An Evaluation of Community Projects in the Villages of Madlangala, South Africa

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Final Report:
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For:
SLUSE Joint Course: Interdisciplinary Land Use and Natural Resource Management

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Abstract

Social research was conducted in three rural villages of the Madlangala development area in the Eastern Cape Province of in South Africa in January 2003 to gain an understanding of factors leading to success and failure of five community projects; the eco-tourism project, water project, community garden project, sewing project and school building project. Interviews were employed as the main tool of research. Factors contributing towards success and failure were studied from external and internal perspectives. Five main factors, which contributed towards success of the projects, were identified, namely availability of assured funding, level of motivation, understanding of shared values, capacity building, and realization of tangible benefits. Among the five project studied, the drinking water project had achieved its tangible goal. The community garden, sewing and school projects had achieved the non-tangible goals. For eco-tourism was still premature to draw any conclusion.

List of Abbreviations

CTO   Community Tourist Organization
EC   Executive Committee (project)
EDA   Environmental Development Agency
MATTCOM   Matatiele Training and Communication
MW   Maluti Water
NGO   Non-Governmental Organization
R   South African Rand
RDC   Rural Development Committee
UTA   Ukhahlamba Tourism Association

Preface

This report was written based on the field research completed as part of the SLUSE Joint Course: Interdisciplinary Land Use and Natural Resource Management. The goals of the course have been to study various aspects of sustainable land use and natural resource management and to gain experience using different field research methods through interdisciplinary cooperation.

It's hoped that this paper will be useful to local and international organizations, interested in rural development, for their understanding of how, and under what limitations, community projects operate within the study area. Future project evaluators should find this document useful as an insight into the kinds of projects currently operating and for establishing a basic framework from which to structure future evaluations. Local development institutions may also benefit by gaining insights to how projects are running at the ground level and recognize areas for improvement. It is hoped that the information gained from this study will lead to new ideas, improved project designs, and increased project success in order to better meet the goals of rural development.

We would like to express our gratitude to all the inputs given by supervisors from Denmark and Southern Africa throughout the project work. Our Southern African counterparts deserve due recognition, who's hard work and dedication made this report possible. We would also like to thank our respondents for their time and cooperation during the interviews and other members of the community who made our stay comfortable. We would like to give a special thanks to Mr. Zengele Mnyameni and Ms. Malehlohonolo Jane Ned for their outstanding work and demonstrated capacities to as both field guides and interpreters.

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      Raj Maharjan   Andrew Quraishi   Bryan Traum

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CHAPTER 1 - INTRODUCTION

1.1 Background

Eradication of poverty has been discussed time and again in the global forum, especially in the United Nations conferences and declarations. The World Summit on Sustainable Development 2002 held in Johannesburg, South Africa, have made commitments to halve the proportion of the world's people who suffer from hunger by 2015. One action proposed in the summit to meet this goal was to develop national programs for local and community development (United Nations, 2002). Community projects have been one of the means to achieve rural development. These projects initiate in rural areas with the vision that rural and marginalised people will eventually be able to carry out their own development efforts to improve their quality of life. Such projects start with a paradigm that local people take the initiative, responsibility, and ownership for activities that will improve their lives.

In recent years, a number of community projects have been initiated in the rural villages of Madlangala, South Africa. As with similar projects in other areas, a common goal has been community upliftment (World Bank Group, 2002). The projects attempt to meet the needs of the community by improving the living conditions of villagers through income generation, infrastructural improvement, meeting basic needs, or a combination of these. In spite of these and other efforts, the villagers in Madlangala are still struggling to achieve these goals.

On the surface, many of the community projects in Madlangala seem to fail or achieve only limited success. This research will look deeper into the dynamics of selected community projects in order to identify the factors that lead to project success or failure. It is hoped, that the experience gained through this analysis can be applied to new or existing projects in an effort to ensure future success.

1.2 Study Area

Madlangala is located at the foot of the Drakensberg Mountains in the Maluti District of the Eastern Cape Province of South Africa (Figure 1). Madlangala is comprised of 3 sub-villages: Makomoreng, Pepela, and Goxe. Mabula, a neighboring village, is considered a part of Madlangala for practical purposes, but is officially part of a different municipality.

The study area has a mean annual precipitation of 710mm with annual mean temperatures ranging from 1 to 26 degrees Celsius. The natural terrain is mostly mixed grassland with

patches of encroaching wattle and secluded pockets of forest in the hills and mountain valleys. The landscape around the villages is dominated by arable land. A sandstone escarpment forms a natural boundary with Lesotho (Kok et al., 2001).

Because of their close proximity, there is a great deal of cooperation between the villages of Mabula, Makomoreng and Pepela. There has been great focus by national and international agencies on rural development in the Madlangala. Community projects were one of the means used to address the development issues in villages of the area. Therefore, these villages have been chosen for the focus of this study.
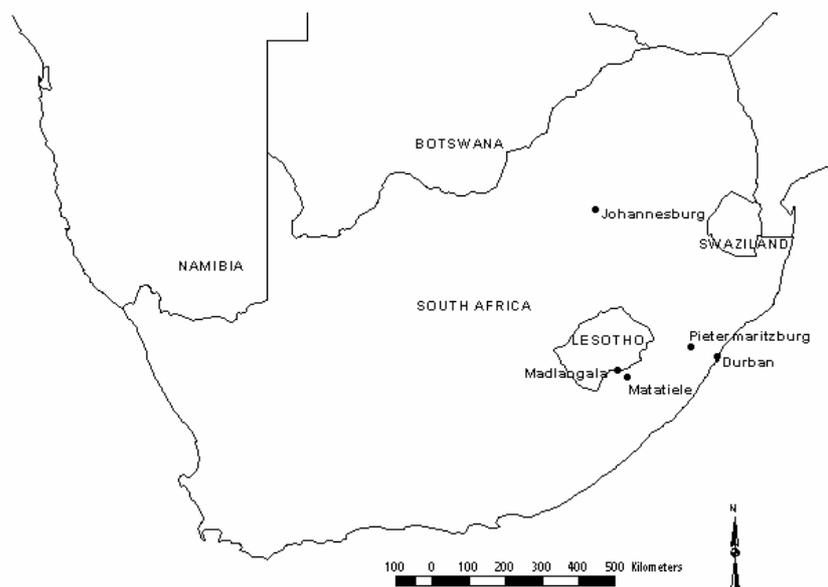
Figure 1: South African Map showing study location

The ethnic background of the villagers is very mixed, though Mabula has a large Sotho population. Xhosa, Sotho, Zulu and Mlubi live and work together in an integrated community, most are subsistence farmers. Formal unemployment is high in Madlangala (38.5%) according to a report from the Environmental Development Agency (EDA) (Kok et al., 2001).

The infrastructure in the area is poor. According to the project manager of MATTCOM (Matatiele Training and Communication), the recent construction of a gravity-fed drinking

water system has reduced the spread of waterborne diseases. There is still no formal system for sanitation or waste management. There are no permanent electrical or telephone connections, but a few villagers own generators, solar panels, and cell phones. The roads leading to the villages are unpaved, but maintained. Heavy rains or snow can render these impassable for motor vehicles. The roads in the villages are neither paved, nor well maintained. Travel within the villages is done mostly by foot.

1.3   Research Objectives

The broad objective of this field research is *to evaluate selected community projects in order to gain an understanding of the factors leading to their success or failure*.

The specific objectives are:

- To evaluate the success and failure of community projects based on local and external perceptions of met needs and achieved goals.
- To identify the essential factors that influence the success of community projects.
- To provide recommendations for the improvement of future and existing community projects.

1.4   Key Concepts and Definitions

There are several definitions of "success" and what constitutes a "community project". They are usually defined in relation to a specific set of objectives or by more theoretical parameters within a context of the particular subject matter. It is therefore important to understand these concepts as defined by the project team before considering the project results and discussions.

It was not the intention of this study to explicitly state which projects were a success or failure, therefore a strict definition was not feasible. Success and failure will always be subjective to the evaluator. As the reader will find, projects that seem to fail in some areas may have considerable success in others. The aim was to adequately describe the projects using carefully chosen guidelines in order to give the reader the ability to evaluate the different aspects of these community projects.

In this study the *direct success* of a project relates to how well a project met its tangible objectives and goals (e.g. number of schools built, or products sold). *Indirect success* related to other more intangible achievements of a project (e.g. sense of ownership, motivation, personal development). The study then attempts to describe both direct and indirect project outcomes from the local and external points of view (i.e. those of community/project

members and those of the study team respectively). An opinion of project success or failure can then be made based on the values and objectives of the reader.

"Community project" has been defined differently in the context of development studies. For this evaluation, the study team has chosen to use a working definition as set by the development institutions in place for the Madlangala area. That is an initiative approved as a *community project* by the Rural Development Committee (RDC), who falls under the umbrella of the Rural Development Forum. A project defined as such, implies that it has been discussed and approved by community members, has a formal constitution with the RDC, has open membership to any interested community members, and is eligible for financial support from within the community and outside sources. Private initiatives differ in that they are not approved as community projects by the RDC and therefore do not share the implications above except that they may approach the committee seeking external financial support.

Some key concepts that have been used for the project evaluations have been developed in conjunction with the evaluation guidelines as used by Danida (2001). The terms efficiency, effectiveness, relevance, impact and sustainability and used freely in the following presentation of results and discussions. For this report *efficiency* relates to the use of project inputs in relation to the project outputs. *Effectiveness* implies how well the formal objectives have been achieved despite the efficiency of resource use. *Impact* refers to how a project affects a community in either positive or negative ways and whether expected or not. *Relevance* refers to how well a project was developed to meet the local needs and wants of a community, but also includes how well it fit the local institutions and social structures. For this evaluation, *sustainability* will measure the ability of a project to have positive impacts for at least as long as the planned project life.

CHAPTER 2 - METHODOLDOGY

The concepts and research questions in this evaluation are largely of a subjective and social nature, therefore the study team therefore depends mostly on sociological research methods. For interviews a purposeful-sampling strategy was followed due to the relatively small population size of the community and the rich, in-depth nature of interview data required (Rea, 1997).

Community projects were the focus unit of analysis since our research objectives sought to identify factors that influenced success and failure at the project level, and did not require specific focus on differences between respondents. The project team attempted to maximize the project sampling variation in order document the unique and diverse variations amongst projects (Patton, 1980). This was done by pre-categorizing the community projects by criteria based on the available information from preliminary field reports. These criteria were project scale and main purpose that included improvement of infrastructure, provision of a basic need, and income generation. Selection was then made to best cover the most variation over the different community projects (Table 1).

Table 1: Selected Community Projects

Project	Category	Chosen (*)
Bakery	[SS][I]	
Community garden	[MS][N][I]	*
Eco-tourism	[LS][I][S]	*
Piggery	[I]	
Pipeline	[LS][N][S]	*
Poultry	[MS][I]	
School project	[MS][S][N]	*
Sewing project	[SM][I][N]	*
Wattle (Working for Water)	[LS][I]	

Table 1 showing how projects were categorized and selected to represent the most variation both within and between project. Scale: SM (Small Scale), MS (Medium Scale), LS (Large Scale)
Type: S (Infrastructure), I (Income generating), N (Provision of a basic Need)

The study incorporated the evaluation guidelines as set out by Danida (2001) as a general framework that was modified to fit the scope and scale for this research effort (Appendix A). These criteria (defined in the previous chapter) were chosen because they share a common language amongst most development agencies, can be used to evaluate different components of a project at different stages of its implementation.

Fieldwork for this project was carried out using a qualitative social research methodology that included open-ended interviews of key informants and focus group, informal interviews, and field observation.

Interviews were conducted over a research period of 9 days and involved the three villages within Madlangala: Makomoreng, Pepela, and Mabula. The interdisciplinary research team was composed of seven student members who were joined by one field guide and one interpreter from the local community. Interviewees were chosen on the basis of their involvement, and in some cases non-involvement, in the specific community projects of interest. From the start, information about the key informants was learned through informal interviews with community members, staff, and the local Non-Governmental Organization (NGO), and later through the snowballing effects of both informal and formal interviews. Similarly, observation was used to get an idea of project location in the community, see the current state they were in, and verify information obtained through interviews. The main tool used by the interviewers was a semi-structured interview guide that outlined the relevant project themes (Appendix B).

Interview results were analyzed by project. The findings presented in the results are described from study team's direct external perspective of achieved project objectives and goals, and internally from the perspective of the community and project members. A discussion of the project then follows, highlighting main issues of concern and characteristics special to that project.

2.1 Data, Sampling Strategy and Project Selection

The heavy reliance on perceptional data may have limited this project. Success, sense of ownership, and the perceived benefits of projects were common themes addressed in the field. This data is largely dependent on how individuals perceive ownership or success. Perceptions are largely based on personal values and those values in common with other

community members. Although useful for information that related to the indirect success of projects (mostly the people's perceptions of projects), it may have limited the external evaluations, especially in terms of project efficiency. Where data was lacking in hard numbers (e.g. budgets) and other inputs, it was difficult to compare inputs with outputs. This lack of quantitative data, however, was very difficult to obtain in the community. The study team found that several people within a single project would have only fragments of budget information for example. It was realized at an early stage that complete quantitative information would have meant to focus on fewer projects.

The decision to evaluate five projects as opposed to one also had a significant effect on the depth and detail of data collected. This meant that the study team was limited in capturing detailed information relevant to the quantitative aspects of specific projects. Of more concern, however, were the factors explaining why projects were so different from each other, and avoiding the possibility of getting a skewed picture from a single project focus study. In contrast to the random sampling approach, we had to deliberately choose to evaluate one or several projects to represent the whole community based on previous knowledge. The study team hoped by choosing projects that varied greatly from each other (i.e. by spreading the variability over different projects), we would better ensure to have a well-rounded idea of how community projects work, instead basing our conclusions on the particularities of one in-depth case.

Other problems in social research methods concern reliability. Normally this can be measured statistically using sampling strategies that are based on probability theories. This, however, is not always possible when focus is put on very small areas where only small groups of people can provide relevant information about a topic. The reliability of interview responses was sometimes an issue in the field, but in general the study team continued interviewing informants until responses became consistent and the group's understanding was clear.

Another significant limitation of exclusively choosing qualitative research methods is that it reduces the ability to extrapolate our findings to other areas and make our finding less easy to replicate in the future since people's perceptions, ideas, and personal development are subjective.

2.2   Formal Interviews

In the field it was found that both field guide and interpreter were capable of handling each other's roles. This allowed us to break up into at least two groups to cover more informants each day. The personalities of our interpreters, however, did have some negative influences on the responses, especially when they had opposing views to those of the respondents. Fortunately, most of the Southern African group members could fully understand the translations so we could separate the respondent's opinion from those of our interpreter. The Southern African counterparts were not only key in reducing language setbacks, but also minimized problems associated with cultural differences for the non-African group members.

It was realized early on, by the second day, that it was not possible to get the depth or coverage of the information needed if the interview guide was strictly followed as a semi-structured one. The interviews were suffering from undue length, lack of flow, and some repetition in questions and answers. The data was not in-depth enough and could never fully answer all of the themes included in the guide. Of course this was dependent on the nature of the respondent as well. Their position in a project, level of involvement, and ability to understand the questions could considerably affect the quality of answers and breadth of coverage of the research questions.

To deal with these problems the group decided to switch from semi-structured interviews to open-ended interviews. Here interviewers started by asking a question from a general subject area or the respondents were allowed to start with what he or she knew most about a project. Much more relevant information was gained when the interview guide was used for prompting themes and probing particular issues as fitting to the story being told. Prompts and probes then became key facilitate the direction of the story to yield the most information relevant to the research.

Despite the relatively short interaction times with the respondents, it was important that at least the interviewer establish some level of credibility with the respondent by showing genuine interest in topics and the subject's opinions and by asking thoughtful questions. A successful method often used was to let the respondent ask the group questions of any kind after the formal interview was over, and then to answer in an honest, down-to-earth way. Allowing questions before the interview may have been more beneficial in that often the most

relevant information came at the stage that was outside of the "formal" interview. In the field it seemed the interview was more an art than science, where the quality, depth, and breadth of information mostly relied on the ability of the interviewer to conform the questions, language, and specific themes to the individual respondent, rather than putting high expectations on the respondent to answer all of the questions.

The interview guide suffers from the limitation of repeatability. Although the modified evaluation guidelines, which aided in formulating and categorizing our research questions, are well defined, study team members needed a common understanding of the concepts and terms before effective and consistent interviewing could take place. In other words, the interview guide was not a stand-alone self-explanatory document, but had to be discussed and understood before it could be used. Ideally, the interpreters also needed to be included in this process, but due to time constraints this was not always feasible.

2.3 Informal Interviews

Informal interviews were most useful in the selection of the key informants, but were also vital in learning outside perspectives on projects in the community. They often revealed general insights into how things happened within the community and the thought processes behind them. Informal interviews were important for the study team itself to better understand their surroundings, and to put the formal responses into context. The group often suffered from a wealth of information gained from informal and formal interviews. More time to share information within the group would have been useful to keep all members at the same level of understanding throughout the data collection period.

