



Evaluation of community project's impact on development of sustainable rural livelihoods

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2. ABSTRACT

The objective of this study is to evaluate different community projects in Madlangala and examine whether they are reaching their goals and have a significant impact on the livelihood in the community. Far from all community projects initiated during the last years have been sustainable.

Here, different factors have been found to be of importance. Projects that collaborate with outside institutions and consist of more levels have greater opportunity for sustainability. A cooperative community project creates support network, which create needed backing. Training increases knowledge and can be important for further development and assessing future capabilities. Basic business skills such as management skills for accumulating money, proper book keeping and managing the resources available are essential too.

In Madlangala, funding is of importance as the area does not have the capital or materials to start up projects. Material based funding and training are, however, more productive than money. Motivation is of great importance; however it needs be backed up with training and knowledge. Focusing on the village as a market rather than selling elsewhere reduces transaction costs and benefits the projects.

For future projects, it is necessary to create projects that appeal to the young people. This can be determining for the future of community projects.

3. BACKGROUND

In South Africa, a high degree of income inequality, widespread poverty and high level of unemployment affects the current situation of the population. Half of the population can be categorized as poor and most of these people live in the rural areas where women are the most vulnerable. The study area of this project within the Maluti district is located in the third poorest province in South Africa, the Eastern Cape Province (May, 1999).

In South Africa, in the recent years, agriculture has become less of an important income. Competition on world market prices and poor conditions of the weathered soils, are factors making a sustainable income generation from agriculture difficult (Mubangizi, 2003). A partly consequence of this is migration of the younger male population from the rural areas towards the urban areas in hope of better income options. Therefore, the primary income source in the rural areas has become remittance from family members in the urban areas sending money back to the family members left in the communities and different kind of grants from the government (EDA, 2001). Remittance can, unfortunately, be very irregular due to death of family members and unemployment.

Diverse livelihood strategies are, therefore, common practice in the rural areas giving them multiple income sources, hereby reducing irregularity risk and securing survival. Hence, it is a way for the community members to deal with the widespread poverty and high level of unemployment in their areas (May, 1999).

The South African government has, in the post-apartheid period, been focusing on dealing with these facts. There have been developed different initiatives for creating less inequality, less unemployment, less poverty and hereby, elevating the living standard in South Africa and making development sustainable. Sustainable rural livelihoods and local income generation are ways of achieving this. To create this kind of development, it is vital that the communities all over the country and especially, in the poverty inflicted rural areas, are involved in these development strategies, otherwise, the very object of growth and development will not be met (Cooper *et al*, 2002). This has, however, partly resulted in only development projects connected to a group are funded. This is due to the assumption that community projects are more sustainable and that development attained from these, will affect more people than individual projects will. Community projects have, during the last decade, been one of the ways of increasing development in the rural areas. However, their effectiveness and efficiency are to some degree discussable. Here, an example is high transaction costs for the amount of development assistance that is actually delivered (Franks *et al*. 2004). According to Franks *et al*. (2004), "*there is still a widespread belief that projects overall have not been effective in*

delivering development”, even though there have been some undoubted successes both at the project level and in more general developmental terms. The positive impacts from community projects are not always sustainable and the negative impacts can, at times, be greater than expected. An example could be different donors, funding different projects that do not complement one another can sometime lead to competition rather than cooperation (Deutsch, 2000; Franks *et al.* 2004). Additionally, if external funding is received, the projects are not always owned by the beneficiaries, such as the local participants, but by the donors and their technical assistance specialists (Franks *et al.* 2004).

In Maluti district, some community projects have been initiated during the last years. These community projects are an attempt to develop income generating activities in the area in the hope that a sustainable local livelihood can be ensured (Mubangizi, 2003). However, many community projects initiated in the village of Madlangala are not running any longer and therefore, the main objective of this study is to evaluate different community projects in Madlangala and thereby examine whether they are reaching their goals¹ and having a significant impact on the livelihood in the community². This leads us to our main research question.

3.1 Research question

What factors determines if a community project reaches its goals and becomes sustainable?

The overall research question has been elaborated in the following sub-questions and sub-sub-questions:

1. What role does the type of implementation play?

- *What effect does the project structure have on whether a project reaches its goals and sustainability?*
- *What role does the scale of the project have on the project's outcome?*
- *Which institutions are the projects linked to and how is these determining for the projects life cycle and outcome?*
- *What role does funding play and how are the form (money, material, constrains, borrowed or given etc.) of funding determining for the project?*

2. What role do social/natural/physical resources play?

¹ The goals we are referring to are the goals set for the project by the people participating in the project.

² Impact on the livelihood in the community are referring to many different scenarios such as income generation, better quality of life, creating more resources, etc.

- *How does the demography affect the human resources of the village and hereby the choices of community project and their sustainability?*
- *How do the community projects contribute to the income and the livelihood level of the village?*
- *Who benefits from the community projects?*
- *Which natural/physical resources are limiting the opportunities for project choice and project success?*

3. *What role does marketing/management play?*

- *What marketing efforts are made to promote the community projects and their products subsequently?*
- *What role does infrastructure, access to markets and transportation play in the success of the projects?*
- *What is the level of management skills?*
- *What role does education and training play?*

4. DEFINITION OF KEY CONCEPTS

Defining the concept of “community projects” can be very complex, both because its meaning can be closely connected to the specific geographical area and because both community and project are diverse concepts. Therefore, an attempt to define community projects is here made by, firstly, looking at the different meanings of these words separately. Also, sustainability and success are defined (see Box 1).

Box 1: Definitions of key concepts

Community: The word community is derived from the Latin word *communis* meaning common, public, shared by all or many (Wikipedia, 2007). The word community will, in this context, refer to a group of people who interact and share certain things as a group. In this report, community is also geographical linked, as it is defined as the people living in the sub-villages of Madlangala: Pepela, Goxe and Makomoreng.

Project: A project can be categorised as a limited, organized and goal orientated process. It usually starts out with identifying the perspective (focus and time), the working field and the goals that should be met. Projects can have many levels (simple, complex, etc.) and many different contexts

Community project: A project with more than one family or community members working together in creating a product or service. This production or service shall improve livelihoods and hereby the development of the specific community. It should be open, in terms of joining, for all interested community members.

Sustainability: Sustainability is regarding the ability to meet economic, social and environmental needs of present as well as the future generations. Sustainability in this context is understood in relation to sustainable development. Sustainable development does not have one accepted definition, which makes the implementation of its goals extremely difficult (Paul, 2007). One of the least controversial definitions for sustainable development is “meeting the needs of the present without compromising the ability of future generations to develop” (*Our Common Future* published by the UN World Commission on Environment and Development) (Paul, 2007).

Success: is measured by the projects ability to achieve their goals

5. INFORMANTS

Different informants have been interviewed through out the fieldwork. Their roles can be seen in Table 1.

Table 1: Informants and their role

| Informant | Role of informant |
|---|---|
| (NGO) – Matat-EDA (Environmental Development Agency) | They were able to give us a wider understanding of the structures, constraints and the steps that are needed to be taken in connection to community projects. |
| Dr. Merida Roets | Former project leader of Umzivubu Goats, could give us information about the general structure of Umzivubu Goats. |
| Mrs. Mandissa | Health promoter of Maluti district, could give us information about the general objective of the Home Based Care (HBC) program and there overall structure. |
| Chief of Madlangala | Mrs. Victoria could give us information about the villages and the community projects in the area. |
| Madlangala Development Forum (MDF) | The MDF did not play as big a role as we had expected, so we could not get the information we had hoped. |
| Leaders of projects | They could give us some overall information about the projects. |
| Participants/former participants | Could give us general information about the projects and by talking to different parties involved, we had information to triangulate. |
| Non-participants | Could give us an idea about their perception of community projects, and whether they saw them as having impact on the community. |
| Young people | They were asked because we wanted some information about the future sustainability of the projects in terms of human capital. |

6. METHODOLOGY

In the field, we chose to focus on different methods for two main reasons. Firstly, the information had to come from different informants, which made it convenient to use different approaches. Some informants had more in depth information about specific parts of our study field, which meant that they were interviewed via detailed semi-structured interviews, participated in Participatory Rural Appraisal (PRA)³ exercises and in the workshop. Other informants were used to examine different trends, which

³ Timeline, Preference Matrix (concerning income sources), Positive and Problem Listing, Problem and Positive Ranking, Improvement Listing, Venn Diagram and Drawing of Project Structure

made less detailed semi-structured interviews and questionnaires seem the best methods. Secondly, the use of different methods makes it possible for us to triangulate data (see Matrix 1).

Matrix 1: Overview of methods

| Method | Informants | Number of observations | Sampling strategy | Purpose |
|---|--|--|--|---|
| Informal interviews | - Piggery - Vegetable Garden - Home Based Care (HBC) - Leather Craft - Sewing - Poultry (Pepela) | 1 1 1 1 1 3 Total 8 | Partly random and partly snowball | Information about project to help us choose projects |
| Questionnaires | - Non-participants | 19 Total 19 | Pepela: Randomly Makomereng: Via a map drawn we chose households distributed throughout the village | Gaining an understanding of different trends and the general perception of C.P. |
| Detailed semi-structured interview | - Poultry (Makomereng): participants - Poultry (Pontseng): leader - Leather Craft: Participants & leader -Vegetable Garden: Former participants & leader - Home Based Care: Participants & leader - Chief of Madlangala - Matat-EDA - Dr. Merida Roets for the Leather Craft - Mrs. Mandissa for the HBC | 3 1 5 + 1 4 + 1 5 + 1 1 2 1 1 Total 26 | Snowball | - Information from the chosen C.P. - General information about C.P. -General information about the village |
| Semi-structured interview | - Young people - Member of MDF | 10 1 Total 11 | Snowball | - Gaining an understanding of different trends and structures relevant for C.P - information helping us to choose projects |
| Timeline | -Participants of the Poultry in Makomereng - Leader of Poultry in Pontseng - Participants of Leather Craft - Leader of Vegetable Garden - Participants of HBC | 3 1 8 1 6 | People we had interviewed | Getting an overview of the history of the project |

| | | | | |
|---|---|-------------------------------------|--|---|
| | | Total 19 | | |
| Preference matrix (concerning income source) | - Participants of Leather Craft - Participants of Home Based Care | 8 6 Total 14 | People we had interviewed | Gain an understanding of how big a role the C.P. played in the participants income sources |
| Positive and problem listing | -Participants of the Poultry in Makomereng - Leader of Poultry in Pontseng - Participants of Leather Craft - Participants of HBC | 3 1 8 6 Total 18 | People we had interviewed | Gaining the participants view of the problems and positive aspects of the C.P. |
| Positive and problem ranking | -Participants of the Poultry in Makomereng - Participants of Leather Craft - Participants of HBC | 3 8 6 Total 17 | People we had interviewed | Seeing what the individuals participating in the focus group exercise saw as the 4 worst problems from the listing and the 4 most positive aspects from the listing |
| Improvement listing | -Participants of the Poultry in Makomereng - Leader of Poultry in Pontseng - Participants of Leather Craft - Participants of HBC | 3 1 8 6 Total 18 | People we had interviewed | Getting the participants perceptions of the improvements needed. To see whether they were realistic, relevant, etc. |
| Venn diagram | - Leader of Leather Craft | 1 Total 1 | People we had interviewed | Gaining an understanding of the interaction structure of the project |
| Drawing of project structure | - Dr. Merida Roets for the Leather Craft - Participant from the HBC | 1 1 Total 2 | People we had interviewed | Gaining an understanding of complicated project structures |
| Workshop⁴ (based on project groups) | - Participants from Poultry - Participants from Leather Craft - Participants from HBC | 9 6 7 | People we had interviewed from each project + extra people that just | 1. Show the participating C.P. that they can help each other with |

⁴ See workshop outline in Appendix 1

| | | | | |
|--|--|-----------------|-----------|--|
| | | | showed up | suggestions for improvements 2. Understand their perception of the steps needed to make a sustainable C.P. 3. Giving them feedback from our reaserch |
| | | Total 22 | | |

We focused mainly on qualitative data, and our largest amount of data came from the detailed semi-structured interviews, since it was a good way to gain the thorough information we needed. Project participants were our main source of information because understanding the community projects were key to our study. Matrix 2 contains a timeline of our methods.

Matrix 2: Timeline of methods used

| | 2/03/07 | 3/03/07 | 4/03/07 | 5/03/07 | 6/03/07 | 7/03/07 | 8/03/07 | 9/03/07 | 10/03/07 | 11/03/07 | 12/03/07 | 13/03/07 |
|---|----------------|--|---|-----------------------------------|---|---------------------------|-------------------------|---|---|--|---------------|--|
| Informal interviews | Leather leader | | Potential project choices – Pepela and Makomereng | | | Sunflower | | | | | | |
| Questionnaires | | | | Pepela | Makomereng | Makomereng | | Pepela | Makomereng | Pepela (2) | | |
| Detailed semi-structured interview | | Leather leader; Leather participants (2) | Chief of the Village | HBC participants (2); Poultry (3) | Poultry leader; Poultry participant (1); Leather participants (3) | Poultry leader (Pontseng) | Vegetable garden leader | Matat EDA; Leather leader; HBC participants (2) | Leather leader (follow-up); Poultry participant (1); HCB participants (2) | Poultry participant (1) | Mrs. Mandissa | Dr. Merida Roets for the Leather Craft |
| Semi-structured interview | | | | Victor Spambo (MDF) | | | | | | Young people (4) – Pepela; young people (4) - Makomereng | | |
| Timeline | | | | Victor Spambo | | Poultry leader (Pontseng) | Vegetable garden leader | | Leather leader | | | |
| Preference matrix (concerning income source) | | | | | Leather participants (8) | | HBC participants (6) | | | | | |
| Positive and problem listing | | | | | Leather participants (8) | Poultry leader (Pontseng) | HBC participants (6) | | | Poultry participants (4) | | |
| Positive and problem ranking | | | | | Leather participants (8) | | HBC participants (6) | | | Poultry participants (4) | | |
| Improvement listing | | | | | Leather participants (8) | Poultry leader (Pontseng) | HBC participants (6) | | | Poultry participants (4) | | |
| | | | | | | | | | | | | |

| | | | | | | | | | | | | |
|--|--|--|--|--|------------|--|--|--|--|----------------|------------------------------|--|
| Venn diagram | | | | | | | | | | Leather leader | | |
| Workshop (based on project groups) | | | | | | | | | | | Makomereng participants (22) | |
| Mapping | | | | | Makomereng | | | | | | | |

We found that gaining information from the different methods became easier the more background information we had. This fact was the main reason we had to do a follow-up interview with Mr Chaps from the leather craft. In the first interview our basic knowledge of the project was too limited, so we did not gain enough information. For the same reason, it was good that our interview with Matat-EDA was in the last part of our fieldwork. Concerning the Vegetable Garden, we did from our informal interview get the notion that the project was a successful community project. However, later (too late to change our choice), we found that it was no longer a community project. At first we were confused, but then we saw it as a great opportunity to explore whether the sustainability had to do with the fact that it was not a community project.

7. STUDY AREA

The rural area Madlangala is comprised of 3 sub-villages: Makomereng, Pepela, and Goxe. This area is in the south of the Drakensberg Mountains and it is located 3 km from Lesotho. The primary land use is agricultural, mostly for subsistence purposes. The major crops produced include maize, sorghum, pumpkins, beans, cabbage and green vegetables, mostly for home consumption (EDA, 2001). The main livestock kept is goats, sheep, chickens and cattle.

There is no running water or sanitation; however, there is good quality tap water available for the villagers. For cooking and heating they use paraffin and wood. Furthermore, there are no electrical supply or telephone connections, but a few villagers own generators, solar panels, and cell phones. The nearest town, Maluti, is far from the area and the dirt road leading to Madlangala is not in good conditions. Their main modes of transport are buses (one daily bus with a fare of R11), walking and a few of them have cars.

The level of unemployment is high (38.5%) (EDA, 2001) and their sources of income are mostly old age pension, child grant support and remittance from the family members working in the urban areas.

Census data reveals that 80% of the area's almost entirely rural population is comprised of youth (under 15 years of age) and working age women (EDA, 2001).

The diseases that are common in the community are tuberculosis (TB), high blood pressure, strokes, diarrhoea and HIV/AIDS. The rate of HIV/ AIDS is not known because the community has no clinic where their statistics can be recorded.

