal bewaar word sodat slegs die navorser (Clinton Windvogel) teogang daartoe sal hê. Alle inligting binne enige verslag or artikel sal geen persoonlike inligting soos name en addresse bevat nie om te verseker dat geen persoon geidentifiseer kan word nie. Die navorser sal sy bes doen om vertroulikheid te verseker.

Wat is die risikos verbonde aan die navorsing of studie?

Daar is geen ooglopende risikos verbonde aan hierdie navorsingsprojek nie.

Watter voordele hou hierdie navorsingstudie in?

Daar is geen direkte voordele gekoppel aan deelname nie. Die navorsingstudie sal wel 'n groot bydra maak ten opsigte van die ervarings van die begunstigdes binne die Uitgebreide Publieke Werke Program met verwysing na werkskepping binne hierdie natuurbewarings agentskap met spesifieke verwysing na mark-gerigte opleiding and die voorbereiding van die begunstigdes vir die hoofstroom ekonomie.

Moet ek deel wees van hierdie navorsingstudie en kan ek ter enige tyd onttrek?

U deelname aan hierdie navorsingsprojek is vrywillig en u mag ter enige tyd besluit om u deelname te staak sonder enige benadeling.

Is daar enige onderstuening indien ek negatief beinvloed word deur hierdie navorsingstudie?

All voorsorg is getref om te verseker dat daar geen benadeling sal wees nie. Indien u voel dat u deur enige vrae negatief beinvoed word sal inligting aan u verskaf word vir moontlike berading.

Wat as ek vrae het?

U is welkom om my te kontak vir enige vrae rakende die navorsingsprojek by die onderstaande kontakebesonderhede:

Clinton Windvogel

Meestergraad Student

Departement van Sielkunde

065 814 0139

cwindvogel@capenature.co.za

Universiteit van die Wes-Kaap

Bellville 7535

AANHANGSEL C: TOESTEMMINGSVORM VAN NAVORSINGSDEELNEMER

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa

Tel: + 27 21-959 2852 Fax: 27 21-959 3515

E-mail: cwindvogel@capenature.co.za

Titel van navorsingstudie: 'n Ondersoek na die ervarings van begunstigdes wat werksaam is in die Uitgebreide Publieke Werke Program binne 'n bewaringsagentskap

Die navorsingsprojek is aan my verduidelik in my taal van keuse en ek stem vrywilliglik in om aan hierdie navorsingsprojek deel te neem. Ek is die geleentheid gegee om my vrae te stel rakende die studie en dit was voldoende beantwoord. Ek neem kennis dat my identiteit nie bekend gemaak sal word nie en stem in dat 'n audio-opname geneem sal word en vertroulik gehou sal word. Ek neem kennis dat my deelname vrywilliglik is en dat ek die reg het om ter enige tyd my deelname aan hierdie studie te staak sonder enige benadeling.
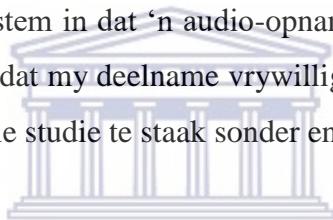
Studie deelnemer se naam: _____

Studie deelnemer se handtekening : _____

Datum: _____

APPENDIX A: IPHEPHA LENCAZELO

IDYUNIVESITI YASE NTSHONA KOLONI

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-9592819, Fax: 27 21-9593515

Mhlekazo /Nkosazana

Ndingumfundi kwiziko lemfundo ephakamileyo kwiziko mfundo le University of the

Western Cape. Ndenza uphando nzulu malunga nabasebenzi abathatha inxaxheba kwi

Expanded Public Works program kwiqumru lakwa iqumru lolodolozo lwezemvelo

Ndenza isicelo sodliwano indlebe (interviews) kunye nabasebenzi ababizwa ngukuba zi Full

Time Equivalent. Udliwano ndlebe lunemibuzo elishumi elinanye (11) olodliwano ndlebe

luzakuthatha amashumi amathathu emizuzu. Injongo yoluphando iyakuthi icaciswe kwabo

bazakuthatha inxaxheba.
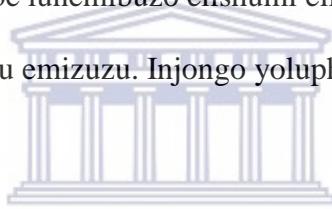
Ndingakuvuyela ukwamnkeleka kwesicelo sam.