2.4 Observation

A lot of pertinent information was gathered by direct observation in the field. Ground truthing of the community gardens for example, gave an indication of respondent credibility, aided the group in formulating specific and thoughtful questions, and was fundamental in understanding practical constraints (e.g. why some gardens were not functioning).

For the most part group members relied on direct observation. In a few instances a more participatory approach took place where some group members took part in some activity like weeding in a garden and discussing crop-planting arrangements. This helped team members

understand the practical difficulties faced by the community when implementing seemingly the most straightforward of solutions. This helped augment and support new ways of thinking about dealing with problems from the perspective of community members.

2.5 The Project Life Cycle

The overall aim of the project life cycle was to add some practical value to the study beyond an academic evaluation update of current projects. It was our initial assumption that data covering our other objectives would be enough to generate the project life cycles. This added project component was found to be as complex as the main findings and was not nearly as practical as intended. Additionally, it did not contribute to answering the overall aim of the research, but rather aimed to aid the decision making of local and international development organizations. We therefore excluded the life cycle sub objective from this research.

CHAPTER 3 - RESULTS AND DISCUSSION

3.1　The Community Garden Project

The community gardens in the Madlanagala development area were started as a way to help eliminate hunger. The initial goals were production for household consumption. Surplus products were also distributed and/or sold within the community, and occasionally sold to outside markets, providing a source of cash income. Although the initiative for establishing these gardens came from within the community, EDA originally presented ideas for possible projects at village meetings.

Three gardens were evaluated, one in each of the villages in the study area. These gardens were commonly identified as the local "community gardens". The dynamics and states of these gardens varied greatly.

The gardens in Pepela and Mabula have existed for long periods of time, Pepela's since the early 1980's, and Mabula's since 1976. They are both registered with the RDC as community projects, have constitutions and functional executive committees, and are located on land designated by the chief. The projects were initially open to any interested community members who would pay the membership fees. The Mabula garden has received extension services and outside funding in the past. This is how they got their fencing. There is no formal plan for training or capacity building in either village. In Pepela, extension workers occasionally give informal advice, but according to the project chairperson, they've never received financial or material support.

According to the secretary of the Pepela garden, the 10 original members paid R100 each to start the project. Each member got 5 plots to work independently. Now there are 9 members, each paying R15/year. The new Chairperson in Pepela noted that an Executive Committee (EC) of five garden members determines the fee paid by newcomers to the project. In contrast to the earlier years, the EC now decides what to grow and *then* discusses plans with the rest of the garden committee. It is also the Treasurer and Chairperson that determines how money from membership fees and profits from sold crops is to be used. The garden members, however, emphasis that they would like to invest the savings in subsequent cultivation (e.g. seeds and plowing).

Although the EC and garden committee meet twice a month to discuss and plan garden activities, it is possible that the tight control by the EC could affect the motivation of garden members. In Mabula, where the garden is more successful, the members decide what to grow on their personal plots within the garden, and what to do with their harvest.

The high fees paid by new members to the gardens in Pepela and Mabula can be one reason why it is difficult to attract new members to the projects. Interviewed members of the Mabula garden couldn't remember the initial investment amount for joining the garden, but they now pay R15/year, as in Pepela. Also similar to Pepela, new garden members must pay an initial fee determined by the EC. An interviewed member of the EC estimates the Mabula fee to be around R200.

In contrast to the information the study team earlier had, the garden in Makomoreng turned out to be a private landowner initiative. He had voluntarily allocated part of his land to the community members to cultivate. It was termed a "community garden" because some community members were involved in it. Nonetheless, the landowner appointed an Executive Committee. In the interview with the study team, the landowner said that despite opening up his own land for the community members and providing them with his personal irrigation system and tractor, they didn't cultivate crops because they were lazy. The study team got a different story from some of the previous members of the garden. They had complaints about the behavior of the landowner towards them. According to them, he would lock the garden entrance gate and they could not enter the garden when they wanted to work. They also stated that the irrigation system was not long enough to irrigate all of their land.

In spite of conflicting accounts surrounding the "community garden" in Makomoreng, it is still evident that the dynamics behind the project differ from the gardens in Mabula and Pepela, in that it is not a community project as recognized by the RDC. Therefore, further discussion of the community garden projects will be confined to the latter two.

In Pepela, the community garden is fenced in by barbed wire lines fastened to wooden posts made of thick branches. The fence is in good condition, but the field seems abandoned and a handful of goats were grazing on it. The villagers point out the fence as a key limit to garden activity. They wish for a chicken-wire fence because they believe this will keep the livestock from eating their crops. In Mabula, on the other hand, livestock encroachment is not a

problem, even though one side of their fence is also open barbed wire. Many home gardens also have barbed wire fences, but crops seem unaffected by livestock. Home gardens may be easier to protect because they are adjacent to houses. The problem may be that the community gardens are at the village outskirts and more difficult to guard. This could also explain why some respondents mention crop theft as a constraint to garden success.

The garden in Mabula is evidently working best. At first, this garden seems as abandoned as Pepela's, but a closer look reveals pumpkin, potato, and bean plants in isolated plots. The garden is being expanded and is slightly larger than the Pepela garden. The new fence is incomplete, and the new area is not yet cultivated. There is a standard water tap inside the fence of the older garden.

The level of motivation was quite high among the respondents in Mabula. This may be one of the reasons that this garden is running, even after 26 years. They said that the garden keeps them busy and they like to work there. One of the respondents said that "I have very few fields to grow food for my family" so she needed to cultivate in the community garden. "I have even cultivated part of one of my friend's field so that she could increase her harvest".

The project members interviewed from Pepela stated some definite constraints to garden success. These are the lack of capital (e.g., for seed, fertiliser, and hiring a plough), poor quality of the land, lack of irrigation, stealing of products, and lack of better fencing. Apart from these tangible constraints, the respondents also mentioned the lack of interest and motivation among the youth as a major problem. As the original members get older, it becomes more difficult for them to work in the garden. Garden members in all three villages have mentioned that the youth in the communities have different priorities, and are not interested in community gardens (or agriculture in general). As a result, are reluctant to assist in fieldwork. Some of the older respondents attribute this to laziness.

The perceptions of direct success vary greatly between the local stakeholders and outside observers. The local perceptions are generally more optimistic. This can be partially attributed to the knowledge that local residents have about garden activities. The local participants in Pepela know that meetings are held and that potatoes were recently harvested and sold, while the casual observer sees a field overgrown and apparently abandoned. As an outsider looking at the garden in Mabula, one sees limited cultivation taking place. These

observations would lead to an initial evaluation of limited direct success in Mabula and apparent failure in Pepela.

A deeper understanding of the success and failure of community gardens was achieved by looking beyond the gardens themselves, and considering the factors affecting production. Many respondents indicated that there was need, desire, motivation and willingness to cultivate amongst garden members. Ironically, none of the community gardens were fully utilized during the study team's visit. Respondents clarified this. In Mabula, there is only limited production because garden members are spending more time in their private fields and gardens. This is normal for the summer rainy season. In the winter there is more concentration on the community garden. The same holds true in Pepela, but to a lesser degree. The limits to success seem greater here. In Mabula the soil quality is better and, as mentioned above, there is a water tap inside the garden fence[1]. In Pepela, respondents noted the poor soil quality, the need for seeds and sufficient water, and the high cost of renting a tractor for plowing as being key constraints to production. The potential exists for a successful garden, however. Potatoes were harvested last year, and there are plans for cultivating again in the winter. The garden committee is active in spite of the constraints mentioned above.

In both villages, harvested crops were consumed privately and sold to people inside and outside the community. Ample markets exist for garden crops. Therefore, the gardens are meeting the direct needs (e.g. food and income) of the participants and community. The garden committees, though facing difficulties, are motivated, active and planning future activities. Especially in Mabula there is a sense of pride in the accomplishments of the garden project. The obstacles are greater in Pepela, but are not insurmountable. This may involve input in the form of resources (fencing, seed, etc.) and training in planning and money management. Input in the form of cash may not be optimal since there is money already in the project's account, but nothing good seems to be coming of it. In both cases, however, the success (indirect) of the gardens is greater than originally implied by direct observation.

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[1] Although there was a tap inside the garden fence, it had not been used for some time. It was built there by mistake, and "officially" shut off. Arrangements are nearly complete for the garden committee to gain private rights over the tap. This will be a great advantage to production.

3.2 The Eco-Tourism Project

"...The hike will make use of local groups (baking projects, community gardens, poultry groups, block making, dancers) to supply necessary goods and services, thereby stimulating and supporting the local economy...." (Appendix D). This is a part of the vision of the tourism project in the rural Ukhahlamba foothills of the Maluti District in the Eastern Cape. The initial idea for the tourism project came from the local resident, Mr. Simon Lesia. His idea quickly gained the support of government and non-government organizations like Swiss Development Cooperation and Alfred Nzo Development Fund, Department of Environmental Affairs and Tourism and the Local Environment Development Fund who provided financial assistance for the project. It is now a regional effort under the Ukhahlamba Tourism Association (UTA), aimed at addressing the poverty in the area by developing an eco-tourism industry around a four-day mountain trail from Belford to Malekhalonyane. At the time of the study, the planned construction of four chalets and a guesthouse along the hiking trail was almost complete. The Madlangala Chalet is second along the trail. The focus of this analysis will be mainly on the tourism in Madlangala.

Though few capacity building programs were conducted, two guides have been trained in Madlangala. A local Community Tourism Organization (CTO) is responsible for the overall management of tourism activities in each village. It is premature to draw conclusions on direct success or failure of the project. It is, however, possible to discuss the success of activities so far. The trends that are visible are described below.

It seems that there has been a limited success regarding community mobilization in the project. Local people were trained for construction of the chalets and record keeping, and as tour guides. They were also employed as labourers for the construction purpose. Some community members are participating in the CTO, where they meet to discuss and solve problems. More developed aspects of community participation could contribute towards sustainability of the project. However, it seems only a limited number of community members are participating in the current project activities.

If it is the intention to incorporate the community projects into tourism activities, the community at large must be better mobilized and the long-term goals of the project must be understood. It is this broad cooperation that will define the tourism initiative as a community

project. The level of community motivation will be a key factor affecting sustained project success.

Negative impressions of the project were uncovered during an informal interview with local youth. The youth expressed feelings of exclusion from the CTO members. They also mentioned the mishandling of funds by CTO members. Some of the youths in the interview had skills in carpentry and baking, while others were horse owners. They complained that their expertise and assets were ignored by the CTO. The project's inability to involve and mobilize the youth in its activities can seriously hinder its success. This implies communication problems between the project members and the community, and shows a conflict between the stated intentions of the project and the way in which things are being implemented. CTO members and elderly people accused the youth of being lazy. This conflict between two generations is not a good sign for the sustainability of this project, and relates to many of the other projects in Madlangala as well.

Outside the village, the study team observed that a lot of activities and publicity for the area is taking place, due to the large number of stakeholders involved and their vested interests in the project. But this effort and motivation still needs to take hold on the local level. The study team met some highly motivated community members in the project, but these were the community members who were getting the most out of the project so far. To benefit from the project, one has to be competent and self-motivated. The project aim is not intended to provide direct tangible benefits but to promote benefits through smaller connected initiatives. Most of the respondents mentioned lack of money to start any such initiative as a major constraint. It is also evident from the analysis of the community garden and sewing projects that the constraints faced by these groups will affect their success in supporting the supply needs of the tourism project. The fact that no tourists are visiting the area poses a great threat to the very vision of kick-starting other economic activities through tourism.

Other constraints still must be confronted. The most critical of these is securing a stable water source. One guide mentioned that funds for completing this part of the project are tied up administratively. He said that the EDA has not completed the necessary paperwork. According to a project leader at Maluti Water (MW), however, the issue is much more complicated. There are some legislative problems in defining water usage rights for such a project. According to the Municipal Free-Water Act, private usage is now free. There is no

applied system for billing as of yet, and confusion about categorizing projects as either community projects or private, economic enterprises. If water is officially used by one community project without cost, it could set precedence for future initiatives to call themselves "community projects" just for free water use. Until the necessary guidelines are in place, it may be difficult to secure water for the tourism project.

Another concern involves the impacts of the project on the community and the environment. Respondents were unaware of the cultural changes that tourists can cause in their area. They seemed more focused on the material changes that they assumed would occur as a result of the tourism project. This included development like paved roads and electricity in the villages.

Other issues of waste management have not been formally addressed in the planning process. This is important for the villages as they are now, but vital for dealing with the increased waste that may form in and around the tourist chalet, on and around the trails, and in the villages as a result of increased numbers of people and new consumption patterns. The study team believes that, if the "ruralness" and the uniqueness of the area are lost, and the natural surroundings polluted, the very basis for attracting tourists to the area may be lost.

3.3   The Water Project

The drinking water project in the Madlangala development area was initiated with the two main objectives of providing access to clean and safe water to every household in the village, and to build capacity in the local community to run the project independently. The study team observed that the households in the villages have access to clean and safe water within a distance of 200 meters. Few households have private connections. The villagers are highly motivated to take care of the taps and they have a great deal of respect for the project. The study team did not observe even a single instance of water misuse. The respondents regarded the project a successful one.

The project has no doubt achieved its first objective, but this is not fully clear regarding the project capacity building. The evident limitation of capacity on technical and management skills in the community cannot be ignored if they are to independently take care of such a relatively large and technically complex project. MW had run capacity building programs for the water committee and technicians. The local technicians trained by MW are capable of

taking care of only minor repairs. They still depend on the expertise of Maluti engineers for major repairs. One respondent recalled an incident when they had to wait two days for the Maluti engineers to come and fix a loose tap.

The local community in the Madlangala development area sent their request for the water project to MW, which was later approved under the government's drinking water scheme. The European Union funded the project. Technical inputs were provided from MW. EDA facilitated the funding and implementation process. Additionally each household contributed R10 for the construction of the pipelines. Local people were employed as labourer during the construction stage. Later households contributed R3 per month for four years until the management was taken over by municipal authority last year. An elected water committee used to manage the project at the local level until the municipal authority took over last year. The levy of R3 per month was used to pay the bookkeeper and operators under management of the water committee. At present they do not pay for the water, and the water committee is still functional at the community level. Committee members and users meet every month where they discuss solution for the problems encountered. The respondents were confident about the communities' ability to take care of the project themselves.

Community participation (e.g. monetary contribution, labour, and participatory meetings) could be one of the major factors that lead to the high degree of motivation to take care of the project. *"The project is ours"*, said many of the respondents. This sense of ownership can be attributed to the collective understanding of the goals and realisation of benefits by the community members (i.e. getting clean and safe drinking water). Participation along with the observed sense of ownership and motivation crucially contribute towards sustainability of the project. Interestingly, the taking over of management by the municipal authority has crippled community's willingness and enthusiasm to manage the project and therefore raise questions on the project's future sustainability. The respondents expressed negative attitude, against the new project management. There was a general sense of confusion among respondents regarding management issues are present now that the municipal authority is in charge of the project.

The construction of the project was quite time efficient. The project was intended for completion in one year and was finished with in five months. Reduction in the incidence of cholera in the village was mentioned as one of the positive impacts by some of the

respondents. One of the respondents said, "*there was water shortage in the past. People drank water from river and there were incidents of cholera. At present there is clean tap water. The villagers use water properly. There has been no incidence of cholera after the tap water is available. There has been improvement in health and life of villagers. People work more in their fields than before*".

The Maluti project manager indicated water consumption for community project purpose as a potential problem. He mentioned the precedence of having "private" connections labeled as "community projects". "The government need to set a policy", he said.

3.4 The School Project

Students from two classes in the village of Makomoreng had to share a single classroom simply because the school did not have enough space. The local community felt classrooms for their kids were needed and every household donated R50 to build more rooms. The money gathered from the household levy and video shows (the community collected some money for the school project by organising video shows) were used for construction purposes. According to respondents, a local builder voluntarily worked on the building using locally available building materials. However the original builder was replaced after being hired for chalet construction for the tourism project. Unfortunately, even before the classroom had a roof, a storm brought down the walls of the building and it lies in ruins. Still, the classes of the lower grades are combined, two classes in one small room.

A school building committee facilitated the project. They held meetings, managed the funds, and supervised construction, in which community members participated. The study team found out that most of the members involved in the committee were busy in the roles of other community projects and/or private matters. This had implications on the amount of time the committee members spent for the project. The respondents said that the committee is now discussing the possibility of raising funds again from the community for rebuilding the classroom. Respondents seemed willing to pay again if the committee decides to do so. The study team found out that respondents were expecting a government fund to take over construction. A similar community initiative in the adjoining village of Pepela caught attention of government and successfully obtained this support for building their village school. It may be that the respondents were anticipating similar support in the village of

Makomoreng as well. Respondents also mentioned that they had already approached for government funds that they were unable to secure up to the time of study.

It was evident from the way the building was seen lying in rubbles from the storm, that the project committee had no alternative plans for unexpected problems. Much confusion on what to do next was obvious among respondents.

The school building is different from other projects from point of view that the funds come entirely from the community itself unlike the water and tourism projects. Management also differs in that there is no source of outside expertise.