8. CHOICE OF COMMUNITY PROJECTS

We had only little information on the different community projects in the area before our field work. This meant that the first days were dedicated to figuring out which community projects existed, had existed and were in planning. This was definitely not an easy task because we did not know who to ask, people asked could not remember, old projects were not mentioned, there had been many of the same projects, family projects were seen as community projects (e.g. vegetable and poultry), etc. After a couple of days with informal interviews and an interview with Mr. Victor Spambo, a member of MDF, we were able to choose our projects. Table 2 shows all the projects in Makomereng and Pepela and how they fit into our chosen categories.

Table 2: Listing and categorising of community projects

| Project name | Scale | External/internal funding | Existing/non-existing | Non-existing project in Madlangala, existing in neighbouring villages |
|-----------------------------------|--------------|----------------------------------|------------------------------|--|
| Eco Tourism | Large | External | Existing | |
| Working for Water (wattle) | Large | External | Existing | |
| HBC | Large | External | Existing | |
| Leather Craft | Large | External | Existing | |
| Vegetable Garden | Small | Internal | Existing | |
| Poultry | Small | Internal | Non-existing | Exist |
| Cattle | Small | External | Pending | |
| Goat | Small | External | Pending | |
| Bakery | Small | Internal | Non-existing | Exist |
| Sewing | Small | N.A. | Non-existing | Exist |
| Piggery | Small | N.A. | Non-existing | N.A. |
| Candle making | Small | N.A. | Pending | |

Large scale: project exceeding the Madlangala area. **Small scale:** Projects existing only within the Madlangala area. **External funding:** funding comes from outside the project. **Internal funding:** no funding from outside the project. **N.A:** Not available.

From these different types of community projects we chose to focus on four projects: **Poultry, Leather Craft, Vegetable Garden** and **HBC**. The reason for these choices was that we wanted to work with projects that represented the different categories. The four community projects represent different scales, different types of funding, existing and non-existing projects. In addition, by looking at a non-existing project from our study area, that is existing in another area, we get the opportunity to do comparative studies. This has been a help in answering our research question, because defining important factors in this connection becomes easier. To have projects in all these categories has given us the opportunity to evaluate the community projects more widely.

We chose to focus on only four community projects because we felt we had to have an in dept understanding of each project to be able to draw the conclusions needed to answer our research question.

9. POULTRY, A COMMUNITY PROJECT IN MAKOMERENG

In the examination of Poultry projects we chose to focus on two projects, one in Makomereng and one in the neighbouring village Pontseng. The reason for this is that the project in Makomereng no longer exists. However, the project in Pontseng is still running and seems to be a very sustainable project.

9.1 Poultry project in Makomereng

The project was initiated by the Agricultural Department who came with different suggestions of projects the villagers could start. In Makomereng, 25 villagers chose the Poultry project. The first feed and chickens was bought with the participant fee. The villagers had the chickens in their own houses; they did, however, really want a common house for the chickens.

Box 2: Basic information on Poultry in Makomereng

Dates: The project began in 1999 and ended in 2005 (see timeline in Appendix 2.1).

Number of participants: 25 (15 active).

Participant fee: R10

Goals: income generation, job creation and to fight poverty.

Funding: No

9.1.1 Structure, training and management

The structure of the Poultry project was limited; it was even difficult to gain an understanding of who was considered the leader and who took care of the money. This can be a result of the fact that they had no training in management skills, which also made the rules very vague (see Box 3). Furthermore, not having account books showed the lack of management skills. The amount of training of the participants in general areas, such as feeding and caretaking of the chickens, was also very limited. Only a few of the participants were sent for training at the Agricultural Department of Education in Maluti in the beginning of the process. Afterwards, they came back to the

Box 3: Examples of rules mentioned

“Everybody looks after their own chickens” (Mrs. Mazungu Marareni)
“Look every day for diseases”,
“Money goes to the bank account” and
“Go to buy feed every week”
(Mrs. Patience Marareni)

Box 4: Comment from participants about lack of support

“We were promised extension officers but they did not come” (Mrs. Mazungu Marareni)
“Nobody helped us with management of money” and “We were promised help and medication, but nothing happened” (Mrs. Madlengo)

village and trained the other participants. After this training, there was no follow-up training or visits from extensions officers (see Box 4).

9.1.2 Funding, motivation and marketing

There was no financial support from outside (e.g. municipality); only the training they received in the beginning was for free. Mr Vuyo Tmtiya from the Matat-EDA sees funding as crucial in the process of making a poultry project sustainable (see Box 5). Lack of funding and support is

Box 5: EDA about funding in poultry projects

“For success, a poultry project with layers has to run with funding for two years and a broiler project for one year”
(Mr. Vuyo Tmtiya)

Box 6: Comments from participants about funding and support

“No support, that’s why the project failed” (Mrs. Madlengo)

“No money for feed, medication etc. stopped the project” (Mrs. Patience Marareni)

seen by the participants as a reason for the project being non-sustainable (see Box 6).

The chickens they produced were sold in Makomereng and nearby villagers, such as Mabula and Pepela. They advertised a little with flyers, but mostly word of mouth was used. The bad roads and isolated location meant that people did not come from afar to buy chickens. Furthermore, the competition was hard, because there

were similar projects in the neighbouring villages.

As Box 7 shows, some participants were not very motivated and collaborative, this had consequences for the project’s sustainability. However, the poultry participants we talked to were very motivated to start the project again, if given the chance.

Box 7: Statements from participants about motivation and collaboration

“A main problem was inactive members” (Mrs. Nomsa Chaps)

“They were not honest, some said the poultry was dead and then did not share the money” (Mrs. Madengo)

9.1.3 Problems

Understanding the problems of the project is important as the project was a non-success. Poultry participants were asked to list the problems the project had faced (see Box 8).

Here, it is clear that lack of money, whether it is money for medication, for salaries, for equipment

Box 8: Problem list

- Paying slowly
- Feed for chickens
- Diseases
- No money for medication
- No place for chickens (building)
- No equipment (light, feed bowls, water bowls)
- Selling chicken (more than one)

Extra: Need more training

or for feed, was a problem. This leads back to Mr. Vuyo Tmtiya statement, on funding being needed to make a poultry project work (see Box 5). Diseases are also mentioned as a problem in connection to the extra expense medication brings. Diseases will always be a huge risk in a poultry project, because an epidemic can result in the collapse of the whole project. More training in combination with funding could be the factors needed to help limit the problems listed.

The information we can gather from the problem ranking (see Table 3) is unclear. No clear trend can be found, all though a common place for the chickens and the lack of different kinds of funding seems to be viewed as the largest problems for the participants.

Table 3: Problem ranking

| Problems | 1 st | 2 nd | 3 rd | 4 th |
|---------------------------|-----------------|-----------------|-----------------|-----------------|
| No place for chicken | 1 | 2 | | |
| No money for medication | 1 | 1 | | |
| No equipment | 1 | | 1 | 1 |
| Lack of funds | 1 | | | |
| No money for more chicken | | 1 | | |
| Feeding | | | 2 | |
| Diseases | | | 1 | 1 |
| Selling place | | | | 1 |

9.1.4 Positives

From the positives listing and ranking group exercises with the participants of the Poultry project we received the results shown in Box 9 and Table 4. From both exercises, it is obvious that togetherness and occupation is seen as the main positive aspects. In the ranking exercise, only one has ranked sales, which must be seen as income, as a positive aspect of the project and it is only in third place. This, in connection with the fact that

Box 9: Positive list

- Meetings
- Discussions
- Time keeping
- Active participation
- Training from Ag department
- Managed to make sales
- Eggs
- Interactions (views) between participants

the main focus is on togetherness and occupation, indicates that the project did not reach all its goals (see Box 2) before ending. As written in Box 2, the goals were to generate income, jobs and fight poverty.

Table 4: Positive ranking

| Positives | 1 st | 2 nd | 3 rd | 4 th |
|---------------------|-----------------|-----------------|-----------------|-----------------|
| Meetings | 2 | | | 1 |
| Training | 1 | 1 | | |
| Active participants | 1 | | | |
| Timekeeping | | 1 | 2 | |
| Management | | 1 | 1 | 1 |
| Interaction | | 1 | | 1 |
| Sales | | | 1 | |
| Discussion | | | | 1 |

9.1.5 Improvements

The improvement list in Box 10 was a group exercise that we did with the participants of the project. From this, it became clear that most of the participants are aware of the constraints of the project and what needs to be done. As indicated in the above written text management skills, training and marketing are crucial factors that have

been lacking in this project process. These are the same the participants mentioned in their suggestions for improvements.

Lack of knowledge on how to implement the ideas for improvement can be the reason the suggestions has not been implemented. This leads back to the fact that they did not get the help they were promised.

Box 10: Improvement list

- Chicken house (for all chickens)
- Improve places for orphanages + community
- Management skills – larger projects
- Training
- Selling more chicken
- Marketing

9.1.6 Summary

The poultry project in Makomereng was a non-sustainable project. This seems to have its roots in many factors. The project had almost no structure; the participants had only limited training and no training in management skills. Furthermore, they did not receive funding or supervision from extension officers and perhaps the market for a poultry project was not great at that point, given that there were running poultry projects in almost all nearby villages. The participants, however, still seem to be motivated on working with poultry and they have a good understanding of what is missing. They just need some guidance on how to accomplish the implementation of lacking factors.

9.2 Poultry project in Ponseng

The Ponseng project was initiated by the villagers, who chose to participate in a poultry project. The participant fee was used to buy the first chickens and feed. The chickens were at first divided between the participants, so everybody had a certain amount of chicken in their homes. In 2000 and 2001, they asked the chief of the village for wood to build a house, so they could have all the chickens at one place. In 2002, they had a common house for the chickens and the production grew (See Figure 1).

Box 11: Basic information on poultry project in Ponseng

Dates: The project began in 1999 (see timeline in Appendix 2.2)

Number of participants: At the beginning there were 34, now they are 20 participants.

Participant fee: R30

Goals: empowering through the creation of jobs and income

Funding: Yes

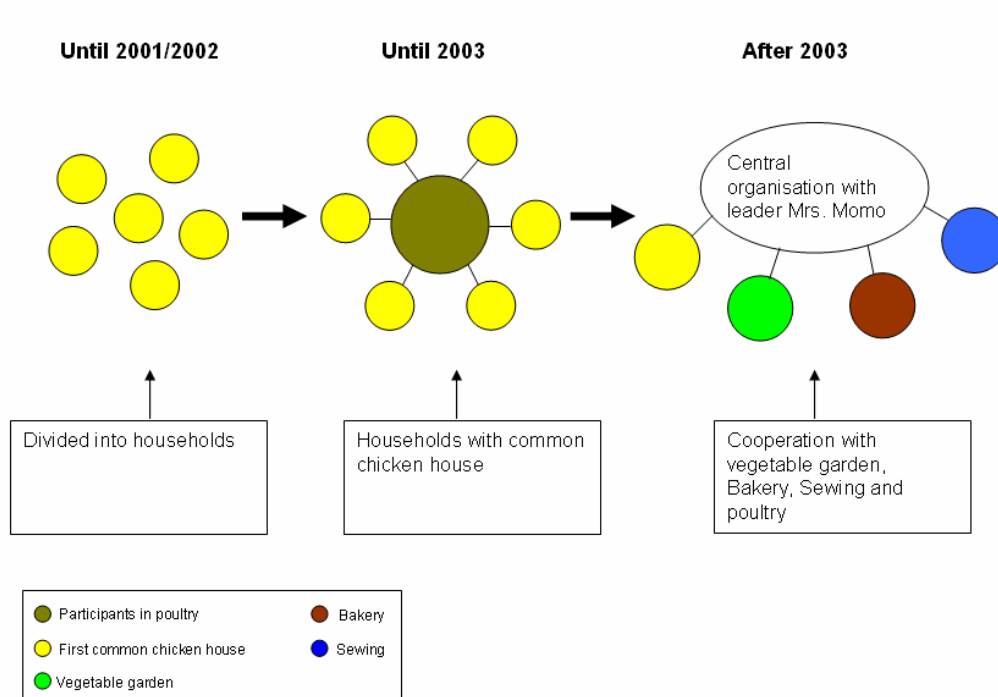


Figure 1: History of project structure in Ponseng

9.2.1 Funding, motivation and marketing

This growth led them to ask the municipality for financial support. The Department of Social Development, under the district of Maluti, greeted this positively and chose to help them, both with

material and capital support. The capital support was R500.000 over a period of three years (2003-2005). This money was to be distributed in the cooperation (see Figure 1). The material they received was everything from a large common building to cages and office equipment. With this amount of support, the project expanded.

Everybody involved in the Poultry project shared the profit from the production. In the years of financial support every participant received R500 per month, now, the monthly amount is down to R200 per month. Nonetheless, Mrs. Momo, the leader of the cooperation, was not worried (see Box 12). This may, at first, glance seem as a contradiction of Mr. Vuyo Tmtiya from the Matat-EDA statement about the necessity of funding (see Box 5). However, being able to make a project run before funding is always good, but predominantly, this is difficult for the villagers to accomplish. Moreover, the quote in Box 12 also shows that, even though the funding has stopped, Mrs. Momo is still optimistic and motivated. Mrs. Momo is, in general, a very motivated and active leader. She is not only leader of the whole cooperation, but is also involved in other projects in Pontseng.

Box 12: Mrs. Momo about her faith to the projects sustainability

Mrs. Momo says:
“the fact that this project [Pontseng Poultry project] was running before funding means that we know how to keep it running even now when the funding has stopped.”

They sell their products in the village; however, people from Mount Fletcher, Maluti and other villages also come to Pontseng to buy eggs and chickens. They advertise for their production in the buses and the relative good road nearby makes it easy for customers to access the poultry products.

9.2.2 Training and management

In 2003, when the Department of Social Development became involved, the participants received training in production and in management with regular follow-up workshops. The Department of Social Development also guided them in the planning process of the project, giving them a good structure and foundation to build the project on. The clear structure also made it obvious for the participants which responsibility they had. Additionally, they received help making a business plan, a constitution and a bank account. The Department of Social Development comes regularly to supervise and guide the production and the management.

9.2.3 Problems and positives

When looking at the problems Mrs. Momo listed in Pontseng (see Box 13), it is obvious that the majority of them have to do with what is lacking in the pursuit to make the Poultry project grow (electricity, uniforms, no on-site water, etc.). Even though some of the listed problems are the same in Makomereng and Pontseng, they are very different levels of problems. In Makomereng the problems are connected to survival and in Pontseng to expansion.

The positive aspects of the Pontseng project also show the level of this project (see Box 14). It is considered almost to be a business. It has an office and the equipment is not considered a problem.

As Box 15 shows, Mrs. Momo has a good feeling with what it takes to reach sustainability. It also shows the business mentality of the project.

Box 13 : Problem list

- Electricity
- No water supply on-site + lack of water
- Training of participants
- Delivery
- Money
- Uniform
- Equipment for broilers
- Medication

Box 14: Positive list

- Company/business
- Office
- Good equipment

Box 15: Mrs. Momo on factors needed for sustainable project

Mrs. Momo finds: *“Planning, working fast and involvement from participants to be vital in the sustainability of the project”*

9.2.4 Improvements

Box 16 shows Mrs. Momo’s suggestions for improvement of the project. These improvement suggestions confirm the perception also received from the problems and positives lists, that it is a well running project. The suggestions show both the level of knowledge and training Mrs. Momo has and that the aim of the improvements is to make the project thrive and not simply survive.

Box 16: Improvement list

- Book keeping
- Brochures –booklets
- Good salary for members – continuously
- Employ more people
- Growth of business – to help sick people, children, etc

9.2.5 Summary

The Pongseng project still exists and Mrs. Momo sees it as a success, which makes it the opposite of the similar project in Makomereng.

Knowledge on planning and running a project needs training in management skills, which the Pongseng project received and the Makomereng project did not receive. Training and management skills must be considered key factors behind the Pongseng project's sustainability and the lack of these factors must be considered a key factor in the Makomereng project's non-existence. In Makomereng, the foundation was never there, making it unsustainable. In addition, Mrs. Momo is a dedicated and motivated leader which can be of great importance to a project's survival. Furthermore, the access and potential for creating a market is greater in Pongseng than in Makomereng. However, the most significant and vital difference was the amount of support the two projects received. In Pongseng, they had a huge amount of financial, material and knowledge support, whereas in Makomereng, they were almost without support. This results in the fact that the two projects are at very different stages which also is shown in the three listing exercises done by each project.