Ozithobileyo

Clinton Windvogel

Masters Student

Department of Psychology

065 814 0139

cwindvogel@capenature.co.za

University of the Western Cape

Private Bag X17, Bellville 7535

APPENDIX B: IPHEPHA LENGCACISO

UNIVERSITY OF THE WESTERN CAPE
Private Bag X 17, Bellville 7535, South Africa

Tel: + 27 21-959 2852 Fax: 27 21-959 3515

E-mail: cwindvogel@capenature.co.za

Isihloko sophando: Ucwaningo lamava abantu abathatbatha inxaxheba kwi Expanded Public Works Program kwiqumru lakwa iqumru lolondolozo lwezemvelo.

Lungantoni oluphando?

Injongo zoluphando kukufumana ulwazi olunzulu malunga namava abantu abathatha inxaxheba kwi EPWP yodalo misebenzi eCape Nature. Oluphando luzakwenziwa phantsi koqeqesho luka gqira A iyakukwaziwa ngumphandi kuphelaPedro.

Yintoni endizakuyibuzwa xa ndithabatha inxaxheba koluphando?

Kuzakuqhutywa udliwano ndlebe olunzulu kulindeleke uphendule imibuzo malunga namava akho nge Expanded Public Works Program malunga namathuba omsebenzi. Udliwano ndlebe luzakuqhutyelwa kwiziko lolondoloza ndalo (nature reserve) udliwano ndlebe luzakuthatha malunga nemizuzu engamashumi amathathu (30 minutes).

Ingaba ukuthabatha kwam inxaxheba koludliwano ndlebe luzakugcinwa luyimfihlo?

Yonke intetho eshicilelweyo izakugcinwa ikhuselekile nguphandi kuphela ozakukwazi ukufumana olushicilelo. Amagama kunye ne dilesi aziyikuyibhengezwa kushicilelo loluphando.

Ngowuphi umngcipheko ngoluphando?

Akukho mngcipheko waziwayo ngoluphando

Yintoni inzuzo ngoluphando?

Inzuzo ngokuphando kukwazi nzulu malunga ngamava wabantu abathabatha inxaxheba kwi EPWP, nokuphucula imeko zokuzisa amathuba engqesho eluntwini, kwakunye noqeqesho ukulungiselela abantu bathathe inxaxheba kwezoqoqosho.

Ingaba kunyanzelekile ndithabathe inxaxheba koluphando, kwaye ndivumelekile ukurhoxa xa ndifuna?

Ukuthabatha kwakho inxaxheba akusosinyanzelo. Usenako ukurhoxa xa uthanda yonke into oyenzayo ayisosinyanzelo.

Ingaba lukhona uncedo xa oluphando luthe lwandichaphazela?

Ababathabathi nxaxheba koluphando bayakukhuseleka. Ukuba uziva ngathi oluthando nxaxheba luyakuchaphazela ngokwasemphemfulweni uyakunikwa uncedo ngokwasemphemfumlweni (counselling).
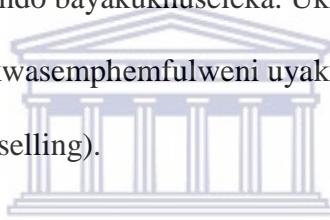
Kwenzeka ntoni ukuba ndinemibuzo?

