

A conceptual framework for sustainable community development

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PREFACE

This thesis is the culmination of my journey with the Holding Hands income-generating community project. I started working there as a project manager focusing on community development interventions. It was a very humbling journey and I learned so much about people, their dreams, aspirations and perseverance. I strongly believe that every person in South Africa has the ability to develop so that poverty no longer plays a role. This thesis provides a practical framework for community developers, policy makers and implementers to guide their planning, implementation and evaluation of interventions towards sustainable community development.

The resilience and resourcefulness of people living in rural areas in South Africa convinced me that every community has the required assets at their disposal to create sustainable livelihoods for themselves – most of the time they just need guidance. This thesis attempts to provide an inception point towards developing this guidance. During this insightful process my life has been enriched by so many people and encounters that I would like to acknowledge.

I would like to thank the participants of the Holding Hands income-generating project for allowing me to become part of their team and to develop a friendship with them based on trust. Prof. Stephan van der Merwe, my supervisor, thank you for guiding me through the process. I would like to thank the AUTHeR team who supported me in this journey: Prof. Annamarie Kruger, Prof. Petra Bester, Dr Nicole Claasen, Prof. Minrie Greef, Joyce Matsietso and the rest of the academic and support staff in the office as well as every researcher who contributed to a discussion on the topic. Gert Maree, thank you for your time to work through my themes and codes in detail and for providing invaluable input.

My family requires a special word of thanks: my husband, Gys, and children, Dian-Louw, Lisa and Chanel. My parents, Elize and Louwtjie Naudé, and Helen Maree. My sister, Estine Brown, and my grandparents have always been a strong influence in my life and I would like to acknowledge them for their immeasurable input. I have lost a few people very close to my heart during this journey, especially my dad, Jannes Maree. I wish you could be here so that I can thank you – your input in my life provided me with the inspiration to become more than I ever thought I could be.

My hope is that this thesis will impact the way that community development interventions will be planned and implemented in future.

Christi Niesing

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ABSTRACT

Key terms: sustainable community development, income-generating community projects, conceptual framework, poverty, bottom-up approach

One of the main challenges facing South African citizens in terms of sustainable community development, remains the fight against poverty. One of the strategies implemented by the South African government to eradicate poverty, is the implementation of income-generating community projects. The advantages of the development of such interventions include the development of skills in conjunction with financial benefits stimulated by economic activities in communities. The expectation exists that income-generating community projects should develop into sustainable businesses after the initial skill development and donor funding. Unfortunately, this expectation is unrealistic, because income-generating community projects fail to develop into sustainable businesses and have a limited life span. However, they do facilitate sustainable community development in terms of skills development, development of entrepreneurs and economic development. The main objective of this study was to construct a conceptual framework to guide the planning and implementation of income-generating community projects to facilitate sustainable community development through the use of income-generating community projects. The case study of the Holding Hands income-generating community project provided an opportunity to study the development, implementation and functioning of an income-generating community project to develop a framework for the development and implementation of future income-generating community projects. The methodology consisted of a qualitative approach to explore a case study in order to develop constructivist grounded theory. A document analysis of the available documents on the planning, development and implementation of the Holding Hands income-generating community project was used as the first phase of data analysis with the assistance of ATLAS.ti. This resulted in the development of 10 themes and 33 codes. The gaps identified in the data were filled with in-depth interviews conducted with the participants of the Holding Hands income-generating community project. The in-depth interviews confirmed that a SWOT analysis can be a useful tool to assist community mapping and that a social network analysis of the participants can provide required networks to enhance the impact of interventions on sustainable community development. The literature review provided additional information to support the identified codes and themes. The findings of the data analysis and the literature review were integrated to develop a conceptual framework based on four core principles consisting of five phases, ten steps and thirty-three actions to guide the planning, implementation and measurement and evaluation of income-generating community projects to facilitate sustainable community development. The limitation of the study was mainly rooted in the fact that it consisted of a single case study within a specific context. This provides an opportunity to test the conceptual framework in future research.

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CHAPTER 1

CONTEXTUALISING THE STUDY

1.1 INTRODUCTION

Poverty remains one of the greatest challenges in South Africa despite various efforts initiated by the South African government to alleviate poverty (Kaeane & Ross, 2014:17). Even with various initiatives to eradicate poverty, the amount of South Africans living below the poverty line is estimated to be in the region of 57% (Kaeane & Ross, 2014:17).

Most research methods to determine persistent poverty problems include defining who is poor by measuring the household income of individual households at a specific point in time. However, households can slowly work their way out of poverty by accumulating assets when following an asset-based approach to poverty reduction, according to Carter and Barrett (2006:178). In spite of these efforts, poverty is still a reality in South Africa (Khumalo, 2013:5643; Lalthapersad-Pillay, 2008:16).

To combat the impact of poverty, the South African government tried to change the living conditions of the majority of South Africans by developing various policy implementations and poverty reduction strategies. According to the government's vision plan for 2030, the following plans were put in place: the Reconstruction and Development Programme, the Growth, Employment and Redistribution Strategy, the New Growth Path and the National Development Plan (Chitiga-Mabugu *et al.*, 2013:10; Khumalo, 2013:5643).

Even though these strategies focus strongly on addressing poverty and inequalities by growing the economy and stimulating job creation, these strategies do not have the desired impact. As a result, poverty became deeply rooted and prevalent in South Africa (Chitiga-Mabugu *et al.*, 2013:10; Khumalo, 2013:5643; Lalthapersad-Pillay, 2008:16).

One of the strategies used by the South African government to fight poverty is income-generating projects (Chitiga-Mabugu *et al.*, 2013:8). Oldewage-Theron and Slabbert (2010:5) indicate that one of the reasons why income-generating community projects can provide immediate relief in terms of poverty levels is because the implementation of such projects results in an instant cash inflow and the skills development of participants.

One of the viewpoints on the sustainability of these income-generating community projects is that these projects should be able to continue without support by development organisations after funding is discontinued (Kraai *et al.*, 2012:1).

According to Kraai *et al.* (2012:3), one of the main challenges in the development process of income-generating community projects is for these projects to sustain themselves after funding has been concluded. The design and implementation of income-generating community projects to improve their impact on poverty alleviation was identified as a research focus by the National Development Agency (Chitiga-Mabugu *et al.*, 2013:43).

This study focused on the Holding Hands income-generating community project that forms part of the FLAGH (Farm Labour And General Health) programme in AUTHeR (Africa Unit for Transdisciplinary Health Research) – a research unit of the Faculty of Health Sciences, North-West University, Potchefstroom Campus. The sub-projects included in the study were part of the Holding Hands project and active during the duration of the study:

- The Rysmierbult project included mainly the wives of farmworkers situated between Potchefstroom and Ventersdorp.
- The Castello project functioned in a traditional tribal system on a farm between Potchefstroom and Ventersdorp.
- The Jan Kempdorp project in Valspan included mostly jobless females living in Valspan.
- The Ganspan glass-recycling project included mostly jobless females living in Ganspan.

Historical data from failed sub-projects (Vyfhoek and Venterskroon) in the Holding Hands project were used.

1.2 SIGNIFICANCE OF THE STUDY

The Development Bank of South Africa identified an urgent need for people to engage in activities that can provide a basic income while at the same time provide participants with additional skills and experience that will enable them to be active participants in the economy (Mayer *et al.*, 2011:30). Income-generating community projects have the ability to facilitate this process because they provide an immediate income while various skills are developed simultaneously (Oldewage-Theron & Slabbert, 2010:5). Although the lifecycle of these active projects vary between three and twelve years, they are still dependent on the support of organisations and facilitators (Niesing & Scholtz, 2013:48).

The National Development Agency supports this finding by stating that few projects are able to remain sustainable after the conclusion of government support (Chitiga-Mabugu *et al.*, 2013:10). It is, therefore, extremely difficult for successful income-generating community projects to develop into sustainable businesses. The participants of the Holding Hands income-generating community

project indicated that the project has a positive impact on them and they want the project to continue – with the backing of support organisations (Niesing & Scholtz, 2013:48).

Although income-generating projects have progressed immensely, they are still far away from becoming sustainable microenterprises. Funding agencies invest funds in these projects with the aim to facilitate the development of these projects into sustainable businesses. The current view on sustainable programme development of income-generating community projects is that these projects should be able to carry on with activities after donor funding has been concluded (Kraai *et al.*, 2012:3). This viewpoint limits the measurement of the real impact of interventions, because it only focuses on one aspect of sustainable community development and discards the positive impact that these projects have on sustainable community development (Niesing & Scholtz, 2013:47).

Research, therefore, is needed on how these projects can be designed and implemented to maximise their impact on community development. In this study, the local South African context in terms of project planning, implementation and evaluation phases of rural community projects received attention, as suggested in literature (John, 2013:52). The National Development Agency indicated a need for the research of income-generating community projects that focuses on: the up-scaling of these interventions, fiscal functioning, institutional programmes, programme design, measuring instruments and evaluation systems (Chitiga-Mabugu *et al.*, 2013:45).

This study provided an opportunity to study the Holding Hands income-generating community project as a case study to develop a conceptual framework for using income-generating community projects as a platform to facilitate sustainable community development.

1.3 PROBLEM STATEMENT

The South African government implemented income-generating community projects as a powerful strategy to combat poverty. Unfortunately, income-generating community projects rarely develop into sustainable businesses and fail to yield the results expected by various stakeholders – including communities, funders and support organisations (Chitiga-Mabugu *et al.*, 2013:10,11,28). According to Chitiga-Mabugu *et al.* (2013:45), one of the main obstacles in the sustainable development of income-generating projects is the lack of an overarching framework that can assist in designing and implementing sustainable programmes.

In the Holding Hands income-generating community project, best practice – as described in literature – was followed in the development process of the project, but sustainable development without donor dependence could not be achieved. Even after a developmental timeframe of 12 years, this project still cannot function without the assistance of a support organisation (the FLAGH programme), and can, therefore, not function as a sustainable business.

This clearly indicates a limitation with regard to the design and implementation process of income-generating community projects. This issue needs to be researched to enable fast-paced sustainable development in communities. The case study of the Holding Hands income-generating community project provided an opportunity to study the development, implementation and functioning of an income-generating community project to develop a conceptual framework for the development and implementation of future income-generating community projects successfully.

As identified in the lack of available literature on the topic, there are limited examples available of longitudinal income-generating community projects. This study can, therefore, address this issue by performing a qualitative exploration of the case study of the Holding Hands income-generating community project to create a conceptual framework towards sustainable community development.

1.4 OBJECTIVES OF THE STUDY

The main objective of this study was to construct a conceptual framework to facilitate sustainable community development through the use of existing income-generating community projects.

The following secondary objectives were determined:

- To develop a case study database that includes relevant documents with regard to the development phases of the Holding Hands income-generating community project. The database was thematically analysed with the main purpose of identifying codes and themes that describe how future income-generating community projects should be developed to facilitate sustainable community development in terms of their role as development nodes in communities.
- To interview the project participants in order to address the identified gaps in the data and to ensure data saturation.
- To explore all possible development options according to the thematic analysis of the data by conducting a literature review.
- To develop a conceptual framework according to the results found in the study and the best practice found in the literature review.

1.5 REVIEW OF RELEVANT LITERATURE

This preliminary literature review serves to provide a background on important concepts and to help define the problem statement. Poverty is identified as a significant problem in South Africa –

one of the main contributors to this problem is unemployment (Makhalane, 2009:18). Poverty seems to be a very difficult concept to define, it has many facets and dimensions and it means different things to different people. Meyiwa and Ngubentombi (2010:127) state that poverty is mostly defined by people who do not live in poverty. The concept “poverty” can be associated with and related to unemployment, lack of knowledge, inadequate healthcare services, lack of knowledge about nutrition and family planning and lack of available skills to create an income. Indicators of poverty can include a lack in resources and the inability to access these resources (Marais, 2010:3; Mokgotho, 2010:21).

Kadozo (2009:16) argues that when communities do not have the ability to devise an appropriate coping strategy in a time of economic and social crises, these communities are viewed as affected by poverty. Poverty is a common phenomenon in rural areas in South Africa and development programmes should focus on a holistic approach to develop these resource-poor areas (Dyubhele, 2011:21). In the North West, South Africa, 25,1% of households indicated that they ran out of money to buy food in the previous 12 months (Statistics South Africa, 2016).

On 6 October 2016, the unemployment rate in South Africa was 26,6% (Statistics South Africa, 2016). The General Household Survey conducted by Statistics SA (Statistics South Africa, 2013:56) indicated that 46,7% of households in South Africa are receiving government grants.

“Sustainable graduation” is a term that refers to the ability of persons to separate themselves from social protection and move to a state of resilience and sustainable livelihood (Chitiga-Mabugu *et al.*, 2013:10). The South African government facilitated income-generating projects as one of their strategies to facilitate “sustainable graduation” (Chitiga-Mabugu *et al.*, 2013:10).

Since 2003, the use of sustainable livelihoods was adopted as a strategy for alleviating poverty by the Department of Social Development (Kaeane & Ross, 2014:19). Marais and Botes (2006:383) argue for the alignment of government policies to support economic empowerment programmes to facilitate a paradigm shift from welfare to sustainable development.

According to Chitiga-Mabugu *et al.* (2013:8), the purpose of income-generating activities is to create opportunities for poor communities to make use of locally available resources to become more self-reliant in order to create communities who are able to care for themselves. Income-generating activities contribute to the reduction of poverty through community development in a sustainable manner.

Kraai *et al.* (2012:1) define project or programme sustainability as the ability of projects or programmes to sustain themselves after donor funding concluded. However, this is a very narrow viewpoint that does not have the ability to measure the real impact that interventions can have on

communities. The measurement of the impact on income-generating community projects is basically non-existent due to the inadequacy of available data (Chitiga-Mabugu *et al.*, 2013:26).

Morse and McNamara (2013:4) argue that sustainability is an encompassing concept that can include everything that everyone on the planet do. The concept rests on three pillars, namely economic, social and environmental sustainability that should be balanced. Sustainable development in income-generating community projects remains a problem for various reasons – one of them being that the concept of sustainability is not clearly defined – when a concept is not clearly defined, it is impossible to measure impact (Niesing & Scholtz, 2013:49). This statement is echoed by Chitiga-Mabugu *et al.* (2013:26) indicating the need to create benchmarks for the definition of “successful” interventions.

Chitiga-Mabugu *et al.* (2013:36) recommend that income-generating activities should be designed to meet the needs of the target beneficiaries by empowering them to become agents of their own development. “Capability poverty” is a term that refers to the inability of individuals to create coping strategies in fighting poverty (CAF Southern Africa *et al.*, 2012:33). Government approaches to community development should focus on creating capabilities within communities so that they can act on their own behalf through the facilitation of autonomy and empowerment.

Participatory action research is used as a development approach to facilitate developmental processes that ensure active involvement of target beneficiaries in these developmental processes; literature suggests that this approach facilitates bottom-up community development (Botha *et al.*, 2007:10; Chitiga-Mabugu *et al.*, 2013:11; Van Niekerk & Van Niekerk, 2009:130).

These developmental processes need to include all relevant stakeholders in communities to ensure access to the required assets/capitals to equip income-generating activities to develop sustainably (Chitiga-Mabugu *et al.*, 2013:36). Stakeholder involvement is facilitated through cross-sectorial social partnerships. Kraai *et al.* (2012:4) together with Chitiga-Mabugu *et al.* (2013:46) indicate the importance of these stakeholder relationships in the sustainable development of income-generating community projects.

This strategy of poverty reduction through income-generating community projects has also been implemented in other poor countries like the Philippines (Camp *et al.*, 2013:1). Income-generating interventions focus on the economic development of communities through the use of monetary tools. These tools are activated on a small scale by facilitating access of community members to assets that will help them with economic stimulation in their community (Hortensia, 2009:11).

In South Africa, income-generating community projects are initiated through government agencies like the National Development Agency (Chitiga-Mabugu *et al.*, 2013:10). In reviews of these interventions, it is stated that existing programmes are not designed well enough to address

the major gap in entrepreneurial training, and not designed well enough to address the needs of entrepreneurs wanting to start with economic activities (Chitiga-Mabugu *et al.*, 2013:10; Mayer *et al.*, 2011:32). This inadequacy in design and support results in the lifecycle of these projects rarely exceeding ten years (Chitiga-Mabugu *et al.*, 2013:10; Van Niekerk, 2006:74).

Mayer *et al.* (2011:30) highlight that most of the time, money and energy are invested by various stakeholders in these interventions, yet they do not become sustainable in a limited time frame. The nature and impact of these projects need, therefore, to be studied in order to adapt the process of community development in such a way that fast-paced sustainable community development is facilitated through the use of income-generating community projects (Chitiga-Mabugu *et al.*, 2013:11).

According to Chitiga-Mabugu *et al.* (2013:10), these income-generating activities should focus on poor and vulnerable populations and mostly focus on the development of youth and females. Niesing (2012:42) indicates that females are mostly the active participants in these income-generating community projects. Female-headed households are regarded as a node in community development and females should, therefore, be reinforced in their actions (Dyubhele, 2011:22). Women play crucial roles in communities: they act as agents of change and have skills and leadership qualities that influence the ability of people to survive and recover. Blewitt (2008:43) argues that when empowered, the initiative and creativity construct capacity of women offer solutions for grass-roots problems.

Poverty alleviation programmes that focus on income-generating projects empower people to tackle their problems and realise their potential (Chitiga-Mabugu *et al.*, 2013:8). Income-generating community projects provide community members – especially women – with an income but also access to production assets (Nkosi, 2010:25). Access to assets in communities is crucial for the sustainable development of projects, as discussed by Morse and McNamara (2013:21). According to Morse and McNamara (2013:21), households do not need to own assets for contributing to sustainable community development, but they should have access to these assets or capitals in their community.

The above review of relevant literature highlights the multi-faceted nature of the concept “poverty”. The strategy of using income-generating activities to fight poverty as well as practical implications for communities were discussed. The concept of sustainability as well as the challenges in designing and developing income-generating interventions to achieve the current definition of sustainable development highlight the need for research in the development and design of income-generating activities to maximise impact in terms of sustainable community development.

Although relevant literature regarding income-generating community projects is available, a clear framework that can guide the conceptualisation and implementation of income-generating community projects as a tool to facilitate community development was not found.

1.6 RESEARCH DESIGN

My scientific belief with regard to the paradigmatic choices made in this study is as follows:

- In terms of epistemological consideration – the part of philosophy that deals with knowledge – I prefer the viewpoint of empirical realism that suggests that things can be viewed as they really are and that reality can be understood (Erikson & Kovalainen, 2008:16; Yin, 2014:17).
- In terms of ontological considerations – the part of philosophy that deals with the nature of existence – I prefer the viewpoint of constructivism that suggests that knowledge is not only produced through social action, but in a constant state of revision (Erikson & Kovalainen, 2008:17). Reality can be personally and socially constructed in a research process through interaction between me and the research participants (De Vos *et al.*, 2011:310).
- In terms of the methodological paradigms, this study made use of a qualitative research design with a naturalism viewpoint mainly to understand social reality in its own terms that include rich descriptions of people and interactions in their natural setting (Bryman *et al.*, 2014:41; Erikson & Kovalainen, 2008:20).

1.6.1 Research approach

A qualitative research approach was followed for the purpose of this study. Qualitative research is relevant in situations where prior insights about an occurrence being studied are limited and new knowledge about the social world is created (De Vos *et al.*, 2011:312). Qualitative research utilises an inductive approach informed by constructivism to create new knowledge and provide knowledge to enlighten limited insights (Bryman *et al.*, 2014:41).

Qualitative research was, therefore, used to flexibly explore the unstructured problems of designing and implementing income-generating community projects (Erikson & Kovalainen, 2008:5). Qualitative research provides a contextual perspective required to develop a conceptual framework. An inductive strategy was used as the starting point, because there was not a clear conceptual framework or theoretical statement available to guide the research.

1.6.2 Research strategy

The research strategy consisted of a case study used to build theory. This strategy uses one or more case studies to create theoretical constructs, proposals and midrange theory constructed

from case-based observed evidence and uses a variety of data sources to construct the case study (Eisenhardt & Graebner, 2007:26). The method requires continuous study and interaction with the data by moving through comparative levels of analysis (Denzin & Lincoln, 2011:361). A case study is viewed as the documented history of a particular group – in this case the Holding Hands income-generating community project (Zikmund *et al.*, 2013:139).

This study can be classified as a single case embedded design. The Holding Hands income-generating community project was the single case with different satellite projects as the embedded units used to develop the case study (Yin, 2014:50). This provided a real-life basis as starting point for the research. The case study was used as a basis from which the theory then emerged inductively through the recognition of patterns of relationships amongst constructs evolving within and amongst the case study and the primary logical arguments.

The main advantage of a case study research strategy is that the theory produced is accurate, interesting and testable (Eisenhardt & Graebner, 2007:26). Seeing that the research unit AUTHeR will be involved in the Holding Hands income-generating community project for some years still, a case study research strategy provided the ideal environment to complete the cycle by testing the theory after completion of this study. A case study protocol was developed to guide the case study building process – a case study protocol increases reliability (Yin, 2014:85).

1.6.3 Research setting

The documented history of the Holding Hands income-generating community project set the scene for the research. The project members of the Holding Hands income-generating community project were the participants in the study. There were 35 active participants in the project. The purposive sampling method guided the selection process as the participants were able to help answer the research questions (Creswell, 2014:189). I started with the project leaders and moved on to the project participants until data saturation was obtained. Data saturation occurs when the collection of additional data does not provide any new ideas (Creswell, 2014:189).

The inclusion criterion for this study was that the participants should be active members of the Holding Hands income-generating community project. The age of the participants varied between 20-60 years of age (Niesing, 2012:42). This trend of various age groups taking part in income-generating community projects is present in other projects as well (Pronyk *et al.*, 2008:1564). Mostly females are involved in these income-generating community projects. In communities that are severely influenced by poverty, it seems that females are more likely to engage in activities that will promote sustainable livelihoods – especially in rural areas (Lemke *et al.*, 2009:203).

The level of literacy of the participants varied between primary school education and grade 12 (Niesing, 2012:42). I was involved as the project manager of the Holding Hands income-

generating community project for seven years and shares a strong trust relationship with the participants. It was, therefore, possible to encourage their participation in the research without a lengthy introduction process.

Ethical approval for this study was obtained from the ethical board of the Faculty of Economic and Management Sciences (EMS14/11/12-01/06). The community and participants were informed about the research process and gave their informed consent and approval. An example of the informed consent document is included in this document as Addendum A. No field workers were required as I was able to do the data collection on my own.

The data were handled confidentially and will be securely stored for a period of five years after which the data will be destroyed. The data were collected at the following project sites: Rysmierbult, Castello, Jan Kempdorp and Ganspan. Appointments were scheduled with the participants to inform them of the proposed research. Follow-up appointments were scheduled to obtain written consent from the participants. The participants were informed that the interviews would be voice-recorded and that field notes would be taken, as suggested by De Vos *et al.* (2011:129).

1.6.4 Piloting

To ensure that the participants understood the terminologies and context of questions during interviews, it was necessary to conduct a pilot run. The project facilitators were used for the pilot run to ensure that the terminology was understood by the participants.

1.6.5 Data collection

The data collection process started with the development of a case study database (Yin, 2014:123). This database enabled me to orderly compile the case study data. I used computer-assisted qualitative data analysis software in the form of ATLAS.ti to construct the database and to code the data (Yin, 2014:124). ATLAS.ti is a computer assisted data analysis software package for qualitative data analysis (Yin, 2014:134). My own field notes and participant observational notes over the past seven years were compiled and presented in a chronological order (Yin, 2014:124).

These reflections were thematically analysed to construct the initial codes (Charmaz, 2014:114). The initial codes developed were condensed into a usable amount of codes. The rest of the documents included in the case study database consisted of support documents in the form of meeting minutes, funding proposals, funding reports, press reports, press interviews and photographs. These documents were analysed by using the focused coding process to sift, sort, synthesise and analyse the large amount of data, as suggested by Charmaz (2014:138). The

constructed codes were used to develop themes and categories that form the basis of the conceptual framework.

Gaps identified in the data through the coding process were filled with in-depth interviews with the participants and continued until data saturation occurred. The interviews were thematically analysed through the use of ATLAS.ti. Follow-up interviews were not required, but could have been conducted if necessary. I included field notes of the interviews as data that included empirical observations and personal interpretations. To guide the field notes process, an observational protocol was developed. This protocol outlined how field notes should be taken for the purpose of this study.

The descriptive notes included portraits of the participants, descriptions of the physical sites where the projects operate and included reconstructions of the dialogue. The demographic notes focused on the time, place and date of interviews as well as the demographic information of the participants. The reflective notes included the practical impact of the methods and strategies used, notes on my thoughts with regard to making sense of the process and these notes also included my feelings and perceptions on the interviews, as described by Creswell (2014:168).

Multiple sources of data were used to ensure validity. These sources of data included:

- Personal in-depth interviews with Holding Hands income-generating community project participants.
- Field notes of the researcher.
- Archival documents: progress reports, financial performance reports, legal documentation, television interviews and other press articles and photographs.

1.6.6 Data analysis

Data analysis involved the process of analysing the images and text to make sense of the data. The analysis included the following steps, as described by Creswell (2014:197):

- The data were organised and prepared to compile a case study data base in ATLAS.ti.
- A general sense of the data was developed by identifying the documents to be included in the case study.
- The data were coded. Initial codes were developed by implementing line-by-line coding of the reflections of the researcher. Focused codes were developed from the initial line-by-line

coding process. The focused codes were used to code the rest of the primary documents in the case study database.

- The themes and quotations were described and included in ATLAS.ti and used to represent the data.
- The data were represented by discussing the themes, codes and categories.
- The meaning of the data was interpreted in conjunction with literature and was used to develop a conceptual framework.

The result from the data analysis was theory building – the data were, therefore, analysed from the “ground up” to facilitate this result (Yin, 2014:137). The following four cognitive processes were applied to properly analyse the data: comprehending; synthesising; theorising; and re-contextualising (Creswell, 2014:198).

Qualitative reliability is viewed as an approach followed by researchers to ensure the responsible management of data through accurate and comprehensive data documentation, by thoroughly checking transcripts and the coding process and by cross-checking the codes to make sure that the codes are reliable (Creswell, 2014:201). Qualitative validity is ensured through triangulation.

Triangulation involves the examination of different types of data sources to build clear justification for themes. When the themes are supported by different data sources, it adds to the validity of the study. Rich and thick descriptions in the data enable triangulation to take place. Self-reflection was done by the researcher to clarify any bias. Prolonged time spent with the participants ensured that the data collected were valid (Creswell, 2014:201). I was able to spend enough time with the participants as I had unrestricted access to the project.

1.6.7 Ethical considerations

The proposal for this study was submitted for ethical review and ethical clearance was obtained, attached as Addendum B.

In terms of ethical considerations, it is important to collect, handle and store the data in an ethical manner. It is important to always treat the participants in an ethical way (Creswell, 2014:97).

The ethical considerations for this study were:

- *Vulnerability*: In terms of this study, the participants come from resource-poor communities and may, therefore, be viewed as vulnerable.

- *Exclusions*: All of the willing members of the Holding Hands income-generating community project were included. There were no exclusions.
- *Disclosure*: I have a long-standing trust relationship with the participants. The roles in our relationship are clearly defined and they are fully aware of my motivation for completing the research. There were no issues with regard to disclosure.
- *Informed consent*: The participants were informed of the objectives of the research and the research process. It was made clear to the participants that they can withdraw from the study at any time without any implications. The participants needed to provide informed consent to enable them to take part in the research process. The consent included permission to voice-record the interviews.
- *Protection of identity*: The identity of the participants was protected. Pseudonyms were used to protect the identity of the participants.
- *Benefits*: The benefits of taking part in the research enabled the participants to influence the outcome of their own income-generating project, they can empower their own communities and have an impact on the sustainable livelihood creation in other communities.
- *Potential risks*: Potential risks involved resistance towards the implementation of interventions after the research has been conducted. The projects facilitator was available to help them debrief if the research process left them with any discomfort.
- *Feedback*: The participants were provided with feedback throughout the research process and afterwards. The formal feedback sessions were done in a participatory method to allow their inputs with regard to the implementation of future interventions. The data will be stored electronically for five years. The hardcopies will be stored in a locked cabinet in an office, as suggested by Creswell (2014:99).

1.7 SCOPE OF STUDY

1.7.1 Field of study

The field of study is business administration with a focus on sustainability science. Sustainability science or sustainability research combines ecological and social components with real-world sustainability issues through the involvement of diverse forms of knowledge (Stock & Burton, 2011:1092). Sustainability research focuses stronger on problems than the discipline it originates from (Brandt *et al.*, 2013:1). The nature of this study enabled the study to have a sustainability

science focus – the planning and implementation of interventions rest strongly in the use of economic actions to enable sustainable community development and are fundamentally embedded in business administration principles.

1.7.2 Geographical area

This study included four geographical areas. The first two sites are situated on farms between Potchefstroom and Ventersdorp. The first site is about 48 km from Potchefstroom and the second site 55 km from Potchefstroom. The third site is situated in Jan Kempdorp and the last site is situated in Ganspan.

1.8 LIMITATIONS

The main limitation of this study was due to the fact that it was a single case study in a specific geographical area in South Africa. Cultural, ethnical and traditional customs and thought processes influence indigenous knowledge in specific areas. There can be other factors that influence the conceptual framework in other contexts that were not identified due to the contextual setting of the study. This can limit the results of the study in terms of replication in other geographical areas in South Africa. This limitation should be addressed in future studies to explore the replicability of the results in other geographical areas in South Africa and Africa.

1.9 CHAPTER OUTLINE

The thesis consists of six chapters. Figure 1-1 represents the chapters of the thesis in relation to the objectives of the chapters:

Main Objective	
Construct a conceptual framework to facilitate sustainable community development through the use of income-generating community projects	
Chapter:	Objectives:
ONE Contextualising the study	Explain significance of study
TWO Research design	Develop research strategy and methodology
THREE Research findings	1st secondary objective: Develop case study and database and thematically analyse database 2nd secondary objective: Identify gaps in data, fill gaps with interviews.
FOUR Literature review	3rd secondary objective: Review available literature according to themes & codes
FIVE Interpretation and synthesis of findings	4th secondary objective: Construct framework by combining findings & literature in new rationale
SIX Recommendations & conclusions	Discuss study in context of purpose, relationship with previous research implications and recommendations

Figure 1-1: Chapter outline and objectives of chapters

1.10 CONCLUSION

This chapter contextualised the study by providing an introduction to the problem, motivating the study and providing the background of the problem. The development of income-generating community projects is utilised by the South African government as one of their strategies to facilitate community development. Income-generating community projects provide an immediate cash injection in communities while skills are developed simultaneously. Current intervention programmes do not yet yield the required results due to design inadequacies. These inadequacies result in income-generating community projects not developing into sustainable businesses.

Even though best practice – as suggested by literature – has been implemented in the Holding Hands income-generating community project, the project still remains dependant on a support organisation after 12 years. The main objective and sub-objectives of the study were stated in this chapter set against the background and problem statement. The research design and the ethical considerations for this study were discussed. The chapter concluded by providing the chapter outline of the thesis.

CHAPTER 2

RESEARCH DESIGN

This chapter discusses the specific research design of this study. A research design refers to the type of enquiry that provides direction regarding the procedures followed to direct the research process. A research design can fall within different research approaches (Creswell, 2014:12). For the purpose of this study, a qualitative research design was followed. The chapter discusses the scientific belief of the researcher that justifies the methodological choices made in the study. The research approach, strategy and research setting are discussed as well as the data collection and analysis procedure.

2.1 MY SCIENTIFIC BELIEF

The following section provides insight in my scientific belief of what knowledge is and how it is created. My scientific belief influenced the research approach and design that I followed to create knowledge.