10. LEATHER CRAFT COMMUNITY PROJECT

The Leather Craft project was initiated by Mr. Chaps in Makomereng. The main reason why this project differs from most of the other projects is that it part of a larger scale project Umzimvubu Goats. Umzimvubu Goats is founded by the Alfred Nzo District Municipality in collaboration with many stakeholders (Figure 2). This network creates a support system for the local Leather Craft project.

The aim of the Umzimvubu Goats project has been to equip farmers with knowledge that can feed back into their communities. Additionally, Dr. Merida Roets, the former project leader of Umzimvubu Goats, stated; *“one of the main aims of Umzimvubu goats is to reduce transaction costs for the handicraft as well as the meat processing”*.

Box 17: Basic information on the Leather Craft

Leathercraft in Makomereng

Dates: The project began in 2002 (see timeline in Appendix 2.3) and is currently running

Number of participants: 15 (currently)

Participant fee: R50 to join the project + R15 to be put into a bank account

Goals: Preventing crime by keeping people occupied, creating jobs and generating an income

Funding: Yes –buildings from the Alfred Nzo District Municipality

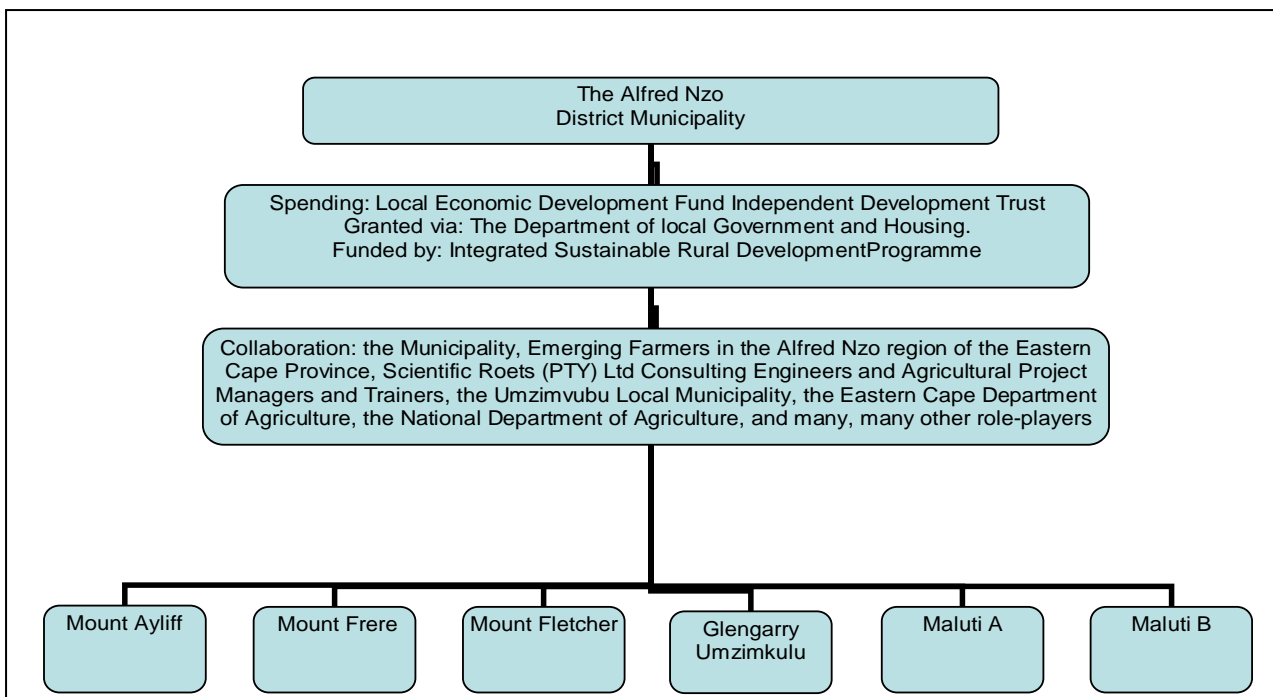


Figure 2: Collaboration of Umzimvubu Goats Central Co-operative Enterprise Ltd. (Umzimvubu Goats 2006)

10.1 Structure, training and management

Farmers are owners and shareholders of the Umzimvubu Goats Central Co-operative Enterprise Ltd. The goat contract growers have a sustainable delivery agreement as they deliver goats on a regular basis to the central plant (see Figure 3).

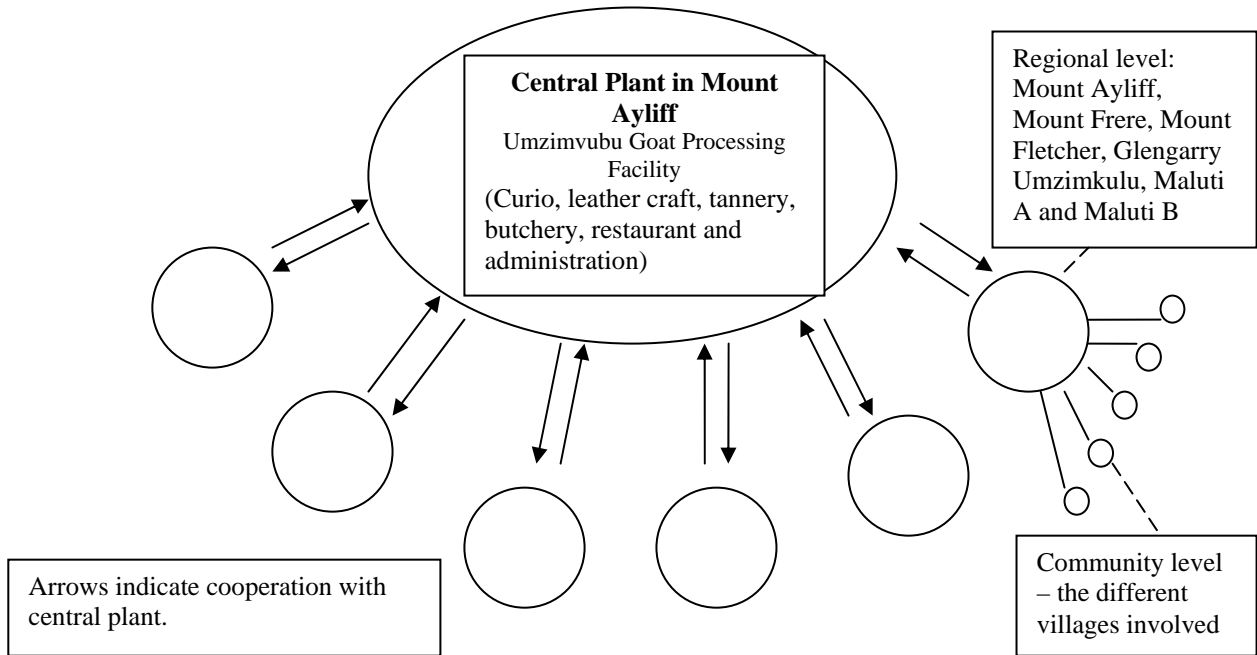


Figure 3: Cooperation between central plant and regional level

Over 3000 goat farmers throughout the Alfred Nzo District Municipality region have organised themselves into six registered Goat Co-operatives with their own management, constitutions, business plans and participant fees and they differ greatly in size. The Leather Craft project in Makomereng is one of the leather crafting co-operatives established throughout the Alfred Nzo Region and the constitution/rules can be seen in Box 18. The central plant, in Mount Ayliff, gets an order for a certain amount of a product and divides the order

between the leather crafts.

We thought that we would be able to suggest that they could make their own skin smooth rather than have to rely on supplies from Mount Ayliff. Seeing the central plant, however, gave a very different perspective to that idea. The facilities there are quite impressive and would not be feasible in Makomereng.

Box 18: Rules of Leather Craft

*Respect each other
Be faithful
Work if there is material
They must be friends
They must not fight at work
It is open from 8:00
(Nomsa Mnyameni and
Thenjiswa Mgwetha)*

10.2 Training and management

Some members have been for training at the central plant, and came back and taught the others. Also, follow up training was given from the central plant. Mr. Chaps keeps account books that all the participants have access to, as well as the bank account. This was, however, not obvious from how the Leather Craft was running. Dr. Merida Roets statement on that matter can be seen in Box 19 as well as Mr. Chaps

Box 19: Contradictory statements on management skills

contradictory statement. He does, however, seem quite capable of making a business plan, which makes it that, more strange where the money goes.

The leader Mr. Chaps stated; *“I have had training in management and business, and how to make leather craft and goat feeding”*

Dr. Merida Roets stated; *“Mr. Chaps might not have business training. He probably sells the product and eats the profit”.*

10.3 Funding and marketing

The municipality has built and funded the houses and fence used for the Leather Craft project in Makomereng. The Leather Craft receives the skins (the raw material) from the central plant in Mount Ayliff for a certain payment and then receive money for the products that are sent back and sold at Mount Ayliff. They have specific designs they need to follow in order to sell products under the brand “Umzimvubu Goats”. Products from the Leather Craft are sold at Mount Ayliff, the museum in Matatiele, the villages and one of the chalets in the nearby Mehlosing trail (Drakensberg Mountains). They only advertise through Umzimvubu Goats and are aware of this factor as Mr. Chaps did state that *“he did not want to advertise before having enough products to sell”*. There was no sign at the Leather Craft showing that there was a curio shop on-site, making it difficult for tourists to find.

Small suggestions of improvement that we had before seeing Mount Ayliff were such as selling the products at the last chalet on the nearby Mehlosing trail rather than at the first, making small items as well, trying to focus on cheaper materials, making the design the interesting part and advertising. Afterwards, it became clear that many of these things are already done.

10.4 Motivation

Participants believe that one day the project in Makomereng will be sustainable as can be seen in Box 20. So, even though the project is not creating as much of an income as the participants are

hoping for, the project is reaching some of its goals. It does create jobs and they feel that it is preventing crime by keeping people occupied. Hopefully, the goal of creating an income will come with time and more experience.

Box 20: Statements from participants on their job

“They are on the right track” (Mrs. Albertina Khunjuzwa and Mrs. Stella Ntombekhaya)
“They come to work and feel that they are employees.” (Mrs. Nomsa Mnyameni)
“I love doing the job”(Mrs. Albertina Khunjuzwa)
”Happy about the project, gets all the youth together and possibilities for a future job” (Mrs.

10.5 Income ranking

Table 5 shows the different income sources of some of the participants working at the Leather Craft. Here, it clearly shows how dependent participants are on family, pensions from parents and child support. Only two had other income sources, such as selling beer and garden products. They all mentioned the Leather Craft as equally important, even though they do not get paid very much very often. Furthermore, this shows how little they rely on the Leather project as an income source and that the project does not reach one of the main goals (creating an income).

Table 5: Preference matrix with income

| Names\ Income source | Stella | Gloria | Phumla | Thenjiswa | Beatrice | Nomsa | Albertina T. | Albertina K. |
|--------------------------------------|---------------------|---------------------|--------|----------------|----------------|-----------|--------------|--------------|
| Child support (R190 pr month) | ** | * | ** | ** | ** | * | | * |
| Pension (R820 pr month) | **** * Mother | **** * Mother | | **** Mother | **** Father | | | |
| Family | | | | | | **** * | | **** |
| Husband | | | | | | | **** * | |
| Leather Craft | ** | ** | ** | ** | ** | ** | ** | ** |
| Selling beer | | **** | | | | | | |
| Garden products | | | ** | | | | | |
| Tourism (incl. SLUSE) | ** | ** | ** | ** | ** | ** | ** | ** |

* Least important
 ***** Most important

10.6 Problems

From the problem listing (Box 21), the participants ranked the four main problems (Table 6). Here, the main constraints found at the group exercise were: lack of salary, money for material and equipment. According to Mr. Chaps, they sell the products with a profit, so it should be possible in time to create a regular income flow for the crafters.

Box 21: Problem list

- Money (salary)
- Equipment
- Material
- Water taps
- Wind problems
- Phone
- Electricity
- Security
- Office
- Sponsor – funds

Table 6: Problem ranking

| | 1 st | 2 nd | 3 rd | 4 th |
|-----------------------|-----------------|-----------------|-----------------|-----------------|
| Money (salary) | 7 | | | |
| Equipment | | 3 | 2 | 1 |
| Material | | 3 | 2 | 1 |
| Transportation | | 1 | 1 | 1 |
| Water taps | | | 3 | 2 |
| Electricity | | | | 2 |
| Office | | | | 1 |

Even though it is not comparable **Box 22: Participant quotes on salary**

in the sense that the central plant does get more tasks, it was, however, interesting to learn that the leather craft workers in Mount Ayliff were getting a regular salary of R1000 per month. In Makomereng, there were disagreeing statements from participants on when they last received money (see Box 22). The participants might not realise that the money they are getting from the municipality is indeed the money from the sale of their products.

“We do not benefit to be involved” and “after 10 months we receive money from the municipality” and “in June 2006 we were given R35 – that’s the last money we have received” (Nondumiso Mabhayi)

“The money comes from the municipality not from benefits” (Thenjiswa Mgwetha)

“We haven’t received anything yet since January 2007” (Nomsa Mnyameni)

“We received R200 last month” (Mrs. Stella Ntombekhaya)

Many contradictory statements have been given, making it difficult to gain an understanding of where the profit is going. An example can be seen in Table 7.

Table 7: General prices and amounts of products sold

| | |
|---|---|
| Cost of skin according to participants (Mrs. Albertina Khunjuza and Mrs. Stella Ntombekhaya): Springbok R1500 per skin Kudu R3000 per skin Goat R – not available | Cost of skin according to leader Mr. Chaps and project manager at Mount Ayliff: Springbok R400 per m ² Kudu R500 per m ² Goat R200 per m ² |
| Products such as sandals are sold for R35 – R170, pillows R250, bags R400 Other expenses: Glue, equipment, soles, etc. Amounts sold per month: In the chalet: 2-3 pillows In the museum: 4-5 pillows At the central plant: 5 -10 pillows | |

10.7 Positives

Friendship, gaining knowledge, working with the hands and creating products were all of importance for the participants as can be seen in Box 23 and Table 8. So, even though, the project is not reaching one of the main objectives of creating an income, it is reaching the goals of preventing crime by keeping people occupied and creating jobs. Additionally, it is giving them training and information, whilst letting the participants work with their hands to create products and also creating a safe environment for them with friends.

Box 23: Positive list

- | |
|--|
| <ul style="list-style-type: none"> • Handwork • Stop crime • Get information • Fight poverty • Friendship • Training • Discipline |
|--|

Table 8: The positive ranking

| | 1 st | 2 nd | 3 rd | 4 th |
|----------------------------|-----------------|-----------------|-----------------|-----------------|
| Stop crime | 2 | 3 | 2 | |
| Friendship | 2 | | 2 | 3 |
| Getting information | 1 | 2 | 1 | 1 |
| Handwork | 1 | 2 | | 1 |
| Stop poverty | 1 | | 2 | 1 |
| Training | | | 1 | |
| Discipline | | | | 1 |

10.8 Improvements

Through the suggestions for improvements (Box 24), it became quite clear that they actually do not realize that the project is a large scale project. Interestingly, a uniform means a lot to the

participants. The feeling of belonging to a project might mean more than the specific product outcome and is thereby just as important as if the project reaches the main goals, at least for the participants. So, even though that the participants are not receiving a regular income, they still feel content with the project (see Box 20).

Box 24: Improvement list

- Make a large scale project
- Sponsorship/ funds
- Project should be registered by the government
- Bigger equipment
- More training
- Want to make other products (clothes, boots, jackets, skirts)
- Company uniform + hat
- Improve security

10.9 Summary

The Leather Craft is part of a big cooperation which creates a support network giving greater opportunities when the project is facing hard times. There are advertising and marketing possibilities that some of the projects do not have. The project structure was complex and difficult to understand showing the different levels that this project runs by.

Overall, the Umzimvubu Goats project reduces transactions costs and provides contracts as well as knowledge for farmers in the rural areas. As the project has only been running for a short period of time it has yet to overcome beginners' obstacles. This might be one of the main problems the Leather Craft in Makomereng is facing.

The Umzimvubu Goats project is a great example of how small farmers can work with local government to find solutions to their problems of unemployment and poverty by using a resource that they already own. The fact that it is an integrated project might be one of the key factors for sustainability.