3.5 The Sewing Project

Women in the village of Pepela and Makomoreng bring together their sewing machines, and start sewing school uniforms. This is how the sewing project initiates in the community. The women use one of their member's homes as their venue. The members had sewn some school uniforms and some linen for the tourism project. The respondents said that their main aim of beginning the project was to earn some income by selling school uniforms. However these women were not making much income. Respondents pointed out the payment problems from their customers. *"We have to put our money to buy cloths and other inputs to sew the uniforms. Villagers would either not pay or pay in installments. We have to pay money to fix our machines if it breaks down"*, mentions one of the respondents. The women in the project had little skills to make better clothes. Most of them are sewing based on their skills learned in high school, and few of them had attended sewing classes after they started the project.

There has not been any attempt from the project members to consider marketing as a strategy to improve the project. They sew school uniforms and other clothes most of the time when people came to them and asked. They had once sewn some school uniform that they were not able to sell. It seems this discouraged the members to prepare clothes beforehand. It also seems that sewing clothes beforehand and looking for its markets is not feasible in the villages where there were only limited customers. The respondents don't think that they can compete with the cheap and fancy cloths in the Matatiale market. The members could have approached the schools in the villages and attempt for a contract if their aim was to make income from sewing school uniforms. The study team feels that lack of these business skills, especially for marketing, had limited their success of achieving the tangible benefit of making

income. The project, however, seemed to have a number of non-tangible benefits for the members. The members of the project seemed glad to have a group effort among them despite their not being able to have direct income. They enjoyed working together and meeting each other where they can share their feelings with rest of the members. *"It refreshes our mind while we are there"*, said one of the respondents.

The sewing machines the women are using for the project were not new machines bought after the project was formed; the members of the project had it with them before the project was started. The respondents said they wanted more machines so that they can work more. They said that it is impossible to buy the new machine from the income they make by sewing cloths. On the other hand, the sewing machines they have at present lay idle most of the times because they don't have enough work. Respondents also mentioned that they had R700 in project account that they were able to earn by selling school uniforms in the previous season. The respondents were unclear where they are planning to invest this income and they realize that it was not enough for a new machine they wanted. The study team finds reinvestment of income as a problem, as the income generated was not reinvested. Further, it was discovered that the members contributed R20 monthly in the project account as an emergency fund. It was interesting to find out that the members were investing their own money to buy inputs like cloth and threads and the income earned was not being shared by the members but saved in a project account. Moreover, they were contributing from their private earnings in the emergency funds. The study team feels that sustainability of this project is threatened because members are only bearing costs and not realizing short or long-term financial benefits.

3.6 Essential Project Factors

The community projects in Madlangala differ greatly in their achievement of project goals and can be seen to have reached varying levels of success. Some explanations for these differences can be attributed to the present structures that exist for development and support of projects in the area. Others relate more to the social dynamics of the community than to individuals. A number of factors influencing the success and failure were identified from the study. Below is a list of the most important factors that contributed to the success of projects. Conversely, lack of these factors limited the success.

The factors and how they relate to the different projects is presented in Table 2. The factors are:

- availability of assured funding
- level of motivation
- understanding of shared values
- capacity building
- realization of tangible benefits

Table 2: Main factors influencing community projects

Factors \\ Project	Funding (source)	Motivation (level)		Shared values	Capacity building	Tangible benefits
		Within projects members	Community			
Eco-tourism	External	High	Low	No	Yes	No
Water	External	High	High	Yes	Yes	Yes
Garden	Internal	Pepela: Medium Makomoreng: Low Mabula: High	Medium	Yes	No	No
Sewing	Internal	High	Medium	Yes	Very limited	No
School	Internal	High	High	Yes	No	No

Different dynamics were observed among the five projects in relation to the above mentioned factors. The process for creating a new project is relatively similar for all community projects, however, the sources of funding and assistance varied depending on the size and recognition received from assisting organizations. The tourism project, for example, receives funding from other interested government agencies. Financial management and marketing services were available from EDA and direct logistical assistance from Rural Solutions, a private rural development consulting company. Similarly, the water project enjoyed an assured project funding from the European Union facilitated by EDA. This can be related to the national government goal of the t to provide drinking water, and international donor agencies' commitments to provide funding for such projects. In contrast the community garden and sewing project are entirely dependent on funding, materials, and management

provided by the project participants. For the school project, these are entirely provided by the local community members.

The members of the income generating projects, community garden and the sewing project did not have clear ideas on using the income they've earned. Respondents of these projects pointed out lack of capital. The project income should be used for reinvestment instead of having it sit in the bank. This would address the immediate lack of capital issue for these projects. Furthermore, these projects need to make use of the existing coordinating bodies like the RDC, and NGO's like EDA, to explore additional funding.

Capacity building programs were offered in the projects that received external funding. In other words, the capacity building programs were directly related to availability of funds. For the projects running from internal (community) funds, capacity building programs were almost non-existent. Few women in the sewing project received training on sewing by NGO's in the village. The lack of capacity building programs seemed to have a direct relation to realization of tangible benefits by the community. An increased capacity among the project participants and/or community members would have resulted in enhanced ability to implement the project activities. This would have positively influenced the understanding of project goals and consequent achievement of them.

The community realized the importance of capacity building but very little training had been done to date. The sewing project and community garden suffered from the lack of financial management and marketing skills. Capacity building however can be a long process, as it requires learning time and personal development. Although people were appropriately delegated to official project positions in all of the projects, it was not always the case that they had the personal skills or background to be effective.

As the current system operates, it seems that the way projects are structured focuses more on increasing community involvement than concentrating on how to generate direct benefits for the people involved. In the case of the eco-tourism project the aim is to create a platform of opportunities for motivated entrepreneurs to create projects and businesses that interlink, but not to provide many direct paying jobs. This can explain several of the gaps that exist in the community understanding of the importance of the tourism project. Where the visions of the project are not fully shared or yet understood, and direct employment is not offered, people

have very little incentive for participating. Similarly, for the community garden, sewing and school projects, the study team did not find a consistent realization of tangible benefits among the respondents. There were varying degrees of confusion regarding what exactly they were meant to achieve. This lack of realization of direct benefit seemed to give, similar to eco-tourism project, little incentive for participation.

It is important that a project is relevant to the community involved. Some projects operate on values that are very different to the traditional values of farming and tending cattle held by the community elders. Although the potential scope of benefits from the tourism project is great, the concepts of tourism and conservation are generally underdeveloped amongst community members. This causes great confusion for understanding the project's purpose and the expectations of how it will contribute to the development of the community.

Values also differed between generations of community members. The youth often did not place great importance on raising livestock or working in the agricultural fields. This will most likely have significant detrimental affects on the sustainability of community projects in the long run; with community gardens affected the most. The most successful community garden in Mabula for example, had field workers composed entirely of elderly women (some over 70 years of age) who could not explain why the youth lacked interest in the work except that they were "lazy and unmotivated". Despite the fact that youth often lack life experience, they can be more connected to contemporary aspects of life, and can often contribute valid and beneficial ideas towards improvement and change. Presently, the inputs of youth towards community projects are not seen with much value from the perspective of the older community members. Finding ways to increase the involvement of the youth in community activities may lead to more successful community projects.

The sense of project ownership seemed to be driven by shared community values, clear understanding of benefits, and a sense that the community could handle project responsibilities. The valued benefit of clean and easily accessible water, for example, was something that the whole community could understand and identify with. In both the water and eco-tourism projects, sense of ownership was high among the project participants due to the fact that people felt that they could handle the responsibilities they currently faced. This had the general effect of motivating people to remain actively engaged in project activities. Successful maintenance of the water project and the ability to effectively compete in tourism

markets remain to bee seen. In case of the community garden, sewing and school projects, even though the realization of benefits was not fully understood, there was a higher level of understanding of the shared values by the project members. This may be because these projects had a bottom-up approach from the community itself, in contrast to a top-down approach for the eco-tourism and water projects. This seemed to have resulted in a higher level of motivation among community garden, sewing and school project participants. However, the degree of motivation at the community level varied from that of project participant level because realization of benefit was not homogenous at the community level. The level of community motivation, however, was also not at its lowest for these projects.

Projects formed under the same organization (RDC), but located in different villages were found to run very differently from one another. Community gardens for example had different rules for membership fees. Despite the close proximity to each other, the villages themselves had different resources available to offer the gardens, like tractors for tilling the soil and the capacity for irrigation. Although regular committee meetings took place for each individual garden project, there was exchange of resources and information between villages. This was surprising considering that all the community gardens are considered a single community garden project as approved by the RDC. An enhanced cooperation for resource use and information sharing could benefit all.

There are very few checks and balances within the current community project structure. Officially any community member can join a community project. Yet many of the projects suffer from a sort of tragedy of the commons where only a small number of actual members do the work that all members benefit from. For example, there were twenty members in the Mabula garden. Only nine members cultivated the garden last year. The income they made was saved in the project account that benefits all members. This could affect the incentive for the 9 members to work.

Similarly, there are no enforcing bodies that have leverage to regulate corruption. In the case of the water project, money was collected from several individuals to establish private water connections within their homes. When the money disappeared, no connections were made, and formal complaints to the RDC were made, the problems were never resolved. Hypothetically, if committees were corrupt, the result could be a halt in the project, but no higher authority exists to address this problem.

The relationship between individual involvement and capacity may also have implications for community projects in the study area. Life in Madlangala can be characterized as complex in the sense that people have multiple roles in the community. The chairlady of the RDC was also a private contractor for the government's Working for Wattle project in her area. She also held positions in other community projects. Capacity to function and contribute within community projects, not necessarily in this case, can be extremely limited when people are spread thin from having too many roles.

The multiple-role nature of a community can be reflective of the overall stage of development that area has achieved. It is reasonable to assume that as communities become more developed, income-generating activities have also become more developed and valuable in terms of benefits for the community, and the individual. More realized individual benefits could have a stabilizing effect on aspects of project management by allowing people to specialize in specific project function areas. With more focus on specific skills training and experience (e.g. financial management), people could then use those skills more efficiently across projects (i.e. increasing capacity).

Ultimately, successful projects require community involvement. Higher level of motivation and understanding of shared values did not necessarily mean higher level of participation. The trend showed that projects which offered capacity building, and those in which people had realization of direct benefit attracted more participation. The level and type of participation in projects, furthermore, is influenced by several factors that relate to the institutional, social and value systems of the community, and how individuals interpret and perceive these arrangements.

CHAPTER 4 - CONCULSIONS

Community projects in Madlangala seem to achieve partial success. Some projects were successful from point of view of achieving their tangible outputs while others were so in achieving non-tangible outputs. None of these projects, however, had achieved both the outputs. Success and failure, hence, is subjective depending on the context in which it is evaluated. If viewed from point of view of achievement of tangible output, the water project may be considered the most successful. From the point of view of achievement of non-tangible benefits, the sewing, community garden and school project may be considered as the successful ones. The tourism project is still in the initiation stages. It is premature to draw any conclusions.

It is up to the reader to consider which project is successful based on their own criteria for viewing these projects. However, it can be concluded that a complementary achievement of tangible and non-tangible outputs would surely mean higher level of success for a project.

Five factors were identified as the main factors contributing to success and failure namely availability of assured funding, level of motivation, understanding of shared values, capacity building, and realization of tangible benefits. Among these factors, assured funding seemed directly related to achievement of tangible benefits and provision of capacity building. Capacity building, on the other hand, contributed directly towards achievement of tangible benefits. An understanding of shared values directly contributed towards level of motivation. A common understanding of shared values and higher motivation resulted in higher level of achievement of the non-tangible benefits. However, a combination of shared values and motivation alone did not lead to higher participation in absence of realization of direct benefit and capacity building.

CHAPTER 5 - PERSPECTIVES AND RECOMMENDATIONS

The results and conclusions presented in this report should be considered from a perspective broader than that of rural development in South Africa. The dynamics that are discussed exist in all corners of the world, as people struggle to meet basic needs, and as the gap between rich and poor increases. Community projects are playing a critical role in rural development, and are seen as a way of encouraging people to take control of their own development. We present these recommendations as a guideline for specifically improving existing projects in Madlangala, but they can be applied to existing projects elsewhere and in the planning of new ones. We hope that they will help improve the success rate of the community projects wherever this development strategy is incorporated.

1. A means to bridge the gap between the achievement of tangible and non-tangible outputs is imperative to ensure higher level of success. The following means are recommended to address this gap in the community projects in the study area:
   - More capacity building programs to increase management skills and awareness for the projects that already have assured funding (the tourism and water project)
   - Means to secure and/or mobilize funds for the project for those that suffer from lack of capital (community garden, sewing and school)

2. Focus on direct benefits rather than mere participation.

3. Design projects to closer fit cultural values.

4. Projects must address the community needs.

5. Develop mechanisms for involving the young generation in community initiatives.

6. Improve sharing of information and resources.

7. Develop and implement problem-solving mechanisms.

CHAPTER 6 - LITERATURE

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An Evaluation of Community Projects in the Village of Madlangala, South Africa

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CHAPTER 1 - OBJECTIVES AND RESEARCH QUESTIONS

1.1 Introduction

This synopsis serves as a project summary for the field research to be completed as part of the SLUSE Joint Course, Interdisciplinary Land Use and Natural Resource Management. The goal is to gain interdisciplinary project experience using different field research methods in a developing country.

In recent years, a number of community projects have been initiated in the rural village of Madlangala, South Africa. From an outside perspective, most of these projects seem to fail or achieve only limited success. As with many such projects, a common goal has been community upliftment. The community projects in Madlangala attempt to achieve this by improving the living conditions of villagers through income generation, infrastructural improvement, meeting of basic needs, or a combination of these. In general, there has been great focus on income generation, as the area still suffers from the lack of sustainable income generating opportunities.

The purpose of this research is to evaluate selected community projects, and to identify the factors that lead to their success or failure. It is hoped, that the experience gained through this analysis can be applied to new or existing projects in an effort to ensure future success.

1.2 Objectives

As mentioned above, the primary goal of this field research *is to evaluate the selected community projects in order to gain an understanding of the factors leading to their success or failure*.

The key elements of this research will be:
- To evaluate the success and failure of community projects in Madlangala based on local and external (other stakeholders, academic) perceptions of met needs and achieved goals.
- To critically analyze and compare the stages of each project's lifecycle, in order to understand the processes and patterns that contribute to the success or failure of projects.
- To gain an understanding of why there is a focus on community projects rather than private initiatives.
- To provide recommendations for the success of future community projects in the area.

1.3 Project Selection

Preliminary research shows that a number of projects have recently taken place in Madlangala. These include the building of a school, a water pipeline (drinking water), the establishment of poultry and pig farming, a bakery, a sewing project, a community garden, the Working for Water (wattle-control) project, and most recently the establishment of eco-tourism in the area. We have divided these projects into three categories based on their overall goals (Table 1). These goals are improvement of infrastructure (S, "structure"), providing of basic needs (N), and income generation (I).

Table 1: Projects in Madlangala

Project	Category
Bakery	I
*Community garden	N, I
*Eco-tourism	I, (S)
Piggery	I
*Pipeline	N, S
Poultry	I
School project	S, N
*Sewing project	I, (N)
Wattle (Working for Water)	I

Four projects have been selected for analysis in the field (indicated with *). These are the sewing project, the water pipeline, the community gardens, and the eco-tourism project. These projects were chosen to have a high level of diversity. The sewing, community gardens, and eco-tourism projects strive to generate income, while the water pipeline provides the basic need of clean drinking water to the villages in the area. The pipeline and eco-tourism projects also include improvement of infrastructure, while the community gardens and sewing project can potentially help to meet the basic needs of food and clothing. The water pipeline and eco-tourism projects are large-scale endeavors, while the community gardens, and especially the sewing project, operate on a much smaller scale. The scale of these projects involves economic input, area affected, number of people involved (at all levels), etc., and is a very broad categorization.

The water pipeline is a government project, and though it provides water to the "community" and there may only be a limited level of "community" participation within the project (this will be determined as a part of the field research). The sewing project, on the other hand, is a small scale, local initiative where the local participation is essential. Time will play a critical role in determining the actual number of projects evaluated. Projects may be added or removed from the evaluation based on developments in the field, including the possible identification of new projects not listed in Table 1.