2.1.1 Epistemological consideration

Epistemology refers to the question of what is regarded as acceptable knowledge in a specific discipline (Bryman *et al.*, 2014:12). The relationship between participants and researchers forms part of the epistemological consideration (Ponterotto, 2005:131). My epistemological consideration for this study was based on empirical realism – suggesting that things can be seen as they really are and that reality can be understood (Erikson & Kovalainen, 2008:16). Lauckner *et al.* (2012:5) confirm that a case study research strategy falls within the epistemological position of realism.

2.1.2 Ontological consideration

Erikson and Kovalainen (2008:17) describe ontology as being part of philosophy that deals with the nature of existence. The nature of reality and being is the concern when discussing ontological considerations (Ponterotto, 2005:130). My ontological consideration for this study was constructivism that suggests that knowledge is not only produced through social actions, but in a constant state of revision (Erikson & Kovalainen, 2008:17). In a constructivist approach, the interaction between researchers and participants is of fundamental importance in the creation of knowledge – an interview becomes a physical place of knowledge creation with both researchers and participants playing an interactive role in this knowledge creation process. A constructivist approach to grounded theory requires (Mills *et al.*, 2006a:9):

- A sense of reciprocity between participants and researchers to co-construct theory that is grounded in the experiences of both the participants and the researchers.
- Modifications in power imbalances to ensure a balanced relationship between participants and researchers.
- A clarification of the position of the author in the text and how the stories of the participants are integrated in the text.

Using a case study to create constructivist grounded theory as a research strategy supports this ontological consideration (Lauckner *et al.*, 2012:5). Mills *et al.* (2006a:9) describe the result derived from using a case study to create constructivist grounded theory as contextual theory that reveals depth, feeling and reflexive thoughts. This strategy supports my scientific beliefs (Mills *et al.*, 2006a:9), because I have been involved in the Holding Hands income-generating community project for the past eight years and I could not interact with the data without my previous experiences having an impact on the data analysis.

My ontological considerations support the research design of constructivist grounded theory (Ponterotto, 2005:134). Constructivist grounded theory welcomes my past and present interactions with the project participants and my perspectives on the project as part of the knowledge creation process with the project participants as co-creators of knowledge (Lauckner *et al.*, 2012:5). Ponterotto (2005:134) indicates that grounded theory studies are usually written in the first person and include the voice of the participants by using direct quotations in the text. This manuscript was, therefore, written in the first person. The representative quotations in chapter 3 are highlighted in *italics*.

When following a constructivist approach to create knowledge, collaboration between me as the researcher and the participants is required to construct theory that is grounded in the experiences of both parties. To optimally achieve this knowledge creation process, it is important that a balanced relationship with regard to power exists between me and the participants. A clear description was, therefore, required of my position and views as researcher and the relevance of my experiences in creating theory in contrast with those of the participants as my partners (Mills *et al.*, 2006a:9).

To optimally combine my ontological and epistemological viewpoints to best reach the objective of this study, I made use of a qualitative research approach by applying a case study research strategy to build constructivist grounded theory.

2.2 RESEARCH APPROACH

A qualitative research approach focuses on understanding the nature of a research problem through the interpretation and contextualisation of the realities and beliefs of people due to the qualitative assumption that social reality is a human creation (Baškarada, 2014:1). Bryman *et al.* (2014:31) describe a qualitative research approach as an inductive research approach with the emphasis on words rather than quantification and theory building rather than theory testing. A qualitative approach was a good fit for this study due to a lack in theory and previous research done on this subject. The need for research is supported by the South African government that highlights the development of theory in this research area (Chitiga-Mabugu *et al.*, 2013:10; Mayer *et al.*, 2011:32).

The nature of the research was not suited for quantitative measures because the theory had to be created before it could be tested (Creswell, 2014:110). Even though a qualitative approach focuses on the collection of non-numerical data, a structured process should still be followed during a research process. A structured approach was achieved through the research strategy by making use of a case study to build constructivist grounded theory.

2.2.1 The role of literature in the study

An explorative literature study was conducted to construct the first chapter of this study in order to provide direction for the objectives of the study, as suggested by Creswell (2014:30). The explorative literature review was used to support the problems identified and to describe the existing literature available on the topic. De Vos *et al.* (2011:305) argue that when grounded theory is used, literature is scrutinised after the data collection and analysis took place to highlight relationships between new theory and existing knowledge. The importance of keeping an open mind when conducting a literature study after data collection helped me to foster theoretical sensitivity by reviewing the concepts under a variety of circumstances (Tan, 2010:102). A literature review was, therefore, conducted after data collection took place and the analysis phases in this study were completed to discuss the relationships between the existing theory and the findings of this study.

2.2.2 The role of theory in the study

In this study, the development of theory from a case study was the ultimate goal and the completion point of the study (De Vos *et al.*, 2011:305). The data were analysed without any theoretical propositions in mind to search for patterns in the data that can lead to useful concepts, as indicated by Yin (2014:136). I started with an inductive approach to build specific codes from broad themes. These themes were then built and developed through a process using abductive logic to generalise interconnected thoughts into theory (Creswell, 2014:66).

2.2.3 Ethical considerations

According to Bryman *et al.* (2014:120), there are four important considerations to be taken into account when referring to ethics from a business management viewpoint:

- Participants should not be harmed in any way.
- Participants should provide informed consent.
- The privacy of participants should be protected.
- Any trace of deception in a study should be eliminated.

In terms of this study, all of the above-mentioned matters were addressed in an ethical manner. The participants were in no way harmed by the research; informed consent was required for individuals to participate in the study (Addendum A); there was no invasion of privacy and no deception was involved. The data are stored and were handled in an ethical manner to ensure the privacy of the participants.

2.3 RESEARCH STRATEGY

The research strategy that best enabled me to reach the objectives of this study and that fitted my epistemological and ontological viewpoints, was the use of a case study design in order to develop constructivist grounded theory. This research strategy enabled me to perform an in-depth exploration of a case study within the context of the Holding Hands income-generating community project while generating a conceptual framework to facilitate sustainable community development.

This strategy was previously successfully implemented in a doctoral study that explored community development through the use of occupational therapists (Lauckner *et al.*, 2012:7). For the purpose of this study, the case study design was used to guide the data collection and a grounded theory approach was used to guide the data analysis process. Figure 2-1 is a visual presentation of how I perceived the research strategy:

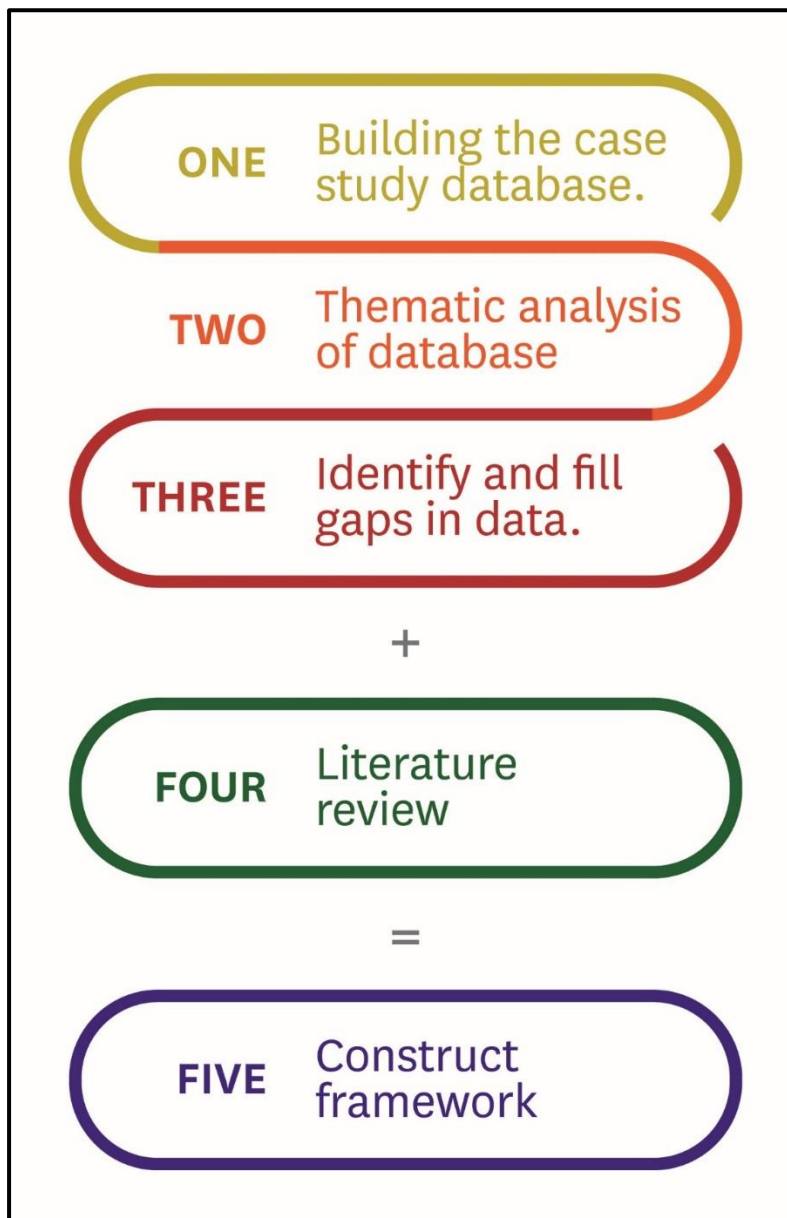


Figure 2-1: Visual representation of my perception of the research strategy

Phase 1 consisted of the construction of the case study from available documents of the project. This database was constructed in ATLAS.ti. The documents included in the case study were purposefully selected because the documents contributed to the study. The documents included photographs, official documents, minutes of meetings, press releases, television interviews, funding requests and progress reports. In Phase 2, the documents were thematically analysed to develop themes and codes. Phase 2 highlighted gaps identified in the data. In Phase 3, interviews with the participants filled the gaps identified in the data. All of the data were then incorporated to develop a conceptual framework.

2.3.1 Case study design

Case study research provides researchers with an opportunity to gain a deep holistic understanding of a single unit for the purpose of understanding the larger entity at a specific time

or over a specific time period (Baškarada, 2014:1). The case study strategy used in this study consisted of a descriptive/illustrative single case study embedded design that was used to construct grounded theory. The single case study was the Holding Hands income-generating community project with the different embedded units as the different satellite projects. Baškarada (2014:4) indicate that a descriptive case study is a good fit with theory building, because the focus is to describe different characteristics of a research problem in a specific context.

A case study design requires a detailed, in-depth and intensive study of an organisation to reveal the nature and complexity of a situation. In this case, the organisation was the Holding Hands income-generating community project – an understanding of the bounded system at a specific geographical location with emphasis on the setting and context was, therefore, necessary (Bryman *et al.*, 2014:110; Creswell *et al.*, 2007:241). A bounded system refers to satellite businesses at their specific geographical locations.

When a case study is used as a research strategy, it provides answers to in-depth descriptive questions that can cultivate an extensive understanding about how a unique case study functions (Creswell *et al.*, 2007:239). Case study research is associated with theory building (Bryman *et al.*, 2014:112). It is a useful strategy when researching a programme, activity or more than one individual. The case study selected was chosen because it provided insight in the issue that was researched (Creswell *et al.*, 2007:245). I chose the Holding Hands income-generating community project as the case study, because I believe this case study provided a unique opportunity to find out how income-generating community projects can be better designed and implemented to increase sustainable community development.

A case study provides a vehicle for the use of qualitative methods (Bryman *et al.*, 2014:110). In this exploration, the case study was used as a vehicle to build constructivist grounded theory. A wide variety of data sources are used in case study research. When the Holding Hands income-generating community project was studied as a case study, a contextual, in-depth understanding was conceptualised due to the inclusion of multiple data sources in the case study database (Creswell *et al.*, 2007:245). An analytical approach was followed by developing a chronological description of the case study, as described by Bryman *et al.* (2014:357). A time-series analysis was conducted on the participant observation notes of the researcher that presented the data in chronological sequence to explain the changes that occurred over time (Bryman *et al.*, 2014:359).

The data used to construct the case study included all of the support documents available on the Holding Hands income-generating community project. This data were sorted in chronological order to construct the case study. A case study protocol was developed to facilitate the construction process of the case study. A protocol allowed me to properly prepare for the construction of the case study to ensure the inclusion of the correct data (Baškarada, 2014:9).

The gaps identified during the process of thematic analysis were filled by conducting interviews with the project participants to construct theory. These gaps in the data became clear over time and acted as analytical tools to develop the research questions that guided the in-depth interviews conducted for the development of theory, as suggested by Lauckner *et al.* (2012:7).

2.3.2 Constructivist grounded theory

The main purpose of grounded theory is to generate theory regarding social phenomena by developing a higher level of understanding of social interactions that aim to explain the process. Theory emerges from the close scrutiny of data. Lingard *et al.* (2008:459) point out that development processes do not include the testing or verification of existing theories or hypotheses.

The flexibility of an iterative study design is one of the key features of grounded theory and includes circles of data collection and analyses (Lingard *et al.*, 2008:459). Flexibility in data collection phases is strengthened by adapting the data collection processes used with purposive sampling as the sampling method. Emerging constructs are continuously refined when a data analysis method is applied that constantly make comparisons between data types. (Lingard *et al.*, 2008:459).

Grounded theory is a research strategy that systematically follows the research process – except the data gathering and analysis steps. These steps are iterative with the focus on generating theory from data. Data gathering, an analysis and theory are closely related in a research process (Bryman *et al.*, 2014:344). Grounded theory provides insight about the process that enables experiences or changes over time (Creswell *et al.*, 2007:239).

Creswell *et al.* (2007:241) are of the opinion that this strategy is useful when no theory exists or when existing theories are inadequate. Theory is referred to as grounded because participant data form part of the foundation of the theory development process. An overall description or theory is generated through processes by including the views of a number of participants.

Charmaz (2008:156) describes emergence as a concept that allows for the unexpected to be taken into account when it happens. Emergent methods permitted me to pursue the unexpected – grounded theory possesses emergent properties and was, therefore, well-suited to study what I could not have anticipated.

Inductive logic is the starting point of grounded theory, but as researchers' reason to understand emergent empirical findings – abductive reasoning takes place. Surprises, puzzles and abnormalities in data are explained by the employment of abductive reasoning (Charmaz, 2008:157). It was necessary for me to imaginatively interpret the data by conceptualising all of

the possible theoretical possibilities for the happenings in the data, and then to check the findings until the most realistic interpretation was found for the observed data (Charmaz, 2008:157).

Abductive reasoning allowed me to intuitively interpret the empirical observations and the creative explanations while providing me with the opportunity to venture into unanticipated theoretical territories. A grounded theory method should rather be used as flexible open-ended guidelines than a mechanical method. These guidelines enabled me to investigate how the participants in the Holding Hands income-generating community project tried to resolve their problems and I was able to focus on what emerged from the setting (Charmaz, 2008:159). Grounded theory allowed me to spark enquiry through earlier ideas and personal experience (Charmaz, 2008:159).

Constructivist grounded theory focuses on the interpretive tradition of qualitative research that allowed me flexibility as a researcher in the theory development process. Constructivist grounded theory gave me as a researcher an opportunity to actively utilise my past and present experiences with the project participants as an asset when constructing theory. Tan (2010:95) highlights the importance of my experiences and insights in the process as an important contribution to the research process. The important factor was to study the experiences hidden in the networks, situations and relationships to enable the emergence of hierarchies of power, communication and prospects (Creswell *et al.*, 2007:250).

Constructivist grounded theory uses emergence in relation to the conditions of the research and my standpoints (Charmaz, 2008:160). This allowed my research to become greater than the sum of the individual parts – my perspectives guided the attention of the research, but did not determine the outcome of the research. I was embedded in the research and could not function unbiased to the influences and conditions of my research. I viewed me being embedded in the research as part of the knowledge gained by my research, as supported by Charmaz (2008:160). Emergent enquiry in grounded theory is created through two properties (Charmaz, 2008:161):

- The systematic and active scrutiny of data.
- The successive development and checking of codes and themes.

The data were scrutinised through the application of two types of questions: action and analytical questions. Action questions enabled me to examine the empirical world in detail. The second type of questions enabled me to link practical observations to theoretical possibilities early on in the data collection process. These appearing leads directed the emergent concepts. Consistent interrogation of the data led to emergent processes in the data (Charmaz, 2008:162). I was able to determine how well my analysis fitted the data as I became more familiar with the studied phenomena.

The following steps are not always followed in sequence and are the foundation of a grounded theory research process (Charmaz, 2014:18):

- Identify a research question.
- Recruit and sample participants.

Memo writing was used as a recording method during the following steps:

- Collect data.
- Perform initial coding.
- Develop categories through focused coding.
- Build theory.

The memos served as a basis in writing the drafts and the thesis.

The process of grounded theory is done with a specific end goal in mind. In this instance, it was to develop a conceptual framework for sustainable community development. Each phase of a process has a different outcome that builds up to the next phase with theory as the end result (Bryman *et al.*, 2014:346):

- Concepts are labels given to discrete phenomena that frequently emerge in data – also referred to as the building blocks of theory. These concepts are identified through the process of initial or open coding and referred to as codes.
- Categories are formed by more than two concepts grouped together to represent real life phenomena. The number of categories can be limited. These categories are the abstract of concepts and are referred to as themes.
- Properties are the qualities or features of categories.
- Hypotheses refer to initial links identified about the relationships amongst concepts.
- Theory is viewed as a set of systematically developed categories that forms a theoretical framework to explain phenomena. Grounded theory can consist of two types or levels of theory, namely substantive and formal theory. Substantive theory refers to theory developed in a specific area. Formal theory is developed at a more abstract level and is applicable to several substantial areas. To enable formal theory development, data collection at contrasting settings is required. For the purpose of this study, substantive theory was developed.

Grounded theory development is a process of continual reconstruction and deconstruction through a constant comparison method.

Methods of building conceptual frameworks include the use of grounded theory methodology due to its primary characteristics. Grounded theory methodology is a specific paradigm of enquiry with distinct features that involves specific coding practices and derived from systematically obtained data (Jabareen, 2009:52).

2.3.2.1 Description of a conceptual framework

A conceptual framework can be described as a network of interlinked concepts with the goal of providing a complete understanding of the phenomena. The concepts – in this instance the codes and themes that created the framework – were interlinked and supported each other to establish framework-specific phenomena through the articulation of their specific occurrences (Jabareen, 2009:51). The main features of conceptual frameworks, according to Jabareen (2009:51), are:

- Conceptual frameworks use concepts or codes to construct a network of interlinked codes and themes that each play an integral role during research.
- Conceptual frameworks aim to provide an interpretive approach to social reality.
- The goal with conceptual frameworks is to provide an understanding of social realities.
- An understanding of social realities is achieved through interpretations of intentions.
- Outcomes are not predicted, but allowed to emerge from a qualitative data analysis process.
- New interpretations should be explored through the integration of different viewpoints and theories from multidisciplinary bodies of knowledge. This approach was confirmed by the literature review that includes literature from various disciplines.

The procedure for performing a conceptual framework analysis as applied in this study is as follows (Jabareen, 2009:53):

- Phase 1: Mapping the selected data sources. This was done by using ATLAS.ti in the data analysis method.
- Phase 2: The data were categorising and coded by using grounded theory methods.
- Phase 3: Themes and codes were identified and named.
- Phase 4: Themes were deconstructing and categorising.
- Phase 5: Codes and themes were integrated.
- Phase 6: Results were synthesis.

- Phase 7: The conceptual framework was validated.
- Phase 8: The conceptual framework was rethought.

The above-mentioned procedure provided the advantage of being flexible. An opportunity was created to modify the framework and provided a basic understanding of the phenomena.

2.4 RESEARCH SETTING

The Holding Hands income-generating community project provided the research setting for this study. The study included four different active project sites and the historical data on failed projects. The views and experiences of the project manager and project facilitators were included in the setting in the form of historical data. The following data sources were included to describe the research setting comprehensively (Yin, 2014:106):

- Formal documentation of the Holding Hands income-generating community project, such as funding requests, progress reports and minutes of meetings.
- Archival records, such as needs analysis documents, communication between the stakeholders and project, newspaper reports, internet articles and television interviews.
- Direct observations of me in the form of reflections on the interviews and field notes made during the interviews.
- My reflections on my experience as the project manager and trainer in the project development process as participant-observations.
- Physical artefacts, such as photographs and products manufactured by the project participants.
- In-depth interviews with the participants that supported the theory development process.

To be an active member of the Holding Hands income-generating community project was the only inclusion criterion. As themes and theoretical codes emerged in the data collection and analysis process, it was not necessary to change this criterion and no additional participants were included (Dicicco-Bloom & Crabtree, 2006:317).

The sampling method for this study was purposive because this method seeks to maximise the impact of the data collected in terms of depth and richness to best explain research phenomena (Dicicco-Bloom & Crabtree, 2006:314). Purposive sampling implies that participants are purposively selected for the views and knowledge that the participants can share (Creswell, 2014:189). The project leaders were interviewed first. After the interviews were analysed and the

thematic analysis of the interviews was completed, participants were purposively selected according to their ability to help reach the objectives of the study.

2.5 PILOTING

A pilot run was conducted before the interview process commenced with trained Tswana-speaking facilitators that were able to provide input and feedback to ensure that the participants understood the terminologies used in the interviews. This was done because the participants mainly speak Tswana as their first language and because of their varied literacy level. The pilot run increased the validity of the in-depth interviews that formed part of the data collection process as discussed by Baškarada (2014:9).

2.6 DATA COLLECTION

The data collection process for the purpose of this study was done in three phases: Firstly, the case study database was constructed and secondly, the case study database was thematically analysed. The third phase consisted of the interview process and these phases led to the development of a conceptual framework.

The data used for the building of the case study consisted of all the relevant documentation of the Holding Hands income-generating community project from the project's inception in 2002 (Creswell *et al.*, 2007:241). The second phase of the data collection was an iterative process that took place between the documentation and the interviews. It was important for me to be able to interpret the data in real time to enable me to adjust the data collection activities if required, as discussed by Baškarada (2014:9). Figure 2-2 is a visual representation of the types of data that were used in the different phases:

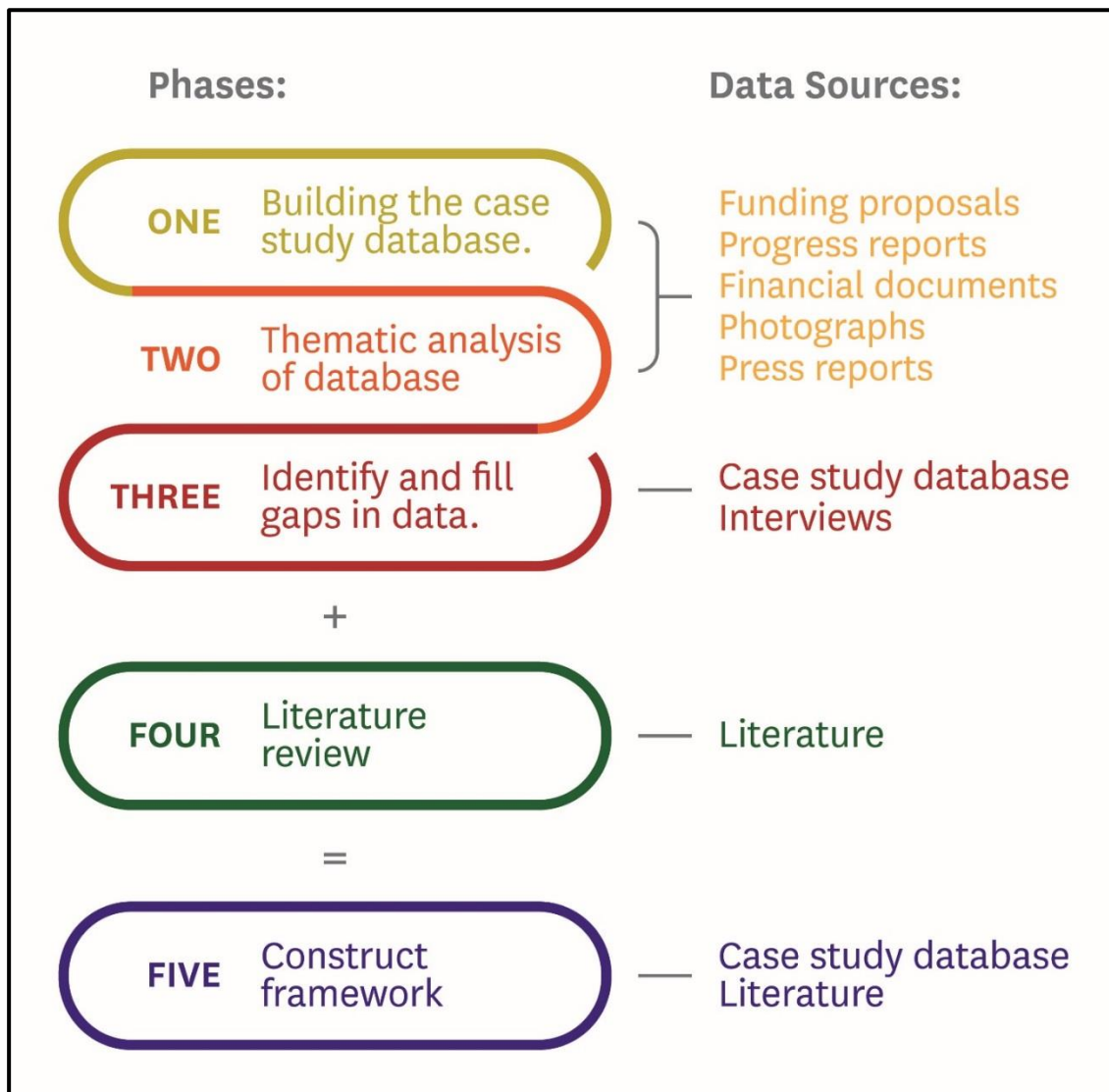


Figure 2-2: The types of data used in different phases

The use of different data sources strengthened the triangulation process to increase the validity of the results. The thematic analysis of the case study database identified gaps in the data that were filled by the interview process to guide the theory development process. The gaps identified in the data were the focus of the in-depth interviews. The themes were further explored by scrutinising the documents to determine whether additional interviews were required.

The case study was constructed by describing the development of the project chronologically over time, this provided a rich background to the study. A protocol was developed to guide the case study development process. This protocol increased the validity of the results because four different sub-projects were included in the case study and the type of information used to construct the case study had to be standardised.

The interviews were initially conducted to enable me to check theoretical concepts identified during the second phase. The interviews were voice-recorded to help me through the data analysis process (Dicicco-Bloom & Crabtree, 2006:318).

2.6.1 Participant observations

The decision to follow a constructivist viewpoint and the process of co-creating knowledge with the aid of the participants, demanded that I follow a transparent research process. To actively share my viewpoints, thoughts and inputs in the knowledge creation process, I had to document my reflections on the research process. These reflections focused on the research process to explore the way in which it unfolded and the interaction that took place with all the participants in the research process, as discussed by Lauckner *et al.* (2012:7).

I needed to reflect on and examine my own intentions continuously to illuminate the influence that my thinking and emotions had on the creation of new knowledge. Journaling (in the form of field notes) and writing down memos enabled me to record my thoughts on the research area, the interviews and the process of analysis (Dicicco-Bloom & Crabtree, 2006:317; Mills *et al.*, 2006a:11). These field notes and memos were used before and during the data collection process. My field notes included empirical observations and personal interpretations. To guide the field notes, an observation protocol was developed. This protocol outlined how field notes should have been taken for the purpose of this study.

The field notes included portraits of the participants, descriptions of the physical sites where the projects operate and included reconstructions of the dialogue. The demographic notes focused on the time, place and date of interviews as well as the demographic information of the participants. The reflective notes included the practical impact of the methods and strategies used, notes on my thoughts on making sense of the process and included my feelings and perceptions on the interviews, as described by Creswell (2014:168). It is required in constructivist grounded theory to collect and analyse data simultaneously to provide me with an opportunity to become more intimate with the researched phenomena. My ideas were, therefore, grounded in data because of built-in checks in the process.

2.6.2 Document selection

Document analysis was done in two phases. Firstly, it was used as a basis to construct the case study. The documents selected were analysed in a chronological order to record the development process of the Holding Hands sub-projects. The documents included in this phase consisted of written documents and photographs as well as video recordings of television interviews. In the second phase, the documents were selected for the communicative ability of the documents, as discussed by Bryman *et al.* (2014:354).

The relevant documents included as data for the second phase were selected for the purpose of supporting and clarifying the concepts and themes identified through the interviews. There were vast amounts of documents available in the Holding Hands income-generating community project.

The documents were, therefore, used as data selected for the specific value they added to the study. This approach of document selection is referred to as a direct approach of document analysis. The document analysis added to the reliability and validity of the results of the study.

2.6.3 Interviews

Mills *et al.* (2006a:9) are of the opinion that when using interviews to build constructivist grounded theory, interviews are viewed as a site for knowledge creation that results from interaction between researchers and participants. From a constructivist viewpoint, it is important that the power relationship between researchers and participants is balanced. To achieve this, I consciously thought about and planned the interviews in such a way that this process of knowledge creation was optimally utilised (Mills *et al.*, 2006a:10).

The questions that guided the in-depth interviews were developed after Phase 2. Coding the data in the case study database was developed in Phase 1. This interview schedule was flexible to allow a co-creation process of knowledge between me and the participants and was based on a SWOT analysis and an exploration of the social networks of the participants. A field note protocol was developed that allowed me to standardise my field notes throughout the data collection process. This included an observation guide to record all of the required details of the interviews.

Participant-driven research can be achieved by the adoption of a non-judgemental attitude during interviews by listening to what the participants truly mean with a willingness to understand their responses in context. The power relationship can be balanced by interviewing participants at a place and time convenient for them. The interviews were conducted at the project sites, because these sites were convenient to the participants. I conducted the interviews in an unstructured and informal way – allowing the participants to lead the direction of the conversation.

The participants understood that they also benefitted from this knowledge creation process, because this process provided them with a greater insight into their project. We collaborated to create knowledge that benefitted the project directly. This helped in creating an atmosphere that enhanced the knowledge creation process when conducting the interviews. I needed to invest my own personality in the knowledge creation process to facilitate non-hierarchical, power-balanced interviews (Mills *et al.*, 2006a:9).

Rapport has already been established between me and the participants through a long-standing trust relationship. Diccio-Bloom and Crabtree (2006:316) discuss rapport as an essential element in an interview process because trust and respect were required for the participants to feel secure enough to share information with me. Individual in-depth interviews were conducted by having individual discussions with the participants by asking the basic research question with two to five specific questions that allowed me to delve deeply into certain aspects (Dicicco-Bloom

& Crabtree, 2006:314). The responses of the participants guided the direction of whether planned or unplanned questions were used. The contextual information I already had about the participants guided me in the discussions and allowed me to provide them with the correct context to answer the questions.

Before the data collection through interviews began, the participants signed informed consent documentation. Three days before the interviews took place I visited the projects and discussed the research with the participants. The participants were informed of the objectives of the research and the possible advantages and disadvantages that the research could have for them. The informed consent forms were discussed with them in detail and their rights and responsibilities as participants in this study. The informed consent documentation is included as Addendum A in the annexures.

2.7 DATA ANALYSIS

Data analysis in constructivist grounded theory focuses on the importance of gathering rich data, coding the data, writing memos and theoretical sampling with the prominent importance of the views, values, beliefs and feelings of participants emerging from the process of data analysis (Creswell *et al.*, 2007:250). Data analysis in constructivist grounded theory seeks to find deep meaning in data that illuminate connotations about beliefs, values and ideologies (Mills *et al.*, 2006a:12). Charmaz (2008:163) describes grounded theory as an emergent method because of the comparative and interactive nature of every stage of analysis.