11. VEGETABLE GARDEN

The Vulindlela (“open the way”) Vegetable Garden in Makomereng was initiated by the future leader Mr. Marareni.

In 1988, most of the villagers were producing vegetables in their own yards. Mr. Marareni created an opportunity to produce more and optimize the facilities such as machinery, water supply and fertilizers by initiating the Vulindlela Vegetable Garden. With a big production, it would be easier to access larger markets.

In 1989 the approval was given to start growing vegetables at a 6 ha site and the participant fee was used for buying seeds. To start growing the vegetables, they had to put a new layer of top soil and fertilize, because of the poor quality of the soil. When the land was finally improved, they began planting; however, water was still in shortage.

During this time, more people joined the project, turning it into a larger project.

In 2005, he applied for another piece of land as an extension of the first project with 35 ha of cultivated area. This new project is called “Madlangala Business Project Farm”.

With the profit from both gardens and his retirement pension, he bought a new tractor in 2006 and started renting it out for transportation of wattle. Furthermore, he is working with cattle, goats and sheep in the same area, which gives him multiple income sources and thereby lowers the risk of large income irregularities.

Box 25: Basic information on the Vegetable Garden

Dates: The Vulindlela project began in 1988 and the Madlangala Business Project Farm began in 2006 (see timeline in Appendix 2.4) both in Makomereng.

Number of participants: The Vulindlela started with 25, only 9 showed up, now only Mr. Marareni and his son in law. The Business Project Farm started with 7, now only Mr. Marareni and his son in law.

Participant fee: R20

Goals: Selling to the village and own consumption, use natural resources and keep busy

11.1 Structure, training and management

To start the Vulindlela Garden, Mr. Marareni made a meeting with some villagers since he could not apply for the necessary land to start growing vegetables himself. Figure 4 shows the procedure when applying for land.

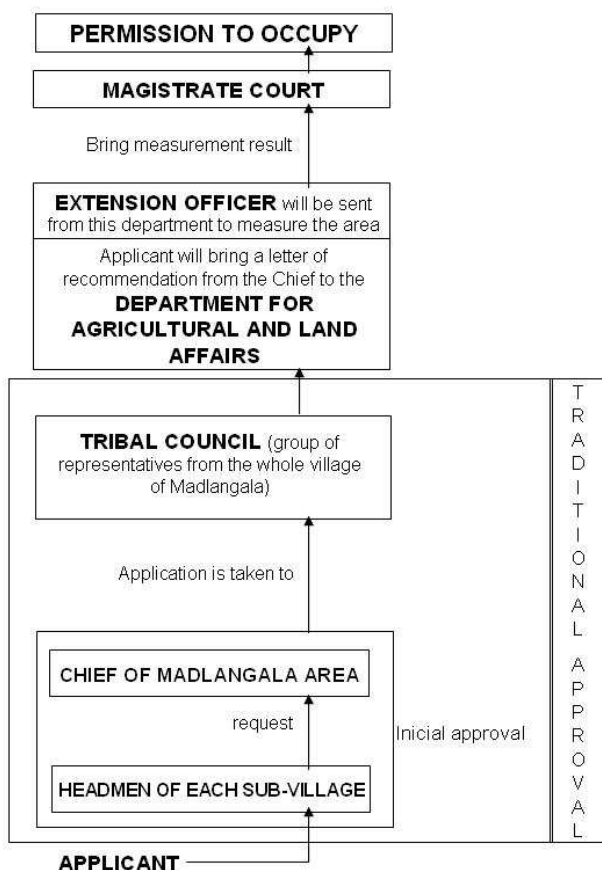


Figure 4: Informal system of land allocation (to obtain a permit to use a specific piece of land) (Høserich *et al*, 2003)

In 2007, Mr. Marareni and his son in law are the only two working in the project and sharing the profit. When the participants were involved in the project, they did not receive any training. Mr. Marareni’s employment at the Department of Agriculture, since 1982, however, gave him knowledge and skills in agriculture.

Table 9: Montly profit

| Year | Profit per month |
|------|------------------|
| 2001 | R 545 /month |
| 2002 | R 1426 /month |
| 2003 | R 1568 /month |

Even though Mr. Marareni was not trained in management, Table 9 shows that he is making a larger profit each year Mr. Marareni bought a tractor in 2006 for R35.000, showing his ability to save and thereby accumulate money. This ability is connected to his proper book keeping and account management. Mr. Vuyo Tmtiya

from the Matat-EDA states that not having proper book keeping is a deficiency in many projects. Mr. Marareni is also capable of skipping the middleman by for example making his own seed.

11.2 Funding, motivation and marketing

The projects did not receive funding. Mr. Marareni, however, is a very motivated business orientated man who sees the possibilities in the available resources. So, even though, training and funding are of importance, motivation and the willingness to work hard is essential too (see Box 26). His motivation can also be seen in his homemade

Box 26: Mr. Marareni on working hard

Mr Marareni states: “I get up every day at 3.30 am to go to the mountain”

irrigation system, where he has connected a pipeline to the groundwater coming out of the mountain and leading it to his field in the valley. The vegetables produced are sold in four different places: Makomereng, Matatiele, Mabula and Pepela.

11.3 Problems

In 2000, the participants decided to leave the project after a misunderstanding with Mr. Marareni (see Box 27). He, however, continued working in the same site alone.

Box 27: Former participant quote on the misunderstanding with Mr. Marareni

“We had a misunderstanding with Mr. Marareni and afterwards he didn’t let us go in the yard saying that it’s his yard” (Mrs. Pacience Marareni)

It is clear they do not feel comfortable spelling out the exact reason for their departure, which in itself can indicate that the scale of the problems have been big. Perhaps, there are some hidden power structures in the village that contributes to this fact. However, these comments combined with Mr. Marareni’s comment: “they only want to

“We had a misunderstanding with Mr. Marareni, we had planted the vegetables and then he started to treat us bad” (Mrs. Marareni)

“At the beginning we had a good relation with him, after he said: we became lazy” (Mrs. Vivien Mandubo)

work if they get money right away” could point towards disagreement about the work moral. Mr. Marareni’s work moral and, at times, hard tone could easily be the reason behind the projects transformation from a community project to a business project (e.g. Madlangala Business Project Farm).

11.4 Summary

Both projects began as community projects, however, it is now only family that is working with the production and according to our definition it can no longer be categorised as a community project.

As Mr. Marareni is in charge of the project, it gives him the opportunity to run it more as a business. By working in several agricultural areas, he creates a safety net. Mr. Marareni has the ability to accumulate money, which is very important in projects. Mr. Marareni works hard and is a very motivated man which is a key factor in this project's sustainability.

Contradictory statements from former participants and Mr Marareni have made the projects difficult to fully understand.

12. HOME BASED CARE

Sihilangule Home Based Care (HBC) was initiated by a nurse, Sister Mrs. Mbewu. This nurse had previously worked in a clinic, when she started to make a HBC programme linking the villagers with the local Government. This project is different compared with the other chosen community projects because its goals are not focused on generating an income. The aim is to improve the livelihood of the community.

Box 28: Basic information on Sihilangule Home Based Care

Dates: the Sihilangule HBC project began in 1996 (see timeline in Appendix 2.5)
The Mobile Committee and Committee project started in 2006.

Number of participants: 28

Participant fee: R0

Goals: Provide care for people with diseases, who are not able to access the hospital or clinic

Funding: Yes

12.1 Structure

Sihilangule HBC is part of the National HBC programme that is run by the Health Department in collaboration with NGOs (e.g. UNICEF), community members, private organizations, etc. Additionally, it is involved in the global Community HBC programme (CHBC). CHBC is defined as any form of care given to sick people in their homes. Such care includes physical, psychosocial, palliative and spiritual activities (WHO, 2002). (See Figure 5)

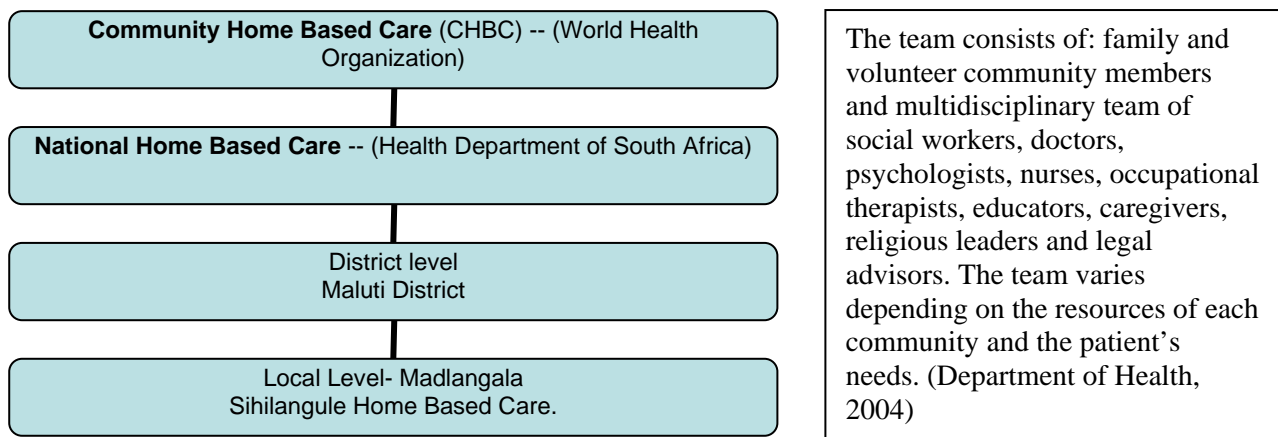


Figure 5: HBC interaction levels

The health promoter of Maluti district, Mrs. Mandissa, explained that there are 387 volunteers in the Maluti area involved in the HBC programme. From these 387 members, 87 are being paid

(R500 each month) through the HIV-AIDS Department. There are 28 participants in Sihilangule HBC of which 2 receive a salary. The project is divided into three levels with different job descriptions (see Figure 6).

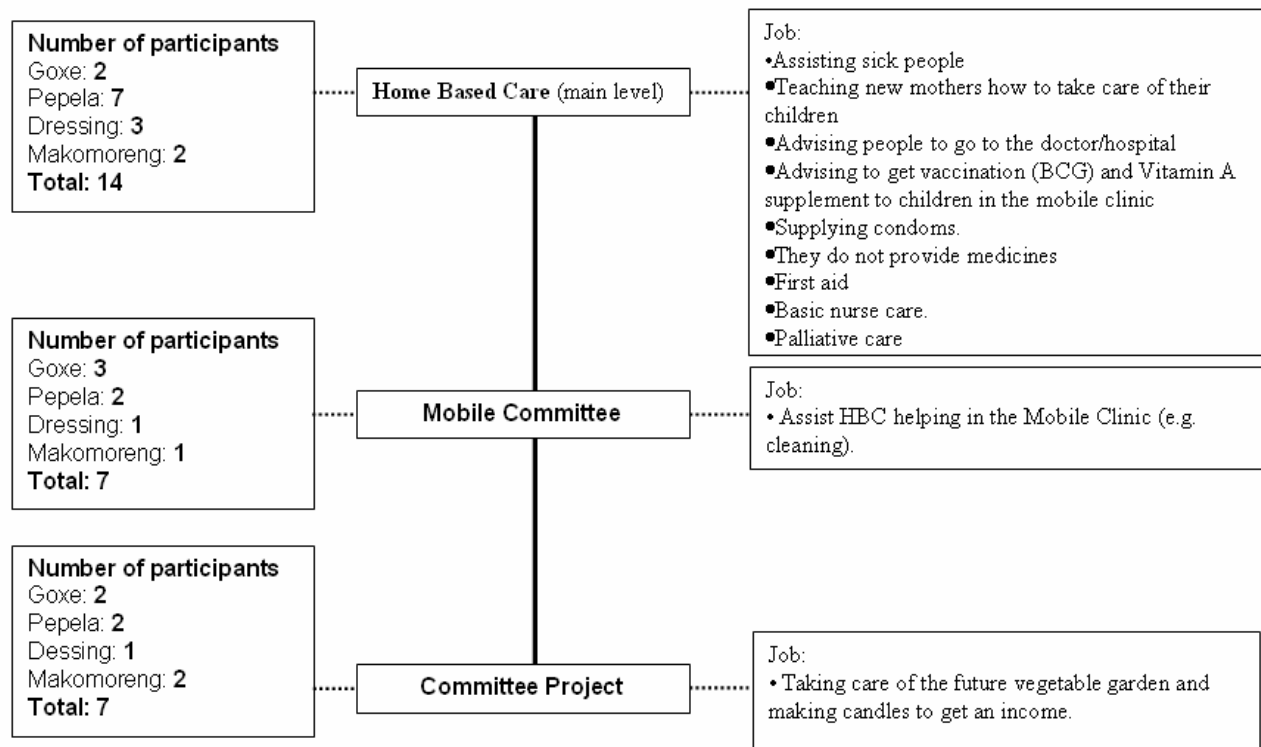


Figure 6: Project structure of Sihilangule Home Based Care

There is a mobile clinic working in the area which is not involved in the HBC programme. However, they work together which is necessary for reaching the goals of the programme. The mobile clinic comes once a month and provides the prescribed medicines. The HBC participants tell villagers when the mobile clinic is arriving. However, it has different constraints as they do not have enough resources, as chairs, stretcher, etc, to assist people while they are waiting. Additionally, the mobile clinic depends exclusively on one driver. The HBC members must follow some rules (see Box 29)

- Box 29: HBC rules**
- Patients must be treated properly and equally
 - They must keep personal information confidential

The National Association of People Living with Aids (NAPLA) identified that many people in Madlangala have Aids and TB. Thus, NAPLA found it to be a good project to grow vegetables to

feed people in the villages. The main objectives of the future vegetable garden developed by the Committee Project are:

- To reduce the number of mortality by ensuring that protein food is available at the least cost.
- To train villagers in terms of garden and management skills
- To reduce Vitamin A deficiency

However, the vegetable garden is still only a plan because it needs to get funding to build a fence, buy seeds and machines. Nowadays, they are buying seeds with their own money. The vegetable production will not be sold to the patients, they will give it for free to feed patients with nutrition problems; also products will be sold to the rest of the community at low prices. Mrs. Mandissa said “We have found that many people can not take the medicines because they do not have enough food and it is necessary for the treatments of all kind of illness”.

12.2 Training and management

Between 1996 and 1999 (See Appendix 2.5), the participants were trained for one day each month by Sister Mbewu on how to prevent, advice and treat common diseases in the area. Between 2004 and 2005, Sister Thiski was teaching the participants in HIV and TB and Mrs. Mandissa taught the strategy called Integrated Management of Childhood Illness (IMC) which is part of the national programme. In 2006 they went for training twice a month in Matatiele.

They do not have account books because of the nature of the project, however they write down all the visits to patients and the services they do in the village. Afterwards, the leader reports to the Health Department in Maluti. Committee Project members have been trained by Mr. Mdu in terms of nutrition and by the Department of Agriculture, on agricultural management.

12.3 Funding and motivation

Funding comes from the Health Department in Maluti. The Health Department gives materials to the HBC so they can provide the services written in Figure 6. The reason for volunteering can be seen in Box 30.

Box 30: Statements by participants on why they are working in HBC

“Participating in this project makes me happier”
(Mrs. Emma Mnyameni)

“I am helping people and it is my reason to be involved in the project” (Thambekile Marereni)

“I did not want to see the people dying in my village” (Victoria Nobadina)

“At the same time, I am getting information about how to take care of myself” (Mr. Zengele Mnyameni)

Victoria Nobadina, the leader of HBC in Madlangala since 2004, has been of great importance in relation to the motivation of the participants. She is really enthusiastic with her work and she has a good relationship with the participants (see Box 31).

Box 31: Statements by participants on perception of Mrs. Victoria Nobadina, the leader of HBC

“If we have any doubt, we can ask her and solve the problems together” (Mrs. Emma Mnyameni)

“When she goes for a meeting in the Health Department in Maluti, she explain us all she has learnt there” (Victoria Nonkvu)

Statement by Health promoter in Maluti
“She is very active. In the beginning, she was identified to support TB” (Mrs Madissa)

Table 10 shows the different income sources of five of the participants involved in HBC project. Most depend exclusively on grants provided by the Government and their family.

Victoria Nobadina is the only one that receives income from her work in HBC and she ranked it as important.