1.4 Evaluation of Success and Failure

Determining success and failure as they relate to community projects is a difficult task. They are very subjective concepts and must be evaluated from different perspectives. On a simple level, success can be evaluated by comparing the objectives or goals of each project with the results. We will call this "direct success". This comparison needs to be done at various social levels, however, as the perceptions of different stakeholders (i.e. local villagers and groups, NGO workers, or government agents) may differ. We have therefore broken this analysis into two parts, the local and the external (outsider perspective) (Figure 1).
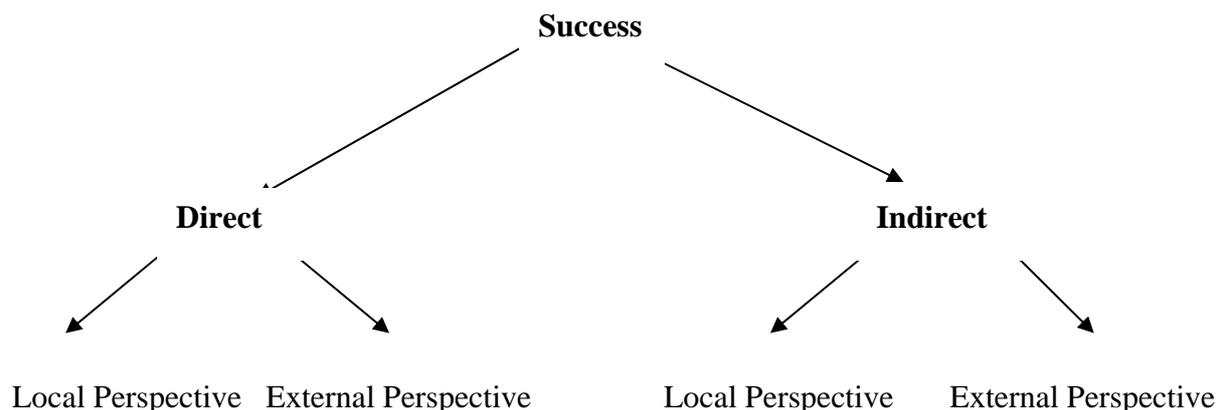
Success

Direct   Indirect

Local Perspective   External Perspective   Local Perspective   External Perspective

Figure 1: Types of success and perspectives for evaluation

On a more complex level, project success can be evaluated in relation to meeting the broader goals of community upliftment. Here, the analysis becomes much more theoretical and difficult to measure. Once again, the goals and methods of community upliftment vary greatly, with weight placed on such diverse aspects as environmental sustainability and gender issues. We will refer to this as "indirect success", as the objectives and results may differ from the more "direct" and measurable project outputs mentioned above. Again, this analysis can be broken into evaluation from local and various outsider perspectives (Figure 1).

1.5   Research Questions

The study will incorporate the evaluation guidelines as set out by Danida (1999) as a general framework that will be modified to fit the scale for this research. Under each of the five measurement criteria: Efficiency, Effectiveness, Impact, Relevance, and Sustainability, we have categorized our specific evaluation questions (for both direct and indirect measures of success). The direct and indirect factors of success will be clarified in the evaluation of field data.

1.5.1 Efficiency

This criterion measures the use of project inputs in relation to the resulting outputs.
- Was the output achieved through efficient use of financial, human, and material resources?
- Were there any logistical or natural constrains inherent in the area that limited the efficiency of the project?
- Are there any examples of successful private initiatives similar to some of the community projects?

1.5.2 Effectiveness

This criterion measures how well the formal objectives have been achieved.
- To what extent have agreed objectives been reached?
- Is there a dichotomy between in the implementer's and target groups perception of the project objectives?
- Was the project design in a top-down or bottom-up fashion?

1.5.3 Impact

Evaluates the positive and negative project impacts whether expected or not.

- What are the positive and negative effects?
- Do positive effects outweigh negative effects?
- What are the people's perceptions of current or past projects?
- Are there any project externalities?

1.5.4 Relevance

This evaluates how well the project was developed to meet the local needs and wants. It also assesses how well the project fits to local institutions and social structures.

- Are objectives in keeping with needs and priorities?
- Is the project creating jobs?
- Who has vested interests in the project?
- Who are the beneficiaries from the project?
- Was the project culturally acceptable?
- What are the practical constraints?
- Was the project compatible with the current level of education?
- Should project be adjusted tomeet new or current needs?

1.5.5 Sustainability

Sustainability, for this evaluation, will measure the ability of the positive impacts of the project to continue *at least* as long as the planned project life.

- Was there a market analysis involved?
- What is the cost benefit analysis for the project?
- How flexible was the project to change?
- Does the target group have a sense of ownership of the project?
- Was there any training or education involved?
- Does the target group feel they have the independent capacity to, and willingness to, continue the project?

1.6 The Project Lifecycle

To gain better insight to overall patterns processes of each project, focus will be put on the project "lifecycle". The goal will be to "follow" each project through its different stages from "cradle to grave". For the purposes of this research, these stages include project conception (the idea), gathering of support and funding, planning, implementation, evaluation and maintenance, and finally the sustained running of the project or its closing.

Key issues must be confronted in evaluating each of these stages. These are:

- Who is involved, why and how? Who is not involved and why?
- What are their interests? What do, or will they gain?
- What processes are involved in moving the project through its different stages?
- Where are resources coming from?
- What institutional structures guide the process?

The answers to these questions will be supplemented with the data from the project evaluation in order to analyze and compare the project lifecycles. This combined data will help explain certain causal relationships between the stages of the lifecycle Understanding the project lifecycle involves, then, an analysis of the dynamics of community projects.. Related to this is an understanding of the social structure and institutions that guide the community dynamics. More specifically, we need to know how the stakeholders got involved and the roles they play in at each stage. We also need to identify, if possible, causes of exclusion or marginalization. The impact of the projects on the community, on the human and, if relevant,

environmental levels, as well as stakeholder perception of this impact, will also play an important role in evaluating project success.

1.7 Community Projects vs. Private Initiatives

It seems that there is growing interest in community projects as a means of community upliftment. A key question is why community projects are chosen rather than starting similar ventures as private initiatives. One goal will be to identify any private initiatives in the area that are similar and possible competitors to the community projects. If there are such initiatives, we will need to compare them with the similar community project to determine if private initiatives are viable options for more successful upliftment and income generating activities. It may also be necessary to identify and compare the possible constraints of private initiatives with those of the community projects.

1.8 Recommendations

The data collected will be analyzed with the intentions to identify trends or patterns in the dynamics of community projects. Based on these trends, we will make recommendations that will hopefully increase the level of success for community projects in Madlangala, current and future.

CHAPTER 2 - METHODOLOGY

2.1 Proposed Methods

Our chosen methodology will include the use of questionnaires, semi-structured interviews, informal interviews, direct and personal observation, and literature review (Table 2). Because the projects differ in scale, so will the size of the population contacted for data collection. The numbers in each category shows the number of informants to be contacted. Some numbers are not yet known, and will be determined in the field (represented in Table 2 as "•").

Table 2*: Methods for data collection as applied to each project*

Community Project:	Community Gardens	Eco-tourism	Sewing	Water Pipeline
Questionnaires				
Broad	A random sample of 30 will be used, and will not be project specific.			
Semi-structured interviews				
Key informant, beneficiary	•	2	3[All]	•
Key informant Non-beneficiary	3 informants (total) with no direct involvement			•
Key informant, project leader	2	1	1	•
Key informant, NGO	1	1	1	1
Key informant, government		•		•
Informal Interviews	•	•	•	•
Observation	•	•	•	•
Literature Review	•	•	•	•

To address our research questions, we will conduct interviews with representatives from the local NGO (especially those directly related to specific projects), key project participants (project leaders, planners, etc.), project beneficiaries and non-beneficiaries. They will be conducted in the form of semi-structured interviews, using primarily open-ended questions. This will allow flexibility in the interview process and leave room for incorporation of new subjects as needed.

We are considering the use of questionnaires to address broader issues concerning local awareness of, participation in, and perceptions of community projects in the village. We anticipate a sample size of approximately 30 respondents. Although the questionnaire will be prepared before arriving in Madlangala, the final decision about conducting the survey will

be made in the field based on available time and resources. It will be used if we sense that we are unable to get a broad understanding of these issues from our key informant interviews.

We will attempt to obtain as much comparative data from all of our sources. We hope, however, to get more technical data, including information on project design, economy, and dynamics, through interviews with NGO representatives, project leaders, and possibly public officials. we intend to gather information on local participation, perceptions, and community needs and wants through local participants, beneficiaries, and non-beneficiaries.

2.2   Timed Schedule

Table 3: Tentative time schedule of field work

Date	Course Schedule	Project Tasks
January 13	Arrival of Danish, Swazi and Durban group to Pietermaritzburg (morning). Lodging at Rehoboth Chalets. Briefing at Rehoboth	• Introduction and organization of project work with South African Counter parts
14	Joint preparation and consolidation of field study plan in Pietermaritzburg. Introduction lectures to region and excursions to surroundings	
15		• Refinement of Interview guides and Questionnaires
16		
17	Transfer to Madlangala (3-4 hours drive in minibuses). Accommodation and briefing -afternoon walk in villages and surroundings. Evening meeting	• Possible informal interviews and observation notes, project area orientation • Task delegation
18	Field work	
19	1st field evaluation meeting, all students and staff participate/Field work	• Data Collection
20	Field works	
21	Field work	
22	2nd field evaluation meeting, all groups and staff participate/Field work	
23	Field work	• Data Collection
24	3rd field evaluation meeting, all groups and staff participate	
25	Field Work	
26	Field Work	
27	Return from Madlangala to Durban, Accommodation and briefing	• Data consolidation • Presentation Preparation
28	Preparation of debriefing	
29		
30		
31	Debriefing at UDW Farewell dinner for all staff and students	

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Drijver, C.A. (1992)**. People's participation in environmental projects.** In E. Croll & d. Parkin (eds.): *Bush Base: Forest Farm, Culture, Environment and Development*, pp. 131-145. New York: Routledge.

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Appendix A: Semi-Structured Interview Guide

Interview Guide: Key Informant- Local participant/beneficiary

Date_____   Place_____

Name:_____

Age:_____Sex:_____

Social Background
Tribe/Ethnic group: Originally from village?_____ If not, where from?

Working?   Doing what?

Education?   Special skills/training?

Needs, wants, and perception of success
Which project(s) are you involved in?
How? For how long?

How did you find out about the project?

What do you hope to gain from the project?

Goal of the project?
Does this match your needs?   The community's?

Is the project running as expected?   Why/why not?

Could there be improvement?   How?

What are the benefits? (How does it affect the community?)

Who benefits?   How? How much?

Who else is involved?

Is anyone excluded? Why?

Are you aware of other projects? Which?
How do you feel about these? Are they successful? Why?

Lifecycle
Participation/exclusion, Top-down/bottom-up, Relevance:

Who was involved in planning the project?   How?
Who was invited to be a part of the project?
Was anybody specifically not invited?

Who manages the project?   Owns?   Maintains the project?

Where did the idea for the project come from?   When?
Where do economic resources come from?
Other inputs? Reinvestment?
Did you invest (money, labor, materials, etc.)?

Does the project fit the village/people socially/culturally/etc.?
Meet the current needs of the village/local stakeholders?
Training / skill development

<u>Community projects vs. private initiatives</u>
Feelings about community projects

General perception-Needs, Interest, Success/failure

Could a private initiative provide the same benefits?

Are you aware of any such initiatives?

Interview Guide: Key Informant- Non-participant/Non-beneficiary

Date_____   Place_____

Name:_____

Age:_____Sex:_____

<u>Social Background</u>
Tribe/Ethnic group: Originally from village?_____ If not, where from?

Working?   Doing what?

Education?   Special skills/training?

<u>Needs, wants, and perception of success</u>
Aware of community projects?   Which?

How did you find out about the project?

Goal of the project?
Would you benefit from these goals?   Would the community?   How?

Is the project running as expected?   Why/why not?

Could there be improvement?   How?

How does the project affect the community?

Who benefits?   How? How much?

Who else is involved?

Is anyone excluded? Why?

How do you feel about these? Are they successful? Why?

<u>Lifecycle</u>
Participation/exclusion, Top-down/bottom-up, Relevance:

Who was involved in planning the project?   How?
Who was invited to be a part of the project?
Was anybody specifically not invited?
Who manages the project? Owns? Maintains the project?

Where did the idea for the project come from?   When?
Where do economic resources come from?

Other inputs? Reinvestment?

Does the project fit the village/people socially/culturally/etc.?
Meet the current needs of the village/local stakeholders?
Training / skill development

Community projects vs. private initiatives
Feelings about community projects

General perception-Needs, Interest, Success/failure

Could a private initiative provide the same benefits?

Are you aware of any such initiatives?

An Evaluation of Community Projects in the Village of Madlangala, South Africa

Project Synopsis by:
Bryan Traum [], Raj Maharjan AD02010, Andrew Quraishi AD02015

For:
SLUSE Joint Course: Interdisciplinary Land Use and Natural Resource Management

Supervisors:
Quentin Gausset and Andreas de Neergaard

Submitted:
December 6th, 2002

List of Figures and Tables

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CHAPTER 1 - OBJECTIVES AND RESEARCH QUESTIONS

1.1 Introduction

This synopsis serves as a project summary for the field research to be completed as part of the SLUSE Joint Course, Interdisciplinary Land Use and Natural Resource Management. The goal is to gain interdisciplinary project experience using different field research methods in a developing country.

In recent years, a number of community projects have been initiated in the rural village of Madlangala, South Africa. From an outside perspective, most of these projects seem to fail or achieve only limited success. As with many such projects, a common goal has been community upliftment. The community projects in Madlangala attempt to achieve this by improving the living conditions of villagers through income generation, infrastructural improvement, meeting of basic needs, or a combination of these. In general, there has been great focus on income generation, as the area still suffers from the lack of sustainable income generating opportunities.

The purpose of this research is to evaluate selected community projects, and to identify the factors that lead to their success or failure. It is hoped, that the experience gained through this analysis can be applied to new or existing projects in an effort to ensure future success.

1.2 Objectives

As mentioned above, the primary goal of this field research *is to evaluate the selected community projects in order to gain an understanding of the factors leading to their success or failure*.

The key elements of this research will be:
- To evaluate the success and failure of community projects in Madlangala based on local and external (other stakeholders, academic) perceptions of met needs and achieved goals.
- To critically analyze and compare the stages of each project's lifecycle, in order to understand the processes and patterns that contribute to the success or failure of projects.
- To gain an understanding of why there is a focus on community projects rather than private initiatives.
- To provide recommendations for the success of future community projects in the area.

1.3 Project Selection

Preliminary research shows that a number of projects have recently taken place in Madlangala. These include the building of a school, a water pipeline (drinking water), the establishment of poultry and pig farming, a bakery, a sewing project, a community garden, the Working for Water (wattle-control) project, and most recently the establishment of eco-tourism in the area. We have divided these projects into three categories based on their overall goals (Table 1). These goals are improvement of infrastructure (S, "structure"), providing of basic needs (N), and income generation (I).

Table 1: Projects in Madlangala

Project	Category
Bakery	I
*Community garden	N, I
*Eco-tourism	I, (S)
Piggery	I
*Pipeline	N, S
Poultry	I
School project	S, N
*Sewing project	I, (N)
Wattle (Working for Water)	I

Four projects have been selected for analysis in the field (indicated with *). These are the sewing project, the water pipeline, the community gardens, and the eco-tourism project. These projects were chosen to have a high level of diversity. The sewing, community gardens, and eco-tourism projects strive to generate income, while the water pipeline provides the basic need of clean drinking water to the villages in the area. The pipeline and eco-tourism projects also include improvement of infrastructure, while the community gardens and sewing project can potentially help to meet the basic needs of food and clothing. The water pipeline and eco-tourism projects are large-scale endeavors, while the community gardens, and especially the sewing project, operate on a much smaller scale. The scale of these projects involves economic input, area affected, number of people involved (at all levels), etc., and is a very broad categorization.

The water pipeline is a government project, and though it provides water to the "community" and there may only be a limited level of "community" participation within the project (this will be determined as a part of the field research). The sewing project, on the other hand, is a small scale, local initiative where the local participation is essential. Time will play a critical role in determining the actual number of projects evaluated. Projects may be added or removed from the evaluation based on developments in the field, including the possible identification of new projects not listed in Table 1.

1.4   Evaluation of Success and Failure

Determining success and failure as they relate to community projects is a difficult task. They are very subjective concepts and must be evaluated from different perspectives. On a simple level, success can be evaluated by comparing the objectives or goals of each project with the results. We will call this "direct success". This comparison needs to be done at various social levels, however, as the perceptions of different stakeholders (i.e. local villagers and groups, NGO workers, or government agents) may differ. We have therefore broken this analysis into two parts, the local and the external (outsider perspective) (Figure 1).
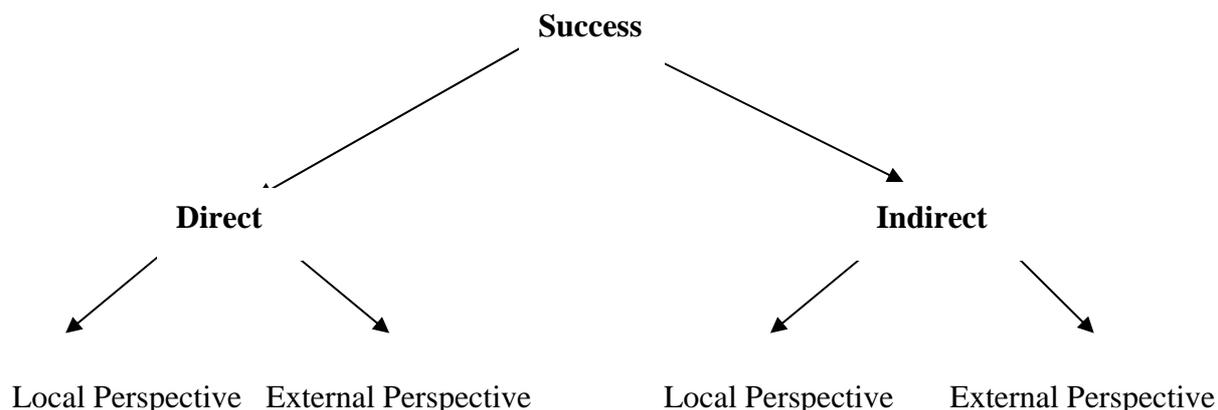
Figure 1: Types of success and perspectives for evaluation

On a more complex level, project success can be evaluated in relation to meeting the broader goals of community upliftment. Here, the analysis becomes much more theoretical and difficult to measure. Once again, the goals and methods of community upliftment vary greatly, with weight placed on such diverse aspects as environmental sustainability and gender issues. We will refer to this as "indirect success", as the objectives and results may differ from the more "direct" and measurable project outputs mentioned above. Again, this analysis can be broken into evaluation from local and various outsider perspectives (Figure 1).