2.7.1 Strategies for data analysis in a grounded theory process

In grounded theory, data analysis is viewed as a sequence of overlapping steps that are re-examined at different points. The process of analysis becomes, therefore, linear and interactive to simultaneously facilitate logical systematic analysis, introspection and reflections. This process is achieved through the comparison of codes, the collection of more data, the merging of categories, writing and comparing memos and the collection of more data if required (Bryman *et al.*, 2014:346). The following four strategies for analysis form the basis of a grounded theory approach and allowed me to make theoretical analysis the basis for sorting and integrating the data (Charmaz, 2008:163):

2.7.1.1 Coding practices

Charmaz (2014:113) identifies at least two phases in the coding process: initial coding and focused coding. Initial or open coding requires an interrogation of the data to identify words or phrases that describe the data (Birks & Mills, 2015:10). The focus of my study shifted to performing data collection and an analysis simultaneously. Coding is done in conjunction with

data collection (Charmaz, 2014:114) by comparing incidents or by coding word-for-word or line-by-line (Charmaz, 2014:125). In grounded theory, coding focuses on actions. This can reveal emergent links between processes in data (Charmaz, 2014:117). Codes indicate conditions under which each process transpires. The researcher interacted with the data through line-by-line coding and this made the process interactive and comparative (Charmaz, 2014:118). The participant observational notes were coded line-by-line with the objectives of the study as the focus of the enquiry. The initial line-by-line coding resulted in 150 codes. These codes were grouped together to develop 33 initial significant codes. When initial significant codes have been identified, selective coding is embarked on. The rest of the documents were coded using focused coding. The codes that best described the empirical phenomena were grouped together to form the tentative themes. This was an emergent process supported by memo writing. “Carrying capacity” or “analytical momentum” identified the categories that were subjected to further analytical treatment, as discussed by Charmaz (2014:140).

2.7.1.2 Memo writing

Memo writing takes place between data collection and writing a draft for a chapter (Charmaz, 2014:163). Capturing ideas about the process and data is the main focus of memo writing (Yin, 2014:126). Charmaz (2014:164) describes memo writing as the ability to provide a framework for exploring, checking and developing ideas about categories and to provide groups of evidence on how these categories were developed. The memo writing process forms the basis of a grounded theory development process (Birks & Mills, 2015:11). The memo function in ATLAS.ti enabled me to sort the memos and link them to relevant quotations, codes and themes as well as other memos (Frieze, 2014:124). The following guidelines were important in the process of memo writing (Charmaz, 2014:165):

- Writing the memos in ATLAS.ti enabled me to title the memos for easy filing and to continue to write memos through the research process.
- The comment function in ATLAS.ti enabled me to define the codes by the properties found in the data. ATLAS.ti enabled the development of a list of quotations linked to a specific code that supported the development of the codes.
- The conditions of emerging categories, maintenance and changes for categories were defined in the memos.
- ATLAS.ti supported the continual comparison of memos and the checking of emerging logic.
- The original data were included in the memos.

- A description of the significances of the codes and the identification of relationships amongst the codes could be done.
- Gaps in the data could be identified and notes about the assumptions could be included.

Memo writing enabled me to move beyond basic descriptions and storytelling – theory could be developed. I wrote memos throughout the entire process of data-analysis and the theory-building phases in ATLAS.ti. These memos form the basis of the text in chapter 3.

2.7.1.3 Theoretical sampling

A strategy of theoretical sampling kept the study grounded. Emergent categories formed the basis of this sampling. After categories and themes have emerged, it became clear in which direction the theoretical enquiry will lead the sampling process (Charmaz, 2014:345). It was important to document the properties of the categories to ensure that the theory stayed grounded. This documentation process was performed in ATLAS.ti in the comment section and allowed me to describe the codes (Frieze, 2014:122).

Birks and Mills (2015:11) discuss the requirement of comparative data that increase the emergence of hidden properties from the categories supported by memo writing. All of the possible theoretical understandings for the phenomena were scrutinised from which tentative interpretations were created. These interpretations were then tested by returning to the field to gather more data to check and define the categories through theoretical sampling (Charmaz, 2014:197). By incorporating the literature into this process, abductive reasoning was enabled to develop theory.

Abductive reasoning attempts were applied to envision all the possible explanations for surprise findings. These explanations were then subjected to additional enquiry. The refinement process of the categories involved imaginative interpretation and reasoning to better justify the categories. This process allowed me to explore all of the possible solutions for the phenomena in unanticipated theoretical directions to understand the data (Charmaz, 2014:201).

2.7.1.4 Theoretical saturation

Theoretical saturation is achieved when all of the properties of categories have been saturated because the gathering of more data does not produce further insights on the properties of theoretical categories. The key to theoretical saturation is to gather sufficient data to institute the parameters of the categories and to explain the properties of the categories (Charmaz, 2014:213). In this study, the amount of data was vast and proved to be sufficient in reaching theoretical saturation.

2.7.1.5 Document analysis

In grounded theory, all types of sources are viewed as data. This unique feature enabled me to make use of any documentation and appropriate data sources in addition to the interviews as support evidence, as described by Glaser and Holton (2007:57). Document analysis requires the systematic analysis of documents as supportive data sources to develop empirical knowledge (Bowen, 2009:27). The documents used in my study consisted of printed and electronic material about the project provided by various sources. Apart from the role of document analysis as a secondary data source to support findings, the information contained in documents can be used for the following purposes (Bowen, 2009:30):

- It can help to contextualise a study.
- It can set the questions to guide in-depth interviews.
- It can supplement research data.
- It can indicate and track changes and development.

The documents included in the analysis process were selected according to the themes already identified through the coding of my participant observation documents – referred to as a direct content analysis (Bryman *et al.*, 2014:355). This method allowed an analysis of the documents according to previously identified themes or codes. If themes are identified in a text that do not fit into existing themes, new themes can be developed.

The following types of documents were included as support evidence in this study:

- Funding requests
- Progress reports
- Financial documents
- Photographs
- Press reports
- Television interviews
- Minutes of meetings
- Needs analysis documents

The inclusion of documents as data in this case study provided additional perspectives that offered supplementary insights.

2.7.2 Conceptualisation

Conceptualisation played a key role in the theory development process followed in this study. Conceptualisation can also be viewed as a core category of grounded theory, as discussed by Glaser (2002:23). All of the data were taken into consideration to conceptualise the theory. A grounded theory process provides a systematic way to conceptualise theory. When conceptualising in grounded theory, the two most important properties are: concepts are abstracts of time, place and people and these concepts should have enduring qualities (Glaser, 2002:23).

Concepts are defined in grounded theory as the naming of emergent social patterns grounded in research and data through the constant comparison of theoretically sampled data until conceptual saturation is reached (Charmaz, 2014:342). Conceptual saturation is achieved by comparing various incidents. This comparison leads to the generation of concepts. These concepts show patterns identified by categories and sub-categories refer to the properties of categories. The purpose was, therefore, to generate a hypothesis that could be replicated in any applicable timeframe, place and a community with an emergent fit, which could then be adapted through constant comparisons with new data to explain behaviour in a specific area. For the purpose of this study, the concepts identified in the data were referred to as codes.

Location becomes, therefore, important only if it emerges as a category by making a conceptual difference. Grounded theory descriptions focus more on core processes within units than on descriptions of units themselves (Glaser, 2002:24). In terms of conceptualisation in grounded theory, the focus is on the behaviour of people that is categorised and not the categorisation of people. In terms of time, the concepts developed by theory are timeless in their applicability (Glaser, 2002:25). Conceptualisation builds trust in emerging theory. The four levels of conceptual analysis in grounded theory are (Glaser, 2002:30):

- Collection of data.
- Generation of categories.
- Discovering core categories.
- Creation of formal theory.

Grounded theory productively uses “conceptual grab” by generating relevant concepts from theory bits that are integrated into theory. Theory bits are described as containing “truth” when they ring true with regard to credibility (Glaser, 2002:30).

2.7.3 Qualitative reliability

Creswell (2014:201) postulates qualitative reliability as an approach followed by researchers to ensure responsible management of data by making sure that data documentation takes place accurately and comprehensively; by checking transcripts and the coding process thoroughly; and by cross-checking codes to make sure that these codes are reliable. In this study, the development of a case study protocol and a field note protocol enhanced the reliability of the study. External reliability refers to the replicability of a study in another setting (Bryman *et al.*, 2014:44). In terms of this study, it was possible to replicate the study in other income-generating community projects and in other interventions that focus on sustainable community development.

2.7.4 Qualitative validity

Qualitative validity was ensured through triangulation. Triangulation involves the examination of different types of data sources to build a clear justification for themes. Rich and thick descriptions in data enable triangulation to take place (Bryman *et al.*, 2014:45). I needed to state my relationship with the case study and, therefore, included self-reflection notes done by me to clarify bias (Hyett *et al.*, 2014:9). For this study, self-reflection was done through the process of writing field notes and memos.

Prolonged time spent with the participants ensured that the data collected were valid (Creswell, 2014:201). I had the opportunity to spend ample time with the participants to ensure that the objective of the study was reached. Internal validity refers to the ability of researchers to match observations to developed theory (Bryman *et al.*, 2014:44). In terms of this study, the support evidence used in the form of document analysis ensured internal validity. Multiple sources of data were used to ensure validity. These sources of data included:

- Personal in-depth interviews with Holding Hands income-generating community project participants.
- Field notes and memos written by me.
- Archival documents, such as progress reports, financial performance reports, legal documentation, television interviews, press articles and photographs.

I was able to discuss emerging themes with my project facilitators to ensure that analyst triangulation was achieved. Member checking was done when required to ensure that I understood the participants correctly. The member checking supported emerging themes and additional exploration of the complexities of the themes to support a constructivist viewpoint of co-knowledge creation.

2.8 CONCLUSION

In this chapter, the practical research process conducted in this study was discussed. Discussions on my scientific belief, the most appropriate research approach and strategy for this study were highlighted in this chapter. The research setting, data collection process and types of data included in this study were discussed. The research process of constructing constructivist grounded theory through a case study was discussed.

CHAPTER 3

RESEARCH FINDINGS

The case study database was constructed in ATLAS.ti and was thematically analysed by using constructivist grounded theory development as a strategy for data analyses (Frieze, 2014:19). The case study database included 159 primary documents. This included nine reflection documents of the development of the Holding Hands income-generating community project written in a narrative format on a timeline.

To increase validity, dairy and field notes taken during project visits and meetings were used to validate these reflections. The reflections were used to develop the initial codes. The initial code development resulted in 150 codes. These codes were further refined and combined into 33 codes. These 33 codes were then used to code the remaining 150 primary documents by applying focused coding.

During the coding process it became apparent that there existed relationships amongst different codes. These relationships became apparent when specific quotes were coded with more than one code. When this happened repeatedly, relationships amongst the different codes were indicated. After coding all of the documents, I created a report output from ATLAS.ti to explore these relationships further (Frieze, 2014:126). This report summarised the quotations for each code and the relationships identified amongst these codes. All of these quotations and codes were reviewed to validate the codes and to explore the validity of the relationships. Colleagues who acted as co-coders continuously provided input during this process.

The network view option in ATLAS.ti was used to display the relationships amongst the different codes and the relationships amongst the themes and the codes, as indicated by the data analysis procedure (Frieze, 2014:33). These relationships are referred to as links. The data analysis indicated relationships amongst the codes and themes. Naming them allowed me to describe the nature of these relationships. Exploring the relationships amongst codes and themes strengthened the theory development process (Frieze, 2014:133).

The relationships amongst the codes can be visually displayed as network views. These network views are included in chapter 3 to enable a visualisation of these relationships. The relationships amongst codes are indicated with a solid line between the codes with a circle from the source code ending with an arrow to the target code. Relationships amongst codes were identified and explored, resulting in the possibility of a code linked to other codes and more than one theme. Relationships amongst codes and themes are indicated with a red dotted line. The 33 codes were

then further developed into 10 themes. The relationships amongst the different codes were classified in the following way according to the guidelines discussed by Frieze (2014:222):

- “Is a part of”: Relationships were described when one code complemented or strengthened other codes or themes.
- “Is a property of”: Relationships were described when codes were essential to other codes or themes.
- “Is associated with”: Relationships were described when not enough information could be derived from the data to indicate more specific relationships.
- “Is a cause of”: Relationships were described when one code was identified as the cause of another code or theme.
- “Contradicts”: Relationships were described when one code contradicted other codes or themes.

Addendum C consists of three reports created in ATLAS.ti. Addendum C1 provides the 33 codes with the different primary documents listed that contributed to the development of these codes. Addendum C2 includes the comments of each code and the relationships identified with other codes. The different primary documents and quotations used to construct Code 1 are included in Addendum C3. The rest of the database in ATLAS.ti will be available on request.

To contextualise the following discussion, Figure 3-1 is a visual tool in describing communities in context to the five assets/capitals available in communities, according to the sustainable livelihood approach. The five assets/capitals are (Morse & McNamara, 2013:28):

- *Natural capital*: refers to natural resources and environmental services available in a community.
- *Social capital*: refers to social resources in the form of social networks, social relations, affiliations and associations.
- *Human capital*: refers to skills, knowledge and capabilities of individuals in a community.
- *Physical capital*: refers to man-made assets/capitals in a community, such as buildings, roads, production equipment and technologies.
- *Economic/financial capital*: refers to the capital base in a community, such as cash, savings, debit/credit and other economic assets.

The sustainable livelihoods approach uses a pentagon to graphically represent the assets available in communities (Morse & McNamara, 2013:28). Camp *et al.* (2013:28) also explored the option of using the pentagon to indicate changes in the assets of communities over time. For the purpose of this discussion, this application was adapted by placing the pentagon in a community context and used to explain changes in assets in communities due to interventions. The asset pentagon symbolises the accessibility of the five assets/capitals in communities.

As community development takes place, these assets can move. They can be placed in a different location to symbolise change. A movement farther from the centre point indicates expansion of assets showing that these assets developed to create community development. The opposite can occur when assets are not utilised by communities anymore. In this instance, assets will move closer to the centre point.



Figure 3-1: Assets in a community

These five assets/capitals are used by stakeholders of the Holding Hands income-generating community project to develop sustainable livelihoods in the community.

In Figure 3-2, an income-generating community project is symbolised by a grey hexagon as the next layer of a community that utilises the assets available through various stakeholders. An income-generating community project forms part of a community. Unfortunately, not an entire community is involved, because only some of the community members take part in a project. An income-generating community project requires access to these assets to develop. A project will then stimulate sustainable community development.

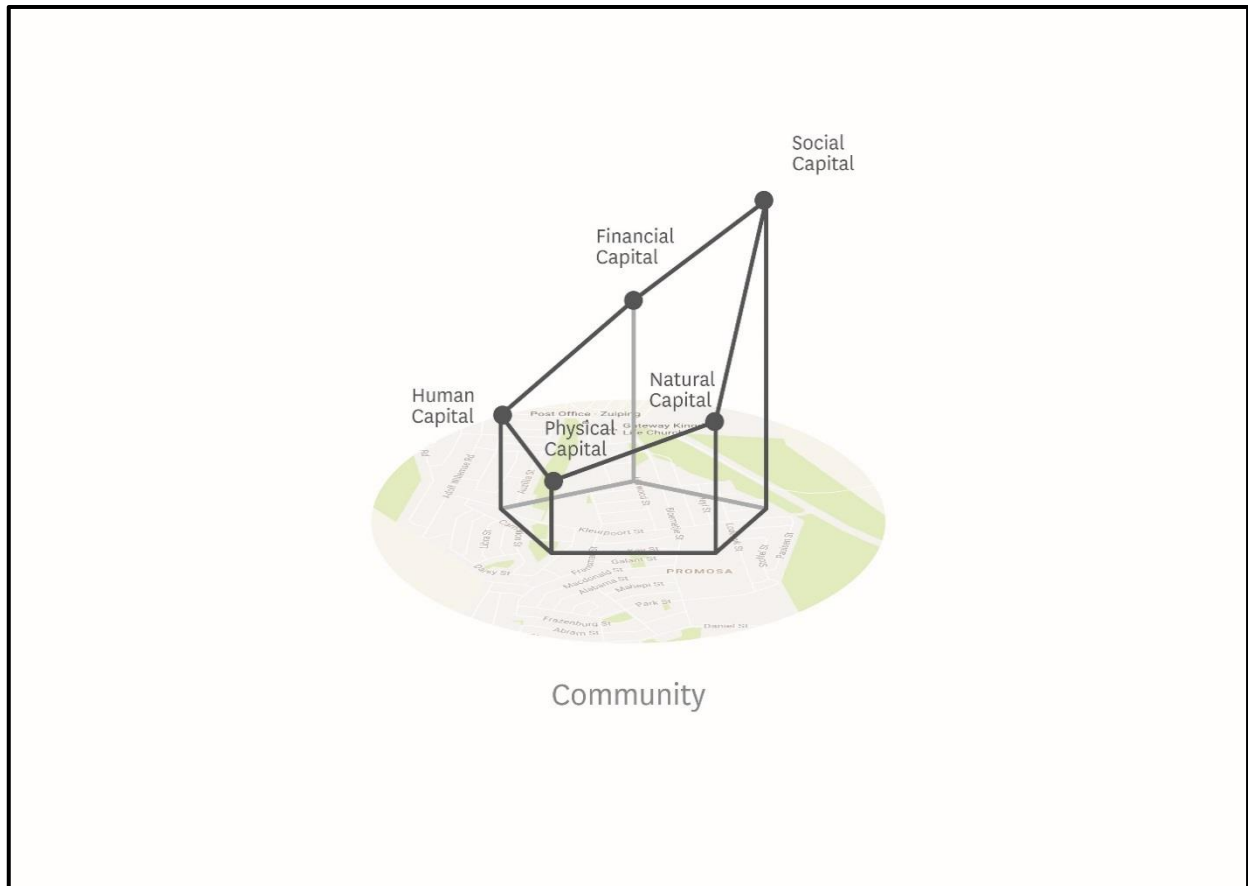


Figure 3-2: Using an income-generating community project to initiate sustainable community development

In the following section, these themes are discussed together with the individual codes linked to them. In the discussion, direct quotations from the raw data are included to contextualise the discussion and a deeper insight is, therefore, provided. These direct quotations are indicated by the use of *italics*.

3.1 THEME 1: IGNITION OF THE SPARK-DRIVING FORCE OF DIFFERENT STAKEHOLDERS TO INITIATE SUSTAINABLE COMMUNITY DEVELOPMENT

To ignite the process of sustainable community development using income-generating community projects, requires an ignition – a spark created by the collaboration of a set of stakeholders. This collaboration of stakeholders is referred to as cross-sectorial social partnerships. Each of these individual stakeholders brings some form of capital to the process that activates the energy to start the process. Stakeholders have each an own set of motives for taking part in interventions. The relationships amongst these stakeholders create the momentum for interventions to continue past the initiation stage. Figure 3-3 provides a visual representation of the relationship amongst Theme 1 and Codes 4 and 14.

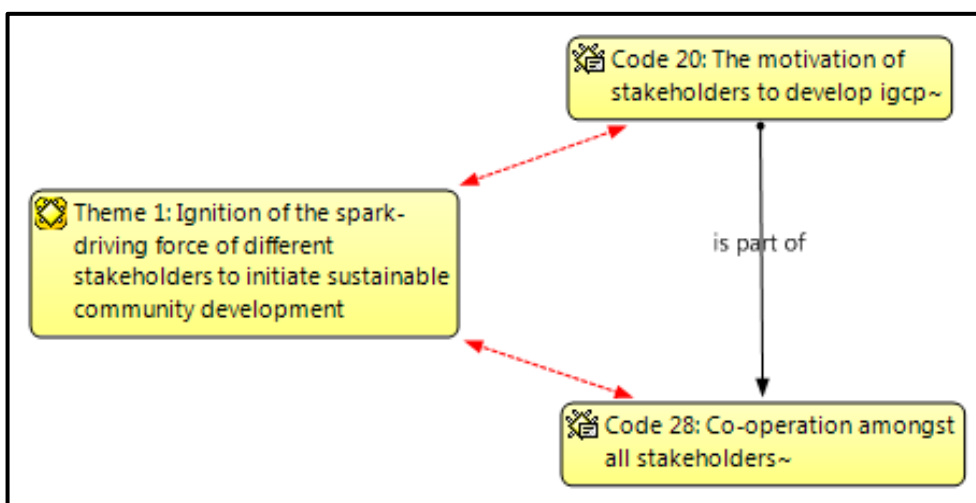


Figure 3-3: Relationships amongst Theme 1 and Code 4 and 14

The data indicated a relationship between Theme 1 and each of the individual codes, as presented by the red dotted lines. A relationship was identified between Code 20 and Code 28. This relationship indicates that the motivation of stakeholders to develop income-generating community projects is only part of the cooperation amongst the participants, but strong enough to develop into a separate code.

The relationship indicates that Code 20 strengthens and supports Code 28. The motivation of stakeholders to develop income-generating community projects, therefore, impacts the cooperation amongst stakeholders. This impact can either be positive or negative. When the motivation is strong to facilitate sustainable community development, it strengthens relationships amongst stakeholders. In contrast to this positive impact, a selfish motivation can have a negative impact on relationships amongst stakeholders.

3.1.1 Code 20: The motivation of stakeholders to develop income-generating community projects

The motivation for taking part in projects with regard to stakeholders, differ. However, the different motivations of stakeholders initiate projects and can be viewed as the spark that ignites project development processes. Hidden motives, however, can cause conflict in these processes and should be declared. The motives of stakeholders should be focused on the development of projects according to project plans. The collaboration of stakeholders is, therefore, necessary.

Processes can be negatively influenced by a motivation of personal or financial gain. Before the initiation of projects, all of the stakeholders should openly discuss their motivations and declare a personal interest, if applicable. This could be a lengthy process but future conflict is minimised. Processes should be open and collaborative and stakeholders should take part in these processes. The motivation of the stakeholders for initiating the project should be carefully explored.

Intrinsic motivation is essential to ensure a long-term positive impact on the sustainable development of projects. Community members should have a driving force that will build momentum to develop projects.

3.1.2 Code 28: Cooperation amongst stakeholders

To initiate income-generating community projects, various stakeholders need to collaborate to develop sustainable projects. Cooperation provides access to the five types of assets utilised to develop income-generating community projects or to gain access to a market who will buy the products produced by projects.

Cooperation can be formalised in cross-sectorial social partnerships that formally strengthen these interventions. Cooperation is not exclusive with regard to formal cross-sectorial social partnerships, but can include informal cooperation as well. Stakeholders are not all bound to communities, but are linked in some or other way. Figure 3-4 portrays the different levels of relationships identified from the data that can be explored and developed as possible stakeholders in the development process.

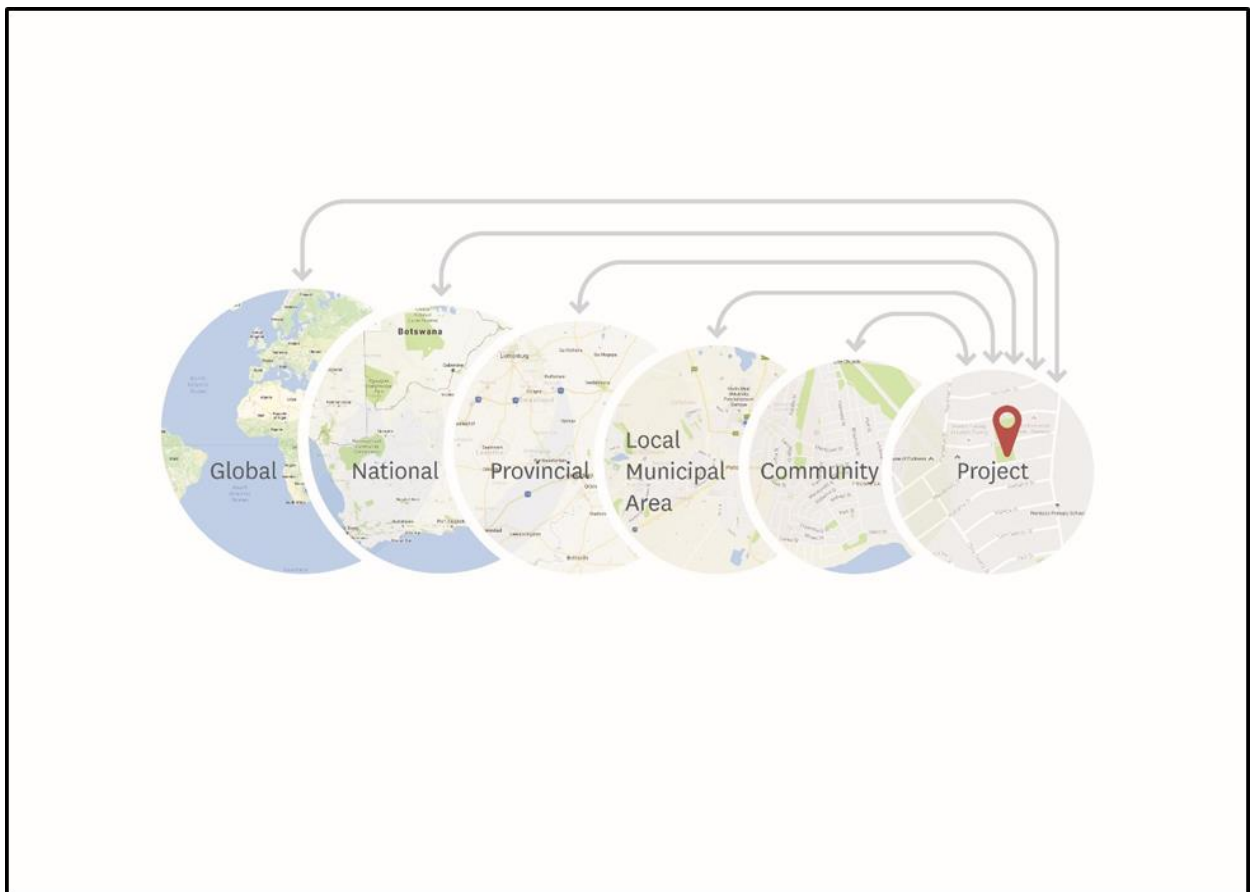


Figure 3-4: Ecological approach to identification of stakeholders

As indicated in Figure 3-4, the cooperation amongst stakeholders can be identified on various levels. The following discussion is based on the interactions found in the data:

1. *Projects*: As indicated in Figure 3-4, projects function as units in communities with interaction amongst participants. Participants in projects can provide access to assets themselves or through their social networks. Assets can include access to physical capital (facilities) or natural capital (land).

Communities: Projects function within communities with interactions amongst different community members, as seen in Figure 3-4. Interaction amongst project participants and community members takes place in various ways. Communities have access to assets in the form of the mentioned five capitals that can be utilised to develop income-generating community projects. The focus of income-generating community projects is to initially develop two capitals, namely human capital and financial capital. Income-generating community projects develop human capital through skills development while participants earn an income and stimulate the local micro-economy (financial capital).

Social capital is developed through the initiation of income-generating community projects, because social networks are stimulated through community meetings and participatory actions. Physical capital is developed through the upgrade and development of facilities. Depending on the nature of projects, natural capital can be developed through the development of vegetable gardens or the positive impact that a recycling project can have on communities. The initiation of income-generating community projects can have an immediate positive impact on sustainable community development. This positive impact can be mapped on communities, as indicated in Figure 3-5.



Figure 3-5: A change in capital as a result of an income-generating community project

A change in capital can be regularly measured and mapped to visually represent the process towards sustainable community development.

2. As indicated in Figure 3-4, stakeholders can include local municipal areas and businesses, tribal authorities, political parties, local municipality structures, possible clients, possible funders and other non-governmental organisations. Interaction amongst projects and different stakeholders allows projects to function in a sustainable manner. Including stakeholders in project networks will unlock access to various networks, which in turn will have a positive impact on the sustainable development of projects.

3. On a provincial level, interactions amongst projects and stakeholders can include government agencies, such as craft and design institutes, political parties, possible clients, possible funders and possible collaborators, as indicated in Figure 3-4. These stakeholders have access to various other networks that can be accessed by projects.
4. Figure 3-4 indicates the interaction amongst projects and national government structures that regulate policies like corporate social investment funding policies and funding agencies, such as the National Development Agency, National Youth Development Agency and various other funding agencies. Limitations in government regulations promote structural poverty that has a direct influence on the sustainability of income-generating community projects. Macro-economic and micro-economic policies of the national government regulate the market that projects compete in when selling their products with a direct influence on the protection or exposure of products that projects manufacture to compete internationally. On a national level, there are also possible funders and clients. This interaction takes mostly place within government structures and projects have limited control over the impact of these actions.
5. On a global level, Figure 3-4 indicates the manner in which projects are impacted on by international trends towards sustainable development such as the development goals of Rio +20 (United Nations, 2012). These goals influence international trends towards community development. International funders and markets should be explored.

These networks should be purposefully explored to ignite the spark required to initiate income-generating community projects. Strategic stakeholders should be identified and included from the planning and development phase of projects.

3.2 THEME 2: CONTEXTUALISING THE CASE STUDY FOR SUSTAINABLE PROJECT DEVELOPMENT

Communities differ from each other and care should be taken to contextualise the unique aspects of each community before interventions are planned. The following codes were developed from the data and Theme 2 was supported:

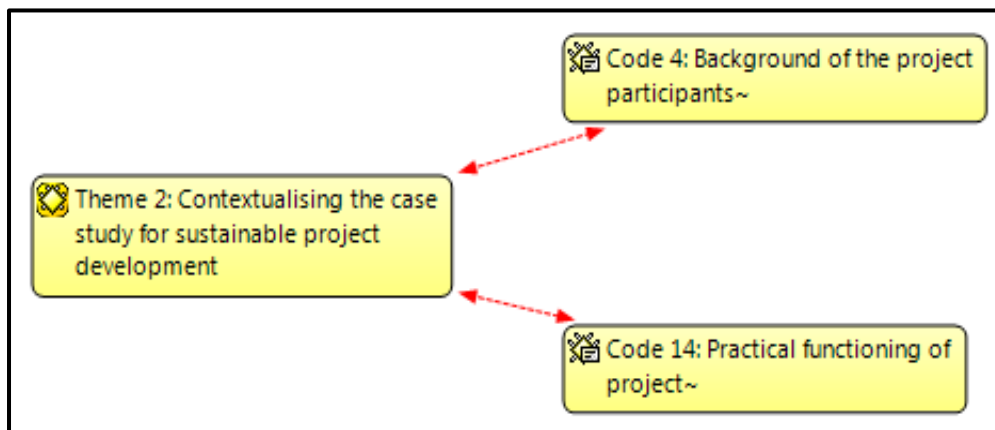


Figure 3-6: Relationships amongst Theme 2 and Codes 4 and 14

As indicated in Figure 3-6, the data did not indicate an apparent relationship between Code 4 and Code 14.

3.2.1 Code 4: Background of project participants

The following discussion was derived from the data in terms of the background of the project participants. The demographic information of project participants provides important information to help tailor interventions for specific target groups. Background information can include literacy levels, living conditions, age and gender. When planning interventions, it is important to plan them specifically to impact a specific group of people. It is, therefore, important to obtain enough background information to design interventions for maximum impact.

The amount of people financially dependent on participants for household care is an important factor that can influence the ability of participants to take part in project activities. Participants with more individuals relying on them financially often have more responsibilities at home, but are more motivated to take part in project activities. Project activities should, therefore, be planned to enable participants to take part in activities.

The education and literacy level of project members have an influence on the level of training that will have the best impact on them. In addition to education and literacy levels, the gap between the current skills level of participants and the requirements of projects to become sustainable

should also be considered. When gaps are big, interventions should be designed to accommodate these gaps. The life skills of participants should be assessed to enable correct training in life skills.

The physical location where project participants live has an impact on the physical location of project sites. The closer project sites are to the living location of participants, the easier it will be for them to integrate their daily project activities and their responsibilities at home. Participants can work overtime should it be required when project locations are optimally situated.

Cultural and political issues in communities can have an influence on the development of projects. These issues need to be identified early to manage them effectively.

The coding of the data indicated that female versus male participation in projects is an interesting issue. Females are mostly seen as agents of change in communities and they usually take part in projects. However, male participation can provide access to physical, financial and social capital that would not have been accessible to an all-female group.

Income-generating community projects have the ability to help individuals to become less dependent on social grants and to become active members in the workforce. Interventions should, therefore, be planned in such a way to facilitate maximum impact.