Table 10: Income ranking

| | Name | | | | |
|------------------|---------|---------|----------|-----------|------------|
| Income source | Zengele | Nonceba | Victoria | Albertina | Nonkuthalo |
| Child support | | **** | ** | ** | ** |
| Vegetable sale | | | | *** | |
| Health worker | | | *** | | |
| Disability grant | | ***** | | | |
| Family | ***** | | | ** | |
| Husband | | | | ***** | |

Source: Participants HBC programme

- * Less important income source
- ***** Main important income source

12.4 Problems

Box 32 shows the problems found by the participants at the group exercise. According to the ranking in Table 11, the main constraints of the project are the lack of money and equipment including medicines. Moreover, they mentioned the lack of emergency support as a big problem.

They also mentioned the importance of having identification cards called “Road to health” to have registered patients and increase the efficiency of their work.

Box 32: Problem list

- No medicines
- Lack of emergency support (ambulance)
- Equipment
- Necessity of “Road to health” cards
- Money
- No ID on old people
- Lack of food in households
- No sprinkler, water and fence in vegetable garden
- No candle equipment
- No phone
- School problems

Table 11: Problem ranking

| PROBLEMS | 1 st | 2 nd | 3 rd | 4 th |
|---|-----------------|-----------------|-----------------|-----------------|
| Money | 2 | 1 | | 1 |
| No medicines | 1 | | | |
| Equipment | | 2 | | 4 |
| People having HIV | 1 | | | |
| School problems | 1 | | 1 | |
| Lack of emergency support (ambulance) | | 1 | 2 | |
| Necessity of “Road to health” cards | | 1 | | |
| No sprinkler, water and fence in vegetable garden | | | 1 | 1 |
| No candle equipment | | | | 1 |
| Phone | | | 1 | |

12.5 Positives

According to Table 12 and Box 33, the future construction of the clinic in Madlangala is seen as the most important positive outcome of the project to improve the livelihood of the community in terms of health. Moreover, it is really important for them to have uniforms to feel enrolled in the project and to receive certificates from the training.

Table 12: Positive ranking

| POSITIVES | 1 st | 2 nd | 3 rd | 4 th |
|-----------------------|-----------------|-----------------|-----------------|-----------------|
| Building of a clinic | 4 | | 1 | |
| Certificates | 1 | | | |
| Uniforms | | 2 | | 2 |
| Transport to training | | 1 | | |
| Nutrition | | 1 | | 2 |
| Help people | | | 2 | 1 |
| Money | | | 1 | |
| Candle equipment | | | 1 | |

Box 33: Positive List

- Help people
- Villagers are happy
- Uniforms
- Help from health departments: energy boosters
- Hats and shoes
- Transport to training
- Building of a clinic
- Nutrition
- Certificates

12.6 Improvements

Box 34 shows the improvements suggested by the participants. Here, it shows how they find education of importance and also the opportunity of having a clinic so medical assistance can be given. Furthermore, it could improve the sustainability of the project, if they receive salaries. The participants think that they should receive more money to improve the equipment.

Box 34: Improvement list

- More people involved
- Work in the clinic
- Salaries
- More education
- More equipment
- Ambulance – emergency support
- Necessity of doctor in the area to help

The perception of the future vegetable garden is positive because the nutritional benefits in the community will be improved. Although, other vegetable gardens are running such as Mr. Marareni's, the aim is not to create an income in the same way.

12.7 Summary

The HBC Project shows how it is possible to run a community project based on volunteering and driven by motivation. Helping other people and gaining knowledge seems to motivate them. The feeling of belonging to a project and having an important job can be a very essential project goal in it self and just as important as creating an income. Hopefully, the vegetable garden will become sustainable as well as the candle making so future prospects can be income for all the members of the project.

Sihilangule HBC is involved in a large scale project because of its involvement in the National and Global HBC programme. This gives Sihilangule HBC a large scale support network, which helps ensure its sustainability via advice, training, funding, etc.

13. GENERAL DISCUSSION

- What factors are determining whether a project reaches its goals and sustainability?

13.1 The role the type of implementation play

13.1.1 Collaboration with outside institutions and project structure

One of our sub-research questions was concerning the role implementation plays in projects reaching their goals and sustainability. The Matat-EDA found it very important that community projects started within the community. However, this is not saying that there could not be any support from outside. They just saw it as vital that the community was not forced into starting projects they did not have any enthusiasm for. Projects like the Leather Craft and HBC have been founded outside the community and are working well. The reasons can be that they consist of other factors needed to make a community project work (see following discussion) and that the participants find their work interesting.

The community projects are collaborating with different institutions and this can have a big impact on the reaching of goals and sustainability of a project as well as the support network behind the project. The Leather Craft is in close collaboration with the municipality and even has some connection with the national level. HBC is also part of a large scale project which links to a global level. These links and collaboration ensures advice, supervision, training, funding, etc. for the projects. As a comparison, a project like the Poultry in Makomereng, which had little collaboration with outside institutions and thereby had very little guidance in developing their project has stopped existing. No funding, little training and no supervision from extension officers are factors playing a large role in the fact that this project no longer exists. So, a large support network must be said to have huge impact on the status of the projects.

Not getting the support promised was a common problem in the villages, which can be determining for the projects. As the chief of Madlangala, Mrs. Victoria, stated: *“They are also discouraged by the government, they are promised help that they never get”*. Some projects are at the moment pending because they are waiting for the materials and funding promised. Also, projects running are waiting for promised support. Mr. Vuyo Tmtiya from Matat-EDA clarified that this lack of collaboration between political institutions and community projects often has to do with these implementation initiatives having to go through different layers of institutions. This is a characteristic problem with bureaucratic institutions. Bureaucracy is a rational way of structuring the implementation processes and making them efficient. This is done by creating hierarchies and

niches were people are experts. However, this also creates an impersonal connection between the “experts” and the cases they are working with. These facts make it easier for cases to be lost, overlooked, postponed or even disregarded (Nisbet, 2004). Mr. Vuyo Tmtiya also mentioned that because Matat-EDA is a smaller institution, processing of, for example, an application is faster converted into action. The problem has been that people thought the EDA did not exist anymore. The EDA had had some rough times and were reduced from a national organization to a more local one, called Matat-EDA. Nevertheless, as they said, they would be happy to help community projects with training and applying for funding and even individuals could come for advice.

13.1.2 Project structure

The Leather Craft and the Poultry project in Pongseng are both part of larger cooperation. In a cooperative, the insecurities and irregularities are divided between several products and production units. This means that, if some part of the cooperation is struggling another unit, more successful, can step in. The basis for support is usually greater than in other project structures, which makes sustainability easier. Mr. Marareni’s Vegetable projects are no longer community projects, but more run like a business with Mr. Marareni in charge. Different elite theories state that in enterprises a leader will always emerge because communication, coordination and common action needs a leader to be organized (Evans, 1995; Larsen, 2003). This could explain what happened in this exact case and explain why the Vegetable Garden is creating profit and is sustainable. Perhaps creation of sustainable projects needs a strong leader in charge.

13.1.3 Funding

As indicated above and stated in the analyses of the four community projects, funding is an essential factor in the process of making a project sustainable and reaching its goals. Starting a project takes capital and materials, which the community members can not facilitate themselves. As mentioned in the Poultry analysis, Mr. Vuyo Tmtiya stated that funding is needed to make a poultry project sustainable. This is not only valid with poultry projects, because all projects need funding for future development. Nevertheless, Mrs. Momo from the Poultry project from Pongseng believed that because their project had run before funding the possibility of it running after funding was greater. This seems like a fair statement; however, not many communities have the resources to create a well running community project without outside funding. Mr. Vuyo Tmtiya also adds that knowledge and training should be provided at the same time as the funding, otherwise, the project will quickly stop existing when the funding stops. At Matat-EDA, they found that the material based funding was the most productive, because capital was not always used properly.

13.2 The role social, natural and physical resources play

13.2.1 Social resources

According to Jacobs (2001), rural livelihoods in the sub-Saharan African region have diversified as agriculture becomes less viable, productive, or possible. Consequently, younger male population wants to migrate from the rural area towards the urban areas in hope of better income options. In addition, due to investment in education in recent years, much of the youth now remaining in the rural areas are more educated than their parent's generation and often less satisfied with a strictly agrarian work life (Bryceson, 1996). By interviewing young people (age 11-19) in our study area, we found that 8 out of 10 wanted to leave the villages and live in the cities. So, our study area is no different than all the other rural areas in Sub-Sahara Africa. This can result in a lack of human capital in the future which might impact the future sustainability of community projects in the area. Furthermore, only 2 out of 10 mentioned a community project as a future work possibility. So, the passion to work in community project is not great in the younger population. In addition, we learned from our stay in the area that the people living in the villages generally are the older generation, children and women. This shows a tradition of the able-bodied part of the population leaving the villages to work in other places. Therefore, it seems to be important to create jobs that can appeal to the able-bodied and young generation. At this point, many community projects are too weak to create sufficient income for the participants and thereby, get the young people to stay in the villages. Because the agricultural interest among the younger generation is limited, it is important that the outline of the community projects established in the area focus on other aspects. Here, projects like the Leather Craft and HBC can be seen as attempts of doing exactly that. These projects are challenging in ways of humanity and creativity and could be seen as interesting for a younger part of the population. Though, the main constraints with these projects are still lack of salaries. Nevertheless, projects not connected to agriculture are still limited in the area (see Table 2), so in attempting to attract the younger generation, there needs to be focused on creating community projects with other objectives.

As mention in the area description, it is difficult to measure how big a role HIV/AIDS play in demographic sense. It is still taboo and there are no proper statistics. So, whether this has an influence on the community projects, it is difficult to say.

13.2.2 Community project's contribution to the community

From the questionnaire survey, the PRA exercises and the interviews we discovered that there were positive perceptions of community projects. Different reasons were given: they equip people with skills, generate knowledge, keep people busy, create income, improve livelihoods and create good relationships among the participants. When we asked non-participants whether community projects were good for the community, 19 out of 19 said yes. The reason they mentioned was that it gave them the possibility to buy things in the villages instead of having to go into town. However, only 11 out of 19 said they bought products from community projects. In some way, everybody in the community benefits from the projects, because the projects are open to everybody and make products or services that all the community members can use. Nevertheless, the projects, in a more materialistic way (salaries), only benefit the participant, though often in small amounts.

13.2.3 Physical resources

As shown through the problem listing exercises, the lack of certain physical resources are seen as a problem. Electricity is seen as a problem in almost every project, for the Leather Craft and the HBC it is mostly the lack of light in the darker periods of the year. For the Poultry project, it is lack of light where the chickens are kept – the light keeps them awake which means they will eat more and grow faster. Phones are another physical resource that some of the projects are lacking such as the HBC because they thereby can not call for help.

13.2.4 Natural resources

The only projects we looked at that actually took advantage of the natural resources in the area was the Vegetable Garden and to some extent the HBC in their vegetable garden. The area was, when we visited it, very green making it hard to understand why the natural resources are not further exploited. Structuring the cattle, goat and sheep grazing might need a total mind change by the villagers, as this is not tradition. However, it would make it easier for other villagers to create gardens without needing expensive fencing. Also, the Leather Craft could look into cooperating with goat owners in the area to become part of the goat growers delivering animals to Umzimvubu Goats.

13.3 The role marketing and management play

13.3.1 Promotion of community projects

From the questionnaires we found that most of the non-participants were not invited to participate in community projects, maybe because this is not tradition. Projects usually have information meetings before beginning, so if people want to participate they can show up. However 13 out of 19 said they were interested in being part of a community project. Nevertheless, when they do not show up at the information meetings, their assumed interest can be questioned.

13.3.2 Marketing and market access

A factor we, at first, saw as lacking was an available market and people we talked to also saw this as a problem. Nonetheless, our visit to Matat-EDA taught us differently. They were saying that the request for nearby markets comes from a wrong mindset of the villagers. Focus should be on creating a market within the villages. Many of the villagers pay regularly to go into town (Maluti or Matatiele) to buy products, instead of buying from other villagers. If they bought products from each other, they would support the community. This kind of mindset change would

Box 35: Participant comments from workshop

“The villagers must encourage each other”

“As we are villagers, we need to help each other” and “Projects must help each other”

(See Appendix 3)

also benefit community projects in the area because they can reduce transaction cost. There seems to be willingness and wish to support each other in the community (see Box 35).

When starting a community project, it is important to conduct a market analysis. For example, in an interview with Mrs. Nomsa Chaps from the former Poultry Project, she said that while their project was running, there were poultry projects running in all the neighbouring villagers. This could easily result in the demand not being big enough, which could be a killing factor. The dirt road leading to Madlangala can also be seen as a limiting factor to any kind of project, making it of more importance to create a market within the community.

13.3.3 Training and management skills

Mrs. Zandile Nthombela and Mr. Vuyo Tmtiya from Matat-EDA say: *“training and proper management skills are essential to make a community project work”*. Throughout our examination of the chosen projects, training and management skills have seemed to be the factors that determine whether a project is sustainable. The projects which have received training and knowledge on management (e.g. Poultry in Pontseng and HBC) are running very well. In comparison, the Poultry project in Makomereng, which did not receive much training and had no management skills, no

longer exists. The Leather Craft can be seen as in between, because it has received training and knowledge about management, however, it is still not running smoothly. The concrete reason for this is difficult to grasp, however unstructured account books and other management aspects can be part of the reason. Account books and saving accounts are important as they create the basis for accumulating money. This accumulation is vital because it gives the opportunity to make future investments, which is needed to create economic sustainability. The Vegetable Garden is a good example of this. The project did not receive any funding or advice, however it is sustainable. The reasons could be Mr. Marareni's business mindedness and his ability to manage the project by creating profit for future investments. So, the Vegetable Garden is an example of a project that has become sustainable by relying on knowledge and management skills.

We did not find that educational level could be seen as an essential factor in whether a project reaches its goal and sustainability, as we have not exploited this fully. However, it seems that if the education has something to do with the project area, it can be of great importance. An example could be Mr. Marareni's knowledge from working with the Department of Agriculture for almost two decades have been a vital factor in his projects success.

13.3.4 Motivation

Motivation can be a factor determining whether a community project reaches its goals or not. Here the HBC is a good example. This is a project that is driven and running because of the motivated participants. Inactive members and lack of collaboration can lead to a collapse, which was partly the case in the poultry project in Makomereng. Mrs. Zandile Nthombela from Matat-EDA also states: "*lack of commitment and lack of working together are some of the main problems in community projects*". A perception from the chief of the village, Mrs Victoria, is: "*Participants don't have visions and goals for the projects which make projects not work*" and in addition: "*projects don't work because people are lazy*". Nevertheless, in the projects we visited, we found many motivated people. Leaders such as Mrs. Victoria Nobadina and Mrs. Momo were very motivated and dedicated. This motivation and dedication is of great importance to the projects because it motivates the rest of the participants. Mr. Marareni was also a very motivated man; he seemed to know that a project will not be a success from the beginning. A small sale the first year will not kill his motivation for working for the project; it will just make him work harder.

14. REFLECTION

14.1 Reflections on research questions

Looking at the main research question in retrospective, we find it very relevant for our study area. The only change we have made to the research question from the synopsis to this report has been substituting maintenance level with sustainability, which was only done because we felt this expression was clearer. The sub questions also worked well in the field. The sub-sub-questions were not equally relevant in the field and some were difficult to answer. So, some were edited or removed in order to answer our main sub-questions.

14.2 Reflection on Methods

We chose to do many PRA exercises and generally they worked well, only a few adjustments were needed in the process. For the positives and problems listing, as well as the improvement listing, the main encountered problem was the difficulty in explaining to the participants what we wanted, without using examples that would bias the results. However, when they understood what we wanted them to list, we did achieve valuable information from these methods. The first time we did the listing in Xhosa. This, however, meant that we were excluded from the discussion, which could have been very informative. Thus, it had to be in English. The results we achieved through these exercises were important and useable. The ranking exercises have in most of the cases not been unequivocal, which have made it difficult to draw decisive conclusions from it. Maybe, this exercise is better used with larger amounts of participants. With the preference matrix, it was difficult to get a complete overview of the respondents income sources since grants and remittances were not always considered as sources of income by the respondents. However, in the end, it gave a good understanding of the importance of community projects as a source of income. Other exercises such as the timeline and the drawing of project structure were of great help to us and almost without complications.

The semi-structured interviews worked well. Since we did not know the nature of the community projects before going into the field, the semi-structured interviews we had prepared were quite general. This meant that we had to improvise during the interviews. It actually turned out to be an advantage because it made the interviews less stiff and more fluent like a conversation.