1.5   Research Questions

The study will incorporate the evaluation guidelines as set out by Danida (1999) as a general framework that will be modified to fit the scale for this research. Under each of the five measurement criteria: Efficiency, Effectiveness, Impact, Relevance, and Sustainability, we have categorized our specific evaluation questions (for both direct and indirect measures of success). The direct and indirect factors of success will be clarified in the evaluation of field data.

1.5.1 Efficiency

This criterion measures the use of project inputs in relation to the resulting outputs.
*   Was the output achieved through efficient use of financial, human, and material resources?
*   Were there any logistical or natural constrains inherent in the area that limited the efficiency of the project?
*   Are there any examples of successful private initiatives similar to some of the community projects?

1.5.2 Effectiveness

This criterion measures how well the formal objectives have been achieved.
*   To what extent have agreed objectives been reached?
*   Is there a dichotomy between in the implementer's and target groups perception of the project objectives?
*   Was the project design in a top-down or bottom-up fashion?

1.5.3 Impact

Evaluates the positive and negative project impacts whether expected or not.

- What are the positive and negative effects?
- Do positive effects outweigh negative effects?
- What are the people's perceptions of current or past projects?
- Are there any project externalities?

1.5.4 Relevance

This evaluates how well the project was developed to meet the local needs and wants. It also assesses how well the project fits to local institutions and social structures.
- Are objectives in keeping with needs and priorities?
- Is the project creating jobs?
- Who has vested interests in the project?
- Who are the beneficiaries from the project?
- Was the project culturally acceptable?
- What are the practical constraints?
- Was the project compatible with the current level of education?
- Should project be adjusted tomeet new or current needs?

1.5.5 Sustainability

Sustainability, for this evaluation, will measure the ability of the positive impacts of the project to continue *at least* as long as the planned project life.
- Was there a market analysis involved?
- What is the cost benefit analysis for the project?
- How flexible was the project to change?
- Does the target group have a sense of ownership of the project?
- Was there any training or education involved?
- Does the target group feel they have the independent capacity to, and willingness to, continue the project?

1.6 The Project Lifecycle

To gain better insight to overall patterns processes of each project, focus will be put on the project "lifecycle". The goal will be to "follow" each project through its different stages from "cradle to grave". For the purposes of this research, these stages include project conception (the idea), gathering of support and funding, planning, implementation, evaluation and maintenance, and finally the sustained running of the project or its closing.

Key issues must be confronted in evaluating each of these stages. These are:

- Who is involved, why and how? Who is not involved and why?
- What are their interests? What do, or will they gain?
- What processes are involved in moving the project through its different stages?
- Where are resources coming from?
- What institutional structures guide the process?

The answers to these questions will be supplemented with the data from the project evaluation in order to analyze and compare the project lifecycles. This combined data will help explain certain causal relationships between the stages of the lifecycle Understanding the project lifecycle involves, then, an analysis of the dynamics of community projects.. Related to this is an understanding of the social structure and institutions that guide the community dynamics. More specifically, we need to know how the stakeholders got involved and the roles they play in at each stage. We also need to identify, if possible, causes of exclusion or marginalization. The impact of the projects on the community, on the human and, if relevant,

environmental levels, as well as stakeholder perception of this impact, will also play an important role in evaluating project success.

1.7 Community Projects vs. Private Initiatives

It seems that there is growing interest in community projects as a means of community upliftment. A key question is why community projects are chosen rather than starting similar ventures as private initiatives. One goal will be to identify any private initiatives in the area that are similar and possible competitors to the community projects. If there are such initiatives, we will need to compare them with the similar community project to determine if private initiatives are viable options for more successful upliftment and income generating activities. It may also be necessary to identify and compare the possible constraints of private initiatives with those of the community projects.

1.8 Recommendations

The data collected will be analyzed with the intentions to identify trends or patterns in the dynamics of community projects. Based on these trends, we will make recommendations that will hopefully increase the level of success for community projects in Madlangala, current and future.

CHAPTER 2 - METHODOLOGY

2.1 Proposed Methods

Our chosen methodology will include the use of questionnaires, semi-structured interviews, informal interviews, direct and personal observation, and literature review (Table 2). Because the projects differ in scale, so will the size of the population contacted for data collection. The numbers in each category shows the number of informants to be contacted. Some numbers are not yet known, and will be determined in the field (represented in Table 2 as "●").

Table 2*: Methods for data collection as applied to each project*

Community Project:	Community Gardens	Eco-tourism	Sewing	Water Pipeline
Questionnaires				
Broad	A random sample of 30 will be used, and will not be project specific.			
Semi-structured interviews				
Key informant, beneficiary	●	2	3[All]	●
Key informant Non-beneficiary	3 informants (total) with no direct involvement			●
Key informant, project leader	2	1	1	●
Key informant, NGO	1	1	1	1
Key informant, government		●		●
Informal Interviews	●	●	●	●
Observation	●	●	●	●
Literature Review	●	●	●	●

To address our research questions, we will conduct interviews with representatives from the local NGO (especially those directly related to specific projects), key project participants (project leaders, planners, etc.), project beneficiaries and non-beneficiaries. They will be conducted in the form of semi-structured interviews, using primarily open-ended questions. This will allow flexibility in the interview process and leave room for incorporation of new subjects as needed.

We are considering the use of questionnaires to address broader issues concerning local awareness of, participation in, and perceptions of community projects in the village. We anticipate a sample size of approximately 30 respondents. Although the questionnaire will be prepared before arriving in Madlangala, the final decision about conducting the survey will

be made in the field based on available time and resources. It will be used if we sense that we are unable to get a broad understanding of these issues from our key informant interviews.

We will attempt to obtain as much comparative data from all of our sources. We hope, however, to get more technical data, including information on project design, economy, and dynamics, through interviews with NGO representatives, project leaders, and possibly public officials. we intend to gather information on local participation, perceptions, and community needs and wants through local participants, beneficiaries, and non-beneficiaries.

2.2 Timed Schedule

Table 3: Tentative time schedule of field work

Date	Course Schedule	Project Tasks
January 13	Arrival of Danish, Swazi and Durban group to Pietermaritzburg (morning). Lodging at Rehoboth Chalets. Briefing at Rehoboth	• Introduction and organization of project work with South African Counter parts
14	Joint preparation and consolidation of field study plan in Pietermaritzburg. Introduction lectures to region and excursions to surroundings	• Refinement of Interview guides and Questionnaires
15		
16		
17	Transfer to Madlangala (3-4 hours drive in minibuses). Accommodation and briefing -afternoon walk in villages and surroundings. Evening meeting	• Possible informal interviews and observation notes, project area orientation • Task delegation
18	Field work	• Data Collection
19	1st field evaluation meeting, all students and staff participate/Field work	
20	Field works	
21	Field work	• Data Collection
22	2nd field evaluation meeting, all groups and staff participate/Field work	
23	Field work	
24	3rd field evaluation meeting, all groups and staff participate	
25	Field Work	
26	Field Work	
27	Return from Madlangala to Durban, Accommodation and briefing	• Data consolidation • Presentation Preparation
28	Preparation of debriefing	
29		
30		
31	Debriefing at UDW Farewell dinner for all staff and students	

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Appendix A: Semi-Structured Interview Guide

Interview Guide: Key Informant- Local participant/beneficiary

Date_____   Place_____

Name:_____

Age:_____Sex:_____

Social Background
Tribe/Ethnic group: Originally from village?_____ If not, where from?

Working?   Doing what?

Education?   Special skills/training?

Needs, wants, and perception of success
Which project(s) are you involved in?
How? For how long?

How did you find out about the project?

What do you hope to gain from the project?

Goal of the project?
Does this match your needs?   The community's?

Is the project running as expected?   Why/why not?

Could there be improvement?   How?

What are the benefits? (How does it affect the community?)

Who benefits?   How? How much?

Who else is involved?

Is anyone excluded? Why?

Are you aware of other projects? Which?
How do you feel about these? Are they successful? Why?

Lifecycle
Participation/exclusion, Top-down/bottom-up, Relevance:

Who was involved in planning the project?   How?
Who was invited to be a part of the project?
Was anybody specifically not invited?

Who manages the project?   Owns?   Maintains the project?

Where did the idea for the project come from?   When?
Where do economic resources come from?
Other inputs? Reinvestment?
Did you invest (money, labor, materials, etc.)?

Does the project fit the village/people socially/culturally/etc.?
Meet the current needs of the village/local stakeholders?
Training / skill development

Community projects vs. private initiatives
Feelings about community projects

General perception-Needs, Interest, Success/failure

Could a private initiative provide the same benefits?

Are you aware of any such initiatives?

Interview Guide: Key Informant- Non-participant/Non-beneficiary

Date_____   Place_____

Name:_____

Age:_____Sex:_____

<u>Social Background</u>
Tribe/Ethnic group: Originally from village?_____ If not, where from?

Working?   Doing what?

Education?   Special skills/training?

<u>Needs, wants, and perception of success</u>
Aware of community projects?   Which?

How did you find out about the project?

Goal of the project?
Would you benefit from these goals?   Would the community?   How?

Is the project running as expected?   Why/why not?

Could there be improvement?   How?

How does the project affect the community?

Who benefits?   How? How much?

Who else is involved?

Is anyone excluded? Why?

How do you feel about these? Are they successful? Why?

<u>Lifecycle</u>
Participation/exclusion, Top-down/bottom-up, Relevance:

Who was involved in planning the project?   How?
Who was invited to be a part of the project?
Was anybody specifically not invited?
Who manages the project? Owns? Maintains the project?

Where did the idea for the project come from?   When?
Where do economic resources come from?

Other inputs? Reinvestment?

Does the project fit the village/people socially/culturally/etc.?
Meet the current needs of the village/local stakeholders?
Training / skill development

Community projects vs. private initiatives
Feelings about community projects

General perception-Needs, Interest, Success/failure

Could a private initiative provide the same benefits?

Are you aware of any such initiatives?

Personal Field Logs

<u>Raj Maharjan</u>

Jan 18
- Arrival at Makomoreng (Mk) from Durban
- Informal interview with the local bar owner

Jan 19
- Visit to Phephela, general overview of the village
- Observation of community garden at Phephela
- Observation of the cave painting
- Informal interview with one of the guides, Moses

Jan 20
- 2 interview in Phephela, N. Bhuthela, water project and N. Phuthela, sewing project
- Interview with Mr. Machops for tourism project, Mk

Jan 21
- Group meeting in the morning to sum up progress till date and plan further
- Informal group interview with local young guys, Mk
- Interview with Mrs. Nokhanyiso, sewing project, Mk
- Interview with Mr. Phuthela, chairperson, community garden, Ph. Hoeing in Phuthela's field along with Andrew
- Interview with Mrs. Nonkevu, chairperson, Madalangala Rural Development Committee, Ph
- Informal interview with army in the bar

Jan 22
- Interview with Mrs. Matshane Ned, community garden project (Senzelu Community Garden Project), Mb
- Interview with Mrs. Malerafo Makhantso, community garden project, Mb
- Group meeting at 15:00 to share and summarise progress till date
- Interview with Mr. Simon Lesia, tourism project, Mk (main interview)

Jan 23
- Interview with Mr. Nicholas Mnyameni, water and school project, Mk
- Informal interview with Mr. Nbobo, principal, Nkupulweni Junior Secondary School. Sharing with school kids about Nepal, Everest and some languages
- Interview with Mr. Simon Lesia, tourism project, Mk (follow up for structure of tourism project)
- Group meeting summarised findings till now in a matrix form

Jan 24
- Interview with Mrs. Nonkevu regarding structure of community projects, constitution and list of community projects at Phephela

Personal Field Logs

- Interview with Mrs. Albertina Kuboni, Secretary of community garden project, Phephela
- Looked for constitutions of sewing and community garden in Phephela and Goxa. Could not meet concerned persons
- Got information on water project from a training report conducted at Madlangala

Jan 25
- Interview with Mrs. Machops

Jan 26
- Transfer to Durban

Personal Field Logs

Andrew Quraishi

January 18. –
- Arrival in the village and introduction to the community.

January 19 –
- Village walk and observation locating different projects in Pepela and Makomereng.
- Informal interview with one of the field guides (Moses) that gave a general overview of the projects in the community, and information on the cultures and settlement history of the area. This was where we first learned about the community garden in Pepela.
- Informal interview with bar owner. Raj and I found she was supporting her family from that business.

January 20 –
- Went to Matatiele, with part of the group. Conducted interview with Nicky McCloud, Rural Solutions, mostly about the tourism project but other problem and constraints of the community as well. Appointments were made with Maluti Water (implementers of the water project) for the group the next Thursday.
- Joined the Land-Use group with Nicky's husband who is a specialist in land right issues. The group gained much information about the formal and informal systems of land ownership.
- Spoke to the Environmental Development Agency (local NGO) only informally, and made appointments for the next Thursday.
- Bought things for people back in the village
- Raj and I conducted formal interview with Machaaps, who talked mostly on the tourism project.

January 21 –
- Formal interview with Mr. Phutela who was the chairman of the community garden in Pepela. We also weeded in his home garden and spoke of practical constraints faced by people in the community.
- Focus group interview with 7 young male young people who were non-project participants.
- Formal interview with Mrs. Nonkevu who is the Chairlady of the Rural Development Committee. She gave general perceptions of projects, and clarification for the structure and system of community projects and reasons for failure.
- Interview with Victoria on the water and tourism project (joko kiosk)
- Informal interview with army in the bar

January 22 –
- Formal interview with Tille Mzozoyana who was chairlady of the community gardens in Mabula.
- Conducted interview in Mabula with a non-project participant who wanted to join the community garden.

Personal Field Logs

- Conducted Interview with Simon Lesia, the founding father of the tourism project. He gave the vision and structure for the functioning of the tourism project and how other projects were going to be incorporated with tourism and general development of the area.

January 23 –
- Interview with Nicholas as the maintenance repairman for the water project and chairman of the school building committee.
- Conducted interview with Mrs. Lungisani (teacher) about the problems teachers were having with the schools and teaching.
- Informal interview with the school principal
- Conducted formal interview with the Simon Lesia for more information on tourism and formal structures of development institutions.
- Informal interview with Mashay, a field guide (several other positions too) for the tourism project

January 24 –
- Follow up interview with Mrs. Nonkevu, the chairlady of the RDC.

January 25 –
- Interview Machapp's Wife of the "community garden in Makomerang.
- Interview with Cindy's Mother of the "community garden in Makomerang.

These were to clarify contradicting stories heard about the garden in this village.

Note: all days were filled with project related informal interviews and group discussions.

Personal Field Logs

Work Journal for Bryan Traum: Madlangala, South Africa January 18-26, 2003-03-21

1/18 Saturday
Arrive in Makomoreng.
Brief planning of Sunday's activities
Meet our interpreter, Jane.

1/19 Sunday
Morning:
Brief group planning meeting.
Tour of cave paintings and Pepela with Guide Moses. Informal conversation, observation of Pepela community garden.

Walking tour of Makomoreng and visit to "community garden".
Meet man who tells us to speak with Mr. Marareni (Induna, community garden). Shows us his house and introduces us to him.
Brief visit with Mr. Marareni to discuss meeting time. Set-up meeting for Tuesday morning at his house.

Afternoon:
Village performance.
Swim in stream.
Informal discussion with Lawrence, Simon, Moses, and Mr. Mchops before dinner.

Evening:
Brief group meeting to review day and discuss Monday and rest of week.

1/20 Monday
Morning:
Zengele joins group as guide (helps also with translation).
One group goes to Matatiele. We go to Pepela. Break into interview groups.
2 interviews: Miriam (interviewer), Zengele and I (notes) interview Mrs. Phutela (community garden) and Mrs. Ntsontso (non-participant; Miriam- notes, Bryan- interviewer).

Afternoon:
Interview with Mr. Lawrence Mkangala (school) with Happy and Miriam.
Prepare presentation.

Evening:
Prepare presentation.
Presentation, Shado presents.

1/21 Tuesday
Morning:

Personal Field Logs

Interview with Mr. Marareni. He is not at home as planned, but in the field. Go to field. Miriam (notes), Jane, and I (interviewer) interview. Invited to house at 5:00.

Afternoon:
Interview in Pepela: Mr. Phutela (chr. community garden) with Raj and Andrew, Zengele and myself. Help him in the field.

5:00 meet with Mr. and Mrs. Marareni with Shado for informal discussion.

Evening:
Group Meeting. Very productive. Present were Shado, Happy, Miriam, Faye, Jane, Zengele. Planning and review.