3.2.2 Code 14: Practical functioning of projects

The analysis of quotations on the practical functioning of the project provided the following insight with regard to the functioning of projects. Income-generating community projects do not function as formal businesses. The previous code indicated that participants are mainly resource-poor females living in rural areas. Project activities should, therefore, be planned and executed in a way that will enable participants to take part in these activities while still assisting them to attend to their normal responsibilities. The following guidelines were developed from the data:

- It is very important to spend time with participants to understand the background and living conditions of them when planning interventions. The aim of projects is to empower the participants to create sustainable livelihoods for themselves. Interventions should, therefore, be designed in such a way to fit their circumstances. Project participants do not have support in terms of household chores and childcare. These household duties are more important to them than project activities. Participants can experience pressure from their family members because of the time that projects require from them and this can result in conflict between participants and their families. Project activities should, therefore, be scheduled in such a way to accommodate other activities of participants as well.

Participants do not always have access to electricity and running water at their homes. This makes normal household chores, such as washing clothes, very difficult and time-consuming. These aspects need to be considered when designing interventions to enable participants to take part in activities. The following section include direct quotations from the data and provide insight in the importance of these aspects:

The Rysmierbult project normally works on Wednesday and Friday. They start the project activities at 10 o'clock and works flexi-time for the rest of the day. When they have big orders each person works when they can work and for how long they can work. The location of the project is situated conveniently for them between their houses. This makes it easier for them to work flexi-time and overtime. They are a core group that have been involved in the project for a long time and work well together. They are very productive and are able to manage big orders between them.

They do need support and are sometimes reluctant to take on orders because they lack self-esteem, but have been able to deliver really big orders in the past in record time. They do not like to include "new" project participants, they would rather work longer hours and receive more money. There are many trained community members in the area that have been trained over the years that can be utilised to quickly increase capacity, but they are very reluctant to use them, because that means that they must share the income with them.

The Castello project functions totally different with each individual working from their home, because they do not have access to a suitable facility. They mainly do handwork like crocheting and embroidery for the products that the Rysmierbult group then further process into products. The lack of a facility and the limitations of the participants having access to natural and physical capital in the community has a limiting effect in terms of the sustainability of the project. Training is done where there is a suitable space, even under a tree if that is the only available option. This requires creativity and flexibility from the project facilitator as well as the project manager. The living conditions of the participants of the Castello project makes it difficult for them to manufacture high-quality products. They do not have electricity so if they have to do embroidery after hours it must be done by candle light or paraffin lamps.

The participants do not have access to running water or warm water. When they have to work with white thread or material they have to wash the objects after they finished the product because it is dirty. These limitations in their living conditions need to be taken into account when planning interventions to enable the participants to overcome the challenges.

The living conditions of the Vyfhoek project were the main reason for the failure of the project. The women lived in a hostel that was just a shed with illegal electricity and no basic services

like running water. When it rained or when they did washing they were not able to come to the project.

Their children were also constantly ill during fall and winter and this limited their participation in the project. A decision was taken to close this project during the coldest months of winter because it was very difficult for them to attend project activities. This group had small children that came to the project with them. The facility that hosted the project was not equipped for the needs of the children. Funding could not be allocated for this. The farmer evicted them and they had to find alternative accommodation. They moved away and this resulted in the termination of the project.

- Participants should be allowed the freedom to shape the practical functioning of projects in a way that works for them. A very important factor is the documentation of input provided by each participant. Documentation becomes extremely important when profit needs to be distributed. A normal attendance register documents the amount of hours that each participant spends at projects and can be used as a basis for profit sharing.
- Training activities should be scheduled in such a way that most of the participants benefit from attending. Training should be done at a location accessible to participants. Training materials should be planned according to the needs and literacy level of participants. The person presenting the training should be skilled and suited to the particular group of participants. Time-management should be one of the key skills developed in participants.
- Visits to projects by managers/facilitators should be regular to enable support. Visits should be communicated clearly between facilitators/managers and participants. Vast distances make it more difficult to help manage the day-to-day activities of projects, but it decreases the dependency of project members on project facilitators/managers. *The Jan Kempdorp and Ganspan projects could only be visited once or twice per month comparing to the Rysmierbult and Castello group where once or even twice per week was possible because of the different locations of the projects. As a result of this the Jan Kempdorp and Ganspan projects functioned with less assistance from the project facilitator than the Rysmierbult and Castello project.*
- The skill level of participants should be increased as much as possible. This can be done through formal training or mentoring. It is important for project facilitators/managers to know participants well enough to be able to identify individuals with potential to develop certain skills. *One of the participants in the Rysmierbult project was able to master the electronic embroidery machine so well that she can train the other participants.*

- Ownership of projects should belong to participants from the beginning and should stay with them.
- The relationship between the motivations of participants to take part in projects and their empowerment should be managed well. The participants should challenge themselves with project activities and not function in a comfort zone all the time. Participants should not be continually encouraged by project facilitators.
- Relationships amongst stakeholders but especially between development organisations and projects should be built as teams – not as individuals – to ensure the continuation of relationships when key individuals change. Processes should be team-driven and not individual-driven.
- Training and development should focus on as many individuals who are interested to build a "pocket" of skills in communities. Leadership skills, financial management skills and marketing skills should be transferred to large groups and not individuals. This will enable projects to continue if key participants are no longer part of projects anymore.
- Progress made in projects needs to be measured and evaluated. This could be done through a collaborative process of developing sustainability indicators that involves all of the stakeholders. Progress should not be a top-down process managed by funders but should include participants.
- Risk assessments regarding equipment and safety of workspaces should be included as part of the project plan to ensure funding for safety equipment.
- Product development processes should focus on developing products that are marketable.
- Different project sites should be combined to increase capacity when required.
- Stakeholders should develop plans to assist projects when they do not have the necessary skills themselves to perform these tasks. The development of plans could be fulfilled by one stakeholder or divided between them. Communication channels should be open between participants to improve this process.

These guidelines derived from the data can be used to guide the planning of future interventions to enable a bottom-up developmental approach.

3.3 THEME 3: CONTRIBUTORS TO SUSTAINABLE DEVELOPMENT

The data analysis identified a number of contributors to sustainable development in terms of project development and community development. Figure 3-7 provides a visual representation of the relationships between Theme 3 and the linked codes.

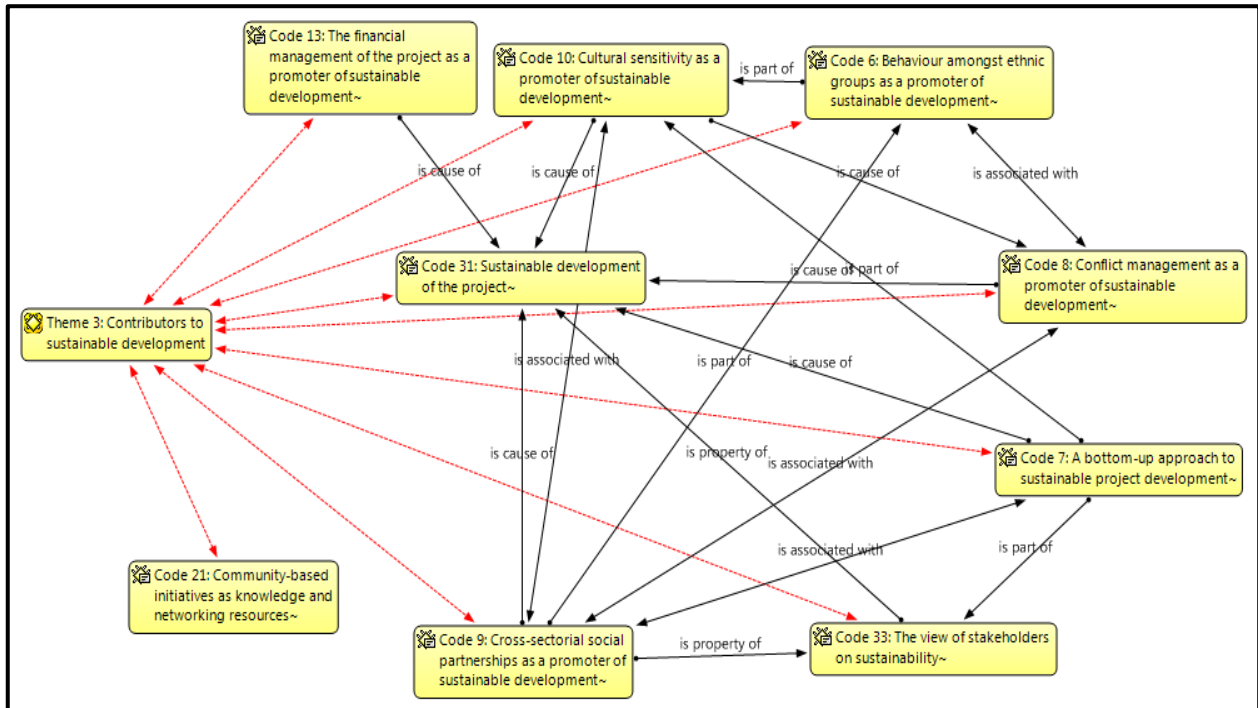


Figure 3-7: Relationships amongst Theme 3 and related codes

The relationships between the theme and the linked codes and the links between the separate codes are much more complex. The following discussion focuses on each of the individual codes that form part of Theme 3.

3.3.1 Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development

The reality in South Africa is that different ethnic groups have to work together. This can be a positive or a negative experience depending on participants. As indicated in Figure 3-7, Code 6 is associated with Code 8. The data indicated that behaviour amongst ethnic groups is associated with conflict management. *The project participants mostly consist of Setswana speaking participants and the facilitator for the sewing projects is also Setswana. At the Vyfhoek project there were Xhosa, Sesotho and Setswana participants. This impacted the way the group functioned. The project manager is a white Afrikaans female. At first there was a huge gap between me and the Rysmierbult group. Could it have been because of ethnic groups or was it another factor? Like trust? A strong relationship was build, but only after I gained their trust. Maybe it is a mixed factor? Ethnic groups, age, skill and trust?*

Most of the stakeholders are from different ethnic groups. It is, therefore, very important to be sensitive to the impact that ethnic groups can have on the functioning of projects. When white Afrikaans females interact with the participants of the Holding Hands income-generating community project, they are mostly able to build strong positive relationships. Even the white female students taking part in training activities are mostly able to relate well with the project participants and resulted in mutually beneficial relationships – the students and the participants both have opportunities to learn from each other.

This finding links Code 6 to Code 10 and indicates that cultural sensitivity and racial behaviour can be managed as promoters of sustainable development, as seen in Figure 3-7. *In the Ganspan project initiation process white community members also attended the initial community meetings, but they did not become active participants in the project. Why?* Some of the funders visiting the Holding Hands income-generating community project are black, but not Setswana. This makes it very difficult for the project participants to relate to them. Language was not the only barrier identified here, class differences also play a huge role. Racist behaviour between a stakeholder and the project facilitator is impacting the project negatively. Various instances were identified in the data where conflict between ethnic groups limited the outcomes of projects. The opposite was also indicated in the data where relationships between ethnic groups are impacting the project positively. It is, therefore, very important to be sensitive when interacting with other ethnic groups in terms of project activities.

3.3.2 Code 7: A bottom-up approach to sustainable project development

A bottom-up approach to project development is required to provide projects with the opportunity to develop sustainably. Communities initiate development processes by identifying issues in their community. Communities should, therefore, take action and seek out help to address issues. Issues can relate to poverty, alcohol abuse or substance dependency. Code 7 links to Code 10, as seen in Figure 3-7. Cultural sensitivity is, therefore, important when facilitating a bottom-up approach to community development. The following guidelines can enhance a bottom-up approach:

- Initiation should come from communities.
- A needs-analysis or an asset-based community development plan is necessary and should be developed from the perspective and with full participation of communities. This plan should form the basis of development processes because it indicates the strengths and assets in communities that can be developed.

- Cross-sectorial social partnerships should have the same focus. All stakeholders should contribute to development processes. Even project participants should contribute – time is viewed as valuable input. Stakeholders should be assigned tasks according to their strengths.
- A transdisciplinary approach should be followed to solve problems. Community members should be actively involved as partners during problem-solving processes.
- A development methodology like participatory action research should be applied to assist development processes.
- Communication amongst stakeholders should be effective. Such a process takes time and should not be rushed. Stakeholders should know each other's motives, motivations, goals and abilities.
- Stakeholders should be positive about interventions and willing to invest their time.
- A long-term commitment from stakeholders should be expected.
- Mentoring/empowering relationships between project participants and stakeholders are necessary at the beginning to support community members until they can take the lead in development processes.
- Collaborative decision-making with regard to critical issues, such as the development of sustainability indicators, defining sustainability and the measurement and evaluation of progress in projects, is necessary.

A bottom-up developmental approach will enhance ownership of projects by communities.

3.3.3 Code 8: Conflict management as a promoter of sustainable development

Conflict amongst stakeholders is inevitable. How conflict is managed, depends on whether conflict is a contributor or antagonist to sustainable project development. The conflict management skills of project managers, project facilitators and project leaders play a crucial role in conflict management processes. Code 8 links with Code 9 indicating that conflict management is important in the development of cross-sectorial social partnerships, as indicated in Figure 3-7. The management of conflict is very difficult when parties involved are pursuing their own agendas. It is, therefore, very important to ensure when projects are initiated, the development focus of parties should coincide. Cross-sectorial social partnerships used to develop projects are part of the success of interventions. However, these partnerships also create a breeding ground for conflict. It is, therefore, very important for communication to be effective from the initiation of projects and communication channels should be kept clear at all times. If possible, as much as

possible detail should be discussed with stakeholders during the inception of projects to create a healthy baseline to work from. Limitations of projects should be identified and clearly defined. The following possible causes of conflict were identified from the data:

- A lack of conflict management skills in project participants.
- A lack of conflict management skills in project managers, project facilitators and project leaders.
- When the motives of stakeholders differ.
- The negative effect of racism.
- Poor communication.
- When individuals are seeking personal financial benefits from projects.
- Cultural issues amongst tribes – when bribes are paid to chiefs and the role of females in communities.
- When access to assets is difficult or time-consuming.
- Ownership of assets can create friction.
- Lack of leadership in projects.
- Gender issues amongst participants.
- A lack of trust amongst participants and stakeholders.
- Political issues.
- Class differences amongst participants.
- Language barriers amongst participants, stakeholders and project facilitators.
- Jealousy between participants of projects.
- When commitments are not honoured.
- A lack in time-management skills.
- Nepotism can sabotage the success of projects.

The following guidelines to manage conflict were identified from the data:

- Identify roles and responsibilities of stakeholders as soon as possible and obtain commitment from stakeholders.
- Honour commitments.

- Focus on the achievement of goals.
- Maintain open communication channels.
- Formalise commitments in formal documents.
- Leave room for error.
- Develop conflict management as a skill in project and stakeholder teams.
- View conflict as an opportunity to grow.
- Gain experience or include experts in stakeholder teams to manage cultural, gender and racial issues effectively.

3.3.4 Code 9: Cross-sectorial social partnerships as a promoter of sustainable development

Cross-sectorial social partnerships refer to the formal and informal relationships established between stakeholders in interventions. These stakeholders come from different sectors and have different backgrounds, but are unified in a common goal. Cross-sectorial partnerships should be established and managed as an asset to projects.

Figure 3-7 indicates the relationships amongst codes, as indicated by the data. Code 9 links to Code 6 and indicates that behaviour between ethnic groups is an important part of the development of cross-sectorial social partnerships. Code 9 links to Code 10 and indicates that the development of cross-sectorial social partnerships could be a culturally sensitive process. Stakeholders should, therefore, devote enough time in getting to know each other to build trust relationships. All parties involved in partnership should contribute to development processes. The nature of relationship should, therefore, be clearly defined.

Code 9 links to Code 7 and indicates that cross-sectorial social partnerships are associated with a bottom-up approach to achieve sustainable project development. The roles, responsibilities, motivation and expectations of all partners should be discussed in detail and remedial actions should be discussed in advance to ensure a focused approach. Clear timelines in terms of commitment is essential. These aspects should be formalised with budgets and memorandums of understanding as formal and binding documents. Continuation plans should be in place to ensure long-term involvement in interventions. The motivation of stakeholders should be the same. If not, motivations should be carefully considered before stakeholders are included in partnerships and to what extent. Communication channels between stakeholders should be open and utilised to the best interest of interventions.

Partners identified from the data include:

- Funding partners
- Development partners
- Communities
- Local municipalities
- Farmers
- Political parties
- Tribal authorities
- Local businesses
- Faith-based organisations
- Service deliverers
- Provincial government

Partnerships could increase the sustainability of interventions through:

- Funding
- Training
- Infrastructure
- Providing access to different types of assets, such as facilities, natural resources and networks
- Providing access to markets
- Exposure to other factors and experiences to broaden horizons

Different types of relationships between stakeholders identified from the data include:

- Stakeholders can become clients by buying the products produced by projects.
- Mentoring relationships.
- Support in terms of training, finances, and the marketing of products.

The following best practice guidelines in developing cross-sectorial social partnerships were identified from the data:

- Develop a clear focus for projects.
- Ensure that all of the partners harbour the same focus and motivation.
- Be clear about the roles and responsibilities of parties.
- Keep communication channels open.
- Build trust relationships.
- Keep commitments.
- Develop contingency plans with teams involved in the project – not with individuals.
- Set timelines for implementation and re-evaluation.
- Develop remedial plans.
- Formalise commitments within minutes of meetings and memorandums.

3.3.5 Code 10: Cultural sensitivity as a promoter of sustainable development

The impact of culture in South Africa is more far-reaching than we acknowledge – it is important to explore culture in terms of community development to understand this issue better. The design of income-generating community projects is complex because projects do not function in isolation. Different culture groups function together as partners in projects and should be culturally sensitive to enhance sustainability in projects. It is very important for project development teams to be sensitive and knowledgeable when dealing with cultural issues. Figure 3-7 indicates that Code 10 links with Code 8. This relationship indicates that conflict management is often required due to cultural insensitivity. The following issues are rooted in cultural differences:

- The role of women in projects and in communities. Women are agents of change in communities, but they have limited access to assets/capitals in communities.
- The impact of traditional tribal systems on the functioning of projects. Projects have to function within the boundaries of tribal systems.
- The type of engagement between stakeholders and tribal authorities.
- Ownership of assets in communities. In tribal communities, tribes own the assets, but not all of the project participants necessarily belong to tribes. Tribal ownership limits the ability of participants to take ownership of projects.

These issues should be addressed and managed to become contributors to sustainable development and not antagonists.

Code 10 links to Code 7 as indicated by Figure 3-7. Cultural sensitivity is, therefore, required to facilitate a bottom-up approach in developing sustainable projects.

3.3.6 Code 13: The financial management of projects as a promoter of sustainable development

Income-generating community projects function uniquely with regard to finances. There is a need for financial models specifically designed for income-generating community projects. Financial management is an essential component for the sustainable development of projects and communities. Project participants do not necessarily have the skills that are required to manage their personal finances well or the finances of projects. Life skills training and other training programmes that focus on financial management is, therefore, important.

Financial management needs to be transparent and managed responsibly. Development organisations can offer a transparent and responsible formal financial system that can easily be audited. Projects are not viewed as normal profitable businesses due to a continuous funding component, but projects contain a business component and require, therefore, sound financial management skills on different levels:

- Project managers should access funding and manage funding according to the agreement made with funders.
- Project facilitators should assist project participants in the financial management and distribution of funds.
- Project leaders should acquire the necessary skills to build capacity for financial management in projects.

The basic financial model used in the Holding Hands income-generating community project is as follows:

- Funds are managed through the financial system of the development organisation.
- Funding is used according to a budget as formally agreed upon by the stakeholders.
- Income from sales of the products is managed through the account of the development organisation.

- A portion of the profit is retained to save for expenses, such as servicing machines and buying additional stock.
- Profit is distributed amongst the project participants according to their skill level and amount of hours worked.
- The project participants must sign an attendance register to enable profit sharing.
- Profit is paid into the personal bank accounts of the participants.

The project leader and the participants are continuously mentored, empowered and exposed to training in financial management. Training starts with basic financial management in LIFEPLAN®, but followed-up with training done by students and secured through mentoring from the facilitator.

The gap between the literacy level of the participants/project leaders and the literacy level required for financial management is substantial. The literacy level of the project leaders vary between grade 2 and grade 12. Intervention is needed to bridge the gap between grade 2 literacy and the ability to do financial management in a business. *The participants showed that they lacked skill in managing their own finances in the Ganspan project where the project opened their own bank account. The money they earned was deposited into this account. Fortunately they did not have access to the funding. Some of the project participants (bank signatories) stole a portion of the money. They committed to paying it back, but never did.*

3.3.7 Code 21: Community-based initiatives as knowledge and networking resources

Projects do not function in isolation – there are projects and activities in surrounding areas that can be consulted and networked with to better plan and understand interventions. Other community actions in areas can be used to explore the functioning of communities and the networks and stakeholders involved. Community actions can include: religious organisations, vegetable gardens, school projects and income-generating interventions. These actions can provide funding opportunities and make projects aware of possible opportunities in areas. Continuous interactions with other interventions may present further opportunities to explore.

3.3.8 Code 31: Sustainable development of projects

Sustainable development is a very difficult concept to define and even more difficult to achieve. The data indicate strong relationships amongst Code 31 and five other codes. Figure 3-7 shows the relationships amongst these codes as the cause of the sustainable development (Code 31) of projects:

- Code 7: A bottom-up approach to the development of sustainable projects
- Code 8: Conflict management as a promoter of sustainable development
- Code 9: Cross-sectorial social partnerships as a promoter of sustainable development
- Code 10: Cultural sensitivity as a promoter of sustainable development
- Code 13: The financial management of projects as a promoter of sustainable development

The relationship between Code 31 and Code 7 indicates that a bottom-up approach is the cause of sustainable project development. The data indicated a relationship between Code 31 and Code 9 – successful conflict management results in the sustainable development of projects. The relationship between Code 31 and Code 9 indicates that cross-sectorial social partnerships lead to sustainable development of projects. If the expectation exists that the sustainable development of projects can only be achieved when projects develop into sustainable businesses, it will be a very difficult goal to achieve. This is mostly the expectation of a group of stakeholders when initiating income-generating community projects. However, this expectation limits the ability of identifying the real sustainable impacts of projects in terms of sustainable community development.

The first step would be for stakeholder teams to define what sustainability entails for specific teams and projects. In terms of the Holding Hands income-generating community project, sustainability is viewed as the transfer of skills from the development team to the participants and from the participants to the community. The project participants also identified aspects of sustainability and rated these aspects in terms of importance according to them. Sustainability indicators were developed in a participatory approach by the participants and progress in the project is measured against these indicators.

Even though sustainability was identified by the development organisation, this definition was not done in a collaborative way to include the stakeholders. Funders usually harbour the expectation that projects will eventually develop into sustainable businesses. Even after a development process of 14 years, the Rysmierbult project still cannot function as a sustainable business. This is the result of factors that have an impact on the project, such as structural poverty, isolation and the inability of the participants to develop the required skills fast enough. The initiation of projects in rural communities leads to the stimulation of other entrepreneurial activities.

The link between Code 31 and Code 13 indicates that financial management is a very important function of sustainable development and should be viewed as a priority. The sustainability of projects should, therefore, be carefully considered before the inception of projects. All of the stakeholders should be involved in this process. The link amongst Code 31, Code 8 and Code 10 indicates that conflict management and cultural sensitivity are very important to the sustainable

development of projects. Sustainable community development has a much bigger impact in terms of the creation of sustainable livelihoods than the sustainable development of one project. However, income-generating community projects can be successfully used to stimulate economic and entrepreneurial development in communities. Interventions should, therefore, be optimally designed to maximise impact.

3.3.9 Code 33: The view of stakeholders on sustainability

As indicated in Figure 3-7, Code 33 is a “property of” Code 31. This indicates that the view of stakeholders on sustainability is an important part of the development of the sustainable development of projects. Mostly stakeholders have different views on sustainability and these views should be discussed to define through a collaborative process to develop the concept of sustainable development for projects.

Figure 3-7 indicates a “part of” relationship between Code 33 and Code 7 and a “property of” relationship between Code 9 and Code 33. This “part of” relationship indicates that a bottom-up approach to sustainable development strengthens the views of stakeholders with regard to sustainability. The relationship between Code 9 and Code 33 indicates that cross-sectorial social partnerships should form part of the views of stakeholders with regard to sustainability. Interaction takes place between different stakeholders – they influence the views of each other with regard to sustainability. Interaction amongst stakeholders results in collaborative views on sustainability that can achieve more desirable results.

When collaborating with other development organisations, it is essential for stakeholders to declare their views on sustainability and the sustainable development of projects. Different viewpoints should be discussed in order to find common ground. If common ground cannot be found, collaboration should be re-evaluated. If the foundation planning in terms of these views are done collaboratively and if the expectations of stakeholders are realistic, the correct impacts and outcomes can be measured.

3.4 THEME 4: IMPEDIMENTS TO SUSTAINABLE DEVELOPMENT

Figure 3-8 describes the relationships amongst Theme 4 and Code 5 and 12 that were identified as the foundation codes to Theme 4:

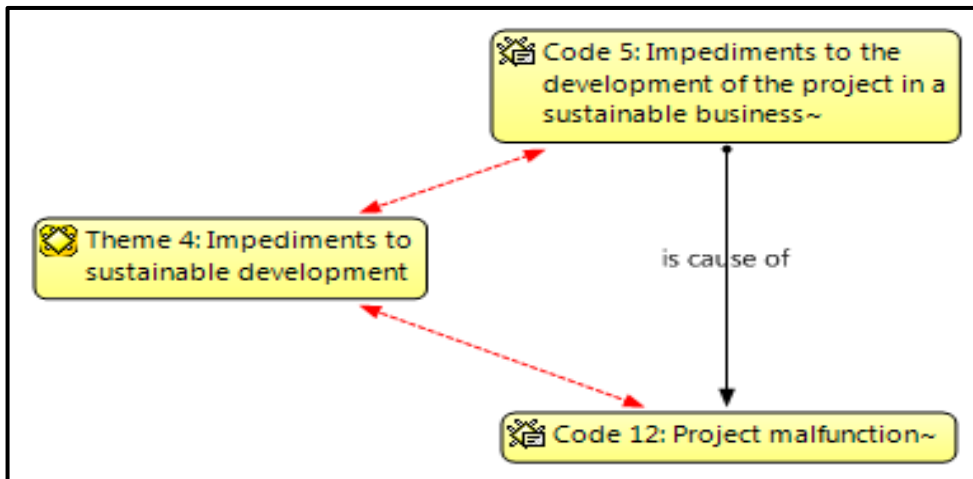


Figure 3-8: Relationships amongst Theme 4 and Codes 5 and 12

3.4.1 Code 5: Impediments to the development of projects in sustainable businesses

The following barriers were identified in the data that can hinder the sustainable development of projects:

- *Project facilities*: Various aspects of project facilities, such as the ownership of and access to facilities and shortcomings of facilities with regard to access, size, safety, neatness, condition, cleanliness, can act as barriers to sustainable development.
- *Skills of participants*: Project participants do not necessarily have the required skills to manage projects with a long-term sustainable development goal in mind. Shortcomings in skills are usually: literacy, time management, financial management, marketing, business management, quality control skills and computer skills. Soft skills needed include confidence and motivation, negotiation skills, perseverance, discipline, communication skills and leadership skills.
- *Collaboration*: Other development organisations that do not have the same development focus can be a barrier to the sustainable development of projects. It is, therefore, important to nurture partnerships with the same focus. Every opportunity should be explored from all angles before it is pursued.
- *Structural poverty*: Public transport, access to markets, access to places to buy materials, the distance of rural communities to urban markets, having to compete with inexpensive imports

and access to services like water and electricity in rural areas are factors that can influence projects negatively.

- *Language barriers*: Communication is hampered amongst stakeholders when different languages are used. Language barriers can even occur amongst people from the same ethnic group.
- *Project time-lines*: Relationships take time to develop. People need time to get to know each other to enable them to establish good relationships. A decent timeline is needed for trust relationships.
- *Inconsistencies in stakeholder teams*: Long-term involvement in projects is crucial. To ensure contingency in stakeholder relationships, a team from each stakeholder should represent the stakeholder instead of individuals.
- *Trust-breaks amongst stakeholders*: Projects can fail when trust is not present. Stakeholders should be transparent and truthful to enable trust relationships to develop.
- *Hidden motives of stakeholders*: It is important for all stakeholders to disclose their true motives to enable them to have the same end-goal in mind. Hidden personal motives can result in a project failure.
- *Limitations of funding instruments*: Funders do not always want to fund the required expenses for sustainable project development.
- *Limited access to funding*: Limited access to funding can lead to project failure.
- *Social problems in communities*: Problems, such as alcohol dependency, can have a negative influence on the sustainable development of projects.
- *Conflict*: Projects are negatively influenced by conflict. Conflict can occur amongst different stakeholder groups and amongst individuals in a specific stakeholder group. External conflict, such as political unrest in a community, can also play a role in the success of projects. Conflict due to orders because products need to be delivered on a specific time and if training clashes with these times, projects can suffer.
- *Ethnic issues*: These issues can hamper projects seriously.
- *Lack of childcare support systems in communities*: Project participants do not necessarily have access to a network to help with childcare while they are attending project activities and training.

- *The age of participants*: If the majority of the participants are all too old or too young, their interests are not focused on the sustainable development of projects.
- *Social status*: Differences amongst stakeholders can have a negative impact on the sustainable development of projects.
- *Lack in skills of project management teams*: Project managers, project facilitators and project leaders should have the necessary skills to manage projects successfully.
- *Increased skill levels of participants*: Participants can secure formal employment with an increased skill level. In terms of the sustainable development of projects, skilled participants are replaced with new participants with no skills.
- *Quality of products produced*: If products are of poor quality, they will not sell.
- *Lack in life skills*: Life skills are needed to cope with the changes that projects bring to their lives.
- *Jealousy*: Projects can be derailed due to jealousy amongst project participants.

As indicated in Figure 3-8, the relationship between Code 5 and Code 12 is a “cause of” relationship. The impediments discussed in this section can lead to project malfunction.

3.4.2 Code 12: Project malfunction

Figure 3-8 indicates that Code 5 is the cause of Code 12 – impediments to the development of projects into sustainable businesses are the cause of project malfunction. The following reasons or events leading to failure or malfunctioning projects were identified from the data:

- *Project location*: The location of the project is not ideal for the project to continue because it is difficult for the participants to access the project. Examples: *Vyfhoek, Venterskroon, Shizamele, Jan Kempdorp sewing project*.
- *Access to facilities for project activities*: The project participants do not have access to the facilities because of tribal issues in the community. Examples: *Castello, Jan Kempdorp sewing project, Shizamele and Venterskroon*.
- *Question of ownership*: *Who owned the produce produced in the vegetable garden at the Castello vegetable garden?*

- Inadequate leadership skills: *The natural leader in the Castello community could not be the leader of the project. Another project member was appointed by the chief, she did not have adequate skills to successfully manage the bakery.*
- Contingency of leadership: *In the Ganspan project the leaders were able to secure formal employment, this resulted in a new project leader every 6 months. This made it very difficult for the project activities to continue.*
- Trust-break amongst stakeholders. Examples: *Jan Kempdorp sewing disputes about project facilities.*
- Inadequate financial management skills of the project leader. Examples: *Castello bakery/ Ganspan glass recycling project.*
- Motivation for initiating the project: *In the Manthe project the participants used the project more as a social gathering than an income-generating community project. They saw their membership in the project as a social status and was not interested in putting in the effort to create an income-generating project.*
- Conflict caused by different cultural practices: *Conflict between the LIFEPLAN® facilitator and the Holding Hands facilitator, conflict between the Holding Hands project manager and the Castello chief/ Manthe chief.*
- Racist behaviour between the stakeholders. Examples: *Stakeholders and project facilitator.*
- Limitations of funding instruments, such as travel and mentoring expenses.
- The focus of the stakeholders differ with regard to development.
- Different views of the stakeholders on sustainability.
- Sustainability is not clearly defined by the stakeholders.
- The indicators to measure progress are not collectively identified.