Our participant interview guideline worked better than the one we had made for the leaders. Consequently, after attempting to use the leader interviews, we chose to use the participant interviews for the leaders as well with some small adjustments.

The questionnaires served their purpose; however, finding our target group (non-participants) could be difficult. Mainly, because people said they were participants in community projects, even though what they referred to, were only family projects. We should, maybe, have been better at explaining what we meant by community projects in the introduction.

The workshop worked well and we gained the additional information on how the participants perceive community projects that we were hoping for.

Overall, our methods worked really well and we are satisfied with the information we have gained by triangulation of data. Our main problem during the fieldwork and also, during the preparation for the fieldwork was choosing community projects. We are content with the ones we chose as these turned out to be very interesting projects and gave a good perspective to the answering of our research question.

15. CONCLUSION

Community projects are an attempt to improve livelihood strategies in areas such as the study area of Madlangala. Here, many community projects have been initiated during the last years. Far from all have proven to be sustainable. Triangulation of data from different methods has given us an understanding of how community projects run and if there are any common factors that influence the sustainability of a specific project.

The structure of the project has been of importance, the more complex the project and the more levels it consists of, the greater the opportunity for sustainability. Cooperation creates support networks that might be necessary for community projects to reach sustainability.

Training increases knowledge and is an essential factor for understanding how to improve a project and how to look beyond tomorrow. Training also gives the opportunity to develop the project further by assessing future capabilities.

Management is another essential factor for a community project to reach its goals and become sustainable. Accumulating money together with proper book keeping are basic business skills necessary for running any project. Also, managing the resources available can be important.

Funding is an essential factor as areas such as the study area do not have the capital or material to start up a project. If funding is to be given material, buildings and training are more important than money. If money is given, the project should, at least, have been self sustainable prior to funding in order to remain self sustainable after funding. Projects started by themselves with no funding have greater chances of survival once funding stops because they have experience in producing an outcome without external funding and know what it takes.

Motivation seems to be of great importance; however it has to be backed up with training and knowledge otherwise the project will not be sustainable. Marketing and market access is not as important as initially thought. Villagers should create a market in their own area instead of being focused on trying to sell products elsewhere.

If the tendencies seen, in most Sub-Sahara African countries, continue, one of the main constraints for the future of community projects is lack of human capital. In the rural area, the main livelihood strategies are evolved around agriculture, which does not appeal to the majority of the young population. So, for the future sustainability of community projects, the main task will be to create projects that can motivate the younger generation to stay in the villages. Here, the ability of the community project to create a salary is going to be crucial. Furthermore, it is important that the projects developed have the ability to challenge the future generation's creativity and knowledge.

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17. APPENDIX

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1. WORKSHOP OUTLINE

The workshop was realized on 12/03 -2007 from 10:00 to 14:00 in Makomereng gather place. (See Box 1)

Box 1: Workshop outline

- Gathering members from each project
- Introduction to the workshop
- Divide into project groups
- 15 min to make an introduction of your project and look at the problems and positives list that is already done
- 10 min presentation of introduction and positives and problems list from each group
- Writing down (10 min) suggestions for improvements of the other projects in the project groups
- Present the improvements/suggestions
- Group discussion: What steps are needed to make a successful community project?
- General feedback from us – what have we found?
- Feedback to poultry project
- Feedback to leathercraft project
- Feedback to Home Base Care
- Questions
- Conclusions

2. TIMELINES OF THE COMMUNITY PROJECTS

2.1- Poultry in Makomereng

| | |
|-----------|--|
| 1999 | <ul style="list-style-type: none"> • Planning of project. • Department of Ag. came and told about project + training |
| 2000 | <ul style="list-style-type: none"> • Poultry project started • Participant fee R50 • 25 people – 15 active • Bought 100 chicken – divided between 15 active members |
| 2001 | <ul style="list-style-type: none"> • Sold 80 chicken (20 died) – R25 per chicken • 10 active participants • No income • Bought 200 chicken – 100 died from diseases |
| 2002-2004 | <ul style="list-style-type: none"> • Continued slowly between 01 – 05, because members were part of other projects. |
| 2005 | <ul style="list-style-type: none"> • 10 active participants left (Money from the 100 chicken was divided after sale) • Started again • Project not working properly – stopped in December |

2.2- Poultry in Pontseng

| | |
|------|---|
| 1999 | <ul style="list-style-type: none"> • Start of project • 34 participants - 100 chickens • No training yet • Only community – no external help • Joining fee R30 to buy chicken • Broilers- buy 1 day old chicken- grow chicken- sell chickens • 4 week chicken = R15 |
| 2000 | <ul style="list-style-type: none"> • Asked chief for wood for house |
| 2001 | <ul style="list-style-type: none"> • Asked chief for wood for house |
| 2002 | <ul style="list-style-type: none"> • Ask municipality for help as business was growing • Ask social dev. (dep. of social work –under district, in Maluti) for financial help • 250 broilers |
| 2003 | <ul style="list-style-type: none"> • Soc. Dev helped with building • R60.000 for bakery • Business plan, constitution, bank account • 320 layers • 250 broilers • R150.000 for chicken and garden |
| 2004 | <ul style="list-style-type: none"> • Broilers and layers • Dep of Ag – broilers outside, built one house • End of Soc dev support. • Feeding school, R39.900, never saw money • Some members left • 250 broilers |
| 2005 | - |
| 2006 | <ul style="list-style-type: none"> • Now profit from broilers and eggs is used for payments • To buy a broiler costs: <ul style="list-style-type: none"> • 2 weeks R10 • 3 weeks R15 • 4 weeks R20 • 6 weeks R35 • Beginning: starter mash and then finish mash |
| 2007 | <ul style="list-style-type: none"> • 20 members • Awaiting order from Maluti for 250 broilers –low supply • 1 broiler left • 160 layers – 1 years old • No plans for poultry yet • Plans for bakery and garden |

2.3- Leather Craft

| | |
|------|--|
| 2002 | <ul style="list-style-type: none"> • Idea of leather project from Umzimvubu Goats • Trained for 4 weeks in Mount Ayliff – Alfred Nzo Municipality • After 3 months new training for 3 weeks of 6 participants; learning about: 1) How to make leather craft, 2) management and business, 3) goat feeding • Training was in both Maluti and in the village • They were working from home |
| 2003 | <ul style="list-style-type: none"> • In the beginning of the year they are still working from home, but have been given equipment • They are making sandals and belts • There are 16 people involved • They apply for a site – 50x50 m² • One house was build, but it blew away |
| 2004 | <ul style="list-style-type: none"> • Still working at home • They got a container • The site was fenced and leather craft buildings were build. The equipment (needles, glue, etc.) came from the municipality |
| 2005 | <ul style="list-style-type: none"> • 6 houses were put on site, each had a specific purpose. One house blew away |
| 2006 | <ul style="list-style-type: none"> • Working in houses making leather craft |
| 2007 | <ul style="list-style-type: none"> • Working in houses making leather craft |

2.4- Vegetable garden

| | |
|------|--|
| 1982 | <ul style="list-style-type: none"> • Employed in Agriculture – cattle – dipping |
| 1988 | <ul style="list-style-type: none"> • Apply for the land to the chief and, after, to the government |
| 1989 | <ul style="list-style-type: none"> • Approval; Irrigation + generator <p>(9 participants bought the seeds together with the money from the fee (R20))</p> |
| 2005 | <ul style="list-style-type: none"> • Applied for Madlangala Business Project Farm – 7 people have signed up (4 committee members) |
| 2006 | <ul style="list-style-type: none"> • Retired from Agricultural Department; bought tractor |

2.5- Home Based Care

| | |
|------------------|--|
| 1996 | <ul style="list-style-type: none"> • Start Home based care projects in Madlangala. • Problems in the area made them volunteer. Sister Mbewu trained them. She told them about the projects. • 17 participants • Training every single month (1day) (1996 to 1999) • Working checking up on patients |
| 1999 | <ul style="list-style-type: none"> • Sister Mbewu- passed away |
| 1999-2004 | <ul style="list-style-type: none"> • Working in Madlangala |
| 2004 | <ul style="list-style-type: none"> • Sister Tshiki did training. • Mrs. Nobadina- leader of Home Based Care • Mobile clinic started coming to Madlangala |
| 2005 | <ul style="list-style-type: none"> • Training by Mrs. Mandissa IMCI Child Care |
| 2006 | <ul style="list-style-type: none"> • Start of Mobile Committee and Committee Project (Candle and Vegetable garden) • Got uniform + equipment |
| 2007 | <p>Members in Madlangala</p> <ul style="list-style-type: none"> • Home Based Care: 14 • Mobile committee: 7 • Committee project: 7 |

3. SUGGESTION FROM THE PARTICIPANTS IN THE WORKSHOP

Suggestions for Leather Craft from:

Home Based Care participants:

- Go to the Council to get advice
- To the national and province institutions to ask for help (funds etc) – this is where the Home Based Care go to get help

Poultry participants:

- The villagers must encourage each other
- And they are encouraging them to continue – hold on!
- They say that their training skills show – e.g. the shoes they see
- Invite other projects
- Come up with a budget

Suggestions for Home Based Care from:

Leather participants:

- Ask for more Birth certificates at school
- Salary will come
- Dompasi (card of identification??)

Home Based Care participants:

- They need salary
- Home based must work together with community
- They must be patient
- As we are villagers, we need to help each other
- Projects must help each other

Suggestions for Poultry from:

Home base:

- Social development in Maluti – to get advice
- Buy plenty (20) of chicken and feed

Leather Craft:

- Put chicken together in same place
- Keep buying chicken
- One person take care of chicken
- One buys chicken
- Talk to ward council

4. - TIME SCHEDULES

4.1- Time schedule Charlotte Amdi

| | |
|----------------------|--|
| Friday 2/03/07 | <ul style="list-style-type: none"> • Trip to the villages • Welcome by the villagers • Informal talk with the leader of the Leather Craft |
| Saturday 3/03/07 | <ul style="list-style-type: none"> • Area observation – walk to the chalet • Semi-structured interview with the leader of the Leather Craft (Mr. Charps) • Group work – feedback of Semi-structured interview + improvements • Semi-structured interview with participants of Leather Craft |
| Sunday 4/03/07 | <ul style="list-style-type: none"> • Informal interview with potential projects • Church Pepela • Semi-structured interview with the Chief of village • Informal interview with potential projects – Pepela and Makomereng |
| Monday 5/03/07 | <ul style="list-style-type: none"> • Talk to Cindy and Mashai • Semi-structured interview with Victor Spambo (MDF) • Semi-structured interview with HBC participants • Choice of final projects • Timeline of projects • Semi-structured interview with Poultry project's members in Pepela • Questionnaires (Pepela) |
| Tuesday 6/03/07 | <ul style="list-style-type: none"> • Mapping of Makomereng • PRA with 8 Leather Craft participants • Semi-structured interview with a Poultry participant (Makomereng) |
| Wednesday 7/03/07 | <ul style="list-style-type: none"> • Semi-structured interview Poultry project (Pontseng) • Informal talk – Sunflower project (Mr. Lesia) • Semi-structured interview and PRA with the leader of Poultry (+ bakery and sewing) - Pontseng • Semi-structured interview with participant from poultry (Makomereng) |
| Thursday 8/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with the leader of Vegetable Garden • PRA with Health care participants (Pepela) • Semi-structured interview and PRA with Mr. Marareni (leader of Vegetable Garden) |
| Friday 9/03/07 | <ul style="list-style-type: none"> • Appointment with Matat EDA • Visit to Health care clinic • Semi-structured interview leader of Leather Craft project • Questionnaires (Pepela) |
| Saturday 10/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Poultry participant • Follow up + PRA with the leader of the Leather Craft + PRA • Questionnaires (Makomereng) |
| Sunday 11/03/07 | <ul style="list-style-type: none"> • PRA with Poultry participants • Workshop preparation (at night) • Semi-structured interview Young participants (Pepela) • Questionnaires (Pepela) |
| Monday | <ul style="list-style-type: none"> • Set up for workshop |

| | |
|---------------------|--|
| 12/03/07 | <ul style="list-style-type: none"> • Workshop with 22 participants from 10 -14 • Presentation to villagers • Dinner with families |
| Tuesday 13/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Dr. Roets – former Umzimvubu goat project manager in Kokstad • Visit to Umzimvubu goats in Mount Ayliff • Arrive Pietermaritzburg |

4.2- Time schedule Lucía Taboada

| | |
|----------------------|--|
| Friday 2/03/07 | <ul style="list-style-type: none"> • Trip to the villages • Welcome by the villagers • Informal talk with the leader of the Leather Craft |
| Saturday 3/03/07 | <ul style="list-style-type: none"> • Area observation – walk to the chalet • Semi-structured interview with the leader of the Leather Craft (Mr. Charps) • Group work – feedback of Semi-structured interview + improvements • Semi-structured interview with participants of Leather Craft |
| Sunday 4/03/07 | <ul style="list-style-type: none"> • Informal interview with potential projects • Church Pepela • Semi-structured interview with the Chief of village • Informal interview with potential projects – Pepela and Makomereng |
| Monday 5/03/07 | <ul style="list-style-type: none"> • Talk to Cindy and Mashai • Semi-structured interview with Victor Spambo (MDF) • Semi-structured interview with HBC participants • Choice of final projects • Timeline of projects • Semi-structured interview with Poultry members in Pepela • Questionnaires (Pepela) |
| Tuesday 6/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with participants of Leather Craft • PRA with 8 Leather Craft participants • Questionnaires (Makomereng) |
| Wednesday 7/03/07 | <ul style="list-style-type: none"> • Semi-structured interview Poultry project (Pontseng) • Informal talk – Sunflower project (Mr. Lesia) • Semi-structured interview and PRA with the leader of Poultry (+ bakery and sewing) - Pontseng • Questionnaires (Makomereng) |
| Thursday 8/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with the leader of Vegetable Garden • PRA with Health care participants (Pepela) • Semi-structured interview and PRA with Mr. Marareni (leader of Vegetable Garden) |
| Friday 9/03/07 | <ul style="list-style-type: none"> • Appointment with Matat EDA • Visit to Health care clinic • Semi-structured interview leader of Leather Craft project • Semi-structured interview with participant of HBC |
| Saturday 10/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Poultry participant • Semi-structured interviews with HBC participants |

| | |
|---------------------|--|
| | <ul style="list-style-type: none"> • Questionnaires (Makomereng) |
| Sunday 11/03/07 | <ul style="list-style-type: none"> • PRA with Poultry participants • Semi-structured interview with Poultry participant • Questionnaires • Workshop preparation |
| Monday 12/03/07 | <ul style="list-style-type: none"> • Set up for workshop • Workshop with 22 participants from 10 -14 • Presentation to villagers • Dinner with families |
| Tuesday 13/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Dr. Roets – former Umzimvubu goat project manager in Kokstad • Visit to Umzimvubu goats in Mount Ayliff • Arrive Pietermaritzburg |

4.3- Time schedule Lotte Juul Mikkelsen

| | |
|----------------------|--|
| Friday 2/03/07 | <ul style="list-style-type: none"> • Trip to the villages • Welcome by the villagers • Informal talk with the leader of the Leather Craft |
| Saturday 3/03/07 | <ul style="list-style-type: none"> • Area observation – walk to the chalet • Semi-structured interview with the leader of the Leather Craft (Mr. Charps) • Group work – feedback of Semi-structured interview + improvements • Semi-structured interview with participants of Leather Craft |
| Sunday 4/03/07 | <ul style="list-style-type: none"> • Informal interview with potential projects • Church Pepela • Semi-structured interview with the Chief of village • Informal interview with potential projects – Pepela and Makomereng |
| Monday 5/03/07 | <ul style="list-style-type: none"> • Talk to Cindy and Mashai • Semi-structured interview with Victor Spambo (MDF) • Semi-structured interview with HBC participants • Choice of final projects • Timeline of projects • Semi-structured interview with Poultry project's members in Pepela • Questionnaires (Pepela) |
| Tuesday 6/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with participants of Leather Craft • PRA with 8 Leather Craft participants • Semi-structured interview with Poultry project participant (Makomereng) |
| Wednesday 7/03/07 | <ul style="list-style-type: none"> • Semi-structured interview Poultry project (Pontseng) • Informal talk – Sunflower project (Mr. Lesia) • Semi-structured interview and PRA with the leader of Poultry (+ bakery and sewing) - Pontseng • Semi-structured interview with participant from poultry (Makomereng) |
| Thursday | <ul style="list-style-type: none"> • Semi-structured interview with the leader of Vegetable Garden |

| | |
|----------------------|--|
| 8/03/07 | <ul style="list-style-type: none"> • PRA with Health care participants (Pepela) • Semi-structured interview and PRA with Mr. Marareni (leader of Vegetable Garden) |
| Friday 9/03/07 | <ul style="list-style-type: none"> • Appointment with Matat EDA • Visit to Health care clinic • Questionnaires (Pepela) |
| Saturday 10/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Poultry participant • Semi-structured interviews with HBC participants • Questionnaires (Makomereng) |
| Sunday 11/03/07 | <ul style="list-style-type: none"> • PRA with Poultry participants • Semi-structured interview with Poultry participant • Questionnaires • Workshop preparation • Semi-structured interview Young participants (Makomereng) |
| Monday 12/03/07 | <ul style="list-style-type: none"> • Set up for workshop • Workshop with 22 participants from 10 -14 • Presentation for villagers • Dinner with families |
| Tuesday 13/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Dr. Roets – former Umzimvubu goat project manager in Kokstad • Visit to Umzimvubu goats in Mount Ayliff • Arrive Pietermaritzburg |