Wamnkelekile ukubuza imibuzo kumphandi malunga noluphando. Nazi incukaca zam:

Clinton Windvogel

Masters Student

Department of Psychology

065 814 0139

APPENDIX C: IFOM YESIVUMELWANO

IDYUNIVESITI YASE NTSHONA KOLONI

Private Bag X 17, Bellville 7535, South Africa
Tel: +27 21-9592819, Fax: 27 21-9593515

Isihloko sophando: Ucwaningo lamava abantu abathatbatha inxaxheba kwi Expanded Public

Works Program kwiqumru lakwa iqumru lolondolozo lwezemvelo.

Oluphando lucacisiwe kum ngolwimi lwam endilukhethileyo ndithabatha inxaxheba

ngaphandle konyanzelo. Ndilinikiwe nethuba lokubuza imibuzo malunga noluphando kwaye

ndiye ndacaciselwa ngokwaneleyo. Ndiyayazi ukuba andisayikubhengezwa ukuba

ndingubani koluphando kwayo konke ekushicilelweyo kuzakugcinwa kuyimfihlelo.

Ndiyakwazi nokuba ukuthabatha kwam inxaxheba ayisosinyanzelo kwaye ndingarhoxa

nangeliphi na ixesha ndithanda.
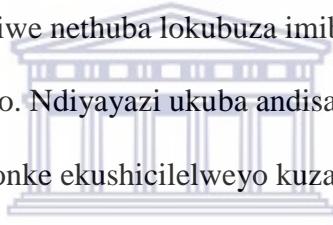
Igama lam: _____

Utyikityo lwam: _____

Umhla: _____

APPENDIX D: DEMOGRAPHIC QUESTIONNAIRE

Demographic Questions (Please answer/circle the category in each part that applies to you)

1. Age:……………………………………………………….....................

2. Race:……………………………………………………….....................

3. Home language (Please circle appropriate response) 3.1 English   1

3.2 Afrikaans   2

3.3 Other (please specify)   3……………………

4. Area that you reside:…………………………………………….....................

5. Marital status (please circle appropriate response) 5.1 Single   1

5.2 Involved   2

5.3 Married   3

5.4 Other (please specify)   4………………….

6. Length of marriage/relationship:………………………………….....................

7. Number of children:…………………………………………….....................

8. Highest level of education obtained (please circle appropriate response) 8.1

Standard 8/Grade 10 or below   1

8.2 Matric   3

8.3 Undergraduate degree   4

8.4 Postgraduate degree   5

8.5 Other   6……………………

How long have you been unemployed? (please circle appropriate response)

9.1 0-2 months   1

9.2 3- 6 months   2

9.3 7-9 months   3

9.4 10- 12 months   4

9.5 More than 12 months   5

10. Specify the number of times you have previously been employed. (please circle appropriate response)

10.1 Never   1

10.2 One   2

10.3 Two   3

10.4 Three   4

10.5 Four   5

10.6 Five or more   6

11. What do you enjoy about your current job/position?

11.1 Nature 1

11.2 Being able to earn an income 2

11.3 Fellow workers 3

11.3 Management 4

11.4 All of the above 5

11.5 Other (please specify) 6 …………………………………….

12. What do you dislike about your job/ position?

12.1 Nature 1

12.2 Fellow workers 2

12.3 Management 3

12.4 All of the above 4

12.5 Other (please specify) 5 …………………………………

The End-Thank you

APPENDIX E: INTERVIEW SCHEDULE

1) What was the reason for you to join this job creation project?

2) How has your life improved since you joined the project?

3) To what extent does your involvement with this project contribute to your career

   development?

4) What are some of the challenges that you have experienced within this project?

5) What keeps you motivated to remain within this project?

6) Did you apply for any employment outside of this project? If yes, please elaborate?

7) How would you describe the management style of the managers within this project?

8) If there are anything that you would change within this project what would that be?
   Explain?

9) What are your plans in 1 year from now?

10) What kind of support is currently available to assist you with some difficulties?

11) What other support would you suggest within this project? Explain

UNIVERSITY of the
WESTERN CAPE