3.5 THEME 5: THE IMPACT OF INCOME-GENERATING COMMUNITY PROJECTS ON SUSTAINABLE COMMUNITY DEVELOPMENT

The goal of initiating income-generating community projects is to develop skills in communities while participants earn an income. Interventions have a definite long-term impact on communities in terms of sustainable development. Figure 3-9 provides a visual representation of the relationships amongst Theme 5 and associated codes.

3.5.1 Code 11: The impact of external agents on project participants

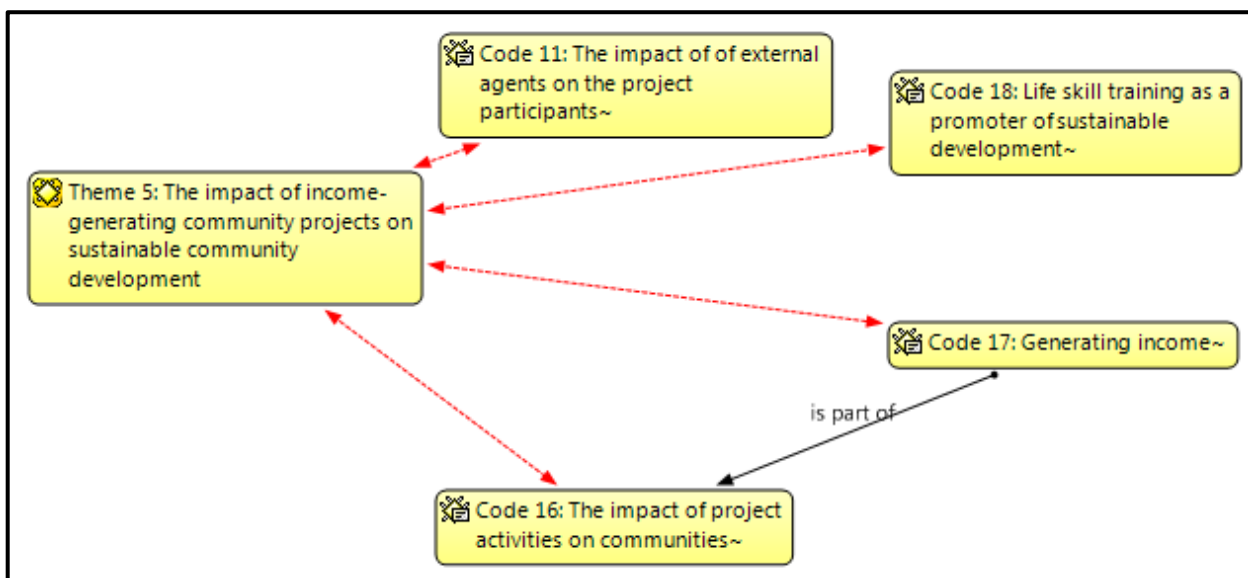


Figure 3-9: Relationships amongst Theme 5 and related codes

The behaviour and viewpoints of participants change when they are exposed to experiences and people outside of their normal community and daily routine. Project participants are normally exposed to project teams of development organisations. Training and mentoring are normally done by project facilitators or project managers. However, project participants benefit greatly from input from other role-players:

For instance the Adult Basic Education and Training (ABET) facilitator build a very good relationship with the participants. When students interact with the participants in the form of training or project visits it has a different kind of impact on the participants. They think different about the products and the production process. They enjoy visiting different sites and visiting other projects. When only a few participants experience something it creates a divide between the participants. The group functions better if more participants are exposed to the event. It seems that exposure of the participants to different elements stimulates behavioural change and creativity.

3.5.2 Code 16: The impact of project activities on communities

The most visible benefit of projects on the lives of participants is the inflow of cash into communities. An inflow of cash stimulates the local economy and builds the financial capital of communities. Figure 3-9 indicates a relationship between Code 16 and Code 17 – the generation of income forms part of the impact project activities has on communities. In some instances, the initial stimulation leads to more entrepreneurial activities initiated by participants. It is usually individuals who initiate additional entrepreneurial activities, but there are instances where splinter groups have started their own projects and accessed funding on their own.

The expenditure of income by participants can have the biggest impact in communities. It is, therefore, very important to equip participants with the required skills to enable them to spend their income on the correct expenses. This is done through life skills training and mentoring. Life skills training empowers individuals to learn the basic life skills they require to enable them to cope with additional stress that projects bring to their lives. Life skills training should be designed to focus on the empowerment of participants to better fulfil their roles as spouses, parents and responsible citizens.

Some participants are able to give their children a better education with the money they earn from projects. The aim, therefore, is to empower project participants in such a way that they are able to transfer their acquired skills to their families and the broader community.

A general trend – after the initiation of projects – is that some project participants are able to secure formal employment due to life skills training, being involved in projects for some time or after being project leaders. This tends to be more the case in projects that are located closer to towns. This trend has a big impact on communities in terms of sustainable community development. Assisting individuals who were previously unable to secure employment through a process that enables them to become active members of the labour force, constitutes an immeasurable big impact. This is only one of the visible impacts that projects have on communities.

The real impact of projects is immeasurable because of the inadequacy of available measurement and evaluation instruments. Some of the impacts of income-generating community projects on project participants were recorded in formal studies conducted in the FLAGH programme. The first study developed sustainability indicators for the project (Van Niekerk, 2006). The second study focused on the motivation of project participants to participate in projects (Van der Merwe, 2013). The third study measured sustainability indicators and defined project sustainability (Niesing, 2012). These studies indicated that participants benefitted in terms of skills development, life skills development, confidence and the income they receive.

The exposure of participants to outside influences when receiving training or attending workshops has a positive effect on their skills level, creativity and coping skills. When more participants are exposed to these activities, the effect on communities are bigger. Most of these communities are isolated. They continue to do things exactly like they used to because it is the only way they know how. However, when they are exposed to outside influences, it changes their perspectives of the world and their communities are influenced. Exposure increases networks and sales.

An increase in networks expands the social capital of communities. Interaction with students is one of the mutual benefits – students learn practical skills by engaging with different communities and participants learn new skills from students. Participants build relationships with trainers/students that sometimes result in long-term relationships.

Influences sometimes result in unexpected creative activities like participants starting a choir. Project participants also form a close community that supports one another. Being creative can be viewed as a form of therapy that can help project participant's deal with trauma in their lives. In some instances, the social "status" provided by being part of projects is as important to them as the generation of income. *This became apparent in the Manthe project where their main aim was to function as a social group. They paid a monthly fee to belong to the project, but did not have an interest in developing the project into an income-generating project.*

One of the more lasting impacts of projects is the eagerness of participants to learn more. Project development processes seem to ignite a thirst for more knowledge and skills in participants. This eagerness to learn can be described as an ignition spark that creates a desire for more.

Most of the participants in the project did not have a personal bank account when the project started. All of the women partaking in the project currently have a personal bank account. Their personal financial management skills therefore increased. These skills will be transferred to their children. Experiences of participants are enriched through constant exposure to new skills in projects – participants are able to grasp and discuss difficult concepts, as proven in research done for my Master's degree.

The participants of the Castello community received ABET training that helped them to increase their literacy skills. This has a definite effect on their self-esteem. The skills of the participants are increased through computer literacy and the use of technology. The participants also use technology to communicate with the development organisation through SMSs and WhatsApp messages.

The business management skills of participants increase due to training and mentorship relationships with development organisations. Through project development, an entire spectrum of skills are built into communities in terms of human capital development.

The physical capital of communities can improve by using and improving previously unused facilities in communities. Project activities lead to the utilisation and restoration of previously unused physical capital in communities. The development of vegetable gardens lead to an increase in natural capital. In terms of holistic community development from the perspective of the sustainable livelihood approach, the initiation of income-generating community projects in communities result in creating more sustainable livelihoods for involved communities in all five of the capitals. Participants also find ways to access more assets in their communities to increase the sustainability of their livelihoods.

3.5.3 Code 17: Generating income

The purpose of income-generating community projects is to earn income while developing skills. The income that participants receive influences their lives. Some participants use their income to pay for education opportunities, others use their income to start entrepreneurial activities while others buy essential items needed for basic living. A continuous income stream is required to keep projects sustainable.

The participants of the Holding Hands income-generating community project agreed from the inception of the project that they will only start receiving an income after the first order has been successfully delivered and when payment has been received from the client. They do not receive an income when they attend training. *The participants have shown on various occasions that they are willing to delay receiving an income for the opportunity to try a concept, for instance the Castello bakery where they were willing to work for 9 months without receiving an income. With the vegetable garden they worked diligently without receiving any benefit from the project because of ownership issues in the community.*

It seems that income is a welcome incentive, but not an essential component when projects are started. Networks (local and international) can be accessed to generate orders for projects. Projects in small towns far from development organisations can be responsible for marketing, sales and profit distribution. These projects are not so isolated and have access to markets. Isolated projects on farms are dependent on support organisations to obtain orders. There seems to be jealousy amongst projects. Participants would rather pass opportunities to earn an income than to accept orders that will force them to work with participants of other projects.

3.5.4 Code 18: Life skills training as a promoter of sustainable development

The participants of the Holding Hands income-generating community project were resource-poor and without coping skills to enable them to develop sustainable livelihoods for themselves. The project was initiated because the participants indicated that they require assistance in improving their livelihoods. However, the first income that they receives was not spend to improve their

livelihoods. Their unhealthy lifestyle combined with their lack in skills resulted in the project not having the intended positive outcome of increasing their income to provide them with opportunities to create sustainable livelihoods – their inability to cope was increased – making the project unsustainable. Unhealthy practices, such as alcohol dependency, was present in the community and impacted the project negatively.

The influx of income provided the necessary cash to increase spending on unhealthy practices. The need was identified to equip the participants with a set of skills to empower them to change their behaviour. This resulted in the development of LIFEPLAN®. It is a transdisciplinary development training module that focuses on developing life skills in individuals with low literacy levels living in poverty to empower them to create sustainable livelihoods for themselves. The combination of LIFEPLAN® training and the income-generating community project resulted in community development. The mentoring role that the facilitator plays ensure long-term support to empower the participants to change their behaviour to create sustainable livelihoods for themselves. LIFEPLAN® needs to be re-enforced on a continual basis to assist behaviour change to take place. The best results are, therefore, achieved if there are trained LIFEPLAN® facilitators present in communities.

3.6 THEME 6: REQUIREMENTS FOR THE DEVELOPMENT OF FINANCIAL CAPITAL

Figure 3-10 provides a visual representation of Theme 6 and the relationships amongst the codes associated with the theme. Code 13 is discussed in Theme 3 and Code 17 in Theme 5. Codes 13 and 17 are discussed in terms of their relationships to the other codes associated with Theme 6 in this section.

3.6.1 Code 1: The ability of participants to produce the required products as a promoter of sustainable development

Income-generating community projects are tools that communities can manage to create and enhance financial capital. The ability of projects to manufacture products of good quality that can be sold in competitive markets is extremely important for the sustainable development of projects. If manufactured products cannot be sold, there is no use in manufacturing them as the end goal of projects is to develop skills while earning an income. To be able to manufacture products of good quality according to the correct specifications at a competitive price will ensure financial turnover in projects. The following guidelines can enable participants to produce required products:

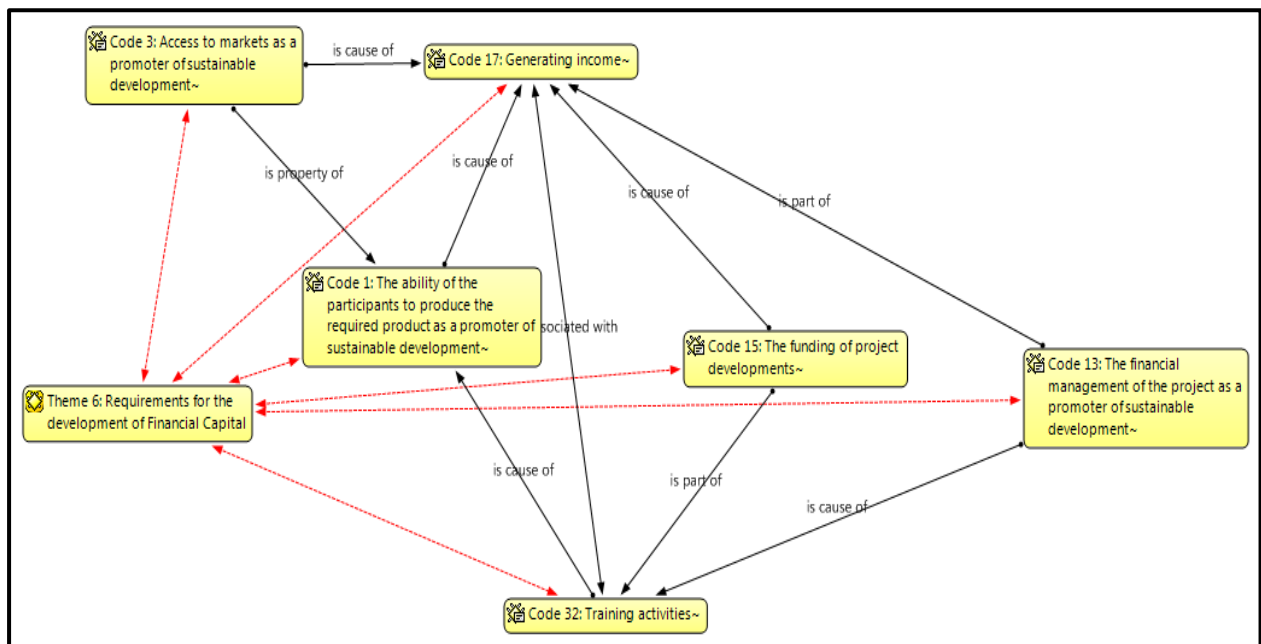


Figure 3-10: Relationships amongst Theme 6 and related codes

Participants should possess the right skills to enable them to produce required products. This outcome is influenced by the skills of participants and the amount and type of training done in projects. When developing project plans, it is important to identify business opportunities that will create revenue for projects. Products should be in demand in markets. However, product specifications should be within the skills level of participants when projects are started or after more training.

- The correct equipment is crucial in manufacturing quality products. In addition, participants should be able to use equipment correctly and they should know how to take care of equipment. This particular skill is transferred through training and mentorship.
- Funding is required for training, the upkeep of equipment and to buy the necessary materials to manufacture products. Travel costs and the salaries of facilitators need funding.
- The facilities where projects function have to be clean and safe and accessible to participants. It is important to have a safe space for children to play when participants have to work overtime. Participants do not always have support structures to take care of their children.
- Time management skills are essential for participants to deliver quality products at the required time. This is a very difficult skill for participants to master – especially women. Projects are not the first priority in their lives. The needs of their children, their washing and cleaning their homes are far more important than projects. Change management has to be implemented to change their perspective in order to enable them to manage time as a scarce commodity.

- Perseverance is a quality that participants need to produce quality products. Learning a new skill takes practice and cannot be mastered during a first attempt.
- Continual skills development and assessment are necessary. It is important to continuously improve the skills of project participants. The skills of participants need to be assessed and improved through training when required.
- Clients need to be compatible – they need to understand the background of projects and should have reasonable expectations with regard to products. Projects are all unique – individual handmade items – and not mass-produced. The marketing focus should be on the impact that the income will have on communities instead of focusing on the quality of products.
- Projects can sub-contract to one another to increase production and the skills pool available.
- Products need to be packed neatly and properly to keep them clean and to prevent damage.

Figure 3-10 indicates that Code 1 links to Code 3 – access to markets is required to sell products created by projects. Products should be a correct fit to markets in terms of the types of products, quality and quantity. Code 1 links to Code 17 – the ability of participants to produce the required products will result in the generation of income if access to markets are gained.

3.6.2 Code 3: Access to markets as a promoter of sustainable development

The key in developing sustainable businesses is selling the products produced. This cannot happen if projects do not have access to markets. If project participants do not have access to markets, one of the stakeholders should have access to markets. A feasible option to explore can be to include projects in the production lines or supply chains of one of the funders. One of the stakeholders can then become the primary client of a project. There are various way to facilitate such relationships, as discussed in Theme 2, Code 28.

Stakeholders should use every available opportunity to market the products made by participants and they should build relationships to gain access to markets. Normally project participants have limited skills in identifying and utilising markets that are available to projects. If projects are situated in remote locations, one of the stakeholders should shoulder the main responsibility to market products produced by projects. *In the case of the Holding Hands project this is one of the support functions that the FLAGH programme perform.* One of the focus areas in training should be to equip project participants with the necessary skills to market their own products and the ability to identify and access new markets. High-quality marketing materials should be developed and used as a marketing tool. Social media channels can be explored as another marketing tool. Free advertising in the form of newspaper articles and television interviews should be utilised. As

discussed in the previous code, the link amongst Codes 1, 3 and 17 reveals an interdependent relationship – the generation of income for projects is dependent on the ability of participants to produce required products and their access to markets.

3.6.3 Code 15: The funding of projects

Funding for projects should be one of the core elements of project development and sustainability and can be one of the most insecure aspects of project development. The current funding environment is very competitive with many projects and organisations competing for limited funding available. Normal businesses access start-up capital through loans from banks or owners – income-generating community projects cannot acquire formal loans, because they do not have access to security to obtain loans. Funding instruments provided by government agencies or corporate social responsibility funding should be accessed to initiate projects.

Funding is used to buy equipment and for training activities that enable participants to create products that can be sold for an income. Figure 3-10 indicates the associated relationship Code 15 has a “associated” with Code 17, because Code 15 is indirectly responsible for the ability of projects to create an income. Currently, priority areas that funders are willing to fund are strictly defined by them while the real needs in communities are being overlooked because these needs are not a priority for funders. A power relationship is, therefore, created, because the priorities of funders are often viewed as more important than the priorities set out in a needs analysis. Funders decide priorities and outcomes to be measured and evaluated – these decisions should rather be made communally by all of the stakeholders.

Funding applications contain strict regulations: what will be funded and how outcomes will be measured. Applying for funding should rather be a bottom-up process where funding is given to the development of projects. Measurements and evaluations are mostly a one-sided report with minimal input required from the actual beneficiaries. The relationship of funders with stakeholders is mostly just in terms of funding. They do not show an active interest in the practicalities of project development.

Funders should rather take full responsibility as active stakeholders and continual input should be provided by them during development processes – their input should not be limited to funding and measurements and the evaluation of their own outcomes. Funders should be involved in projects on a long-term basis and they should understand that projects require long-term input.

As project plans are adapted and new interventions are developed, funders should take part actively in these processes. The relationship between funders and stakeholders should be open with clear communication channels. The expectations and commitments of these two parties should be clearly stipulated. It is very important for support organisations to assist projects in

managing funds responsibly and to comply with the requirements of funders. Funders can also fulfil other roles in projects, such as becoming clients who buy products created by projects or they can provide access to facilities.

The roles of stakeholders can overlap. The need for development organisations to facilitate these overlapping relationships is dire. Projects are mostly isolated and participants do not have the required skills to access funding. It is, therefore, very important to have stakeholders connecting funders and projects with each other. Various sources of funding should be explored and not be limited to only one source.

All manner of agreements should be formalised to ensure commitment. Funders should not only include one member as a stakeholder, but an involved team should take part in cross-sectorial social partnerships. This will ensure that relationships are not dependent on only one person. Clear timelines of involvement should be stipulated. Projects and communities are unique – funding instruments should, therefore, be flexible enough to allow optimal impact in communities by focusing on real needs in communities.

Machinery and equipment obtained for projects through funding instruments should be correct in order to address needs. Machinery and equipment should be "usable". Participants should receive the necessary training to ensure optimal usage of machinery and equipment. Participants should also be able to maintain the machinery and equipment used.

3.6.4 Code 32: Training activities

Training activities are important when used as an empowerment tool in projects. Training activities should be well-planned to address the needs of participants. Training should be done at locations accessible to participants and presented in a language they understand. Trainers should be skilled with the ability to engage with participants. Clear goals should be set and included in project plans with regard to training activities.

Figure 3-10 shows a relationship between Code 32 and Code 1 – training activities empower participants to obtain abilities necessary to produce products. The relationship between Code 32 and Code 3 indicates a potential to create an income due to training activities that empower participants. The relationship between Code 32 and Code 13 identifies a need for the inclusion of financial management training in training activities. The relationship between Code 32 and Code 15 implies a need for funding to subsidise training activities.

3.7 THEME 7: REQUIREMENTS FOR THE DEVELOPMENT OF HUMAN CAPITAL

Figure 3-11 provides a visual representation of the relationships amongst Theme 7 and the different codes linked to Theme 7. Code 8 is discussed in Theme 3, Code 11 and 18 in Theme 5 and Code 32 in Theme 6. These codes are discussed in context to their relationships with other codes in Theme 7. Codes 10, 22, 23, 25, 27, 29 and 30 are individually discussed.

3.7.1 Code 19: Gender participation in project activities

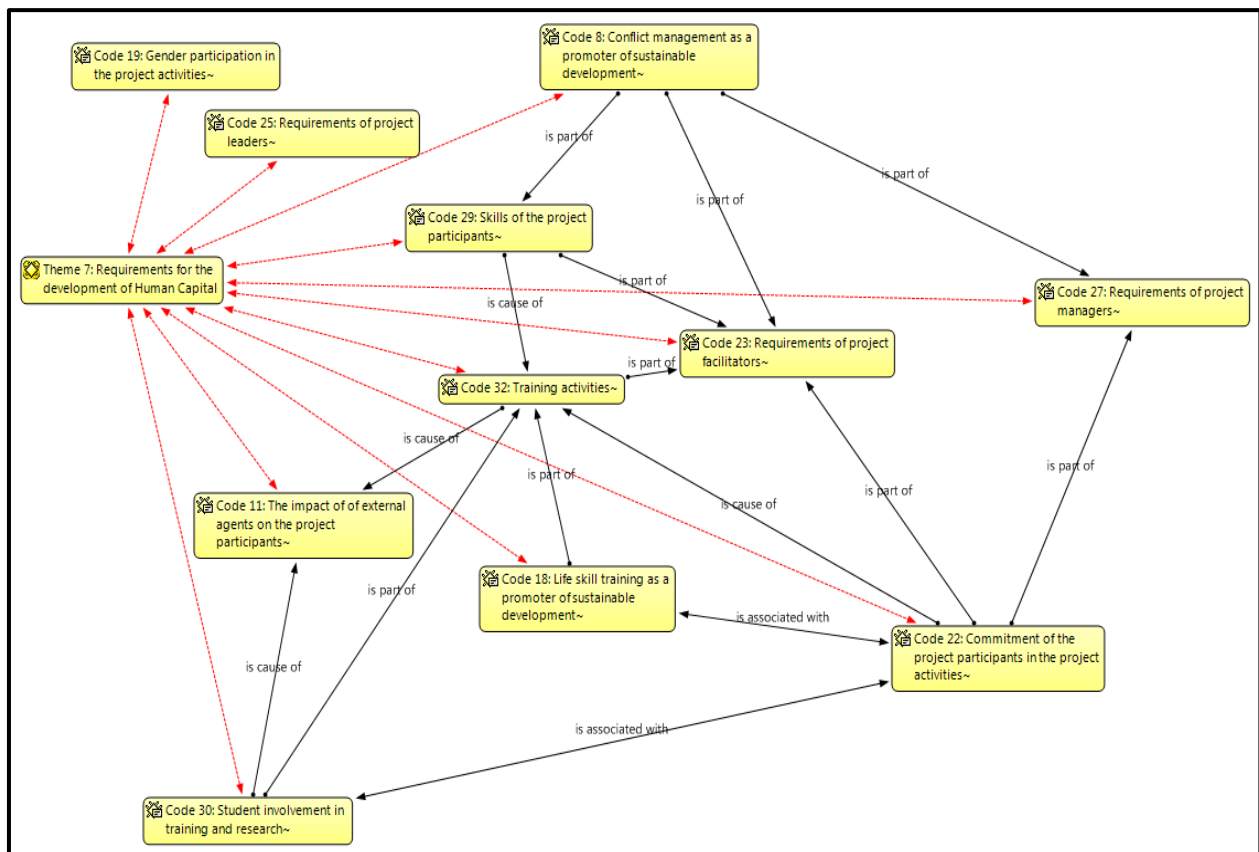


Figure 3-11: Relationships amongst Theme 7 and related codes

The participants of the Holding Hands income-generating community project are mostly female. In certain instances, male participants become part of the project. The male members in the project change the dynamics of the project, but they do not stay involved in the project in the long run. The males provide access to assets in the community through their expanded networks and cultural advantages. These cross-gender participation in the project activities increases human and social capital in the community. However, females seem to be agents of change in communities and they are active participants in income-generating community projects. Cross-gender participation should be explored as a competitive advantage in projects.

3.7.2 Code 22: Commitment of project participants in project activities

The participation of participants in project activities is essential to the functioning of projects. Different project participants take part in projects at different times – it is an evolving process. More community members attend life skills training compared to the amount of participants that commit to income-generating community projects. Life skills training is a commitment of three weeks – participation in projects requires a longer commitment. The exposure of participants and skill transference in communities are enhanced when the number of participants attending project activities increase.

Project activities should be planned according to the community activities of participants. *For instance the day that government grants are paid out should not be a date that activities are planned for. The same for the date that the mobile clinic visits the community.* The link between Code 22 and Code 18 highlights the interconnected relationship between life skills training and the participation of participants in projects, as shown in Figure 3-11. Project participants may attend project activities more regularly if they complete their life skills training. Life skills training empowers them to cope with additional responsibilities of attending project activities.

The relationship between Code 22 and Code 23 is a partial relationship – skilled facilitators are able to encourage project participants to participate in project activities. The same relationship exists between Code 22 and Code 27 – skilled project managers are able to encourage project participants to participate in project activities.

The link between Code 22 and Code 30 indicates that the participation of project participants in project activities can be associated with the involvement of students in training and research at projects. Project participants enjoy interaction with students and they establish mutually beneficial relationships. Figure 3-11 indicates a link between Code 22 and Code 32 as a “cause of” relationship. Training activities and the participation of project participants in project activities are, therefore, interrelated. Training activities empower participants and increase their skills. An increase in skills empowers them to attend project activities.

3.7.3 Code 23: Requirements of project facilitators

Project facilitators play a crucial role in the development and sustainability of project and it is, therefore, very important to select the right individuals for this important role. Individuals should have the necessary experience in engaging with participants in such a manner that will result in empowering mentorship relationships. The required skills for project facilitator identified from the data are:

- The skill to teach and transfer skills to participants.
- The skill to identify needs in projects and to access the correct networks to meet these needs.
- The skill to communicate effectively to facilitate and enhance relationships with stakeholders to build effective networks.
- The skill to manage conflict amongst project participants.
- The skill to manage conflict amongst stakeholders.
- The skill to build networks to create sales.
- The skill to build relationships with clients to maximise sales.
- The skill to mentor participants in life skills.
- The skill to mentor participants in financial management.
- The skill to mentor participants in business management.
- The skill to manage the core business of projects.
- The skill to communicate effectively with participants. It should not be a requirement for facilitators to speak the first language of participants, but it can be viewed as an advantage.
- The skill to manage cultural and racial issues.
- The skill to be flexible and to adapt to difficult conditions.
- The skill to perform quality control.

The data indicated a link amongst Code 23, Code 29 and Code 32, as seen in Figure 3-11. This link indicates that project facilitators should have the ability to assess the skills level of project participants and they should be able to identify, plan and implement training activities that are required.

3.7.4 Code 25: Requirements of project leaders

Project leaders play a critical role in the development of projects. The ideal would be to invest in a team of leaders instead of appointing an individual. This will ensure contingency in the event of a leader finding permanent employment. In various instances, the project leaders of the Holding Hands income-generating community project were able to find permanent employment due to

their exposure to and development of skills in projects. When identifying individuals to develop as project leaders, the following guidelines were identified from the data:

- They should have natural leadership skills.
- They should have education and practical skills and should be literate.
- They should have exposure to outside elements.
- They should maintain good social networks.
- They should be in possession of an intrinsic motivation.
- They should have a long-term developmental vision for a project.
- They should be able to apply sustainable coping strategies.
- They should have conflict management skills.
- They should be able to commit to a project.
- They should have basic management skills such as time management skills.

If individuals cannot be identified with the above-mentioned qualities, individuals with the potential to develop these qualities through an empowerment/mentorship relationship with project managers and facilitators should be selected.

In the case of project leaders deciding to leave projects for an opportunity to experience permanent employment, these participants can still stay be part of projects in a mentoring capacity.

3.7.5 Code 27: Requirements of project managers

Project managers play a crucial role in project development – they should be able to facilitate a bottom-up approach to development with a strategic vision. These individuals should be trustworthy, truthful and dependable. The following required skills were identified from the data:

- The skill to liaise with stakeholders.
- The skill to manage conflict amongst development teams, project participants and stakeholders.
- The skill to nurture mentorship relationships with project facilitators and project leaders.

- The skill to function relationship-orientated.
- The skill to display strong leadership capabilities.
- The skill to stay focused.
- The ability to learn practical skills and to transfer these skills.
- The skill to manage projects.
- The ability to apply entrepreneurial skills.
- The skill to be culturally sensitive.
- The ability to apply business management skills.
- The skill to identify product opportunities and product development.
- The skill to negotiate effectively.
- The skill to be flexible and adaptable.

Project managers fulfil the following role in project development:

- Develop strategy and vision in collaboration with stakeholders.
- Coordinate project activities.
- Support project facilitators.
- Explore funding opportunities and build relationships with funders.
- Identify and explore opportunities for sales and the development of a project.
- Support, mentor and empower facilitators and project participants.
- Facilitate participatory action research through a bottom-up approach.
- Build trust relationships with stakeholders.

The data indicated a relationship between Code 27 and Code 8 – conflict management amongst stakeholders is one of the most important roles of project managers, as seen in Figure 3-11.

3.7.6 Code 29: Skills of project participants

The goal of projects is the improvement of the skills of participants while providing them with an opportunity to earn an income. This goal is the main component of human capital in projects. Participants have varied levels of literacy and practical skills at the initiation of projects.

Life skills programmes form the foundation – additional skills can be added with time. An initial skills assessment should be conducted to establish the literacy and general skills level of participants. A skills development plan should form part of a project plan. A skills development plan should include specific goals and targets. Interventions should focus on the continual development of the skills of participants. The following focus areas for skills development interventions were identified from the data:

- Practical skills to manufacture products.
- Health and safety skills required for operating machinery and equipment.
- Literacy skills.
- Business management skills.
- Time management skills.
- Conflict management skills.
- Leadership skills.
- Marketing skills.

Training interventions should specifically be developed for participants and presented in such a way that will maximise the impact of training. The skills of participants should be continuously assessed to ensure that they manufacture products of good quality and progress in terms of project development.

A group of skilled persons should be developed in projects to ensure that capacity is built in projects. Participants should be empowered to transfer acquired skills to other community members to increase sustainable community development. The data identified a relationship between Code 29 and Code 8 – conflict management is one of the skills that participants should acquire. This can be done through training activities, as indicated by the relationship between Code 29 and Code 32.

3.7.7 Code 30: Student involvement in training and research

Students have been involved in the development of the Holding Hands income-generating community project since inception. They are involved in a research and training capacity, but the social networks created through their involvement has strengthened the social capital of the project in various ways. The necessity of student involvement is confirmed by the link found between Code 11 and Code 30 – student involvement in training and research provide the opportunity for participants to be exposed to different elements while honing their skills. Every opportunity should be used to expose project participants – as many as possible – to outside influences.

Students have the opportunity to learn from project participants. As indicated in Figure 3-11, the link between Code 30 and Code 32 indicates that students can present training as part of their academic requirements or in a voluntary capacity. Students can be involved in all aspects of project development processes – from basic life skills to nutrition. Activities should, therefore, be planned to maximise impact. Enough time should be allowed for students and project participants to properly engage with one another. In the case of developing organisations, volunteers can be used when students are not available.

3.8 THEME 8: REQUIREMENTS FOR THE DEVELOPMENT OF NATURAL CAPITAL

Figure 3-12 provides a visual representation of Theme 8 and the codes that contribute to this theme.