4.3- Time schedule Mariana Cardoso

| | |
|----------------------|--|
| Fridayday 2/03/07 | <ul style="list-style-type: none"> • Trip to the villages • Welcome by the villagers • Informal talk with the leader of the Leather Craft |
| Saturday 3/03/07 | <ul style="list-style-type: none"> • Area observation – walk to the chalet • Semi-structured interview with the leader of the Leather Craft (Mr. Charps) • Group work – feedback of Semi-structured interview + improvements • Semi-structured interview with participants of Leather Craft |
| Sunday 4/03/07 | <ul style="list-style-type: none"> • Informal interview with potential projects • Church Pepela • Semi-structured interview with the Chief of village • Informal interview with potential projects – Pepela and Makomereng |
| Monday 5/03/07 | <ul style="list-style-type: none"> • Talk to Cindy and Mashai • Semi-structured interview with Victor Spambo (MDF) • Semi-structured interview with HBC participants • Choice of final projects • Timeline of projects • Semi-structured interview with Poultry project's members in Pepela • Questionnaires (Pepela) |
| Tuesday 6/03/07 | <ul style="list-style-type: none"> • Mapping of Makomereng • Questionnaires (Makomereng) |
| Wednesday | <ul style="list-style-type: none"> • Semi-structured interview Poultry project (Pontseng) |

| | |
|----------------------|---|
| 7/03/07 | <ul style="list-style-type: none"> • Informal talk – Sunflower project (Mr. Lesia) • Semi-structured interview and PRA with the leader of Poultry (+ bakery and sewing) - Pontseng • Questionnaires (Makomereng) |
| Thursday 8/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with the leader of Vegetable Garden • PRA with Health care participants (Pepela) • Semi-structured interview and PRA with Mr. Marareni (leader of Vegetable Garden) |
| Friday 9/03/07 | <ul style="list-style-type: none"> • Appointment with Matat EDA • Visit to Health care clinic • Semi-structured interview leader of Leather Craft project • Semi-structured interview with participant of HBC • Questionnaires (Pepela) |
| Saturday 10/03/07 | <ul style="list-style-type: none"> • Follow up + PRA with the leader of the Leather Craft + PRA • Semi-structured interviews with HBC participants • Questionnaires (Makomereng) |
| Sunday 11/03/07 | <ul style="list-style-type: none"> • PRA with Poultry participants • Workshop preparation (at night) • Semi-structured interview Young participants (Pepela) • Questionnaires (Pepela) • Semi-structured interview Young participants (Makomereng) |
| Monday 12/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Mrs. Mandissa - health promoter of Maluti district • Informal interview with Nicky Mcloud in Matatiele • Presentation for villagers • Dinner with families |
| Tuesday 13/03/07 | <ul style="list-style-type: none"> • Semi-structured interview with Dr. Roets – former Umzimvubu goat project manager in Kokstad • Visit to Umzimvubu goats in Mount Ayliff • Arrive Pietermaritzburg |

5. - SYNOPSIS

Evaluation of community projects impact on development of rural livelihoods and income generation



Draft submitted February 22nd, 2007 in the course
Interdisciplinary Land Use and Natural Resource Management

Faculty of Life Sciences, Copenhagen University, Denmark

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1. BACKGROUND

The current situation of South Africa's population has a high degree of income inequality, widespread poverty and high level of unemployment. Half of the South African population can be categorized as poor and most of these people live in the rural areas. Furthermore, the amount of poor people among the African population (61%) is a lot higher than among the white population (1%). Therefore the poorest population in South Africa can be categorized as the African rural population and here the women are the most vulnerable. The study area of this project within the Maluti district is located in the third poorest province in South Africa, the Eastern Cape Province, just followed by the neighbouring province KwaZulu-Natal in terms of poverty. (May, 1999)

In South Africa, in the recent years, agriculture has become less of an important income. Competition on world market prices and poor conditions of the weathered soils, are factors making a sustainable income generation from agriculture, difficult (Mubangizi, 2003). A partly consequence of this is migration of the younger male population from the rural area towards the urban areas in hope of better income options. This is a new phenomenon as during apartheid migration was not possible. Therefore, the primary income source in the rural areas has become remittance from family members in the urban areas sending money back to the family members left in the communities. This kind of income can unfortunately be very irregular due to death of family members and unemployment. Multiple livelihood strategies are therefore common practice in the rural areas giving them multiple income sources hereby decreasing irregularity risk and securing survival. This is additionally why agriculture still is the third most important income source, since it can function as a safety net next to pension and to the irregularity connected to remittance and wage labour. Hence it is a way for the community members to deal with the widespread poverty and high level of unemployment in their areas - the rural areas (May, 1999).

The South African government has, in the post-apartheid period, been focusing on dealing with these facts. There has been developed different initiatives for creating less inequality, less unemployment, less poverty and hereby elevating the living standard in South Africa and making development sustainable. Sustainable rural livelihoods and local income generation are ways of achieving this. To create this kind of development, it is vital that the communities all over the country and especially in the poverty inflicted rural areas are involved in these development strategies otherwise the very object of growth and development will not be met (Cooper *et al*, 2002). As De Beer and Mararis write in their text: "Rural communities, the natural environment and development – some challenges, some successes": "*Sustainable environmental development can*

only be achieved through sustainable community development” (De Beer & Marais, 2005, p.50). This has, however, partly resulted in only development projects connected to a community are funded. This is due to the assumption that community projects are more sustainable and that development attained from these, will affect more people than individual projects will. In the Maluti district, many community projects have been started during the last years. As many other rural areas in South Africa, the study area villages of Madlangala have few income sources and are dependent on the unreliable remittance. In Maluti, group efforts such as a bakery, wire making, poultry production systems, piggery and vegetable growing are all examples of important complementary livelihood strategies made as community projects. These community projects are an attempt to develop income generating activities in the rural village in the hope that a sustainable local livelihood can be ensured (Mubangizi, 2003).

2. OBJECTIVE AND RESEARCH QUESTION

2.1 Objective

Many of the community projects initiated in the village of Madlangala have been less successful, and therefore our objective is to evaluate different community projects in Madlangala, to examine whether they are reaching their goals and having a significant impact on the livelihood in the community.

2.2 Research question

What factors determines if a community project reaches its goals and a maintenance level?

To this research question there are some sub-questions:

4. What role does the type of implementation play?

- *What effect does external and internal control have on the implementation of the project?*
- *What effect does top-down and bottom-up type of implementation have on the successfulness of the community project?*

- *Which institutions are the projects linked to and how are these determining for the projects life cycle and outcome?*
- *What role does different sources of funding play and how are the form (money, material, constrains, borrowed or given etc.) of funding determining for the project?*

5. *What role do social/natural/physical resources play?*

- *How does the demography affect the human resources of the village and hereby the choices of community project and their successfulness?*
- *How do the community projects contribute to the income and the livelihood level of the village?*
- *Who benefits from the community projects?*
- *Which natural/physical resources are limiting the opportunities for project choice and project success?*
- *How much effort is put into making the projects sustainable – both in terms of social conditions and natural resources?*

6. *What role does marketing/management play?*

- *What marketing efforts are made to promote the community projects and their products subsequently?*
- *What role does infrastructure, access to markets and transportation play in the success of the projects?*
- *What is the level of management skills?*
- *What initiatives are made to educate project leaders in management?*
- *What role does education play on management skills?*

3. DEFINING COMMUNITY PROJECT

Community project

Defining the concept of “community projects” can be very complex, both because its meaning can be closely connected to the specific geographical area and because both community and project are

diverse concepts. An attempt to define community projects is here therefore made by, firstly, looking at the different meanings of these words separately.

Community: The word community is derived from the Latin word *communis* meaning common, public, shared by all or many (Wikipedia, 2007). The word community would in this context usually refer to a group of people who interact and share certain things as a group. In this project, community is also geographical linked, as it is defined as the people living in the separate sub-villages; Pepela, Goxe and Makomoreng.

Project: A project can be categorised as a limited, organized and goal orientated process. It usually starts out with identifying the perspective (focus and time), the working field and the goals that should be met. Projects can have many levels (simple, complex, etc.) and many different contexts.

Community project: A project were more then one family or community members work together on creating a product or service beneficial for improving livelihood and hereby development of the community. It should be open in terms of joining the project for all interested community members. A definition has been set up by the Rural Development committee (RDC) in Madlangala, who falls under the umbrella of the Rural Development Forum. Here, an initiative approved as a community project means that the project has been discussed and approved by community members. The community project and the RDC have a formal constitution dictating open membership to any interested community members (Maharjan *et al*, 2002). It is eligible for financial support from within the community and outside sources. So, the definition of community projects is a combination of RDC's definition and a definition based on the normally perceived goal for community projects.

4. CATEGORISATION OF COMMUNITY PROJECTS

Due to the fact that we, at this point in the project process, are lacking information about the kinds of community projects found in Madlangala, we have chosen to focus on the different categories of community projects we would like to examine. By having community projects in the different categories we will have the opportunity to examine the mechanisms in community projects on different levels and with a range to the objectives. Having these different categories represented

also opens the window for comparative analysis, which will lift the evaluation and thereby result in a better chance of answering our research question more satisfyingly in the end. The categories are as following:

- Large scale: *a community project with more than ten participants*
- Small scale: *a community project with less than ten participants*
- External control: *control from outside the village*
- Internal control: *control from within the village*
- Less successful and success: *whether it reaches its goals and has an impact on the community*
- Differences in villages: *same type of community projects, but with different outcome*

Obviously, one project can fall into more than one category.

5. METHODOLOGY

5.1 Informants

Table 1:

| Key informants | Other informants |
|---|---|
| <ul style="list-style-type: none"> • Local NGO (EDA ; Nicky McLeod) • Rural Development committee (RDC) • Leaders of community projects • The chief of the village • Central fundraisers | <ul style="list-style-type: none"> • Participants of the community projects • Non-participant villagers |

5.2 Methods

Many different sample methods will be conducted questionnaires, semi-structured interviews, PRA (Participatory Rural Appraisal) and area observation, in the hope that a triangulation of the data will enhance the outcome level.

5.2.1 Questionnaires

Information from: participants and non-participants

Purpose: Questionnaires are used because they are not so time consuming and the time in the field is limited. Questionnaires are good tools to get an idea of some general trends in the village, which are of importance to the projects aim. This could be migration trends, general feeling towards the community projects, reasons for participating or not participation, etc. Questionnaires can, furthermore, produce some general knowledge about relevant background aspects. Such as: Educational level, ethnicities, sources of income, etc. In other words it can provide comparable information about individuals, the opportunity to collect a fairly large quantity of data on a broad range of variables, which in the end can provide a scientific base to make generalisations about the target population. Additionally, questionnaires can be used for obtaining opinions, which, for example, can be used when evaluating what locals in the community would see as important projects. This can give an idea of whether motivation can be seen as a killer assumption on a less successful project (University of Illinois 2005).

Sampling strategy

Strategy: Simplified random sampling (Carvalho and White, 1997).

Questionnaires will be given to all participants of community projects if less than 10 participants. There will be chosen 5 projects. If a project has more than 10 participants, a sample size of 10 -15 will be chosen randomly. If interviewing 10 participants from same project then there should be gender equality. 20 non –participants will be chosen in total and they should be from different parts of the village (no neighbours –as these may influence each other) so this will be geographically dependent.

5.2.2 Semi-structured interviews

Information from: Key informants and participants.

Purpose: Semi-structured interviews will be addressed to the key informants and community project participants in the hope of getting a more detailed response from them. It can help us gain an understanding of some general perceptions, opinions, behaviours, etc. on the central themes concerning our objective. This is central because the evaluation of the community projects and the other conclusions we draw has to be centralized around the community to be of any use to them (University of Illinois 2007).

Sampling strategy

Strategy: common sense sampling (Carvalho and White, 1997).

All key informants and some of the participants of the chosen community projects will be interviewed using semi-structured interviews. Also, the local NGO, RDC and if possible central fundraisers will be interviewed using semi-structured interviews.

5.2.3 PRA approaches

Different types of PRA exercises will be performed to hopefully gain some information which we will not obtain through questionnaires and semi-structured interviews. The advantage of PRA is that the participants/locals are more actively involved, which can lead to information we, as “normal” interviewers, wouldn’t have come across – things we did not think of asking about. This kind of knowledge can be vital in the final reach for the projects objective and answers to the research question.

Sampling strategy

Strategy: Simplified random sampling and common sense sampling (Carvalho and White, 1997).

When asking participants of projects at least 10 should participate. These should be 5 women and 5 men. If a great age gap then more people will be asked to participate.

5.2.3.1 Timeline

Timeline of community projects in the last 10 years

Information from: Chief of community and EDA.

Purpose: This is for background information on the community projects to hopefully gain an improved understanding of the history of the community projects in the village and detecting a possible interlinking between them. Hopefully this will add to our later understanding of the chosen community projects.

Timeline of the village history

Information from; mainly the chief of community and maybe EDA

Purpose: This is for gaining a historical understanding of the livelihood strategies in the area and thereby a better understanding of the reasons for the community projects. The earlier livelihood strategies will also tell us whether or not the villagers have the tools and knowledge to manage the community projects.

5.2.3.2 Preference ranking/matrix

Information from: participants in the community projects.

Purpose: To understand the importance of the community projects for the participants compared to other income options, this could better the understanding of their motivation. To see which community project they would prefer.

5.2.3.3 Flow diagram of community project, seen as a production system

Information from: leader of the project, maybe some participants on community projects.

Purpose: A tool for a cost - benefit analysis. How much do they spend on the production and how much do they gain.

5.2.3.4 Life cycle of the community projects

Information from: leaders of the project and the NGO.

Purpose: To gain an understanding of different stages of the community project. This will be conducted on different scales. Large scale to tell us something about, the overall procedures of starting and implementing community projects. Small scale to tell us something about, the procedures of the individual/chosen projects.

5.2.3.5 Listing problems and positive aspects of the community projects and ranking them afterwards

Information from: the participants from community projects (maybe workshop).

To help us gain an understanding of why the community projects have been successful or less successful. This method can give us some perspectives we have not considered and a better understanding of the participant's perception of what can be causes for either successful projects or less successful projects.

5.3 Area observation

Information from: our own observations and maybe from villagers knowledge

Purpose: To be able to make an area description in the report, and to gain an understanding of infrastructure, transportation opportunities, placements of shops and markets, etc. This can help identify the possibilities for marketing the community projects and their projects.