1/22 Wednesday
Morning:
Double plan to interview chief and to meet Mashaye (tourism) for interview and tour of eco-tourism chalet (Bryan, Happy, Shado, Zengele). Mashaye is delayed. I wait for him. Informal discussion with Mashaye and Mr. Mchops while they butcher a sheep. Happy, Shado and Zengele start interview with Chief. Wee meet them half way through interview.

Interview with chief.
Hike to tourism chalet. Formal interview with Mashaye.

Afternoon:
Group meeting. Update, plan, review.
Informal discussion with Moses.

Evening:
Interview with Mrs. Sphambo (school project) with Miriam and Shado. Later, moer informal visit with her and Mr. S., see photos, eat sour milk and babp.

1/23 Thursday
Morning:
Matatiele.
2 Interviews; Jim Gibson (Maluti Water; Bryan interviewer, Faye notes), Cindy Illing (MATTCOMM; Faye interviewer, Shado notes)

Afternoon:
Group meeting. Work on chart.

Evening:
GAS CAN INCIDENT!
Group work continues.

Personal Field Logs

1/24 Friday
Morning:
School visit. Presentation of gifts. Meet with 4-5th grades.
Interview with School Principal (alone).

Walk to meet Mrs.Mabaye, the woman who sells mats. Meet her husband and son. Walk with son to grandmother's house on the edge of town (past church) to find his mother. Make plans to meet at her house. Walk back speaking with son, Anchile. Meet the rest of family at house in Makomoreng. Buy mat and intluzo. Get recipe for Khaki Juice.

Supposed to meet Mr. Spambo for interview. Find him in local bar, drunk and confused. No interview.

Afternoon:
Informal, but in depth interview with Simon.

Group meeting. Begin to work on presentation for evening.
HAIL STORM!

Evening:
Group presentations (Faye presents)

1/25 Saturday
Morning:
Mabula. Happy, Shado, Zengele, and I observe community garden. Difficult to find people to interview because there is a meeting for distributing pension money. Find one woman. She had little time, also going to meeting. Cleared up some points from other interviews.

Informal discussion with Simon and Mashaye

Afternoon:
Make poster for school.
Start donation campaign.

Evening:
"Community Party"

1/26 Sunday
Hike up mountain.
Depart.

Project Evaluation Interviews

Reason for interview: This was the first contact with a member of the community. The information was obtained while visiting the rock paintings.

Date: 19-01-03 Informal	Name: Moses	Village: Pepela
Tribe:	Sex: M	Occupation: field Guide

The community garden in Pepela was now used as informal grazing land and no cultivation was taking place. The garden was organized by select interested members of the community who formed a membership. Plots were then selected for each member together as a group within the larger garden area.

There were several reasons for the present cease in the project. Some people had plots that were cultivated better than others and stealing occurred between members. There was also the added effort of physically working the gardens. These two reasons seemed to be the most important concerning the project failure. There were also financial problems. Some people had more money than others when it came to buying seeds and this was also an area of major disagreement.

The community garden was in addition to home gardens that all of the members had. The project started in the early 1990's.

The school in Pepela was initially a community project (construction) and was aided by the government once the need for the school was recognized. A very nice building is the present result. [It is suspected that the halt in construction of the school in Macumerang is because they are expecting aid from the government to finish the school]

Reason for interview: Key person in several of the community projects, especially eco-tourism.

Date: 20-01-03 Formal	Name: Machaps Mkongala	Village: Makumerang
Tribe: Mlubi	Sex: M	Occupation: Carpenter (part-time)

Besides doing part-time carpentry work, he takes part in plowing fields, tending cattle and goats, attending committee meetings, and does building work.

Mr. Mkongala first heard about the tourism initiative in September of 1998. He was treasurer on the Project Steering Committee for the tourism project.

[top-down bottom-up]
He and Cindy initiated the idea that was influenced by Simon who had started the tourism project in another area. Initially participants used their own money for the project until the EDA donated money for transportation in 2001. Less money for wages, all the money from the project goes into the bank.

The aim of the project trust money is for upliftment of the people within the community. It does this by funding projects, orphans, schools, and other types of support for children. To date the money from the trust has not been used for these purposes but will be in use once the tourism operation officially begins.

The main goal of the project is to alleviate hunger, develop the area, and create jobs. The people chosed to stay involved in the project are those who continued to pay from their pockets to run the project since its start in 1998 up until the donations were made.

The guest house was made from local stones. Building was done by four local builders who's wages were payed by the EDA.

Project Evaluation Interviews

[contraints]
The project is still ongoing and has not officially opened. The main contraints are roads, rain, and lack of water that has not been connected yet to the chalets.

He has the general perception that because of the project there will be a better life for all in three years time. [In contrast to Nick McCloud who said the project will not benifit everyone directly]

[impact]
[the project seems to be held with the same importance as religion]
A positive impact is that people will be able to learn how to work together. Mr. Mkongala especially like the training and development of the field guides. It reminded him of the scouts and felt that it gave order to the community. 0

[Possible community values]
The project will be better if the community could go to the fields and plow and improve the marketing aspects (e.g. Veggies). Markets were identified as a main constraint or need of the community. The use of traditional methods to plow are prefered. The people should make everything they can so as not to buy anything outside for the project and therefore gaining maximum benifit to the community.

[Sustainable]
The CTO- Community Tourism Association has taken over from the previous steering committee of which Mashay is the chairman. Members of the CTO are chosen from each of the local communities who are in charge of running one of the tourist chalets.

Meetings are the mechanisms used to solve problems. He strongly feels that the project could continue without any outside assistance. The project may however slow down as a result. Meeting take place once a month.

The role of the EDA is at present to organize training and capacity building for members of the project, especially the field guides.

Mr. Mkongala feels that tourists will not affect the environment in any way. The real threat is from the people within the community and not the foreigner. They can not make mistakes.

Resources for the project are from mixes sources; some from town and some from the community.

Reason for interview: Nicky McCloud has been a key person in the area. She used to work for EDA, the local NGO, and is now running her own business (Rural Solutions) and is now directly working on the Tourism project.

Date: 12-01-03 Formal	Name: Nicky McCloud	Village: Matetiale
Tribe:	Sex: F	Occupation: Development Consultant

Madlangala was the chosen site for the tourism project because of the variety of activities (community projects and development) going on in the area. Agriculture is basically not needed because outside sources of income come into the area and farming is too physically demanding. Farming activities are also not ”in” with the younger generations. In general projects tend not to work unless direct benifits can be realized by the people involved. Ingenuity will be required with respect to the people because there will not be many

direct jobs created from the tourism initiative. Role models are also important to inspire people to get involved.

The Chief has already given permission for use of the land but they have yet to get the formal permission to own the land from the Department of Land Affairs (the formal institution that admistrates the land). A trust has been formed that owns the tourism business. The trust was formed by members of the community (Trustees).

Contacts: Simon and Mashay

The whole project had an original time plan of one year. The main reasons for its incompletion are lack of good management. Other project contraints are include the difficulties of obtaining funding from external donors. There is also great confusion between the institutions invoved, mainly with their perceptions of ownership of the project (high profile) and exactly what roles they are supposed to have in it. Physical contraints seem to be getting running water to the chalets that required the contruction of their own connections to the Maluti water project's pipe's.

At present the main focus the project has in terms of community upliftment has been capacity building of people involved and education and training.

Impact on the community: The project has taken away the long-term vision of the project because there are very few immediate benifits of it. It has also caused some friction between the employed and unemployed members. This includes tribal friction that had not been a problem before but now comes into play when members of one ethnic background are employed more than others. There is also the issue of the culture being "for sale" now that it will be part of the tourim attraction.

Reason for interview: Mr. Phutela was interviewed because he is the chairman of the Pepela community garden project.

Date: 21-01-03 Formal	Name: Mr. Phutela	Village: Pepela
Tribe:	Sex: M	Occupation:

He currently is unemployed but works in the fields.

The community garden started in 2002. The garden was already there before the property was obtained by persmission from the chief for use as a community garden. 9 members worked the land as one field. There were several reasons for the current non use of the garden that included, lack of money and no tractor to plow, and the absence of the correct type of fencing to keep out animals.

Potatos were cultivated last year. This produce was sold as a group with the profit shared and extra money being deposited in the bank. There is currently 700R in the account. Parts of the field are plowed at different times depending on how many potatoes (bags) people wanted at different times. The members all have their own home gardens and the majority of them wanted the project in order to sell extra crops to the community for cash income. In general the people buy whatever is grown.

The potatoes were sold locally and to outside markets in which people often traveled to the garden to buy. Markets were checked both locally and in town. He said it was likely that they would plow for a winter crop this year. The biggest problem is obtaining a tractor to plow. Money for seeds and fertilizer would be obtained from the existing bank account. A serious contraint to growing more of the vegetables that people would like to buy was the fact that there was no water connection to the garden for irrigation.

Project Evaluation Interviews

Who decides what is grown?
The executive committee will decide what is grown, then they go through the local committee to discuss the decisions. The executive committee is comprised of 5 members from the local committee and has 2 meetings a month that take place before the general meeting.

He was not sure how much money was required to get water to the garden, but that there was no external aid given into the project. The Department of Agriculture gives advice but does not help to get anything done practically. This extension service is invited on special occassions only.

To join the project the executive committee must decide after two years.

Reason for interview:

Date: 21-01-03 Formal	Name: Mrs. Nonkevu	Village: Pepela
Tribe:	Sex: F	Occupation: Chairlady of the RDC

Besides being chairman of the rural development committee, she is also a contractor for the working for water project. Contractors were appointed down to the community level as a government policy change that would better enable the capacity building of community members.

The main constraint of community projects in general was that projects are organized and started often before funding is available and organized. There is also a lack training to properly administer the projects.

Ideas for the various projects such as piggery, bakery, poultry, and sewing projects were seen or heard of in other areas and introduced as ideas by the EDA.

Reason for interview: Victoria was interviewed because she had general opinions on the water and tourism project and comes into contact with a lot of people as a shopkeeper.

Date: 21-01-03 Formal	Name: Victoria	Village: Makumerang
Tribe:	Sex: `F	Occupation: Shopkeeper

In general she liked the water project because it brings very clean water to the area. They used to have to pour jik (bleach) in the water from the river to stearilize it. She was not directly invovled with the project because she spent all of her time working in the shop.

She paid the 1000R for the private water connection to her house but the money was taken or lost. There have been several cases of this and complaints were made to the local development committee but nothing happened as a result. She doesn't know how to solve this problem.

The water taps will often be loose or not closed properly resulting in the loss of water flowing through out the night. Sometimes it takes 2 days for Maluti water to come and fix it. The technical operator is Nicholas Nyamoni. He fixes general breakdowns in the area. She also mentioned that sometimes certain taps are locked to prevent certain people from accessing the nearest tap from their house.

She likes the tourim project because tourists will bring in money. This will also help develop the area. It also exposed local knowledge and skills and will help develop these skills. She will also get knowledge that she did not know before, and electricity, and phones.

She thinks cool drinks are what the tourists like best and would be willing to combine sales to include curios to sell to tourists.

Everyone pays for the community school regardless of whether they have kids or not. She doesn't mind paying but worries that the project is suffering from bad management.

There is no community garden in Mapumerang.

She believes that tourists cannot do anything wrong in the community. Problems will be solved in community meetings but there seems to be no formal plans for dealing with tourists that mis behave because it is seen that they can do nothing wrong in the community.

Reason for interview: This group of 7 young people were interviewed because they seemed idle through out the day and it was thought they could give some insights or general perceptions of the projects going on in the area.

| Date: 21-01-03 Formal | Name: Group Interview | Village: Makumerang |
| Tribe: | Sex: All males | Occupation: various |

The meeting started out by them asking us what the benifits of tourims were. After a short explaination they we asked them what they thought it would do for the community. They said it would bring electricity into the area as well as tarred roads and that it was Nicky McCloud who had told them this. They also felt that they were promised jobs that would combine with the tourism project. They could do this by selling things like crafts and cakes to the tourists and lending them horses to use in the mountains.

They said that none of them were benifiting from the project but other were for various reasons. There were some criteria for the selection of people to work on the tourism project. These were people who were quiet and shy. People who did not ask for money but just wanted to help. People who were not looking for any direct benifits.

The people who were supposed to get paid for their work supposedly had to fight hard to get their salaries. Some people did not get paid.

It is also felt that the CTO is corrupt. They got money but did not let the people see how much they were getting before paying the employees. They also think that the committee members are pocketing a lot of the money being made.

We asked if they would hire their horses to the tourism project. They told us that they were promised 50R per day for the use of a horse but did not agree with this price and gave possible fees ranging from 50 to 200R per day.

We asked in which ways did they think that they could make money off of the tourists. Selling furniture, cooking, providing security, selling mealies and other produce, and selling crafts were all mentioned as possibilities.

When asked what other opportunities there were to make money in the area they said it was farming. But they said that there was nothing to cultivate and the cows were being stolen leaving nothing to plow with. [Projects maybe should be focused on stopping the cattle theft in the area

Project Evaluation Interviews

Date: 19.01.2003
Name: Moses
Village: Makomorang
Tribe:
Sex: M
Occupation: Tour Guide
Interviewer: (Was an informal interview on the way to Phephela and the bushmen painting)

- The community garden of Phephela was started in early 90s. It functioned for 3 years and then it stopped.
- The garden was started as a group initiative of people having similar interest
- The crops were stolen and people were lazy to work in the garden so it stopped after few years of functioning
- A cultivated field very close next to the community garden had nice maize crop

Date: 20.01.2003
Name: Nothobi Bhuthela
Village: Phephela
Tribe: Xhosa
Sex: F
Occupation: Bookkeeper in community water project
Interviewer: Shadow (Interviewer), Raj (note taker) [the interview guide was followed for the interview questions] and Jane (Interpreter)
Staff: Bothepa

(She was interviewed coz she was working with the community water project and seemed to know about it)

BACKGROUND:
- The project started tin 1999 and she knew about the project since then
- Works 3 hours per day for the project as bookkeeper
- Does domestic/household work when not working for the project
- Has a field but is not ploughed this year. Has some goat and chicken
- Husband migrated outside of village for work

TOP-DOWN BOTTOM-UP
- EU initiated the project and gave funding
- Community HHs contributed R3 for the project. Don't have to pay anything for water
- Community people were employed for the construction of pipeline
- Meetings involving community members were held and they contributed to planning
- Community members contributed R10 in initial phase for accommodation of people coming to village for construction of the project
- Matatial Maluti water project was involved in the project

EFFICIENCY
- Material Input: Each HHs contributed R3 for materials. Rest of the funding from EU. Sand for the construction was used from the river in village
- Time: The project was planned to finish in one year, instead it was completed in five months (Jan to May)
- Output: Clean water fro drinking, Cash income for those who were involved in project construction, people trained in bookkeeping and operating machines during construction

- Constraints: No obvious constraints expressed

EFFECTIVENESS
- In the past there was shortage of water, people drank water from river and there were incidences of cholera
- At present there is clean tap water and water is used properly by the villagers, no incidence of cholera after the water from tap is available
- "we use water properly, we can use if for longer"

IMPACT
- Only positive impacts mentioned. Improvement in health and life. More work in field.
- Says there's nothing she does not like in the project

RELEVANCE
- Fiscal shortage, more funds anticipated. The description of shortage and anticipation not well mentioned.

SUSTAINABILITY
- An elected committee looks after the project. The committee works together with the municipality office
- She said the project belongs to the community
- She's confident that the community can take care of the project. Leakage in pipes are fixed by local people who were trained as technicians
- Meeting of committee and the users is held once per month. Problems and damages are discussed in the meeting.

[She seemed to be knowledgeable on the project. She was comfortable to answer each of the questions and the answers were spontaneous. Seemed happy with the project and did not have any comments or complains regarding it]

Project Evaluation Interviews

Date: 20.01.2003
Name: Nobantu Phuthela
Village: Phephela
Tribe: Xhosa
Sex: F
Occupation: Shopkeeper / Housewife
Interviewer: Shadow (Interviewer), Raj (note taker) [the interview guide was followed for the interview questions] and Jane (Interpreter)
Staff: Bothepa
Project: Inuzamo Yethu Sewing Project

BACKGROUND
The lady we interviewed was a member of the sewing project. The project begun at Feb 2002 and she came to know from its initiators. The aim was to sew school uniforms. When she works for project, she works from 9 to 5. She has a shop. Her field has not been ploughed for 2 years now. Has a home garden. Sells some potatoes and tomatoes in the shop from the garden. 2 cows for milk and 40 goats, which she sells. No migrant workers.

TOP-DOWN BOTTOM-UP
- Project initiated by themselves, the community, by the members
- The members of the project bought machines by themselves. At present there are five machines. One of the machines is run by gas. They are using one of the member's home for space
- They are sewing school dresses and other dresses like petticoats
- No involvement of local government
- When they started the project, told about it to some community members and the news about the project was spread to other community members
- Meetings are held to solve problems

EFFICIENCY
- Most of the members had learned to sew in school. Two of them had gone to sewing school later. All of them learned to sew before they started the project.
- They buy cloths themselves and sell the dresses. Sometimes people bring cloth and they sew for them
- Constraints: Money. People pay very late. If machine breaks have to take to town using public transport. People in village won't buy their dresses. Initially they targeted the school uniforms but unexpectedly people did not buy the uniforms or paid very late. Sometimes the machines break down and they have to rely on fewer machines.