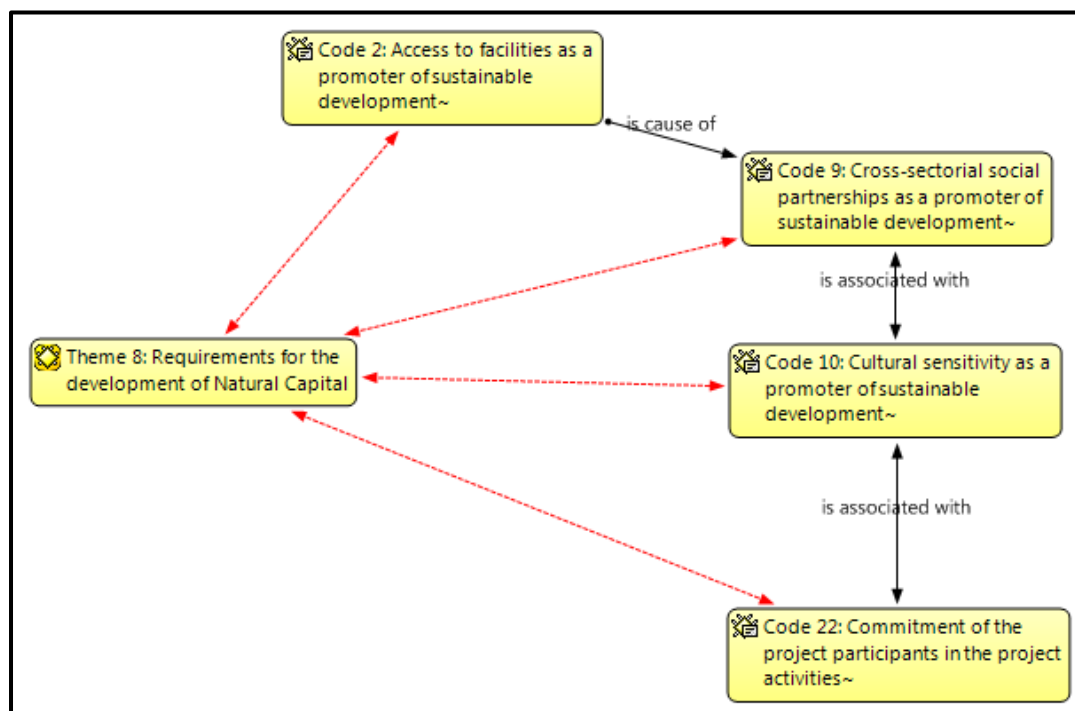


Figure 3-12: Relationships amongst Theme 8 and related codes

Code 9, 10 and 22 are discussed in previous themes and these themes are also discussed in relation to Theme 8. The relationship with Code 9 is essential to provide access to available natural capital available to communities. The relationship with Code 10 indicates that cultural sensitivity is essential to build partnerships that can provide access to assets. The relationship with Code 22 confirms that participants cannot continue with project activities if they do not have access to assets.

3.8.1 Code 2: Access to facilities as a promoter of sustainable development

The physical location where projects function is very important for the sustainable development of projects. Facilities can form part of a natural capital or a physical capital or a combination of both depending on the requirements of projects. The ownership and terms of use should be agreed upon to limit project malfunction. In the case of the Castello vegetable garden, the participants lost the produce due to ownership issues. Conflict and wastage were the result of project participants not having access to the facility. Disputes about ownership of the facility and the terms and conditions of use played a role.

The following criteria for access to facilities could be identified from the data:

- One of the long-term development stakeholders of a project should be the owner of the facility used.
- The terms and conditions of use and maintenance costs should be clearly stipulated and agreed on as soon as possible during a negotiation process. An agreement with regard to the use of a facility should be viewed as one of the prerequisites of the development of projects.
- The project participants should all have access to the facility.

If this promoter is managed efficiently, it can enhance the physical, natural and social capital available in communities.

Code 2 links with Code 9 by a “cause of” relationship – access to assets is gained through cross-sectorial social partnerships. These partnerships should be nurtured to provide optimal access to assets to benefit the development of projects.

3.9 THEME 9: REQUIREMENTS FOR THE DEVELOPMENT OF PHYSICAL CAPITAL

Figure 3-13 is a visual representation of Theme 9 and the codes associated with it. Theme 8 and 9 are closely related because natural capital in the form of land is a prerequisite for physical capital that is dependent on natural capital.

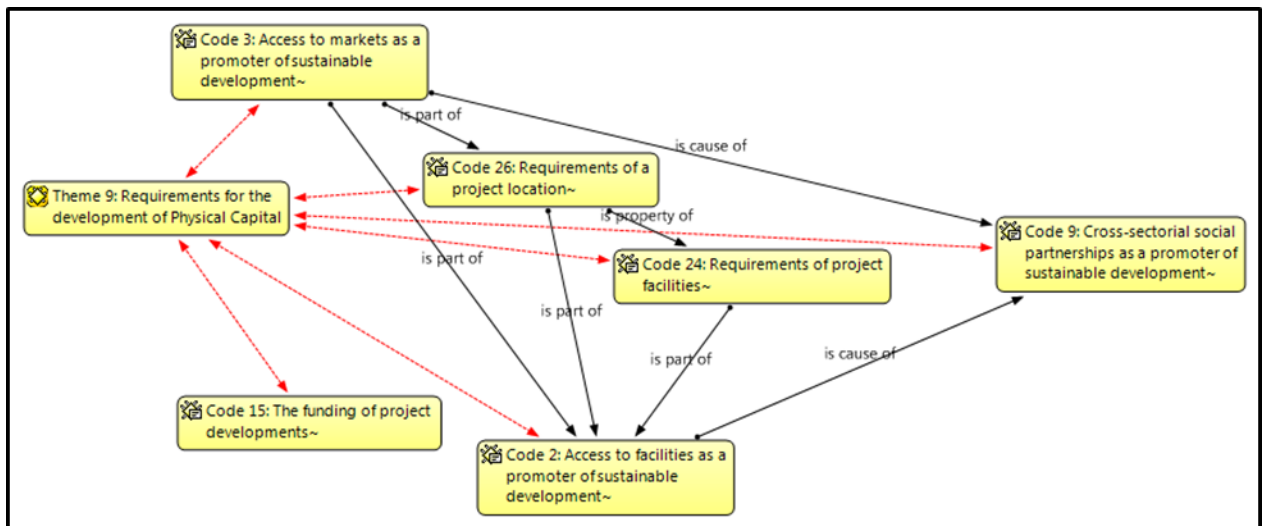


Figure 3-13: Relationships amongst Theme 9 and related codes

Codes 2, 3, 9 and 15 are discussed in relation to other themes. These codes are now discussed in relation to Theme 9. Projects require access to facilities to be able to perform project activities.

The physical location where projects function is very important for the sustainable development of projects. As seen in the Castello project, the project can operate without a physical location, but causes the project to only have limited scope in terms of the type of products they can manufacture as well as the quality of their products. The conflict due to disputes at the Jan Kempdorp sewing project confirms these issues. Access to facilities is viewed as access to a capital in the sustainable livelihood approach and will enhance the sustainable development of projects.

The most important aspect of access to facilities is the ownership of facilities. If one of the development stakeholders in a project does not own a facility, access to a facility and use of it becomes problematic.

The link between Theme 9 and Code 3 indicates that physical capital can provide access to markets if it is optimally positioned in communities. When negotiating access to facilities for projects, the physical location of communities should be assessed in terms of the ability of a location to provide access to markets. The link between Theme 9 and Code 9 confirms the importance of cross-sectorial social partnerships in acquiring access to capitals in communities. The link between Theme 9 and Code 15 indicates that funding may be required to provide access to physical capital. This could provide the means to pay rent or to improve facilities.

3.9.1 Code 24: Requirements of project facilities

The type of business influences the requirements of project facilities. Project facilities serve the following purposes:

- Facilities provide a place where participants can meet and work from.
- Facilities provide a safe place to store materials and equipment.
- Facilities provide a location to conduct training activities.

When drawing up project plans, it is important to evaluate the type of project planned to the requirements of project facilities. For instance, the use of machinery requires electricity connections. Ownership of facilities is a very important aspect. A written agreement (long-term) should be in place that stipulates the terms of use as well as remedial actions that can be followed in the case of disputes. Projects can be developed without facilities, but should then be developed creatively to enable optimal functioning within a limited system. Stakeholders should be included in the sourcing process as one of them can possibly provide access to a facility and a facility can be renovated to suit the needs of a project. The following requirements should be explored to find convenient facilities:

- Facilities should be accessible to project participants and they should have unlimited access to the location.
- Facilities should be safe.
- Facilities should be easy to clean.
- Facilities should include necessities, such as sanitation, electricity and basic facilities.
- If possible, facilities should be big enough to allow projects to expand.

The link between Code 24 and Code 2 confirms the importance of access to facilities by project participants as part of the requirements of project facilities. *In the Castello community only the project participants that were part of the tribe had access to some of the facilities. In the Jan Kempdorp sewing project the project participants was hindered by the school principal to access the premises. In both instances this resulted in conflict in the project.*

3.9.2 Code 26: Requirements of project locations

Code 26 links to Code 24 – the location of projects is part of the requirements of facilities. Physical locations of projects have an impact on how projects develop and on stakeholders of projects. Locations should be easily accessible to participants. Locations are optimally located if participants can walk to facilities. Exposure of projects is increased by the accessibility of project locations. Proximity to markets is also an important aspect. Proximity increases the ability of participants to function independently if projects are located in a close proximity to markets to buy and sell their products.

Projects act as nodes of development in communities, because projects stimulate economic activities in specific areas. The impact of these activities should, therefore, be maximised when

the location of projects is well-situated. The physical location of projects impacts the development of these project and sustainable community development is stimulated due to the activities of projects. The distance between development organisations and projects also have an impact on the amount of support that support organisations provide. Structural poverty limitations in South Africa created the need for support organisations to be responsible for certain actions that projects cannot perform themselves.

These structural poverty limitations partly exist because of the isolation of projects. Isolated areas require the stimulation of projects to ignite sustainable community development in these areas. Support organisations and training facilitators should have unlimited access to project locations to enable support and development. The impact of a lack in support that participants experience with regard to their household responsibilities makes it difficult for participants to leave their community on a regular basis for activities and training. It is, however, essential for participants to visit other projects to expand their experiences and enable them to develop optimally.

3.10 THEME 10: REQUIREMENTS OF SOCIAL CAPITAL

Figure 3-14 is a visual representation of the relationships amongst Theme 10 and related codes.

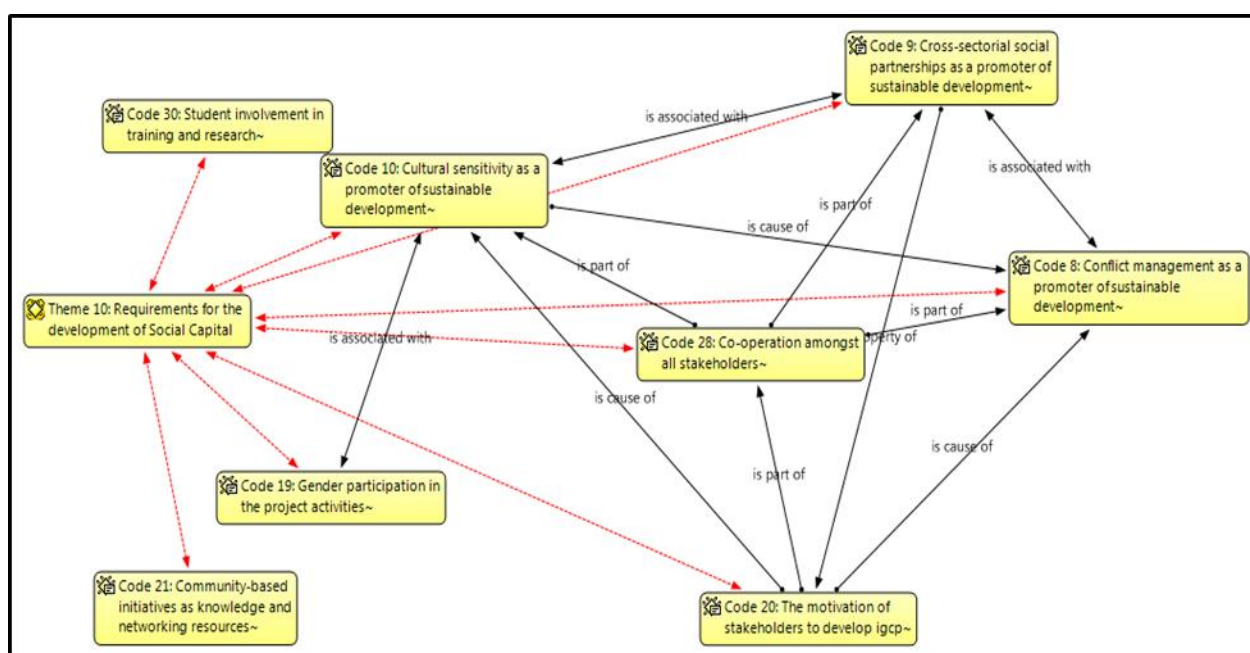


Figure 3-14: Relationships amongst Theme 10 and related codes

Codes 8, 9, 10, 19, 20, 28 and 30 are discussed in other themes. These codes are now discussed in the context of Theme 10. Social capital refers to social networks, social claims and other affiliations in communities. Social capital is strengthened when relationships are established and enforced in communities. The link between Theme 10 and Code 8 highlights the importance of conflict management in the development of social capital in communities.

Figure 3-14 explains the interconnected relationships identified from the data analysis process amongst Theme 10 and Codes 8, 9, 10 and 20. These interconnected relationships indicate that cultural sensitivity and conflict management are important contributors in building cross-sectorial social partnerships that form the foundation of social capital development in communities. The motivation of participants to develop income-generating community projects is the inception point of these interconnected relationships.

The relationship between Theme 10 and Code 19 expresses the impact of male versus female participation in project activities. The association between Code 19 and Code 10 underlines that gender participation may be a cultural issue. The links amongst Theme 10 and Codes 21, 28 and 30 strengthens the notion that networks with other projects and activities and student involvement in projects enhance social capital in communities.

3.10.1 Code 21: Community-based initiatives as knowledge and networking resources

Projects do not function in isolation – there are other projects and activities in surrounding areas that can be consulted and networked with to better plan and understand interventions. Community actions in an area can be used to explore the functioning of communities and the networks and stakeholders involved. Community actions can include religious organisations, vegetable gardens, school projects and income-generating interventions. These actions can provide funding opportunities and make projects aware of possible barriers in areas. Continual interactions with other interventions can present additional opportunities to explore.

Themes 6, 7, 8, 9 and 10 focus on the requirements of the five assets/capitals discussed in Figure 3-1. Figure 3-2 explains how available assets/capitals in communities can be utilised through the initiation of income-generating community projects to facilitate community development. When combined, the requirements of these five assets/capitals in stimulating sustainable community development are addressed.

3.11 GAPS IDENTIFIED FROM THE DATA

Through the data analysis process the following gaps were identified in the data through the process of memo writing:

3.11.1 Importance of the skills level of participants

Participants are the key components in community development processes. Skills training and development – combined with mentoring and empowerment – are the key tools used to increase the capacity of participants. The first gap identified in the data related to how to evaluate the skills of participants in order to identify needs in skill development processes.

3.11.2 Importance of cross-sectorial social partnerships

Cross-sectorial partnerships are the ignition that sparks the initiation of interventions and these partnerships provide momentum for interventions to facilitate sustainable community development. The second gap related to the exploration of existing social networks in communities enable the use and availability of assets in the community for sustainable community development. The in-depth interviews attempted to fill these identified gaps in the data.

3.11.3 In-depth interviews

To fill these two above-mentioned gaps identified in the data, in-depth interviews were conducted with the project participants. Data saturation was obtained after four interviews, but another two interviews were conducted to ensure data saturation. These interviews explored the use of a SWOT analysis to facilitate the skill evaluation process of individual participants. A SWOT analysis provides an assessment tool for planning purposes and a teaching tool and was, therefore, identified as a possible tool to explore the skills level of the participants (Helms & Nixon, 2010:215). The discussion of the opportunities of the participants as part of a SWOT analysis and their personal social networks were explored in the interviews as part of the social assets of the participants. These social networks form part of the social capital found in the community.

I used a constructivist approach during the interviews as an opportunity for collaborative knowledge creation between me and the participants, as discussed by Charmaz (2014:91-103). The fact that I knew each of the participants well, helped us to explore the use of a SWOT analysis as a tool. The interviews were facilitated by drawing a SWOT matrix for each of the participants.

Addendum D includes four documents: Addendum D1 contains the schedule I used as background to the interviews to ensure that I obtain the required information; Addendum D2 contains a summary of the data gathered during the interviews; my field notes on interview 1 are included as Addendum D3; and my reflections on interview 1 are displayed as a memo in Addendum D4.

The results of the interviews strengthened Theme 7 by providing a tool to evaluate the skills level of the participants in any stage of the project development phase. The interviews enabled the participants to access their individual skills, identify weaknesses in their own skills, identify training and product development and marketing opportunities and identify outside threats to enable them to develop strategies to counteract treats.

In terms of the social capital aspect explored in a SWOT analysis, the data from the interviews supported Theme 10. The data indicated that Theme 10 provides an opportunity to have a positive impact on Themes 6, 7, 8 and 9 and that this interview method provided a tool to assist in

measuring the impact of Theme 5. The coding of the interviews revealed the following strengths, weaknesses, opportunities and threats, social networks and impacts, as experienced by the project participants:

3.11.3.1 Strengths

- The ability of the participants to design new products.
- The quality control skills of the participants are good.
- The participants have good sewing skills.
- The participants display leadership skills.
- The participants own the project.
- The stitching skills of the participants with machines and over lockers are good.
- The participants are good with developing patterns.

3.11.3.2 Weaknesses

- The participants are unable to transfer skills to other project participants. The project participants do what they are good in and do not teach the other project participants how to improve their skills.
- The participants experience their dressmaking skills as a weakness and would like to improve and transform these skills into a strength.
- The participants experience their business management skills in the project as a weakness.
- The fear of the participants to learn how to use new technologies was identified as a weakness by the participants.
- The skills level of the other participants taking part in the project is experienced as a weakness.

3.11.3.3 Opportunities

- The transference of skills to fellow-participants in the project.
- The transference of skills to other community members. Other people see what they produce and want to learn these skills.

- The project participants identified a market for swhe-swhe dresses, children's clothing and tracksuits in their immediate community.
- The project participants want to lead the product development process because they can identify immediate needs in the community.
- The participants want to market handbags that they have made at the local church meetings and social functions.
- The participants want to use social networks to use and access technology.
- The participants want to access entrepreneurship opportunities to own businesses and not just be part of the project.

3.11.3.4 Threats

- Changes in role-players from the support organisation are experienced by the project participants as a threat to the project. The participants indicated that they need to spend time with new role-players added to the team to build relationships.
- Limited or no access to land and facilities is experienced as a threat to the project by the project participants. The fact that they do not have any security in their right to live where they currently live is a threat to the project.
- Structural poverty in the form of limited access to transport is experienced as a threat.

3.11.3.5 Social networks

The in-depth interviews indicated that the participants can access their social networks to turn most of their weaknesses into strengths and threats into opportunities. Various local actions enabled them to counter threats like structural poverty limitations. The dependence on the support organisation was indicated as very strong threat and the participants want to take corrective steps to allow the project to develop more independently. Opportunities exist to promote the development of the project by using social networks to market the products produced by the project participants.

3.11.3.6 Impact of the project

3.11.3.6.1 Income

The income received from the project allows the participants to save money in their bank accounts – their ability to become financially independent is promoted. They indicated that they use the

project money to buy food and clothes for their children. They also use the income to engage in micro-lending schemes with other women in the community. They do not charge interest on the money but in turn they receive social power – they are able to provide financial assistance. They indicated that they only borrow money to females they know.

3.11.3.6.2 Individuals benefit from income received

The participants indicated that they benefit from the income they receive – their partners and immediate family as well. They contribute financially to the care of children from deceased families.

3.11.3.6.3 Transference of skills

Skill transference occur amongst the project participants, their children, neighbours, visitors and church members. The transfer of skills is not limited to the local community but is spilling over to neighbouring communities. The project leader and deputy leader indicated that they train about 30 women sewing skills in a neighbouring community.

3.11.3.6.4 Entrepreneurial activities

Two of the project participants indicated that they have started entrepreneurial activities due to the skills that they have acquired by attending project activities. One of the project participants indicated that she is interested in starting an entrepreneurial activity.

3.12 EVALUATING OBJECTIVES OF THE STUDY AGAINST THEMES AND CODES

To contextualise the above-mentioned data analysis of the phases of theory development through constructivist grounded theory, the objectives of the study should be revisited.

3.12.1 Main objective

The main objective of this study was to construct a conceptual framework to facilitate sustainable community development through the use of income-generating community projects. All of the themes identified in the data analysis are part of the development of the framework. The process of creating a framework is described on chapter 2 and offers the opportunity to flexibly create a framework. The gaps identified in the data were filled by conducting interviews with the participants. The data were analysed and included in the database. The conceptual framework is presented in chapter 5.

3.12.2 Secondary objectives

The following secondary objectives were determined:

- To develop a case study database of relevant documents of the development phases of the Holding Hands income-generating community project. The database was thematically analysed to identify the codes and themes that describe how income-generating community projects should be developed to facilitate sustainable community development in terms of their role as development nodes in communities. This objective was achieved and is discussed in chapter 3.
- From the thematic analysis, gaps were identified in the data and the project participants were interviewed to ensure data saturation. This objective was achieved through an interview process and is discussed in chapter 3.
- The available literature was reviewed according to the thematic analysis of the data to ensure the exploration of all possible development options. This objective was achieved and is presented in chapter 4.
- The above-mentioned information was combined in an abductive manner to develop a framework according to the results found in the study and the best practise found in the literature review and is presented in chapter 5.

3.13 CONCLUSION

Chapter 3 started with the construction of a case study database in ATLAS.ti. The primary documents – case study evidence – were thematically coded according to constructivist grounded theory methodology. The codes were then developed into themes by making use of abductive logic. The gaps identified in the data were filled by conducting in-depth interviews with the project participants. Interviews were conducted until data saturation was obtained. The interviews with the participants were thematically analysed. The analysis indicated that a SWOT analysis is a useful tool to measure the skills level of the participants and revealed weaknesses, opportunities and threats in the project. Exploring the social networks of participants may provide access to assets in their community that would otherwise not have been available for the development of the project. Lastly, the objectives of the study were evaluated against the codes and themes developed through data analysis.

CHAPTER 4

LITERATURE REVIEW

The purpose of this study was to develop a theoretical framework for sustainable community development by using a case study to develop constructivist grounded theory. In view of the fact that communities were the focus of the study, the first step was to define the term “communities”. According to the *Oxford Advanced Learner’s Dictionary*, communities refer to people living in a specific geographical area; people from the same ethnic group, religion or doing the same job; people sharing things and belonging to a certain group (Oxford, 2005). The process of developing constructivist grounded theory required proactive engagement with the literature by me. Literature adds another voice that contributed to theoretical construction and provided examples of similar phenomena that stimulate thinking with regard to the data of this study (Mills *et al.*, 2006b:29).

This literature review was compiled by sourcing available literature on related concepts over a period of three years. I conducted literature searches at regular intervals. Available literature originates from various bodies of knowledge – confirming the transdisciplinary nature of sustainability science by highlighting that sustainable development cannot be achieved from a singular viewpoint but requires a team approach that combines knowledge from different disciplines to develop a unique solution (McLarty *et al.*, 2014:287).

Morse and McNamara (2013:2) argue that the concept of sustainability can in itself be unsustainable, because of the threat that it poses to our current way of living. The issue of sustainability includes economic, environmental and sociological problems that are interconnected and should be studied holistically (Stock & Burton, 2011:1100). A transdisciplinary approach allows for the inclusion of non-academic participants in a consulting or participatory capacity (Stock & Burton, 2011:1098).

To ensure true collaboration in a transdisciplinary approach, researchers should build personal relationships to facilitate joint understanding (Stock & Burton, 2011:1099). Cornell *et al.* (2013:61) are of the opinion that radical and deliberate changes to current knowledge systems are required to achieve sustainability. This literature review originates from a discussion on the concept of sustainability as well as sustainable development and then literature on the identified themes and codes in chapter 3 is discussed.

To study the concept of sustainability, an excess of perspectives and ideas are required. Unfortunately, these perspectives and ideas can be in opposition of focusing on the achievement of a viable future for humankind (Stock & Burton, 2011:1092). Cornell *et al.* (2013:62) contend that sustainability is not a passive state, but rather an open-ended process of social evolvement

to establish a new balance amongst multiple social, economic and environmental challenges and goals. The concept of sustainability can be viewed holistically with three aspects imbedded in the concept, namely: economic, environmental and social aspects with the social aspect of sustainability the strongest theme (Dempsey *et al.*, 2011:289).

Social, environmental and economic aspects are linked to sustainable development (McLarty *et al.*, 2014:277). Morse and McNamara (2013:4) discuss the three aspects of sustainability as either overlapping circles or three pillars supporting the concept of sustainability. Social sustainability is a dynamic concept that can change over time in specific locations or communities – these changes can occur due to internal or external influences in communities (Dempsey *et al.*, 2011:292).

One way of practising sustainability is to focus on livelihoods (Morse & McNamara, 2013:6). Livelihoods combine quality of life with well-being by not only focusing on a means of survival but by providing resources to enable people to enjoy their lives (Morse & McNamara, 2013:6). Sustainable livelihoods focus, therefore, more on what is available (positive aspects) than what is lacking (negative aspects) to enable people to fully enjoy their lives without compromising the ability of future generations to enjoy theirs. Development should start, therefore, with an evaluation of the assets available in communities seeing that even the poorest have access to some assets in communities (Madi, 2007:25).

Livelihoods are viewed as sustainable when the capabilities and assets of communities can be enhanced and maintained even when communities are coping and recovering from stressors and trauma while natural resource bases are not undermined (Morse & McNamara, 2013:22). In an attempt to understand the concept of sustainable livelihoods, an approach was formulated. The sustainable livelihood approach provides a framework for understanding poverty and a set of principles to guide actions in addressing and overcoming poverty (Morse & McNamara, 2013:10). The following principles of the sustainable livelihood approach were identified by Morse and McNamara (2013:10):

- It is a people-centred approach that starts by analysing how the livelihoods of people change over time with active participation of the people being analysed.
- The holistic nature of the approach recognises that people adopt many strategies to secure their livelihoods and that various properties are involved in the process, such as the private sector, community-based organisations, religious and international organisations.
- The approach seeks to understand what influences the dynamic nature of livelihoods.

- The perceived strengths and opportunities of individuals are the focus of the development approach rather than their problems and needs – existing livelihood strategies are supported.
- The influence of policies and institutions on livelihood options is examined that enable insights from local priorities of the poor to influence policies through micro-macro links.
- The establishment of partnerships in the development process – including private and public partnerships – is encouraged.
- Sustainability is a key focus area in lasting poverty reduction interventions.

Meeting the needs of present and future generations is stated as the broad goal of sustainable development by Cornell *et al.* (2013:61). Madi (2007:7) states that sustainable development needs to be initiated by communities. Communities can refer to people living in the same geographical area and they share, therefore, the same basic values. Communities can also refer to a group of people sharing the same interests (Madi, 2007:21) Dempsey *et al.* (2011:292) claims that the concept of social equity is embedded in the definition of sustainable community development by meeting the needs of present and future generations with the outcome of redressing inequalities. The referral to the ability of addressing inequalities is a social responsibility aspect that has not previously been identified in literature with regard to definitions of sustainability. Social equity refers to the access that individuals have to assets in communities at grass-roots level. Sustainable community development is, therefore, directly linked to the access that individuals in communities have to assets by eliminating issues, such as racism and gender inequalities (Dempsey *et al.*, 2011:292).

Seyfang and Smith (2007:585) argue that sustainable community development can be achieved through an innovative and productive economy that includes small-scale local activities that mobilise community actions with a focus on quality of life and social and cultural structures. Marais and Botes (2006:383) focus on the interdependent and mutually reinforcing links between social and economic development to facilitate community development. Sanyal (2009:548) maintains that a strong economy in communities can lead to strengthened social ties, suggesting that economic development in communities can lead to sustainable community development. The following five phases were identified when engaging in community development (Madi, 2007:37; Sithole, 2012:92):

- (1) *Engagement phase*: Activities include general observations while listening and making contact with key role-players to ensure communities know support organisations. In turn, support organisations should get to know communities and their circumstances in order to identify needs and strengths in communities. The outcome should be a complete picture of communities in the form of community profiles.

- (2) *Situational analysis phase*: This phase focuses on the identification of skills and resources to address the needs of individuals. Outcomes should also be identified to solve problems.
- (3) *Planning phase*: This phase formalises the planning of action committees and equips them with the required skills to ensure proper planning of interventions. Objectives and time schedules should be formalised by action committees. The required resources to enable actions to take place should be identified. Planning should be a continual process that includes the following steps: formulation of goals and objectives, determining resources, compiling alternative plans and programming by using planning schedules.
- (4) *Implementation phase*: Implementation follows the formulation of plans. Participation in an implementation phase should include development organisations, action committees and project participants/community members. The following guidelines will enable groups to maintain enthusiasm: set reachable objectives; set regular achievable goals to ensure that groups experience success; involve all of the participants; follow the planning cycle method; be positive and enthusiastic; focus on the learning experiences provided by challenges; be aware of possible obstacles and challenges; and involve groups in planning to overcome obstacles.
- (5) *Monitoring and evaluation phase*: This phase enables stakeholders to measure how well plans are implemented. Monitoring and evaluation are important because assessments are enabled – the impact of programmes. Assessments enable planning more effectively and repetitive mistakes are avoided.

The social development approach was adopted in South Africa to promote the goals of sustainable development. Social interventions are integrated with economic development to create collective empowerment that can in turn, facilitate processes that enable individuals who are poor, marginalised and vulnerable. Community members are, therefore, empowered to regain control over their lives (Kaeane & Ross, 2014:18). These goals are achieved by enhancing the capacity of individuals in need by facilitating opportunities for them to be active members of the economy. Social development refers to stakeholder participation in decision-making, enhancing self-reliance, developing networks of institutions and individuals to promote harmonious relations between individuals, communities and their physical environment (Kaeane & Ross, 2014:18).

Sustainable communities, as described by Dempsey *et al.* (2011:294), strongly relate to the concept of social capital. Social capital correlates with the collective aspects of social life and the following five dimensions are included:

- The utilisation of social networks in communities forms an integral aspect of the social capital in communities. Trust in social networks strengthens the social capital in communities.

- The participation of individuals in collective groups and networks in communities. Exclusions, such as cultural aspects, gender or ethnic groups, should be kept in mind.
- The stability of communities.
- The pride of individuals, their sense of place in their own community.
- Safety and security in communities are viewed as fundamental to the creation of social sustainability.

Trickett (2009:261) argues that sustainability can be defined as the infrastructure left behind after multi-level interventions have been concluded. The consequences that these interventions have on individuals and organisations should be included in a definition of sustainability.

Wood (2016:2) is of the opinion that the prolonged engagement of stakeholders in interventions is a prerequisite for sustainable community development. Sustainable changes can be supported by ensuring participation in interventions by local established organisations like non-governmental organisations (Wood, 2016:3). Mwale *et al.* (2012:4) identified a link between sustainable project development and the ability of projects to provide a regular basic income for participants especially after the funding of project activities has been stopped.

As indicated by the above-mentioned discussion, the concepts of sustainability and sustainable development are very broad and in some instances contradictory.