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7. APPENDIX

7.1 Matrix

Table I:

| Research question | Sub-questions | Information needed | Source | Method |
|--|--|---|--|--|
| What factors determines if a community project reaches its goals and a maintenance level? | What role does the type of implementation play? | The effect of external and internal control on the implementation of the community project. | - Local NGO - RDC - Leaders of projects | - Semi-structured interview - life cycle |
| | | The effect of top-down and bottom-up type of implementation on the successfulness of the community project. | - Local NGO - RDC - Leaders of projects - Central fundraisers - Participants | - Semi-structured interview - Drawing of “hierarchy” |
| | | The institutions linked to the project and how these are determining for the projects life cycle and outcome. | - Local NGO - RDC - Leaders of projects - Central fundraisers - Participants | - Semi-structured interview - Drawing of hierarchy - maybe listing and ranking problems/positive aspects - life cycle |
| | | The role different sources of funding play and how the form (money, materials, constrained, borrowed or given etc.) of funding are determining for the project. | - Local NGO - RDC - Leaders of projects - Central fundraisers - Participants | - Semi-structured interview - Drawing of hierarchy - Life cycle |
| | What role do social/natural/physical resources play? | The demography’s effect on the human resources of the village and herby the choices of community projects and their | - Local NGO - RDC - Leaders of projects - Participants - Non-participants | - Semi-structured interview - Questionnaires - Maybe listing and ranking problems/positive aspects - Life cycle |

| | | | | |
|--|---|---|---|---|
| | | successfulness. | | |
| | | The community projects' contribution to the income and livelihood level of the village. | <ul style="list-style-type: none"> - RDC - Leaders of projects - Participants - Non-participants | <ul style="list-style-type: none"> - Semi-structured interview - Questionnaires - Preference ranking/matrix - Time-line of village history |
| | | People benefiting from the community projects. | <ul style="list-style-type: none"> - RDC - Leaders of projects - Participants - Non-participants | <ul style="list-style-type: none"> - Semi-structured interview - Questionnaires |
| | | The natural/physical resources limiting the opportunities for project choice and project success. | <ul style="list-style-type: none"> - RDC - Leaders of projects - Participants - Non-participants | <ul style="list-style-type: none"> - Semi-structured interview - Questionnaires - Maybe listing and ranking problems/positive aspects - Preference ranking/matrix - Area observation |
| | | The amount of effort put into making the projects sustainable – both in terms of social conditions and natural resources. | <ul style="list-style-type: none"> - Local NGO - RDC - Leaders of projects - Participants | <ul style="list-style-type: none"> - Semi-structured interview |
| | What role does marketing and management play? | Marketing efforts made to promote the community projects and their products. | <ul style="list-style-type: none"> - Local NGO - RDC - Leaders of projects - Participants - Non-participants | <ul style="list-style-type: none"> - Semi-structured interview - Questionnaires |
| | | The role infrastructure, access to markets and transportation play in the success of the projects. | <ul style="list-style-type: none"> - Leaders of projects - Participants | <ul style="list-style-type: none"> - Semi-structured interview - Area observation |
| | | The level of management skills. | <ul style="list-style-type: none"> - RDC - Leaders of projects - Participants | <ul style="list-style-type: none"> - Semi-structured interview - Flow diagram |

| | | | | |
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| | | | | |
| | | The initiatives made to educate project leaders in management. | <ul style="list-style-type: none"> - RDC - Leaders of projects - Participants | - Semi-structured interview |
| | | The impact education has on management skills. | <ul style="list-style-type: none"> - Local NGO - RDC - Chief of the community - Leaders of projects - Participants | <ul style="list-style-type: none"> - Semi-structured interview - Time-line of the village history - Time-line of projects |

7.2 Time schedule of field work

Table II:

| Date | Activity | Location | Group |
|------------------------------------|---|----------------------|--------------|
| Monday 26 th Feb. | - Arrival to Pietermaritzburg and meeting with our South African counterparts - Presentation of final synopsis and feedback | Pietermaritzburg | All |
| Tuesday 27 th Feb. | - Joint preparation and consolidation of field study plan in Pietermaritzburg. | Pietermaritzburg | All |
| Wednesday 28 th Feb. | Introduction lectures to region. - Excursions to surroundings | Pietermaritzburg | All |
| Thursday 1 st March | - Transfer to Madlangala. - Delegation of accommodation in Pepela. - Walk around in the villages getting to know the surrounding and the villager, but also to make the first impression draft of the area description. | Pepela or Makomoreng | All |
| Friday 2 nd March | Field work – semi-structured interviewing of RDC about the community projects in the area. - Afternoon: Choosing which community projects to include in the project. | Pepela or Makomoreng | All |
| Saturday 3 rd March | | | |

| Date | Activity | Location | Group |
|----------------------------------|--|----------------------|-------------------------|
| Sunday 4 th March | <ul style="list-style-type: none"> - Contact the key informants of the chosen community projects, to make further arrangements. - Meeting with the community chief to make a community project time line and the time line of the village history (livelihood strategies and so on). - Pre- test on a different village - Afternoon: Data analyses | Pepela or Makomoreng | All |
| Monday 5 th March | <ul style="list-style-type: none"> Semi-structured interviewing of local NGO (EDA) about the community projects in the area - Afternoon: Data analyses | Matatiele | All |
| Tuesday 6 th March | <ul style="list-style-type: none"> - Semi- structured interview on 1st community project of the leader of the project, maybe some participants. - Flow diagram of community project, seen as a production system - Other PRA exercises - Afternoon: Data analyses | Pepela or Makomoreng | Divide into groups of 3 |

| Date | Activity | Location | Group |
|------------------------------------|---|---|-------------------------|
| Wednesday 7 th March | <ul style="list-style-type: none"> - Questionnaires for participants and non-participants of the 1st community project - Semi- structured interview on 2nd community project – hopefully poultry and see - success project in different village - Flow diagram of community project, seen as a production system - Other PRA exercises - Afternoon: Data analyses | <p>Pepela or Makomoreng</p> <p>Our village and other village with success project</p> | Divide into groups of 3 |
| Thursday 8 th March | <ul style="list-style-type: none"> - Questionnaires for participants and non-participants of the 2nd community project. - Semi- structured interview on 3rd community project - Flow diagram of community project, seen as a production system - Other PRA exercise - Afternoon: Data analyses | <p>Our village and other village with success project</p> <p>Pepela or Makomoreng</p> | Divide into groups of 3 |
| Friday 9 th March | <ul style="list-style-type: none"> - Questionnaires for participants and non-participants of the 3rd community project. - Semi- structured interview on 4th community project - Flow diagram of community project, seen as a production system - Other PRA exercise - Afternoon: Data analyses | Pepela or Makomereng | Divide into groups of 3 |

| Date | Activity | Location | Group |
|---|--|----------------------|-------------------------|
| Saturday 10 th March | - Questionnaires for participants and non – participants of the 4 th community project - Interviews with youth - Afternoon: Data analyses | Pepela or Makomoreng | Divide into groups of 3 |
| Sunday 11 th | - Semi-structured interview with central fundraisers | Pepela or Makomoreng | all |
| Monday 12 th March March | - For needed follow-ups and other lacking activities. | Pepela or Makomoreng | all |
| Tuesday 13 th March | Return from Madlangala to Pietermaritzburg, Accommodation and briefing | Pietermaritzburg | All |
| Wednesday 14 th March | Work on report | Pietermaritzburg | All |
| Thursday 15 th March | Work on report | Pietermaritzburg | All |
| Friday 16 th March | - Presentation at Pietermaritzburg - Farewell dinner for all staff and students | Pietermaritzburg | All |

Group codes: Charlotte = C , Lotte = Lo, Mariana = M, Lucia = Lu, Shawn = Sh, Siboniso = Si.

7.3 Questionnaire

Date and Place:

| Personal data | | | |
|---------------------------------|--|------------------|--------|
| 1. Name | | | 2. Age |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

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|-------------------------------------|--|
| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

Project data

Are you in a community project? Yes _____ No _____

If yes, why?

If not, have you been in a community project? (Only non-participants) Yes _____ No _____

If not, why?

Do you want to take part in a community project? (Only non-participants) Yes _____ No _____

If yes, why?

And which one(s)?

Have you been invited to be in a community project? (Only non-participants) Yes _____ No _____

And which one(s)?

Can you list the community projects in the village?

Do you buy the products? Yes _____ No _____

Why? or Why not?

Are the community projects good for the village? Yes_____ No_____

Why? or Why not?

Do you benefit from the community projects? Yes_____ No_____

How?

Do you have any suggestions for future community projects?

If yes, why this?

7.4 Semi-structured interview

SEMI-STRUCTURED INTERVIEW (General information) - Local NGO and RDC

Date and Place:

Personal data

| Personal data | | | |
|---------------|--|--------|--|
| 1. Name | | 2. Age | |

1. Facts about the community:

- Which ethnicities are represented in the community?
- What are the numbers for unemployment?
- How many household are within the community?
- How is the educational level of the community?

2. Overview questions

- What is your definition of community projects?
- What is the general objective of the community projects?
- How do you evaluate the projects?
- Are there projects that have not worked in this area, but are working in other areas?

3. General information of the projects

- Which community projects are now being developed?
- Are there projects that have not worked in this area, but are working in other areas?
- What is it the objective?
- What is its situation nowadays?

4. Characteristics of the project

- How many people are involved?
- Would you categorize it as a success or a non-success?
 - Why?
- Where is this community project placed?

- Who would you categorize as key informants?

3. The process of implementing a community project:

- How was/is it implemented?
 - Top-down?
 - Bottom-up?
 - External?
 - Internal?
- Can you describe the process of a community project:
 - Who comes with the initiative?
 - If it differs, get some estimation on the amount of initiatives from the described initiators.
 - How is it funded?(source and form)
 - When did the funding stop?
 - Does it play a role?
 - Who fund the projects?
 - Locals, outsiders, the province, the government etc?
 - An estimation of what is most common?
 - What role does the government play?
 - What role does the municipality play?
 - What role does the NGO/CBO play?
 - What role does the local community play?

5. Problem areas:

- What do you see as the main problems with of non-successful project?
- What would you say was the problem areas of the community? (lack of resources, lack of useable knowledge etc.)
- Can language be considered a barrier?

PRA exercises

Which community projects have been developed in this area in the last 10 years? (name/date of the project/general information) - Timeline

Draw the interaction hierarchy if possible

General life cycle

SEMI-STRUCTURED INTERVIEW - Leaders of community projects

Date and Place:

Name of the project:

| Personal data | | | |
|--|--|-------------------------|--|
| 1. Name | | 2. Age | |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

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| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

1. General information

- What is the purpose of the community project?
 - Cash income?
 - Self-sufficiency?
- What is your goal with the project?
- Would you categorize it as a success project?
 - Why/why not?
 - What is needed or can be done to make it better?
- Do you feel it benefits the community?
 - How?

2. History of the project:

- Brief history of project?
- How did the project start?
- Who initiated it?
- When did the project start?
- What was the idea behind starting?

3. Benefits

- How do you benefit from the projects?
- How do the members benefit from the projects?

4. Structure of the project

- How did you formulate the structure?

Do you have a constitution? If yes. How did you formulate it?

5. Characteristics of the project

- How many people are involved?
- How is it funded?
 - Donation?
 - Participation fee?
 - Tenure ship of the areas used?
 - Is the funding vital for the continuing of the project?
 - If yes, what could be done to make it less dependent?
 - If no, why not?
 - Forms of funding?
- Does it play a role who fund the project?
 - Does it create hierarchy in project?
- Do you have any accounting records?

6. Management

- How do you make decisions about the management/chances of the project?
- How are the project build – hierarchy?
 - Board? Leader? Etc...
 - How often do you meet?
 - And about what?
 - Can you draw it?
- Do you provide some kind of educational period connected to the project?
- How is the leader chosen?

7. Collaboration

- What is your collaboration with the municipality?
- Do you collaborate with other projects?
- How do the members of the projects collaborate amongst them selves?
- What are your collaborations with the NGO/CBO?
 - Do they help with management of the project?
 - Would you categorize it as beneficial or not?
- How many are participating in the project?
- How is the project influenced by the local political system? E.g. traditional or modern?
- Are all community members allowed to participate in the project?

8. Marketing

- How do you market your products?
- Do you work with collective or individual sale/marketing/etc. of the products?
- How do the members communicate and advertise information about the projects?
- How do you actively seek new members?

PRA exercises

Life cycle

Draw the structure of the organisation

Flow diagram

SEMI-STRUCTURED INTERVIEW - Chief of the village

Date and Place:

Name of the project:

| Personal data | | | |
|--|--|-------------------------|--|
| 1. Name | | 2. Age | |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

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|--|--|
| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

- What would you characterize as the most important livelihood strategy at the moment?
- Have the introduction of community projects been good for the community?
 - Why or why not?
- Who benefits from the community projects?
- Which educational opportunities do you have in the community?
- How would you describe the hierarchy in the village – if any?

PRA exercises

Which livelihood strategies have been dominating in different periods in the last 25 years?(timeline)

SEMI-STRUCTURED INTERVIEW - Central fundraisers

Date and Place:

Name of the project:

| Personal data | | | |
|---------------------------------|--|------------------|--|
| 1. Name | | 2. Age | |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

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|-------------------------------------|--|
| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

- Which role do you play in the project?
- What is your collaboration with the participants?
- Do they have influences on what the funding is used for?
- What form of funds do you get?
 - Why these form of funds?

SEMI-STRUCTURED INTERVIEW – Participants

Date and Place:

Name of the project:

| Personal data | | | |
|---------------------------------|--|------------------|--|
| 1. Name | | 2. Age | |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

| | |
|-------------------------------------|--|
| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

1. Project

- What was the goal for the project?
- When did you join the project?
- Why did you join the project?
- How did you hear about the project?
- How did you join the project?
- How do you benefit from being involved?
- Is the project exclusive or open to anyone?
- What do you think about the way the project is run?
- Do you see the community project as a success?
 - Why/why not?
- Do you like participating?
- Are there made constitution/rules that the participants need to follow? – do you have a copy?
- Why did you choose to participate in a community project?
 - And, why this particular one?

2. Collaboration

- What collaboration do you have with the project leader?
- What contact/relationship do you have with the fundraisers?
- What contact do you have with the NGO/CBO?
- Do you have board meetings?
- Do you participate in them?

3. Income

- Do you have more income sources than the community projects?
- Why do you have more than one livelihood strategy?
- Who helps to provide the income sources in your household?
 - How?
- How large income do you get from participating?

4. Costs/benefits and marketing

- How much are your costs to participate?
 - Fee?
 - Material needed?
 - Transportations costs?
 - How much does it cost to produce one item?
 - How much are you selling it for?
 - How many items do you produce a year?
- Is it easy to get to the market with your products?
- What kind of special knowledge did/do you enter this project with?

5. Perspective

- What are your hopes for the outcome of participating?
- Which community project would you like to have started if you could choose anyone?
 - Why this?

PRA exercises

Which positive things do you see in the project? (Listing and ranking method)

Which problem areas do you see in the project? (Listing and ranking method)

Which things could help improve the project (Listing and ranking method)

What are your income sources? (Listing and ranking method)

- Maybe asking them to make a calendar, to see when they use time for what – to be able to make suggestions about which livelihood strategies would go good together if you look at it distributed throughout the year.

- Preference ranking/matrix (e.g. income)

SEMI-STRUCTURED INTERVIEW – Young Population of the villages- Participants (Age: 10-17 years)

Aim: Sustainable working for in the future.

Motivation of the young

(10 participants will be interviewed. Half of them will be from the young population that has parents participating in community projects at the given time and the rest of them will be from the young population without parents participating in community projects.)

Date and Place:

Name of the project:

| Personal data | | | |
|--|--|-------------------------|--|
| 1. Name | | 2. Age | |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

| | |
|--|--|
| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

- Why have you chosen to participate?
 - What role do your parents play in this choice?
- Do you think that the community projects can develop the community?
- What have you obtained by participating?
 - Money?
 - Knowledge for your futures jobs?
- What do you want to do in the future? Which type of work?
 - Would you like to stay in the village?

SEMI-STRUCTURED INTERVIEW- Young population of the villages- Non-participants
(Age: 10-17 years)

10 non- participants will be interviewed. Half of them will be from the young population that has parents participating in community projects at the given time and the rest of them will be from the young population without parents participating in community projects.

Date and place:

Name of the project:

| Personal data | | | |
|--|--|-------------------------|--|
| 1. Name | | 2. Age | |
| 3. Gender | | 4. Social status | |
| 5. Tribe/ethnic group | | | |
| 6. Education | | | |
| 7. Occupation | | | |
| 8. Different income sources | | | |
| 9. Most important income source | | | |

| | |
|--|--|
| 10. Family members in the household | |
| 11. Family members abroad | |
| 12. Number of children | |

- Why have you chosen not to participate?
 - What role do your parents play in this choice?
- Did you have the opportunity to participate?
- Do you think that the community projects can develop the community?
- What have you obtained by participating?
 - Money?
 - Knowledge for your futures jobs?
- What do you want to do in the future? Which type of work?
 - Would you like to stay in the village?