EFFECTIVENESS
- Future outlook: They will continue the project. Want new machines. When asked when they want new machines while there was the late payment problem she said that people pay but it was only matter of late payment.

IMPACT
- Positive: More income, refreshes mind, school uniforms available in cheap prices in village itself instead of going to town to buy them.
- Negative: Late payment for the uniform sold. Other negative impacts not mentioned

SUSTAINABILITY
- The treasurer of the executive committee of the project is responsible for keeping the records of payment. All the members evaluate the bookkeeping every month
- Market: Some profits made. Selling of cloths only in Phaphela. No competitors

- Flexibility: Problems are solved at they arise. Have planned to contribute R20 per month to keep in bank to use it during crisis.
- Ownership: The project is theirs, the members.

She asked if we could help her in buying new machines, materials and for training. She also said that it is not possible to buy new machine from the income made by selling cloths. The income is only enough to buy materials.

[The answers were spontaneous and she seemed to be very active and motivated. Despite the problem of payment, she expects to buy new machines for the members]

Date: 20.1.2003
Name: Mr. Machops
Village: Makomrang
Tribe:
Sex: M
Occupation:
Interviewer: Andrew and Raj

- Mr. Machops is a carpenter by occupation. He as some cattle, goats and some fields. We interviewed him for the tourism project, as he is treasurer of tourism Project Steering Committee. He heard about the project in September 1998 when it was started. He attends meetings of the project, which is conducted once a month. He says that he and Cindy (who is secretary of the project) started the project in Makomoreng. They started the project in 1998 and later EDA supported them in 2001. There was meetings held before initiating the project. The main goal of the project, according to Mr. Machops was to overcome hunger.
- EDA is supporting the project since 2001. Stones from the village were used to build the guesthouse. Builders from village including him were paid by EDA. The project is still continuing. When asked about constraints, he mentioned rain, road and water.
- The initial thought of the project was to develop the community and he is optimist on it. He said that they choose houses for residence of tourists who has no source of income (referring to the houses in which we were staying). He likes to work with people and knowing how to work in the community.
- If community can work in field and plough, we will have better life. They don't plough now because their crops are stolen (Did not mention other explicit reasons for not ploughing). If people have some money, they can get their field ploughed. The tractor in village costs R 300 per field
- CTO, formed in June 2002 under the PSC is responsible for overall management of the project. Meeting of CTO takes every month. They evaluate the activities in the meeting. He says that the problems are solved through meetings.
- Community is the owner of the project
- The community can continue the project without outside help but it will take some time
- EDA trained for tourist guides. There were other trainings but he does not remember
- Most of the inputs for us were from town. Few things like vegetables and meat were from village.

Date: 21.01.2003
Name: Informal Group interview with six local young people
Village: Makomoreng
Tribe:
Sex: All six male
Occupation:
Interviewer: Andrew, Faye, Happy, Raj

Project Evaluation Interviews

Interpreter: Zengale

- Each of the HHs paid R 10 for initiating the water project. HHs paid R 2 per month for 4 years till the municipality took over. Then paying for water was stopped. They have not faced any problem since the taking over by municipality so they don't know what will happen if there is a problem and how/who will fix it. They assume that municipality will do it. There are 3 people to look after the pipes in the village. People can have pipe lines at their home by paying R 700. If they want the technical assistance as well, R 300 will be added to the cost.
- One of the guys wanted to know how the tourism project can help them
- Nikki told us that we would get electricity and topped road. How would it be to sleep with lights on? They said they were promised of job, their horses would be rented and other things can be sold.
- Gubenkoshi went to Denmark and he introduced the idea of tourism
- Some people are benefiting from the project. We are not.
- We were not choosen for the project because we'd enquire about the actual payment. Shy people were hired because they'd never ask such questions.
- People in CTO give only part of the money from contractor
- They were told that their horses would be rented at R 50 but they have their own rates
- They said that they can make money from tourism by making furnitures, cooking, as security guards, can sell maize, milk, and wooden spoons
- Working for water is selling trees in low price. So cutting firewood and selling it has been a low-income work.
- The theft problem is great.
- They don't have problems with tourists coming to their village. They are happy to share time with people who look different
- They are not attending a meeting that was taking place. They said that they don't want to go there to listen quietly. Our opinion is never considered.

Date: 21.01.2003
Name: Mrs. Nokhanyiso
Village: Makomoreng
Tribe:
Sex:
Occupation: Pre-School teacher
Interviewer: Shadow and Raj
Staff: Bothepa
Interpreter: Zengale

- Mrs. Nokhanyiso has 2 cows for milk. Her husband works in Johannesburg as a laborer. She herself is a pre schoolteacher. She is also secretary of the project.
- 20 females of the village started the sewing project. They have 3 machines in Makomoreng
- Paid R 10 per year by each member. Money is in account of the project.
- Machine and space are voluntary
- Money mentioned as major problem
- They had made some curtains and bed sheets for the tourism guesthouse. The income from that is in the account of project
- Have plans to buy some materials to expand/increase sewing
- Hope to make profit but at present have difficulty. Lack experience, money (even to to Pietermaritzburg for training)
- Need funding and training
- The project belongs to community

Project Evaluation Interviews

Date: 21.01.2003
Name: Mr. Pchutela
Village: Phephela
Tribe: Xhosa
Sex: M
Occupation: Farming
Interviewer: Andrew, Bryan and Raj
Staff: Bothepa
Interpreter: Zengale

- Mr. Pchutela is chairman of the community garden in Phephela since last year. He has a home garden, fields and some livestock. His wife runs a shop in the village. There were two cars standing outside his home which he used to bring supplies for his shop.
- The group got land from chief to start the garden. At present 9 persons are ploughing together in the garden
- The land is not ploughed this year because of tractor, irrigation and fence. He said unless there is a net fence it is not possible from preventing animals entering the field.
- Last year potato was grown and R 900 has been saved in bank from selling it.
- Had intentions to sell it to the community. People from other villages came and bought the potato.
- Has plans to use money in bank to buy seeds, fertilisers. He expects that the produce will be sold. Says they can be sold in city.
- Not happy that the garden is not cultivated.
- The EC of 5 members decides which crop to cultivate. The information is shared to other members. There are two meetings per month of the EC prior to general meeting.
- Extension service received from Department of Agriculture
- If a new member wants to join the group, the money he has to pay is decided by the EC.
- Asked us if we can help him. Is not happy with people coming, interviewing and not offering help. Wants advice and assistance to overcome difficulty

Date: 21.01.2003
Name: Mrs. Nonkevu
Village: Phephela
Tribe: Xhosa
Sex: F
Occupation: Chairperson of community development committee of Madlangala administrative area,
Contractor of working for water project for the area
Interviewer: Andrew and Raj
Interpreter: (Zengale. Most part of the Inteview was in English)

- The piggery and poultry project did not work due to lack of funds. These projects were started with help of EDA and seeing it in other places.
- The community did not consider the fact that there would be lack of funds to initiate project
- The government offered help to fence the community gardens
- She'd like to see people work harder. She's like to have people with livestock (mentions about cattle breeding)
- Community projects lacked ownership and motivation. People are lazy
- Development forum had evaluated projects
- People don't know how to run projects. They don't have enough training
- The community projects prepare their constitution. The community comes together and gets the constitution registered with the community development committee

Project Evaluation Interviews

Date: 22.01.2003
Name: Mrs. Matshane Ned
Village: Mabuwa
Tribe: Sesotho
Sex: F
Occupation: Farming & EC member of Sensele Community Garden Project
Interviewer: Faye and Raj
Interpreter: Jane

- Grows vegetables in garden. Sells it to community. If the produce is more, sells it in town.
- The garden began in 1976. Mrs. Msosoyane Mantsikelelo had th4e initial idea. Brought people together and started. Mrs. Mantsikelelo is chairperson of the garden
- The meeting of EC takes place every Wednesday
- All the members are female except one male member
- Around 7 members only cultivated this year
- If someone wants to join in the garden, has to pay some money decided by the EC, around R 200
- Problems are lack of money and tractor. Some extension services received
- If tractor is provided for tillage and money is available for inputs, all the members will cultivate the garden
- Involved in many projects

[Her home seemed to be wealthy with many assets and lot of livestock. She has five fields and a big homegarden where a good maize crop was growing]

Date: 22.01.2003
Name: Mrs. Malerafo Mokhantso
Village: Mabuwa
Tribe: Sesotho
Sex: F
Occupation: Farming & member of Sensele Community Garden Project
Interviewer: Faye and Raj
Interpreter: Jane

- She is cultivating the garden since it's beginning. She may not grow next year because of her age and her kids won't help her
- She has no fields. The only place where she can grow crops is the community garden
- She attends the Wednesday meeting of the community garden to talk about how and what to grow and about inputs for growing
- The harvest is for her own consumption
- She buys the inputs for the garden form her pension funds
- People don't grow crops in the community garden because they don't have money and they are lazy. They drink and hang around
- The community garden has a tap for irrigation
- She likes to keep herself busy in the field apart from getting food for the family
- Sometimes kids steal crops in her field
- She's growing only potato in her field this year because it is easy to grow potatoes
- The garden belongs to Mrs. Mantsikeleo
- She has no idea who and how the money are managed

[She has cultivated one of her friend's plots in the community garden. Growing crop in garden seems really important for her and her family. Her small home garden was not well maintained]

Project Evaluation Interviews

Date: 22.01.2003
Name: Mr. Simon Lesia
Village: Makomoreng
Tribe:
Sex: M
Occupation:
Interviewer: Andrew and Raj
Interpreter: (the interview was conducted in English)

- Simon left for Lesotho in 1960 due to political reasons. After releasing of Mandela, he came back to South Africa. When he initially introduced the concept of tourism in the village, people though he was crazy.
- District Development Committee, EDA and SDC are some of the organizations helping in the tourism project
- The tourism project was officially launched in 27th September 2000 by the Eastern Cape tourism board
- 4 Chalet along the trail and a guest house is under construction along the Mehloding hiking and horse trail
- To provide services to tourists, various projects were initiated. The projects were planned to be complementary for the tourism project
- "All my dreams are coming true, no matter what happens"
- Simon has the idea of cooperative from where he thinks the project will be eligible for government funds
- When asked if the tourism project's goal of development ultimately will change the rural ness of the village upon which the project is selling, Simon seemed to be unprepared for this question
- The possible social and cultural change due to influx of tourists and to coap with it is entirely upon individuals. There should be room for flexibility
- The main threat to project is from the local government taking away the authority of project. The people in local development have very poor idea on development.
- The need for better development of project is education, training and awareness
- In 10 years time the village is going to be one of the fastest developing place in terms of tourism
- People now see that there is something happening and they have begun to realise this. People in Phephela are talking about tourists staying at Makonoreng. The awareness is

Project Evaluation Interviews

Date: 23/01/2003
Name: Nicholas Mnyameni
Village: Makomorang
Tribe: Xhosa
Sex: M
Occupation: Technical Operator
Interviewer: Andrew and Raj
Interpreter: Zengale

- Nicholas is paid by Maluti water project (R350 per month). He was trained by Maluti water. There are other 3 people like him who are trained.
- As technical operator he is responsible for Makomorang and Dressing (one of the villages in Phephela)
- If he works for private lines, they should pay him some money
- He was also in the school building committee as the committee organizer.
- The role of building committee is to coordinate with parents and have their opinion
- Bricks to build the school building were obtained from Mabuwa and money was burrowed from local development forum

Date: 23/01/2003
Name: S.J. Mbobo
Village: Makomorang
Tribe:
Sex: M
Occupation: Principal of Nkupulweni Junior Secondary School (the local school at Makomorang)
Interviewer: Andrew and Raj
Interpreter: Zengale

- The 9 teachers in school are government employed. The school is upto 9th grade. Lower grades are put together, two in a class. There are only 6 class rooms, 3 new and 3 old. A community initiated class room lies next to old classrooms in ruin. This was the community initiated class room. Local community raised R 50 per HH to build the classroom but unfortunately it fell before it could be used. Money was also raised by video shows at school. The teachers stay in town. Lack of funds pointed out as major constraint. There is no principal's room nor staff room.

[Structure mapping of the tourism project was done with Simon later in evening by Andrew and Raj]

Date: 24/01/2003
Name: Mrs. Nonkevu
Village: Phephela
Tribe: Xhosa
Sex: F
Occupation: Chairperson, Local Development Committee
Interviewer: Andrew and Raj
Interpreter: Zengale

Project Evaluation Interviews

Mrs. Nonkevu was interviewed again to obtain information on role of different persons in a committee of a community project. According to her Chairperson represents the project. Secretary is responsible for keeping minutes, writing letters, and correspondences. Treasurer is responsible for keeping records of finances, bank account. The bank account of project is jointly operated by 2 or 3 members of the committee.

Then we obtained list of community projects in Madalangala area from her. Accroding to her following were the community projects:
Piggery, Poultry, Sewing, Bakery, School, Community gardens, Water, Tourism and Working for water (the last one ??)

Date: 24/01/2003
Name: Albertina Kubomi
Village: Phephela
Tribe: Xhosa
Sex: F
Occupation: Secretary of community garden of Phephela
Interviewer: Raj
Interpreter: Zengale

The account of Phephela community garden is operated by secretary and chairperson. R 100 was contributed by each 10 members to start the project. R700 was earned last year by selling potato. Chairperson calls meeting to discuss how to use money.

- Went to Phephela and Goxa for getting constitution
- Simon says the formal objectives, mission statement of the tourism project are written down explicitly in the constitution with help of the NGOs.

Date: 25/01/2003
Name: Mrs. Machops
Village: Makomorang
Tribe: Xhosa
Sex: F
Occupation: Participant in the Makomorang community garden (Vulindela community garden)
Interviewer: Andrew, Mariam and Raj
Interpreter: Jane

- There was a misunderstanding between the women and Mr. Makhakhaini regarding the community garden. Mr. Makhakhaini would lock the gate and it would be impossible to get into the garden when he was not around. When they wanted to irrigate, they had to have permission from him. He is harsh and hard to work with. They did not use Mr. Makhakhaini's tractor for ploughing instead they used some other tractor. When we asked why they did so, she laughs. He was also dictating. He was the chairman of the garden.
- 15 people cultivated the garden and they left after 2 years (1999 and 2000). She thinks the group of 15 is big. Meetings took place once every 3 months.
- She does not think she can go back and work in the garden. She and some of the group members are thinking about making a small group and working somewhere else.
- Working together is good. At the mean time, it initiates a lot of problems as well. Some people in group work more and some are lazy.
- The hail destroyed the crop at times. This discouraged people to cultivate crops.

Project Evaluation Interviews

Interview

Date: January 20, 2003

Name: Mrs. Flora Ntsontso
Village: Pepela
Tribe: Xkosa
Sex: F
Occupation: Housewife

Interviewer: Bryan   Notes: Miriam   Interpreter: Zengele
Miriam also asked questions, and translated parts of the conversation, as she is able to speak Xkosa.

Reason for interview: Mrs. Flora Ntsontso does not directly participate in any community projects. Her interview will provide alternative perspectives for comparison, and to gain a broader understanding of the project dynamics.

General notes: Woman with family and young children. Group's second interview of the day. Information a bit vague, but a good basis for deeper questions in later interviews.

We present ourselves, and explain what we are doing. Interview is not prearranged, and takes place in her home.

- She has a little information about a few projects, but not that much.
- The Chief used to call the meetings. In those meetings they are told about the projects.
- She also hears about the projects from friends.
- They have fields; she has already been there for weeding.
- Food is grown for subsistence only.
- No one in family is employed.

- Projects are open for everyone, but the problem is that when the project starts, money is needed. A lot of money is needed when you join later.
- Although not participating, they've gained from the projects because they buy potatoes and other vegetables.
- She has planted other vegetables in her home garden and is able to feed the family. Sometimes sells the surplus to neighbors, but hail has devastated the crops this year.

- She enjoys the water from the taps. The water is very clean, always treated with chemicals by the operators.
- Everyone has access to water; the distance is 200m between taps. Water is free now. They had been paying R3-00 per month to pay the operator and the bookkeeper until the Municipality took over.
- Initially (before the Municipality took over) a certain amount of money was collected within the community for heavy repairs.
- Water is collected at any time. No restrictions.
- Knows of the eco-tourism, but not clear about it.
- According to her perception, the project helps the community by (for example) protecting the local from enemies, and providing the tourists with accommodations. Also, the things the tourists are using, like beds and blankets, are rented from the community.

- There are meetings to inform the community about what is going on with the projects.
- She would like to see (   ) projects like WFW proceeding in the creation of jobs.

- She would like to join the active sewing project…any sewing project. But one that is productive. This one is slow.
- The community would like to have more jobs created within the community because they educate children, but after all, they don't get the jobs they were trained for.

General information

- People who gather wattle to sell outside of Madlangala (in Mabua, for example) must pay R40 to the community (LDF?). People starting projects (working in projects) can get money from this community account.