4.1 THEME 1: IGNITION OF THE SPARK-DRIVING FORCE OF DIFFERENT STAKEHOLDERS TO INITIATE SUSTAINABLE COMMUNITY DEVELOPMENT

On a global level, the elimination of poverty is a priority area in the Millennium Development Goals – especially goal number eight: the development of global partnerships that can foster environments at a national and global level that are conducive to the elimination of poverty (UN Systems Task Team, 2013:3). The United Nations Task Team indicated the need for collective actions that include local communities as equal partners rather than donor-recipient relationships. Communities should, therefore, be able to take part in development processes as equal partners – their needs and motivations are as equally important as the needs and motivations of stakeholders involved. Development should be promoted through stakeholder collaboration on all levels to enforce the use of available assets in local communities – the entire process should be less donor dependant (UN Systems Task Team, 2013:6). Partnerships have the ability to mobilise resources, share knowledge and advocate for important issues (UN Systems Task Team, 2013:8).

4.1.1 Code 20: The motivation of stakeholders to develop income-generating community projects

Sustainable development is a priority for most stakeholders around the globe but the way to achieve sustainable development differs between stakeholders (Seyfang & Smith, 2007:585). When stakeholders engage in development processes, they become partners of these development processes – engaging in voluntary relationships amongst public and private parties. Stakeholders agree to work together towards a common purpose with specific target goals and they mutually agree to share the risks, responsibilities, resources and benefits related to interventions (UN Systems Task Team, 2013:8). The motivation of stakeholders to take part in interventions should be purpose-driven in order to have an impact on grass-roots level. Purpose-driven interventions can then be improved to increase impact (UN Systems Task Team, 2013:8). Funders should communicate their expectations clearly to stakeholders to establish open communication channels amongst stakeholders (Kaeane & Ross, 2014:26).

Relationships should be engaged in a transparent manner and in line with national development plans (UN Systems Task Team, 2013:16). Zarenda (2013:10) postulates that the private sector in South Africa – represented by private and public companies – need to play a more visible role in regional development with a motive of creating infrastructure and industrialisation. Rein and Stott (2009:84) discuss the importance of transparency regarding the motivation of stakeholders when engaging in partnerships to ensure that conflict does not arise due to hidden motives. The motivation of participants to take part in income-generating community projects in Gauteng, as discussed by Kaeane and Ross (2014:24), can be summarised as gaining skills and knowledge, reducing unemployment and having something to keep them busy.

4.1.2 Code 28: Cooperation amongst stakeholders

The interconnectedness of the world today allows for the development of cooperation amongst various stakeholders on different levels – locally and globally – to enable the mobilisation of resources (UN Systems Task Team, 2013:9). An emphasis is placed on the mobilisation of domestic resources as well as private and public resources to reduce long-term aid dependency (UN Systems Task Team, 2013:10). Chitiga-Mabugu *et al.* (2013:45) state that stakeholders should collaborate and ensure effective communication by coordinating and minimising wastage and the duplication of resources.

Intimacy and trust are required amongst stakeholders to successfully develop partnerships (Newton, 2012:201). Mauser *et al.* (2013:427) argue for an integration between state and knowledge institutions and between market and civil society organisations in the co-designing of interventions and co-production of knowledge in a structured and knowledge-driven way to

achieve sustainable development. Open communication channels are very important when good relationships amongst stakeholders are established (Aas *et al.*, 2005:43).

Trickett (2009:257) refers to community-based development interventions that require multiple relationships from various stakeholders as “multilevel community-based culturally situated interventions”. These interventions acknowledge local cultural contexts by integrating multi-layered ecological conceptions of community contexts with commitments from partnerships amongst different groups of stakeholders in communities. This type of approach to community development, acknowledges the impact of the ecological environment on the behaviour of individuals and groups (Trickett, 2009:258) – individual changes are difficult to achieve if not supported by environmental changes supporting individual changes (Trickett, 2009:258). A socio-ecological approach takes into account the relationships of individuals with regard to their environment (Trickett, 2009:259). When planning interventions, ecological impacts of interventions on multiple levels should be included – explicit planning can then take place to make room for positive and negative impacts of interventions and the measuring of these impacts as planned outcomes of interventions (Trickett, 2009:261).

4.2 THEME 2: CONTEXTUALISING THE CASE STUDY FOR SUSTAINABLE PROJECT DEVELOPMENT

Seyfang and Smith (2007:593) highlight the advantage of involving grass-roots groups in contextualising problems. Better solutions for challenges experienced when pursuing sustainable development can, therefore, be offered – emphasising the importance of a bottom-up approach.

4.2.1 Code 4: Background of project participants

Chitiga-Mabugu *et al.* (2013:33) found that international strategies for the development of income-generating interventions should include a thorough socio-economic assessment and profile of participants to enable the design of an intervention to fit participants optimally. Understanding community contexts, is stated as a prelude to community interventions by Trickett (2009:258). Newton (2012:200) highlights the importance of understanding the history of communities to be able to influence the way in which these communities function – background knowledge of communities, is therefore, essential in planning project activities. Moyo *et al.* (2012a:4419) stress the importance of obtaining knowledge about and an understanding of local problems experienced by participants – the reality of participants should be understood.

Trickett (2009:261) states that there is no standardised way of engaging in the process of contextualising communities, but identified four ecological processes that can help guide community assessments:

- Adaption
- Cycling of resources
- Interdependence
- Succession

Each of these ecological processes enables the collection of information of different aspects of communities with regard to specific norms and processes followed by communities. These processes allow for the identification of local citizens who have a positive impact on communities and the social capital available to access available assets in communities. Weak social networks can be identified to predict the ripple-effect that interventions may have on communities (Trickett, 2009:261).

Allowing participants to take part in decision-making processes, empower them to make decisions concerning their livelihoods. Botha *et al.* (2007:14) indicate that participants in empowerment interventions should first understand their own lives before they can impact collectively on the public realm. In a study conducted in Kenya regarding income-generating interventions targeted at the youth, the education levels of participants were limited to basic education and this had a limiting impact on the sustainable development of these interventions (Karanja, 2014:6).

This also seems to be the case in South Africa, as highlighted by Moyo *et al.* (2012a:4420) – the limited literacy levels of project participants in rural areas is a huge challenge when developing sustainable income-generating interventions. In a study conducted by Kaeane and Ross (2014:23) in Gauteng, 70% of the participants obtained a high school education with 15% having a primary school education and 15% having a tertiary qualification. In this case, it seemed that unemployment was the main reason for participation in income-generating interventions and not illiteracy. 90% of the participants were financially responsible for other beneficiaries – highlighting the need for income-generating activities to support families.

4.2.2 Code 14: Practical functioning of projects

According to Chitiga-Mabugu *et al.* (2013:29), international models for generating income interventions designed to fight poverty, focus on the following basic principles:

- *Protection and strengthening of livelihoods*: Interventions should focus on protecting the population, resources and livelihoods of target groups and should not foster a culture of dependency. Potential negative impacts should be considered and balanced with positive outcomes of interventions. Positive impacts should outweigh negative impacts.

- *Sustainability*: The long-term impact and sustainability of interventions should be considered. An inclusive approach should be followed – stakeholders should be included in development processes.
- *Coordination amongst role-players*: Coordination amongst stakeholders in communities will eliminate the duplication of resources and ensure maximum impact.
- *Community participation*: Local initiatives should be strengthened and is viewed as one of the essential components of sustainable development. Local communities should be included in all stages of planning, assessments and implementation.
- *Support for local initiatives*: The initiation of interventions should originate from communities.
- *Management and technical assistance*: Support should be provided in terms of management and technical aspects from stakeholders during programme implementation to guarantee a good impact.
- *Attention given to gender issues*: Equality in terms of gender should be a focus point.

Sustainable exit strategies should be planned from inception on operational and institutional levels (Chitiga-Mabugu *et al.*, 2013:33). Oberhauser and Pratt (2004:225) highlight the importance of taking the daily circumstances of participants into account when planning activities in income-generating community projects to allow participants flexibility in managing their family responsibilities with project activities. The need for flexibility and accommodation when planning project activities is confirmed by Wood (2016:9) who suggests providing support in a holistic manner. Mwale *et al.* (2012:10) highlight the importance of governing bodies formed by project participants responsible for decision-making and administrative management of project activities.

4.3 THEME 3: CONTRIBUTORS TO SUSTAINABLE DEVELOPMENT

Taking the time to properly contextualise communities through an ecological approach that includes participation of different role-players and stakeholders in communities, can provide the information and collaboration required to facilitate the sustainable development of interventions in communities (Trickett, 2009:258).

4.3.1 Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development

In an intervention implemented by Wood (2016:14) in a South African context, the author commented on the interaction between white and black females in the intervention – supporting

and empowering relationships were established due to mutual benefits. No further indication of discussions relating to this theme could be identified from literature.

4.3.2 Code 7: A bottom-up approach to sustainable project development

International models for the development of income-generating interventions focus on a grass roots bottom-up approach (Chitiga-Mabugu *et al.*, 2013:33). In a local context, active involvement of beneficiaries should be a priority during the entire process of developing income-generating interventions (Chitiga-Mabugu *et al.*, 2013:46). Zarenda (2013:8) states that the current trend in African countries is a more inclusive participatory consultation approach to planning with a mix of state-based and market-based approaches by incorporating the public and private sector.

Bottom-up approaches should focus on achieving credible consultation processes and the strengthening of capacities in line with development aspirations to implement projects and programmes. Community consultation and involvement should be part of the design phase of interventions utilising existing social networks throughout the entire process (Pronyk *et al.*, 2008:1568). The process of identifying and choosing the types of activities included in income-generating community projects should incorporate community members as active participants. Community participation should be implemented responsibly to allow input obtained from stakeholders and should focus on achieving sustainable development as the end goal and not community participation as the end goal (Lizarralde & Massyn, 2008:13). Newton (2012:198) states that grass-roots movements have the power to influence not only societies by the government as well.

Karanja (2014:2) indicates that community participation is necessary for the planning and implementation process of projects. The impact of grass-roots developments that address basic needs through the use of local resources yields more sustainable results (Asaah *et al.*, 2011:119). Participatory action research is a suitable engagement strategy to ensure community participation in the development of income-generating community interventions and community engagement strategies for tertiary institutions (Botha *et al.*, 2007:10). Participatory action research allows for the inclusion of local stakeholders through the entire process from development to execution – including monitoring and evaluation (Dura *et al.*, 2014:99). Participatory action Research consists of three actions: research, education and action and has two objectives, namely to create knowledge that results in actions that impact community directly and to empower communities through action and knowledge creation processes (Botha *et al.*, 2007:10).

4.3.3 Code 8: Conflict management as a promoter of sustainable development

Contextualising communities with regard to the unique cultural practices already present in communities prior to intervention planning, may result in managing conflict throughout

intervention development processes (Trickett, 2009:258). The participation of females in income-generating community projects can lead to conflict between males and females in households involved in projects (Oberhauser & Pratt, 2004:222). In mixed gender groups, conflict can arise due to male dominance in cultural practices (Wood, 2016:10). In communities affected by these cultural practices the management of gender conflict is especially challenging, because females are usually dominated by males and it is difficult to break this cycle when females are hesitant to publicly confront the situation.

During Wood (2016:11) research, she had to step in as a mediator between male and female participants in a group and negotiated for the group to become an exclusively female group to ensure the sustainability of the intervention. The manner in which black dominant male decision-makers traditionally interact in communities with white female project managers can result in conflict situations (Wood, 2016:11). These situations need to be managed according to the best outcome for sustainable development in communities. Rein and Stott (2009:87) suggest that conflict resolution can be achieved by setting clear boundaries, keeping communication channels open and stressing the accountability of partners.

A lack of project participation during decision-making project activities can lead to conflict resulting in project participants terminating their membership prematurely (Sithole, 2012:94). A bottom-up approach to project development enables participants to influence decision-making in projects and impacts conflict management positively (Sithole, 2012:94).

4.3.4 Code 9: Cross-sectorial social partnerships as a promoter of sustainable development

Different kinds of stakeholders engage in partnerships to enable sustainable development on a local, national and global level (UN Systems Task Team, 2013:3). The value of these partnerships lies in the ability of stakeholders to strengthen potentially weak areas or satisfy identified needs in communities, such as delivering social services or economic goods (Rein & Stott, 2009:86). In South Africa, different sectors facilitate the involvement of different stakeholders to engage in cross-sectorial social partnerships (Chitiga-Mabugu *et al.*, 2013:36). When planning interventions and cross-sectorial social partnerships are included, Trickett (2009:257) refers to these interventions as “multilevel community-based culturally situated interventions”. To enable these multilevel interventions, planning and management as well as consensus with regard to how power will be distributed between stakeholders should be applied effectively (Trickett, 2009:261).

Insufficient evidence exists to demonstrate the role of multinational organisations in South Africa (Chitiga-Mabugu *et al.*, 2013:30). Various South African government departments and institutions are engaged in supporting income-generating activities, such as the Department of Social

Development, Department of Labour, Department of Cooperative Governance and Traditional Affairs, Economic Development Department and the Department of Agriculture, Fisheries and Forestry (Chitiga-Mabugu *et al.*, 2013:22). The World Bank focuses on providing sustainable economic development opportunities to grass-roots business organisations partnering with communities as suppliers, consumers and/or beneficiaries. These partnerships provide income, employment and teaching opportunities to bridge the skills gap (Chitiga-Mabugu *et al.*, 2013:31).

Rein and Stott (2009:81) discussed the importance of taking the context of interventions and stakeholders into consideration when developing cross-sectorial partnerships – when the context of one stakeholder changes, it impacts on the intervention. It is, therefore, important to organise and manage interventions responsibly by ensuring the accountability of partners through the measurement and evaluation of outcomes (Rein & Stott, 2009:84). Attention should be given to the development of policies, procedures and performance standards to ensure efficient sustainability (Chitiga-Mabugu *et al.*, 2013:34).

Participation in collective actions is making use of new and existing social networks to create synergy for interventions (Pronyk *et al.*, 2008:1566). Wood (2016:3) argues for the inclusion of non-governmental organisations as gatekeepers of communities – they have trained community members operating at grass-roots level in communities. McLarty *et al.* (2014:279) suggest the establishment of regional relationships with stakeholders that have the same goals as interventions: to ensure optimal impact with regard to sustainable development.

To ensure successful programme implementation from the perspective of cross-sectorial social partnerships, it is imperative to formalise partnership agreements that provide the scope of partnerships (Kihl *et al.*, 2014:44). The roles and responsibilities of the different parties should be formally agreed upon to ensure effective implementation of activities (Aas *et al.*, 2005:44). Pintér *et al.* (2012:22) suggest the inclusion of partners during the measuring and evaluation of capabilities to ensure efficient monitoring of the impact of interventions.

4.3.5 Code 10: Cultural sensitivity as a promoter of sustainable development

Intervention programmes focus on community development through training and mentoring and should be developed contextually and culturally to ensure that participants are able to cope with the changes that projects bring to their daily activities (Gboku & Modise, 2008:316). Traditional perspectives in African societies with regard to the role of women, resulted in the perspective that women are inferior to men (Danjuma *et al.*, 2011:3962). This perspective is transferred from generation to generation through gender stereotypes and as a result, women are not allowed equal opportunities in communities. In most African countries, women have no or limited access to land, capital, credit or technology (Onyishi & Agbo, 2010:3049).

Traditionally, the role of woman in rural communities was submissive – women were dependant on men to provide income and to manage resources in communities – leadership roles in communities were for men (Moyo *et al.*, 2012b:4878). Currently, women in leadership roles in rural communities are met with fierce resistance, because men are predominantly the custodians of culture in rural areas in South Africa (Moyo *et al.*, 2012b:4878).

Women have occasionally been able to change traditional gender norms during decision-making processes in rural areas in South Africa by empowering women to have a direct influence on creating sustainable livelihoods for their communities (Moyo *et al.*, 2012a:4427). Onyishi and Agbo (2010:3058) argue that women who are self-empowered are able to change cultural norms and gain access to assets and resources, internally and externally. Wood (2016:2) states that sensitivity towards cultural issues in communities should be taken into consideration when planning interventions – this could be ensured by including the correct partners in cross-sectorial social partnerships.

4.3.6 Code 13: The financial management of projects as a promoter of sustainable development

Chitiga-Mabugu *et al.* (2013:33) suggest the use of local available financial facilities and service providers. In Kenya, the malfunction of income-generating community projects is directly linked to poor financial management. The improvement of the financial management skills of participants should be a priority to agencies, donors and Governments who implement interventions (Karanja, 2014:2). Marais and Botes (2006:391) echo this finding by identifying financial management as one of the key aspects contributing to sustainable development of projects with a specific focus on budgeting, pricing, bookkeeping and entrepreneurial skills as lacking.

4.3.7 Code 21: Community-based initiatives as knowledge and networking resources

One example found in literature regarding the option to explore other activities or projects as networking opportunities, is the Victoria Mxenge project. The development of this project had a very positive effect on the local community. Skills were not only transferred to project members, but a collective positive impact on the community as a whole was reported (Jacobs, 2013:63).

4.3.8 Code 31: Sustainable development of projects

The definition of sustainable development in terms of income-generating projects by important role-players like the United Nations and the International Fund for Agriculture Development, focuses on the ability of projects to sustain activities after donor funding is discontinued (Karanja, 2014:1). On an international level, the trend indicates that even though implementation practices seem to improve, the sustainable development of projects is decreasing – the benefits of impact

do not justify the expenses of implementation. A lack in risk analyses prior to the design of projects leads to a lack in risk management strategies during the implementation phase resulting in constraints placed on sustainable development (Karanja, 2014:1). Project design inadequacies in terms of contextualising project plans to the needs of community members and available assets in local communities, have a negative impact on the sustainable development of projects (Karanja, 2014:1).

Community participation strengthens the entire process of sustainable development of projects and human capital development (Karanja, 2014:2). The long-term impact of interventions in terms of sustainability, should be a development focus when initiating income-generating activities (Chitiga-Mabugu *et al.*, 2013:30). According to the United Nations Systems Task Team, economic and financial stability are prerequisites for sustainable development (UN Systems Task Team, 2013:18).

Monitoring interventions and the accountability of partners, are key elements of sustainable development (UN Systems Task Team, 2013:21). The importance of monitoring and evaluating interventions is also stated by (Karanja, 2014:4) who argues that monitoring and evaluations provide a benchmark that will indicate how interventions are performing and will allow for timely corrective actions. A monitoring and evaluation system allows for accountable stakeholders and the opportunity to learn from mistakes (Karanja, 2014:5).

The development of sustainability indicators by stakeholders to measure the impact of interventions is required to ensure measurements of relevant impacts (Dahl, 2012:19). Pintér *et al.* (2012:21) confirm the use of sustainability indicators as a way to measure sustainable development of interventions. Models of international income-generating interventions focus on creating self-reliant groups and developing interventions in such a way that donor-dependency is minimised (Chitiga-Mabugu *et al.*, 2013:32). Procedures and policies should be developed by stakeholders that include indicators to enable the measurement of performance, effectiveness and impact to support sustainability (Chitiga-Mabugu *et al.*, 2013:34).

These indicators should be revised during an implementation period to ensure applicability. An appropriate measurement and evaluation system is critical to the timely identification of possible barriers and reactions (Chitiga-Mabugu *et al.*, 2013:34). Zarenda (2013:9) highlights the need for monitoring and evaluation programmes that have an impact on policy-making processes to improve planning frameworks that can result in developing interventions with an impact on Africa. According to Karanja (2014:6), a study in Kenya indicated that the education levels of participant need to be increased to ensure sustainable development of projects as participants require basic knowledge and skills to manage projects. This study also indicated the importance of strong leadership skills for the sustainable development of income-generating community projects.

Okoji and Ladeji (2014:6016) state that education is seen across the world as a key stone for sustainable development. Onyishi and Agbo (2010:3061) argue that the development of entrepreneurial skills in females is an essential component to sustainable economic development in Africa. Mwale *et al.* (2012:4) link sustainable development of projects directly to the ability of projects to generate sufficient and regular income for poor beneficiaries in communities.

Trickett (2009:259) stresses the importance of utilising available resources in community and the development of these resources is to the advantage of communities – sustainability is placed as a central aspect in development processes.

4.3.9 Code 33: The view of stakeholders on sustainability

In a study conducted in Nigeria, it was identified that rural women do not have the knowledge to understand the concept of sustainable development (Osita-Njoku & Princewill, 2015). Very little was found in literature concerning the view of different stakeholders on the concept of sustainability. This may be due to the complexity of the concept and the view of different stakeholders with regard to the ability of project participants to provide useful input on sustainability, as was the case in Nigeria.

4.4 THEME 4: IMPEDIMENTS TO SUSTAINABLE DEVELOPMENT

Structural poverty having a negative impact on the functioning of income-generating community projects has been an issue for more than a decade, as indicated by Oberhauser and Pratt (2004:222). Structural poverty isolates communities from having interactions with other communities and has a negative impact on the sustainable development of communities and income-generating community projects.

4.4.1 Code 5: Impediments to the development of projects in sustainable businesses

Chitiga-Mabugu *et al.* (2013:35) found in a local context regarding projects implemented by the National Development Agency, that time-line constraints in terms of the payment of funds have a negative impact on project implementation. Another impediment is a lack in financial and project management skills with regard to project participants.

On a national level, the shortage of funds is a barrier to the sustainable development of income-generating projects (Chitiga-Mabugu *et al.*, 2013:43). Kaeane and Ross (2014:26) discussed the inability of start-up funding to fund the basic needs of projects. Another challenge is the scarcity of required skills to manage and develop projects. An additional challenge is the identification of sustainable projects that are acceptable to local communities and should be a good fit between available resources and skills in communities. Trust-breaks in stakeholder relationships can be

an impediment to the sustainable development of projects. Oberhauser and Pratt (2004:223) identified the following impediments to the sustainable development of projects:

- Lack of access to viable markets.
- Lack of access to capital and funding.
- Lack of access to infrastructure.
- Lack of income.
- Difficult working conditions.

The absence of access to markets and local market failure are identified by Marais and Botes (2006:390) as barriers to the sustainable development of projects. Karanja (2014:4) noted that one of the reasons why projects fail was a shortage in measurement and evaluation systems during a study conducted in Kenya. In a South African context, Moyo *et al.* (2012a:4420) identified illiteracy, lack of resources, limited influence on decision-making and socio-cultural issues as the main constraints in sustainable project development. Even though project sustainability in agricultural income-generating community projects is measured by the ability of these projects to provide a regular basic income for participants and the ability of project activities to continue after stakeholder support is withdrawn, Mwale *et al.* (2012:10) state that the continuation of funding is critical for the sustainability of projects. Kaeane and Ross (2014:21) indicate that it usually takes a relatively long time before projects are able to generate income and that the amount of income earned by beneficiaries is inadequate and need to be substituted with other income streams. Other limitations identified in this study are (Kaeane & Ross, 2014:26):

- Limited start-up funding.
- Lack of financial management skills of participants.
- Unclear expectations of funders.
- Limited access of community members to participate in the project.
- Lack of planning and monitoring of progress.
- Inability of project to compete with other businesses in the market.
- Limited ability of the project to have a large-scale impact on poverty alleviation.

4.4.2 Code 12: Project malfunction

Sanyal (2009:532) suggests that externally funded development projects can have a negative impact on the existing social capital in communities by reducing the mutual reliance of participants for assistance and resources. This state of affairs can have a definite impact on long-term sustainable development. However, if externally funded interventions are planned and executed correctly, social capital can be generated. Limited financial management skills of participants have a significant impact on the malfunction of income-generating community projects in South Africa (Oberhauser & Pratt, 2004:223). Sithole (2012:94) indicates the termination of membership by project participants before these projects have achieved their goals and objectives as one of the reasons leading to project malfunction. This termination of membership results in the inability of projects to gain momentum and in having a focused approach.

A shortage in community participation during the development and implementation of projects and a lack in education and skills can lead to the collapse of projects, leaving communities trapped in abject poverty (Karanja, 2014:2). Other factors that can lead to project malfunction include poor project management, inadequate risk management and challenges with regard to the continuation of funding (Karanja, 2014:4). Aas *et al.* (2005:44) found that project malfunction is not always due to poor design or implementation, but can be because of contextual factors in communities causing unintended impacts on projects. Marais and Botes (2006:384) argue that the inability of practicing sound business principles by stakeholders can lead to project malfunction.

4.5 THEME 5: THE IMPACT OF INCOME-GENERATING COMMUNITY PROJECTS ON SUSTAINABLE COMMUNITY DEVELOPMENT

Measuring the impact of income-generating interventions is very difficult – as previously identified in this literature study – mainly due to a lack of measurement and evaluation systems and the absence of consensus on what to measure. The use of sustainability indicators is advised, but limited examples were found on how to practically implement these indicators in interventions. Links to literature could be established with regard to the following codes:

4.5.1 Code 11: The impact of external agents on project participants

The nature of the Victoria Mxenge project required participants to leave their comfort zone and expand their skills to include various skills that ranged from construction, design and planning to negotiations with different stakeholders (Jacobs, 2013:63).

4.5.2 Code 16: The impact of project activities on communities

Income-generating interventions have the ability to develop skills in communities in order to bridge gaps with regard to global marketplaces (Chitiga-Mabugu *et al.*, 2013:31). Evidence found in other income-generating activities in rural South Africa indicates the impact of these interventions include the gradual improvement of self-confidence and self-esteem (Pronyk *et al.*, 2008:1564). Jacobs (2013:61) confirms that the skills women acquired in the Victoria Mxenge project equipped them to grow and develop their project through negotiations with stakeholders, including the government.

This finding is confirmed by Oberhauser and Pratt (2004:222) – in addition to the income benefit created by projects, participants acquire skills and gain independence. The ability of increasing skills and knowledge while participating in project activities, is confirmed by Kaeane and Ross (2014:25) when participants indicated in a study that the development of skills and knowledge was the most important feature of income-generating community projects. Sanyal (2009:544) found that the social networks created through interventions support individuals in groups by providing new social support structures that were previously inaccessible to these individuals. Through participation in group activities, women acquire social skills that enable them to take part in projects that they previously would not have considered (Sanyal, 2009:545).

An improvement in social skills is confirmed by Kaeane and Ross (2014:28) who had the opportunity to meet new people and develop relationships with them by attending project activities – these interactions brought fulfilment to their lives. Moyo *et al.* (2012a:4427) indicate an increase in self-confidence of women when their income increases – enabling them to take part in decision-making processes of their families. This ability of participants to positively impact communities after their exposure to interventions is confirmed by Wood (2016:12) who states that women are able to challenge gender relations in their community after emancipating themselves.

Participants in income-generating community projects in Gauteng indicated that poverty was alleviated in their communities by the generation of income, when human dignity was restored and lastly, by achieving equality (Kaeane & Ross, 2014:26). In this research conducted by Kaeane and Ross (2014:26), 75% of the participants indicated that their business skills improved through participation in projects and they are better equipped to manage their personal finances. Madi (2007:89) indicates that the financial assistance projects brings into communities contributes to the reduction of poverty.

4.5.3 Code 17: Generating income

Income-generating activities stimulate economic development in developing countries by including people who are poor and marginalised in these activities. Oldewage-Theron and

Slabbert (2010:5) draw attention to the ability of income-generating community projects to provide an immediate cash injection to participants while empowering them with skills simultaneously. Kaeane and Ross (2014:21) argue that the income generated by income-generating community projects is often not enough to meet the basic needs of participants. However, 65% of the participants in their study indicated that they were able to maintain their dependants with the income generated from projects. The relative long period it takes before projects start to generate income should be taken into account (Kaeane & Ross, 2014:21).

4.5.4 Code 18: Life skills training as a promoter of sustainable development

International models of income-generating activities suggest that interventions should not just focus on the financial management of interventions, but should provide participants with additional skills to ensure a sustainable impact (Chitiga-Mabugu *et al.*, 2013:32). According to Karanja (2014:4), training activities have the potential to develop new values and attitudes enabling participants to unlock their potential, improve confidence and decrease dependency. The development of leadership skills of participants should be a focus when skills are developed in communities (Kaeane & Ross, 2014:27).

4.6 THEME 6: REQUIREMENTS FOR THE DEVELOPMENT OF FINANCIAL CAPITAL

Morse and McNamara (2013:28) identified financial capital as one of the five capitals available to communities in developing sustainable livelihoods. Financial capital refers to the capital base in communities – assets, such as cash, credit and savings.

4.6.1 Code 1: The ability of participants to produce the required products as a promoter of sustainable development

For any business to thrive, the products manufactured by businesses should satisfy a demand in the market. According to Chitiga-Mabugu *et al.* (2013:33), income-generation activities should be built on existing skills in communities. The marketability of income-generating activities refers to the ability of projects to attract and retain potential customers by producing quality products (Mwale *et al.*, 2012:4). Project participants need to be able to manufacture the right product for the right market and the product should be of good quality and sell at a competitive price.

4.6.2 Code 3: Access to markets as a promoter of sustainable development

International models for the development of income-generating interventions suggest that projects should be developed with available local resources and needs in mind to enable access to markets (Chitiga-Mabugu *et al.*, 2013:34). When products are produced for local markets, local economic activities are stimulated and markets for products are, therefore, ensured –

communities reap the full benefit of income-generating community projects (Mwale *et al.*, 2012:10). A proper market analysis should, therefore, be part of the planning and development of projects. Oberhauser and Pratt (2004:223) indicate access to markets as one of the main challenges to overcome with regard to income-generating community projects.

Available assets in communities should be considered to ensure that projects are able to produce products according to demand. An inability to produce according to demand will have a negative impact on the sustainable development of projects (Karanja, 2014:1). Marais and Botes (2006:383) argue that the government should employ protection instruments to make markets work for people who are poor by aligning micro-economic and macro-economic strategies to protect the development of local markets. Attention should be given to marketing strategies and budgets and marketing expenses should be included (Marais & Botes, 2006:390). Winters *et al.* (2009:1438) argue that proximity to urban areas increases access to markets.

4.6.3 Code 15: The funding of project developments

International funding models focus strongly on micro-financing as a funding instrument (Chitiga-Mabugu *et al.*, 2013:31). In India, the use of micro-finance as a funding instrument had a significant impact on group-based collective actions amongst females (Sanyal, 2009:530). In South Africa, micro-finance as a funding instrument produces unique challenges that include issues, such as money being used for survival instead of for entrepreneurial activities, individuals becoming indebted and high interest rates (Hietalahti & Linden, 2006:209).

Targeting groups for micro-finance creates opportunities for participants to free-ride – loans are obtained, advantages of loans are enjoyed and then participants leave groups before the debt is repaid (Hietalahti & Linden, 2006:209). This method of funding can cause or aggravate conflict in communities by having a negative impact on the social capital of communities. Micro-finance institutions operate mainly from grant funding – the question, therefore, is why are interventions not focusing on grant funding as a funding instrument instead of on micro-loans (Hietalahti & Linden, 2006:209).

Grant funding is a popular funding instrument in South Africa and enabled through government funding (Chitiga-Mabugu *et al.*, 2013:36). The role of funding organisations should, therefore, not be limited to being funders, but should include capacity-building as a focus to ensure the success of income-generating activities. Oberhauser and Pratt (2004:222) indicate that funding for project developments should be tailored to fit the requirements of projects. Marais and Botes (2006:393) state that funding partners should have a long-term commitment to projects. Funding instruments should have the ability to cover the basic needs of projects until project can cover funding even though this process can take a long time (Kaeane & Ross, 2014:26). Funding instruments should

be flexible to allow for changes in budgets and input from project participants (Sithole, 2012:93). Madi (2007:89) recommends that adequate funding should be obtained to properly establish projects, but proper monitoring and evaluation systems should also be in place to ensure good governance.

4.6.4 Code 32: Training activities

Skills development is an essential part of rural development embedded in training programmes to ensure continual support from support organisations (Gboku & Modise, 2008:315). These training programmes need to adapt to increased levels of skills for participants to transfer new and different skills on various levels. These skills development programmes provide continual support to participants and contribute directly to sustainable community development (Gboku & Modise, 2008:316). Training programmes should be designed with embedded culture-specific requirements to ensure contextual applicability (Gboku & Modise, 2008:316).