                                                              (from Mr. Mkangala's wife via Wattle group)

- Bryan spoke with Nina about her conversation with Simon about the garbage situation. A concern among the students is the effect of litter and waste on the impressions of visiting tourists. It could be a turn-off. According to Simon, there is a strong need for education within the community (regarding waste disposal). Digging holes is not enough. Bryan pursued this subject in an informal discussion with Mashaye. The idea of a community "clean-up day" came up, as did the need for plan to promote awareness and a system for handling waste in the community, at the lodge, and in the hills.

Interview

Date: January 23, 2003

Name: Jim Gibson, Maluti Water Engineers
Village:
Tribe:
Sex:
Occupation:

Interviewer: Faye   Assistant: Shado   Notes: Bryan
All were able to, and did, ask questions as needed.

Reason for interview: Mr. Gibson is Project Manager for the Madlangala Water Project.

We present ourselves, and explain what we are doing. Interview is prearranged, and takes place in his office at MWE. He recommends that we touch base with the proper officials about our being there (Mr. Zellhuber, Deputy Dir. Water & Sanitation, 72 242 8564).

Why is the water project a "community" project? What has happened within the project?
"We need to draw a line in the sand" as there are 2 phases, Planning/Building and Operating/Implementing.

His understanding: EDA has always been active there. In 1994 the project was identified as a Presidential Lead Project. A letter of request was received from the community stating the agents and plans. This was approved by the government. These were the early days of community-based projects, before the Water services Act. At this time, the Dept. of Water and Sanitation planned for the schemes to be self-sufficient after they were commissioned. It made sense for them to be managed locally.

Water Service Providers were established locally. A CBO (Community Based Operator?) was trained in technical, financial, and institutional aspects involved. There is 1 in Madlangala. From 1995-2001, it ran

successfully. There are basic materials for repair kept locally. Major repairs require help from MWE, and materials from outside the villages.

In 2001, the Municipality decided to provide free basic water. Pilot projects were implemented in 9 schemes, incl. Madlangala. So far, they are within their limits for usage.

The plan was for the CBO's to enter into a contract with the Municipality, but there are problems concerning "privatization" and the free bidding process. So, instead of a "Water Provision Contract" they entered into a lower level contract, in which "open bidding" was not necessary.

Is it working?
From an engineer's perspective, they need to find a way (using all of the stakeholders) for things to run so the local CBO doesn't become marginalized.
Practically, things are working *extremely* well (his emphasis). There are 8 indicators, some qualitative, which the community reports on, and others that are more quantitative (for example, water quality) monitored by the engineers.

A contractor, who did not do the work it was hired for, stalled project operation. This needed to be handled through the proper channels, and took time.

A challenge for the CBO's is the institutional constraints. If Support Service Agents come in and help, this could be considered "semi-privatization".

There is one administrator and 3-4 operators. The adm. Helps fill in reports, etc. These are not full time employees. There are problems with number of work hours/ minimum wage. There is an unmanned container that functions as office. MWE has worked out the tasks for the Adm. And Operators, and determined the man-hours needed.

(For actual information about the community's function in the project, see Cindy at MATTCOMM)

Water consumption for the eco-tourism project could be a problem for the free use policy. It is a problem elsewhere. It is not a problem in itself, but could set precedence as other "private" connections and pirate connections could try to call themselves "community projects. The government needs to set policy. There could be three types of connections: tap, private and institutional. The problems regarding institutional taps is whether it should be free or billed, and for whom (hospitals, schools, community projects, etc.). "Every brickyard (enterprises) will become a 'project' for free water."

There are already some private connections in Madlangala/Makomoreng. They have their own meters. Not billed. All taps are/will be retrofitted with meters.

It is estimated that during one month in 600 (one August per 50 years) there will not be enough water. "How do you tell people that they cannot use when there is so much?"

MWE looks after 230 villages. There are not schemes in all of them, but there can still be a logistical "nightmare". They are usually able to respond to major problems on the same day.

"Rationing is achieved by people having to carry water."

Madlangala is very tightly organized and well maintained relative to others. Still, a general tendency is for schemes to run-down due to lack of maintenance. There is close to 100% continuity of supply.

Project Evaluation Interviews

Possible expansion of the scheme depends on scale and priority. If it is just a minor expansion it may be possible to arrange it locally with MWE. Major expansion means applying to the municipality, and joining the list of other projects, waiting for approval and funding.

Interview

Date: January 21, 2003

Name: Mr. Ngubenkosi Marareni
Village: Makomoreng
Tribe: Xkosa
Sex: M
Occupation: Retired from police force. Dipper and farmer.

Interviewer: Bryan   Notes: Miriam   Interpreter: Jane
Miriam also asked questions, and translated parts of the conversation, as she is able to speak Xkosa.

Reason for interview: Mr. Marareni is Induna in Makomoreng, and owns the land thought to be the community garden.

General notes: It was difficult to get information from Mr. Marareni. Though pleasant to speak with, he seemed more eager to speak about his own interests, than to stay on the subject of the questions asked.

We present ourselves, and explain what we are doing. Interview is prearranged, and takes place in his field (the "community garden").

We get tour of the crops.

- He grows two types of tomatoes, red khaki and homestead.
- Hail has damaged the crops like spinach.
- He uses spinach roots for compost.
- Also uses the 2:3:2 fertilizer. Limestone close to the cabbage and adds plenty of water to dissolve it. (He has irrigation from self-built dam.)
- People are lazy in helping in the garden.
- This is Marareni's land/field. He gave them the upper part to plough for themselves, but failed to work.
- He gave them tractor and oxen, but they are lazy.
- Mr. Thomsen advised Mr. Marareni to work together with them. They are also lazy.
- Pepela's gardens started in the 1980's, a long time ago.
- The older community has been very active, but the youth are very lazy.
- The good harvest ended in 1994.
- Uses jeyes (petroleum/kerosene?) fluid to kill the insects. Tomatoes grow 6 ft. high.
- Sells vegetables to the community and outside the community.
- Needs some help, for example with ploughing methods.
- Uses branches to make the fence stronger.

- Requested land from the chief in 1979.
- The Land Bank came and assisted the community to buy the tractor. It was for ploughing and grinding mealies.

- They (Bank) wanted to know the different crops ploughed and also the number of fields the people have, so as to qualify for the loan for the tractor.
- People would have to pay R400/month for seven years, but they failed. Now Mr. Marareni is paying +R1000/month alone.
- Initially the tractor was introduced to assist the community, but they failed. Mr. Marareni pays the instalment alone. The tractor was bought in 2001.
- The community planted very little area in 1998-1999. They ended there.
- They don't want to use their energy but prefer to buy.
- Tourism people buy vegetables from him. He also supplies them with milk.
- He was the Chairperson of Tourism last year.
- Eco-tourism benefits him because they buy vegetables.
- Uses the bus to transport the vegetables to town.
- Happy about eco-tourism, but needs active members.

- In 1979 he bought maize seed from Mr. Brown in Matatiele. He is still using the seeds of the maize even today. Not hybrid.
- Makomoreng community prefers to buy rather than plough.
- He experienced the problem of insufficient rainfall in the beginning of the year. This impacts the crops.
- Meetings for projects are organized and they are open for everyone. The name of his project is "Vulindela" which means "open the road".
- He also has pigs and sells them.
- His wife runs, and is Chairperson for, the dipping program. He is Assistant.
- He is not involved in any other projects.

Invited to see dipping Thursday morning.

Invited to stop by his home 5:00 pm to look at vegetables and try his cow's milk.

Interview

Date: January 21, 2003

Name: Mr. Ngubenkosi Marareni
Village: Makomoreng
Tribe: Xkosa
Sex: M
Occupation: Retired from police force. Dipper and farmer.

Interviewer: Bryan   Notes: Miriam   Interpreter: Jane
Miriam also asked questions, and translated parts of the conversation, as she is able to speak Xkosa.

Reason for interview: Mr. Marareni is Induna in Makomoreng, and owns the land thought to be the community garden.

General notes: It was difficult to get information from Mr. Marareni. Though pleasant to speak with, he seemed more eager to speak about his own interests, than to stay on the subject of the questions asked.

We present ourselves, and explain what we are doing. Interview is prearranged, and takes place in his field (the "community garden").

Project Evaluation Interviews

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- Mr. Thomsen advised Mr. Marareni to work together with them. They are also lazy.
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- The Land Bank came and assisted the community to buy the tractor. It was for ploughing and grinding mealies.
- They (Bank) wanted to know the different crops ploughed and also the number of fields the people have, so as to qualify for the loan for the tractor.
- People would have to pay R400/month for seven years, but they failed. Nowq Mr. Marareni is paying +R1000/month alone.
- Initially the tractor was introduced to assist the community, but they failed. Mr. Marareni pays the instalment alone. The tractor was bought in 2001.
- The community planted very little area in 1998-1999. They ended there.
- They don't want to use their energy but prefer to buy.
- Tourism people buy vegetables from him. He also supplies them with milk.
- He was the Chairperson of Tourism last year.
- Eco-tourism benefits him because they buy vegetables.
- Uses the bus to tramsport the vegetables to town.
- Happy about eco-tourism, but needs active members.

Informal Interview

Date: January 24, 2003

Name: Mr. Lawrence Mkhangala
Village: Makomoreng
Sex: M

Interviewer: Bryan

Reason for interview: Mr.Mkhangala is Chairperson of the LDF and on the Building Committee for the school in Makomoreng.

Project Evaluation Interviews

General notes: There were interviews and many small conversations with Lawrence. This interview was brief, and for the purposes of clarification.

Each community project has its own account. Money for other projects comes mostly from WFW's sale of wood. This money can also help existing projects. Some of this money went to the school (for building).

Not sure about the money from our visit because he is not on the CTO. Sometimes money from the CTO is difficult to distribute because not all of the funds are local. They can be a part of the broader Eco-tourism project and subject to "outside" control.

Should speak with Sindi (We were subsequently unable to speak with Sindi for clarification purposes. There was, however, held a formal interview with her earlier.)

Informal Interview

Date: January 24, 2003

Name: N/A
Village: Mabua (while working)
Sex: M
Occupation: School Principal, Makomoreng

Interviewer: Bryan   Notes: Bryan
The Principal spoke fluent English. This interview was held informally, as a supplement to information gathered earlier.

Reason for interview: To learn about the community's activities and the processes involved in the construction of the school.

Students attend mostly from Makomoreng and Mabua. Pelela has its own school. Each student pays school fees. It had been R25 for grades up to 3(?) and R55 for older students. This was changed to R30 and R50 respectively. Previously, a building fund fee was collected from all residents in Makomoreng. This was R45-50 per household, whether or not they had children attending the school. There is talk of collecting this fe again for the new building.

For the main (yellow) school building, the government funded about 20%. This was between 1996-1998. The community gathered funding for the rest internally.

The LDF has one account. The community donated R6-7000 from this account for the building of the new school. The school committee had to show a business plan with financial reports before getting the money.

School fees and building fund go into the same account. This is the school's own account. There is now about R1000 in it. Even after completing the new building (2 classrooms), they will need a more permanent structure with classrooms and offices (there are no offices now). This could maybe replace some of the older buildings.

Besides helping to fund the construction of the first school, the community funded and built the three other structures.

It may be possible to get money from NGO's through the department of Education. The school has applied for funding for fencing and building, but there has been no response from the government since 2002.

Project Evaluation Interviews

Mr. Mkangala was voluntarily building the school. When he bagan to build the eco-tourism lodge, the school hired an outside contractor. During the storm last year, not only did the new building fall, but a wall collapsed in the older brick structure. Materials from the new structure were used to repair the older one. This was another setback.

Soil is mixed in the cement because sand is difficult to get. Supplies are so far away. This is a problem for structure stability.

Informal Interview

Date: January 24, 2003

Name: Mr. Simon Lesie
Village: Makomoreng
Sex: M
Occupation: Guide

Interviewer: Bryan

Reason for interview: Mr. Lesie, an elderly but energetic gentleman, has a broad awareness of life in Madlangala and is very engaged in the Eco-tourism project. He was the first to come with the idea for the project.

General notes: There were many small conversations with Simon. This interview was brief, and for the purposes of clarification.

The Chief is a member of the LDF.
The use of land and other community resources must get approval from the Chief.
Community projects are approved by the LDF. The Chief cannot determine whether a project gets approval.

It is not known what will happen with the money from our visit. Our visit is not really a part of the Eco-tourism as it stands now, so the CTO and LDF will have to determine how it will be used.

Interview
Date: January 20, 2003

Name: Victoria Phuthela
Village: Pepela
Tribe:
Sex: F
Occupation: Housewife. On pension.

Interviewer: Miriam   Notes: Bryan Translator: Zengele

Reason for interview: She is a member of the community garden in Pepela.

We present ourselves, and explain what we are doing. Interview takes place inside her home. She was working outside when we approach.

Project Evaluation Interviews

Mrs. Phuthela was also involved in the poultry project. According to her, this project failed because all of the chickens died from illness and there was no money to replace them.

Concerning the garden, she explains:

The problem is that there is no wire fence. Goats get in and damage the garden. In 2001, they were growing potatoes. In 2002, they tried to plant, but livestock from others came in and destroyed it.

The villagers decided to make the garden. There were mostly housewives and a few men. They decided to divide the garden into individual plots. Each person could get 5 plots. Later, others came in, and started growing for their families and to sell outside the community.

She would wake up, and go to work in the garden. They would work in the garden until a break after 12:00 pm.(when the sun is hot), and those who lived close would go back when it was cooler.

She has another field, but no longer works it. She is alone, and gets her pension.

The chief gave the land for the garden. The land was not fertile and needed fertilizer. They used cow manure and hired and hired a tractor from within the community to spread it. Otherwise used (uses) only DDT. They buy DDT with their own money, and use it.

She would still like to plant the garden, but they lack infrastructure to wire the plaots so livestock doesn't destroy it. She is very interested.

They need so many things. They want a tap for irrigation.

Concerning Relevance:
The problem of hunger was a focus of community projects, so they are looking for ways to make the community gardens productive again.
They would like a clinic in the village, preferably in Pepela or Makomorang, so small children could be driven. Mabua is too far.

Training/ skills:
For the garden, there was none given. They just plant. For the poultry project, she went to training, but it was in English, and she couldn't understand what was being said.

(She asks about how to get rid of moles. We couldn't really help her.)

Can the community run the project on its own?
There are money problems, but with assistance it could go again. There are still meetings, maybe one per month, even last week. She didn't attend. There is a male Chairperson, Mr. Vuyani, and a female Vice Chair., Mrs. Daciracio.

There is a bankbook for the garden, but nothing in the account.

General:
For the poultry project, they would go to Matatiele and borrow money from the loan sharks, not the banks. Would like other sources. They paid borrowed amount plus interest. It was expensive. For example, if they borrowed R500, they would pay R120 per month over 5 months.

She wanted to know how they could get assistance. We explain again that we are students and what we are doing. "Where can we get funds?" She used to hear about assistance on the radio. Miriam tells her how there are people in the village who may know who to contact.

Project Evaluation Interview Guide

Reason for interview (Personal notes before the interview begins)

_____
_____
_____

<u>Introduction to the project</u>
(Introduce yourself, project, reason for interview, confidentiality.)

<u>Background Information</u>

Date:_____ Name:_____ Village:_____
Tribe:_____ Sex:_____ Occupation:_____

Did you know about any community projects before we introduced ourselves? Are/were you involved in any of the community projects? How? How did you first learn about the project? If you are involved in project(s) how many hours do you spend in those projects per day?
Assets (e.g. field, source of income, livestock, migrant labor)

<u>Interview themes, topics and keywords</u>

(**Top-down or Bottom-up** – Indicates the general approach to project implementation)
Interview Topics
Participants (e.g. initiators, developers, planners, stakeholders, implementers, workers funding, beneficiaries, local government), meetings

(**Efficiency** – Measures the use of project inputs in relation to the resulting outputs)
Interview Topics
Project inputs, project outputs (e.g. financial, human, material, time)
Constraints (e.g. logistical, natural, human, inherent, unexpected)

(**Effectiveness** – Measures how well the formal objectives have been achieved)
Interview Topics
Objectives achieved, project objectives (Original intentions, present status, future outlook)

(**Impact** – Evaluates the positive and negative impacts whether expected or not)
Interview Topics
What do you like most about…?, Is there anything you don't like?, Was there anything unexpected?, Have any of these projects had an impact (Social, Environmental and Economic) on your life (yourself, your family, neighbor and community?)

(**Relevance** – Evaluates how well the project was developed to meet the local needs and wants)
Interview Topics
What things make life difficult for? What would make life easier? How? (You/your community) What would you like to do if there were no limitations?

(**Sustainability** - Measures the ability of the positive impacts of the project to continue at least as long as planed project life.)
Interview Topics
Project Management (e.g. accounting, inventory, monitoring and evaluation)
Markets (e.g. market analysis, cost-benefit analysis, market of commodity produced)
Flexibility (e.g. how did they deal/cope with changes and problems in the project, is there such plan?)
Ownership (e.g. who do you think the project really belong to? Your/community's Contribution.)
Capacity to continue the project independently (e.g. training and skills to run the project, updating of the training and skills, do you feel that you/your community can run this project independently?)
Communication and information flow: Where and how frequently
Environmental aspects (if applicable)

Post interview notes (Include general perception about the information obtained and interview session, include impressions on settings and interview environment):_____