In a South African context, financial management skills of project participants are not well-developed enough to perform basic financial management and these skills need to be a focus in the development of projects (Chitiga-Mabugu *et al.*, 2013:35). Mayer *et al.* (2011:37) are of the opinion that public interventions for the youth with an emphasis on job-creation should focus on developing entrepreneurial and business skills as well as skills that can provide access to networks and financial capital. Interventions should, therefore, focus on activities that provide access to the labour market in a short time. Karanja (2014:2) places strong emphasis on the development of financial management skills to ensure the sustainable development of income-generating community projects. Kaeane and Ross (2014:26) identified the lack of financial management skills of income-generating community project participants as one of the focus areas that should be developed.

Sustainability can be achieved through the development of financial strategies for projects (Karanja, 2014:4). However, basic literacy skills are required for participants to be included in development processes (Okoji & Ladeji, 2014:6016). As stated in the discussion on Code 4, the literacy levels of participants in income-generating interventions are mostly limited. This limitation has a limiting effect on the sustainable development of projects. The main requirements for sustainable development of income-generating community projects are financial management, project management and organisational management skills.

Okoji and Ladeji (2014:6017) state that literacy education enhances economic empowerment. To acquire these skills, advanced literacy skills are needed. The gap between the actual skills of participants and the required skills to achieve sustainable project development is too big to bridge easily. In a participatory action research study conducted by Botha *et al.* (2007:12) in a South

African context, available adult education programmes for skills training were identified as a great need. Another identified need is trainers who are equipped with the required skills and the ability to transfer these skills to project participants (Botha *et al.*, 2007:12). Training activities of project participants should include comprehensive management training with a focus on financial management that includes simple financial recording systems and procedures (Madi, 2007:89).

4.7 THEME 7: REQUIREMENTS FOR THE DEVELOPMENT OF HUMAN CAPITAL

Human capital refers to the skills, knowledge and physical capabilities of individuals in communities – including good health (Morse & McNamara, 2013:28). Madi (2007:14) argues that it is difficult for individuals growing up in resource poor communities to develop the required skills and experiences to enable them to create an income for themselves due to underdeveloped human capital. These skills (business management and effective communication) strengthen human capital and are transferred from parents to children in families who own businesses through participation (Madi, 2007:15).

4.7.1 Code 19: Gender participation in project activities

When addressing gender inequalities, the inclusion of females in income-generating activities is very important (Chitiga-Mabugu *et al.*, 2013:10). Lemke *et al.* (2009:9) highlights the importance of providing females with access to assets in communities. The context of the research of the above-mentioned authors is contextual to a rural South African setting – female-headed households are substantially more food-secure than male-headed households. This finding is confirmed by Osita-Njoku and Princewill (2015:261) by highlighting the positive role of rural women around the globe in fighting poverty and creating sustainable livelihoods for their families. Kaeane and Ross (2014:21) confirm that the majority of participants in their study conducted in Gauteng were female.

Conflict between male and female members of the Victoria Mxenge housing project could be attributed to the different expectations between genders (Jacobs, 2013:69). Wood (2016:10) indicates that more females participate in interventions than males, but power issues between male and female members in groups are present. Mínguez (2012:276) highlights the complexity of gender relationships in developing countries reflected in their economic and political structures. Mwale *et al.* (2012:5) confirm that the majority of participants in food security income-generating activities are females.

4.7.2 Code 22: Commitment of project participants in project activities

Mwale *et al.* (2012:4) state that all segments of community members should be given the opportunity to participate in project activities from the inception of projects and should acquire

basic skills to sustain projects after funders and stakeholders discontinue support. Wood (2016:8) argues that the socio-economic circumstances of project participants have a direct influence on their ability to take part in project activities. What can be perceived as a lack of commitment from participants to take part in project activities, is in reality their inability to cope with additional pressure that is placed on them when they are involved in projects.

4.7.3 Code 23: Requirements of project facilitators

Gboku and Modise (2008:316) contend that rural development workers need to have up-to-date technical and management skills applicable to specific activities of projects. Apart from required skills, project facilitators should have the ability to engage with residents in rural communities, they should understand and adapt to various factors that can influence their behaviour, attitudes and aspirations (Gboku & Modise, 2008:316). Madi (2007:40) refers to project facilitators as “community developers” and identifies the most important role as guiding participants to take action. Project facilitators play an active role in development processes and should not leave projects before activities are sustainable.

4.7.4 Code 25: Requirements of project leaders

Project leaders require good human resource management skills and financial management skills (Chitiga-Mabugu *et al.*, 2013:35). Strong leadership skills of project leaders enable projects to function better, according to Pronyk *et al.* (2008:1565). The importance of leadership skills is confirmed by Newton (2012:201). Karanja (2014:3) suggests that strong leadership skills have an impact on the sustainable development of projects. Project leaders should develop skills to enable them to manage projects, do risk assessments, fundraising, project monitoring and evaluations (Karanja, 2014:4).

4.7.5 Code 27: Requirements of project managers

Project managers should have the ability to develop visions and to transfer these visions in a participatory manner to stakeholders (Wood, 2016:4). Project managers should be able to ensure open communication amongst stakeholders and should have very strong management skills and conflict management skills (Wood, 2016:11). One of the most important skills to ensure sustainable project development, is the management of projects with sound business principles (Marais & Botes, 2006:384).

4.7.6 Code 29: Skills of project participants

The skills of project participants should be developed to ensure a strong human resource system and skilled personnel (Chitiga-Mabugu *et al.*, 2013:35). Oberhauser and Pratt (2004:224) propose

that human capital investment is required to ensure rural economic development in South Africa. The lack of education and skills of project participants has a negative impact on the sustainable development of projects (Karanja, 2014:2).

The skills development of project participants should focus on skills that enable them to develop projects sustainably (Karanja, 2014:4). Financial and project management should be included in skills training (Karanja, 2014:6). Kaeane and Ross (2014:26) confirm the importance of financial management skills to enable participants to manage projects. Skills related to entrepreneurship should be a focus when developing skills in income-generating activities (Onyishi & Agbo, 2010:3061). Marais and Botes (2006:391) identified budgeting, pricing, book-keeping, marketing and entrepreneurial skills as the most important skills for sustainable project development.

4.7.7 Code 30: Student involvement in training and research

Even though literature could be sourced on community engagement activities of tertiary institutions, this literature focused on the role of the researcher and therefore no insight could be identified with regard to the role of students performing training and research activities in income-generating community projects. This highlights the contribution of the insights provided in the data.

4.8 THEME 8: REQUIREMENTS FOR THE DEVELOPMENT OF NATURAL CAPITAL

Rural women in South Africa have limited access to natural capital and opportunities are, therefore, limited in creating sustainable livelihoods for themselves (Jacobs, 2013:42). This finding is confirmed by Moyo *et al.* (2012b:4876) who highlight that women in rural areas of South Africa have no access to or control over land. This limits their ability to move from a state of poverty and should be viewed as a priority for policy and legislation. In contrast to this issue, a study conducted in India indicated that collective actions by women have a direct impact on natural capital in communities (Sanyal, 2009:542). Dempsey *et al.* (2011:293) link the access that individuals in community have directly to their social networks.

4.8.1 Code 2: Access to facilities as a promoter of sustainable development

Winters *et al.* (2009:1451) discuss the importance of access to facilities as a key aspect with regard to income-generation in rural communities. Morse and McNamara (2013:29) confirm the importance of access to assets to facilitate the creation of sustainable livelihoods.

4.9 THEME 9: REQUIREMENTS FOR THE DEVELOPMENT OF PHYSICAL CAPITAL

Jacobs (2013:42) discusses the fact that women in rural areas of South Africa still battle to gain access to physical capital in communities. Limitations in terms of the ability of rural women to

access facilities and their limited decision-making power over local resources have been indicated as core limitations in terms of the sustainable development of income-generating community projects (Moyo *et al.*, 2012b:4876). Madi (2007:15) identified the lack of access to physical capital as a cause of poverty.

4.9.1 Code 24: Requirements of project facilities

Even though literature sources refer to project facilities, the literature does not discuss the requirements of project facilities. Therefore, limited insight could be obtained from literature concerning the requirements of project facilities to develop income-generating projects. The limited literature available highlights the value that the data adds to the requirements of project facilities.

4.9.2 Code 26: Requirements of project locations

Winters *et al.* (2009:1438) suggest that projects located closer to urban areas have better access to markets.

4.10 THEME 10: REQUIREMENTS FOR THE DEVELOPMENT OF SOCIAL CAPITAL

Social capital refers to a system of networks that include norms and trust relationships that enable communities to function (Pronyk *et al.*, 2008:1560). Social networks and interactions are identified as integral aspects of social capital in communities (Dempsey *et al.*, 2011:294). The optimal use of social networks amongst the grass-roots movements of individuals can initiate social change (Middlemiss & Parrish, 2010:7566).

Participation of individuals in community activities contributes to the creation of social capital and can increase the sustainable development of communities (Dempsey *et al.*, 2011:295). Social capital can be used to the advantage of communities by enhancing access to income, economic development, child development and good governance. Pronyk *et al.* (2008:1559) explored the intentional generation of social capital in rural South Africa by combining group-based micro-finance and participatory gender and HIV training and found that social capital does have the potential to play a critical role in the creation of sustainable livelihoods (Pronyk *et al.*, 2008:1568).

Sanyal (2009:532) supports this finding in a study conducted in India – well-planned interventions can generate social capital thorough the development of trust relationships amongst project participants by generating opportunities for cooperation on various levels. Sanyal (2009:547) argues that social capital is gender-specific in nature. Females may, therefore, be excluded from social capital in communities, but can intentionally generate social capital through well-designed interventions.

Newton (2012:198) argues that the physical locations individuals occupy in communities relate to the order of individuals in a social hierarchy. This can be an interesting philosophy when the use of social capital to access assets in communities is explored. The fact that social capital can provide access to natural and physical capitals was confirmed by Newton (2012:202) in the case of Victoria Mxenge where collective social actions provided sustainable solutions to a housing problem. The social capital in communities links directly to the ability of these communities to develop sustainably (Dempsey *et al.*, 2011:293).

4.10.1 Code 21: Community-based initiatives as knowledge and networking resources

Pronyk *et al.* (2008:1565) found that exposure to interventions broadens the horizons of participants and enables them to take part in entrepreneurial activities.

4.11 CONCLUSION

The literature review justified the need for this study due to various gaps identified. Limited literature is available to guide the development of income-generating community projects. Available literature supports the themes and codes identified in the data analysis and in some instances provided depth to the codes. The various different disciplines that the literature originated from confirmed the transdisciplinary nature of sustainability studies.

CHAPTER 5

INTERPRETATION AND SYNTHESIS OF FINDINGS

In this chapter the findings of this study are integrated with the findings of literature to create a conceptual framework to enable the use of income-generating community projects to facilitate sustainable community development. The comparison of the data and the literature was used to develop a rationale. This rationale forms the basis of the discussion in this chapter.

Interventions are designed to enable poverty-stricken communities to develop the necessary skills to create sustainable livelihoods for themselves. This means that communities involved in income-generating interventions are affected by poverty to the extent that their ability to cope with trauma and stressors within communities is severely influenced. The term “communities” should, therefore, include individuals living in a specific geographical area.

The process of community development could be viewed as a development process – individuals in communities develop specific skills that enable them to use available resources in their communities to create sustainable livelihood strategies for themselves while moving into a state of resilience where they are able to cope with trauma and stressors.

When discussing sustainability in terms of community development interventions, it should be viewed as a continual process of social learning to facilitate development using resources responsibly to achieve a state of equilibrium amongst numerous environmental, economic and social challenges and priorities. How priorities are developed should be collectively decided by all of the stakeholders. The following framework proposes a practical guide in using income-generating community projects as vehicles in communities to facilitate sustainable community development. The development cycle should be viewed as a spiral process with different phases where some of the phases are repeated.

The framework proposes that income-generating community projects should be designed as vehicles to facilitate skills and assets in communities due to the strength of income-generating community projects in developing project participants into active citizens in communities – either as employees or entrepreneurs. Interventions should, therefore, be designed with specific timeframes and training activities should be planned in such a way as to enable participants to move towards “sustainable graduation”. Stakeholders should commit to timeframes. The framework should enable the identification of possible entrepreneurs in communities and link them with possible funders and business partners to enable a multiplier effect in communities.

Table 5-1: Phases, steps and actions of the framework provides a summary of the five phases of the study with the different steps and actions included in the framework that will guide

implementation of the intervention. The specific steps and actions will be discussed in detail in the relevant sections.

Table 5-1: Phases, steps and actions of the framework

Phases	Steps	Actions
1	1	1, 2
2	2	3, 4
	3	5, 6, 7, 8, 9, 10, 11, 12
	4	13, 14
3	5	15, 16, 17, 18, 19
	6	20, 21, 22, 23, 24, 25, 26
	7	27
	8	28, 29
	9	30
4	10	31, 32, 33
5	2	3, 4
	3	5, 6, 7, 8, 9, 10, 11, 12
	4	13, 14
	10	31, 21, 33

5.1 PHASE 1: IGNITION SPARK

Theme 1: Ignition of the spark-driving force of different stakeholders to initiate sustainable community development forms the foundation of this phase. The development process ignites when intentional relationships begin to form amongst stakeholders with the common goal of developing sustainable communities. This ignition spark ignites due to internal or external influences in communities.

5.1.1 Step 1: Develop a relationship network amongst stakeholders with the main aim of sustainable development in a community (Theme1)

Community development cannot be initiated without the building of relationships amongst stakeholders. To ensure optimum impact with regard to an intervention, relevant stakeholders should be identified and included in the development process from the inception of an intervention

– an ecological approach is illustrated in Figure 3-4. Stakeholders should be included on different levels of an intervention and should disclose their motives. Stakeholders should focus on an intervention as the facilitation of sustainable community development – they should, therefore, contribute assets/capitals towards the implementation of an intervention. Agreements should be formalised to ensure commitment. Stakeholders should not engage as individuals but as stakeholder teams to ensure the continuation of involvement after individuals depart from a team.

5.1.1.1 Action 1: Explore the motivation of stakeholders to develop an income-generating community project (Code 20)

The ignition spark should originate from a community. The ignition can be a result of outside influences, but should be driven by a community. Stakeholders from outside can take part in an intervention, but community members should be the main drivers and contributors of an intervention. Stakeholders have different motives for engaging in an income-generating community project – these different motives can ignite the process of community development, but can have a negative impact on sustainable community development when hidden motives for personal gain drive the process – motives should, therefore, be transparent. Stakeholders should agree on working together with a common purpose and a specific target goal in mind. They should mutually agree to share the risks and responsibilities, resources and benefits of an intervention.

5.1.1.2 Action 2: Establish cooperation amongst stakeholders (Code 28)

Cooperation amongst stakeholders provides access to assets and support to develop an intervention. Cooperation can be formalised agreements or informal commitments and should enable the mobilisation of domestic, private and public resources to reduce long-term aid dependency. Effective communication should be a core function to ensure coordination and minimise wastage and duplication of resources. “Multilevel community-based culturally situated interventions” acknowledge local cultural contexts by integrating a multi-layered ecological conception of the context of a community with a commitment from partnerships amongst different groups of stakeholders in a community. Table 5-2 describes the different steps and actions to successfully implement Phase 1 of the framework as well as tools assisting implementation and checklist items supporting implementation.

Table 5-2: Actions for Phase 1

Step	Actions	Tools	Checklist

1	1. Explore the motivation of stakeholders to develop an income-generating community project.	Informal discussions amongst stakeholders. An ecological approach to stakeholder identification. Formal community meetings. Formal stakeholder meetings. Asset mapping.	Ensure that the ignition spark originates from the community. Ensure that the relevant stakeholders are included in the process. Take minutes of all of the formal and informal meetings. Record available assets in the community.
	2. Establish cooperation amongst stakeholders.	Stakeholder workshops. Memorandum of understanding.	Identify key stakeholders that can provide access to assets.

5.2 PHASE 2: CONTEXTUAL PLANNING

5.2.1 Step 2: Contextualising the case study for sustainable project development (Theme 2)

Gather sufficient socio-cultural and economic information about a community with the community as an active partner during the information gathering process. This process enables community members to understand their own situation. Plan an intervention that addresses needs in a community that community members will support. The participants should play an active role in the decision-making process with the main decision-making power in their hands. An intervention should ideally strengthen already established community initiatives. Coordination amongst stakeholders should be achieved through effective communication.

Stakeholders should provide technical assistance as agreed on through mentoring relationships. Gender participation in project activities should be considered and managed to minimise conflict associated with mixed gender groups in a specific cultural context. Stakeholders should commit to a specific timeframe. This timeframe should be part of the formal agreements – exit strategies should be part of the sustainability component.

5.2.2 Action 3: Socio-cultural exploration of the background of project participants (Code 4)

Demographic information provides a broad profile of participants. Literacy levels, living conditions, age, gender and other demographic information should be included. Socio-cultural information, a SWOT analysis of the skills of participants and a social network analysis should be included to ensure that available assets/capitals in a community can be accessed for the development of a project. This information assists developers in understanding the history, cultural practices and

context of a specific community. Community members should be active participants in the information gathering process – this will provide them with insight in the functioning of their community. Gather information about the following processes to gain insight on the functioning of a community:

- Adaption processes of a community.
- Cycling of available resources in the community.
- Interdependence amongst community members.
- Succession of different role-players in a community.

5.2.2.1 Action 4: Planning the practical functioning of a project (Code 14)

Design an intervention to best enable participants to take part in project activities. Ensure that they have input in the dates and times of meetings and workshops. Support from the support organisation should empower them to develop sustainable livelihoods and not make them dependant on the support organisation. A strong emphasis should be placed on the training of skills – management, leadership and entrepreneurial skills. Include all of the participants who are interested to ensure maximum skill transfer. Decide on ways of measuring and evaluating progress. Include a risk assessment of project activities. Develop a product required in the local community context. Mentoring should be done to ensure long-term skills development. The following basic principles for the design of an income-generating intervention should be considered:

- Livelihoods should be protected and strengthened.
- Sustainability should be defined and measurement and evaluation methods should be developed.
- Coordination amongst stakeholders should be encouraged.
- An intervention should be community-driven.
- An intervention needs collaboration with and support of local initiatives.
- Technical assistance should be facilitated through mentorship relationships.
- Attention should be given to gender issues.
- A sustainable exit strategy should be planned from the inception of an intervention.

5.2.3 Step 3: Identify contributors to sustainable development (Theme 3, Code 31)

By identifying contributors to sustainable development, the sustainable development in a community is enhanced.

5.2.3.1 Action 5: Guide behaviour amongst ethnic groups as a promoter of sustainable development (Code 6)

In South Africa, numerous ethnic groups are frequently interacting. Positive and negative experiences were documented in the Holding Hands income-generating community project. Depending on the focus and structure, interaction amongst ethnic groups can be positive or negative. An awareness of the sensitive nature of behaviour amongst ethnic groups ensures that conflict is managed and engagement results in positive interactions.

5.2.3.2 Action 6: Ensure a bottom-up approach to sustainable project development (Code 7)

The action that sparks the development process should be initiated from within a community. A bottom-up approach should focus on achieving credible consultation processes and the strengthening of capacities in line with development aspirations to implement a project. Community consultation should be part of the design phase of an intervention by utilising existing social networks through the entire process. Identify and choose activities to ensure that community members are active participants. Allow input from stakeholders with the focus on achieving sustainable development as the end goal – not community participation as the end goal. A strategy like participatory action research allows for the inclusion of local stakeholders from developing to executing a project – including monitoring and evaluating processes. The following guidelines can enhance a bottom-up approach:

- Ensure that initiation originates from a community.
- Map available assets in a community to meet the needs of members of a community through an asset-based community development plan from the perspective of members and their full participation. This should form the basis of the development process. Strengths and assets in a community should be identified that can be developed.
- Develop cross-sectorial social partnerships with stakeholders to facilitate sustainable community development.
- Follow a transdisciplinary approach in solving problems related to community members – active partners enhance sustainable development.

- Develop a methodology like participatory action research to assist the development process.
- Ensure effective communication amongst stakeholders.
- Stakeholders should be positive about the intervention and willing to take part.
- Set a timeline for commitment of stakeholders.
- Develop mentoring/empowering relationships amongst stakeholders.
- Ensure collaborative decision-making with equal decision-making power with regard to critical issues.

5.2.3.3 Action 7: Manage conflict as a promoter of sustainable development (Code 8)

To minimise conflict, the motives and agendas of stakeholders should be disclosed. Effective communication strategies should be activated to ensure open communication channels amongst stakeholders. Contextualising a community regarding unique cultural practices prior to intervention planning, can result in managing conflict effectively throughout an intervention development process. The participation of females in an income-generating community project can lead to conflict between genders in households involved in a project. In mixed gender groups, conflict can occur due to male dominance in cultural practices. A lack of project participation during decision-making processes concerning project activities can lead to conflict. Participants may even terminate their membership in a project prematurely. Possible causes of conflict is summarised in Table 5-3.

Table 5-3: Conflict management to promote sustainable community development

Possible causes of conflict	Strategies to manage conflict effectively
Lack of conflict management skills with regard to project managers, project facilitators, project leaders and participants. The motives of stakeholders differ. Racist behaviour is displayed. Communication challenges amongst parties involved. Individuals seek personal financial benefits. Cultural issues (conflict amongst tribes, bribes paid to the chief, the role of females in a community).	Contextualise a community. Ensure that the decision-making power is equally divided amongst stakeholders. Identify roles and responsibilities of stakeholders as soon as possible and obtain commitment from them. Honour commitments. Focus on the goals. Maintain open communication channels. Formalise commitments in formal documents.

Possible causes of conflict	Strategies to manage conflict effectively
Access to assets is problematic. Ownership of assets is causing problems. Lack of leadership causes problems. Gender issues. Lack of trust. Political issues. Class differences. Language barriers make communication difficult. Jealousy between projects. Commitments are not honoured. Lack in time management skills. Nepotism.	Leave room for error. Develop conflict management as a skill in a project team and stakeholder team. View conflict as an opportunity to grow. Gain experience or include experts in the stakeholder team on managing cultural, gender and racial issues.

5.2.3.4 Action 8: Develop cross-sectorial social partnerships as a promoter of sustainable development (Code 9)

Cross-sectorial partnerships unlock assets/capitals in a community to enable sustainable development. Socio-cultural contextualisation of stakeholders contributes to a mutual understanding of what a project should entail. Allow time for the development of trust relationships. Collectively agree on roles, responsibilities, measurements, evaluations and timelines. Formalise agreements to ensure accountability. The development of cross-sectorial social partnerships is summarised in Table 5-4 in terms of the identification of possible partners, their role in these relationships, different types of relationships and best practice.

Table 5-4: Developing cross-sectorial social partnerships

Possible partners	Role	Types of relationships	Best practices
Funding partners. Development partners, such as other non-governmental organisations. The community. Local municipalities. Farmers. Political parties. Tribal authorities. Local businesses. Faith-based organisations. Service deliverers. Provincial government.	Funding partner Training. Infrastructure. Providing access to different types of assets, such as facilities, natural resources and networks. Providing access to markets. Exposure to other factors and experiences to broaden horizons.	Stakeholders can become clients by buying the products produced by a project. Mentoring relationships. Support in terms of training, financial assistance and the marketing of products.	Develop a clear focus for a project. Ensure all partners have the same focus. Be clear about the roles and responsibilities of each party. Keep communication channels open. Build trust relationships. Keep commitments. Develop contingency with teams instead of individuals involved in a project. Have timelines for implementation and re-evaluation. Develop a remedial plan. Formalise all commitments with minutes and memorandums.

5.2.3.5 Action 9: Enhance cultural sensitivity as a promoter of sustainable development (Code 10)

Stakeholders should have indigenous knowledge with regard to the cultural practices of the community they are involved with and should have the ability to manage these issues to the advantage of a project. Possible issues identified from the data are as follows:

- The role of women in a project and in a community is important. Women are agents of change in communities, but they have limited access to assets/capitals in communities as well.
- The impact of traditional tribal systems on the functioning of a project should be closely monitored. A project has to function within the boundaries of a tribal system.
- Engagement amongst stakeholders and the tribal authority.

- Ownership of assets in a community. In tribal communities, the tribe owns the assets, but in some projects, not all of the project participants belong to the tribe. This limits the ability of project participants to take ownership of a project.

Traditional perspectives in African societies with regard to the role of women resulted in the perspective that women are viewed as inferior to men – women have, therefore, no or limited access to land, capital, credit and technology. Women have occasionally been able to change traditional gender norms in decision-making processes in rural areas in South Africa – women have been empowered to have a direct influence on creating sustainable livelihoods for their communities. Women who are self-empowered, are able to change cultural norms and gain access to assets and resources in the local.

Cultural mapping should form part of the planning of an intervention. Measures should be included to identify barriers and empower participants to manage these barriers in their community. In a South African context, women act as agents of change. They should, therefore, be empowered by an intervention to contribute towards sustainable community development.

5.2.3.6 Action 10: Develop a financial management system for a project as a promoter of sustainable development (Code 13)

Income-generating community projects have unique financial requirements due to a combination of a funded component and a business component. Sustainable financial development of a project requires financial skills from project managers, project facilitators, project leaders and project participants. Skills development should focus on the improvement of financial management skills of participants. The following financial model can be adapted to meet the needs of an income-generating community project:

- All the funds should be managed through the financial system of development organisations.
- Funding should be allocated according to a budget as formally agreed on by stakeholders.
- Income from sales of the products should be managed through the account of development organisations.
- A portion of the profit should be retained in case of unexpected expenses.
- Profit should be distributed amongst project participants according to the level of their skills and the amount of hours they worked.
- Project participants should sign an attendance register to enable profit sharing.

- Profit should be paid into the personal bank accounts of participants.

The advantage of this model is that established systems with build-in monitoring systems are utilised.

5.2.3.7 Action 11: Identify community-based initiatives as knowledge and networking resources (Code 21)

Projects do not function in isolation. Other projects and activities in surrounding areas can be consulted and networked with to better plan and understand an intervention. Other community actions in the area can be used to explore the functioning of a specific community as well as the networks and stakeholders involved. Community actions can include: religious organisations, vegetable gardens, school projects and income-generating interventions. Possible funding opportunities can be identified through community actions. Project teams can be made aware of possible barriers in areas by investigating community actions. Continual interactions with other interventions may present further opportunities to explore.

5.2.3.8 Action 12: Explore the views of stakeholders on sustainability (Code 33)

Stakeholders view sustainability as an important part of the development of projects. Stakeholders have different views on sustainability and these views should be discussed to define a concept of sustainable development for a project through a collaborative process. A bottom-up approach to sustainable development and cross-sectorial social partnerships strengthen the view of stakeholders, because interaction takes place between stakeholders and they influence each other's view on sustainability. These interactions result in a collaborative view on sustainability that can achieve more desirable results.

When collaborating with other development organisations, it is essential to discuss views on sustainability and the sustainable development of a project in order to find common ground. If common ground cannot be found, collaboration should be re-evaluated. If the foundation planning in terms of these views are done collaboratively and if the expectations of stakeholders are realistic, then the correct impacts and outcomes can be measured.

The following question should be carefully considered when sustainability for a project is defined: Should the sustainable development of an income-generating community project be the priority or should an income-generating community project enable sustainable community development? The development of income-generating community projects into sustainable businesses is a very difficult goal with the current macroeconomic policies not protecting developing businesses from international large-scale competitors, structural poverty and the skills level of participants. An intervention should, therefore, be designed to have a maximum impact on sustainable community

development through the development of assets in a community enabling entrepreneurial activities to flourish instead of focusing on the development of one project.

5.2.4 Step 4: Identify impediments to sustainable development (Theme 4)

To enable proper project management, it is imperative to identify possible impediments to the sustainable development of a project.

5.2.4.1 Action 13: Identify impediments to the development of a project in a sustainable business (Code 5)

The following impediments summarised in Table 5-5 were identified from the data and literature:

Table 5-5: Impediments identified from the data and literature

Impediments identified from the data:	Impediments identified from literature:
Availability and quality of project facilities. Skills level of participants when producing products. Collaboration with other development organisations with a conflicting development focus. Lack of local infrastructure caused by structural poverty. Language barriers complicate open communication channels. Restricting timelines in project plans negatively impact on the establishment of trust relationships. Inconsistency in members of stakeholder teams. Trust-breaks amongst stakeholders. Hidden motives of stakeholders can have a negative influence on projects. Limitations in design of funding instruments. Limited access to funding can hinder progress. Social problems in a community can lead to disruptions. Conflict amongst stakeholders. Ethnical differences amongst stakeholders.	Timeline constraints are caused when the payment of funds does not happen consistently. Lack of financial and project management skills of project participants can jeopardise a project. The inability of start-up funding to fund the basic needs of a project. The difficulty in identifying sustainable projects that are acceptable to a local community – when available resources and skills in a community do not fit. Trust-breaks in stakeholder relationships. Lack of access to viable markets to sell products. Lack of access to capital and funding can hinder progress. Lack of access to infrastructure can restrict project activities. Low earnings can lead to unmotivated participants. Difficult working conditions can lead to apathetic participants. Lack of measurement and evaluation systems can limit the outcomes of a project. Illiteracy of project participants. Lack of access to resources.

Impediments identified from the data:	Impediments identified from literature:
Lack of childcare support systems in a community can keep mothers away from attending project activities. Social status differences amongst stakeholders can cause unnecessary conflict. Lack in skills of project management teams can lead to malfunctioning projects. An increase in the skills level of participants can result in them having the ability to secure formal employment – their leaving cause additional gaps in the skills level of new participants. Poor quality products produced by a project not selling in available markets. Lack in life skills to enable participants to cope with changes that a project brings to their lives. Jealousy between projects and amongst project participants can seriously derail a project. Conflict is caused when orders have to be delivered and training needs to be attended – simultaneously.	Limited influence on decision-making can lead to conflict. Socio-cultural differences amongst stakeholders. Lack of financial management skills of participants can have a negative influence on the functioning of a project. Unclear expectations of funders. Limited access of community members to participate in a project. Lack of planning and monitoring of progress can cause productivity to cease. Inability of a project to compete with other businesses in the market. Limited ability of an income-generating community project to have a large-scale impact on poverty alleviation.

5.2.4.2 Action 14: Identify reasons for project malfunction (Code 12)

Learning lessons from failed projects may enable project teams to plan and implement interventions better. The following reasons for project failure were identified from the data and literature and are summarised in Table 5-6:

Table 5-6: Reasons for the failure of projects

Reasons for failure identified from the data:	Reasons for failure identified from literature:
The project location was not conducive. Limited access to facilities for project activities to take place. The question of ownership caused conflict. Inadequate leadership skills. Contingency plans for continual leadership were not in place. Trust-breaks amongst stakeholders.	Externally funded development projects had a negative impact on existing social capital. Limited financial management skills of participants. Termination of membership by project participants before projects achieved their goals and objectives. Lack of community participation when projects were developed and implemented.

Reasons for failure identified from the data:	Reasons for failure identified from literature:
Inadequate financial management skills of project leaders. Lack of motivation for initiating projects. Conflict caused by different cultural practices. Racist behaviour amongst stakeholders. Limitations of funding instruments. When the focus of stakeholders with regard to development differed. Different views of stakeholders on sustainability caused friction. Sustainability was not clearly defined by stakeholders. Indicators to measure progress were not collectively identified.	Insufficient project management. Inadequate risk management. Challenges in the continuation of funding. Contextual factors in communities had unintended impacts on projects. Inability of stakeholders to practice sound business principles.

The steps and actions required to successfully implement Phase 2 of the framework are summarised in Table 5-7 as well as identified tools to support implementation and a checklist to ensure all aspects are covered.

Table 5-7: Actions for Phase 2

Step	Actions	Tools	Checklist
2	3. Socio-cultural exploration of the background of project participants.	An asset-based community development plan. A socio-economic profile of a community. A SWOT analysis to analyse the skills of participants.	Ensure community participation in data collection. Communicate results of the data with participants. Spend enough time on data gathering. Ensure participants are decision-makers when choosing an intervention. Plan project activities with the abilities of participants in mind – be flexible. Ensure clear stakeholder roles. Define sustainability collectively. Develop sustainability indicators collectively. Put together a schedule for intervention.
	4. Planning the practical functioning of projects.	A social network analysis. Stakeholder workshops for defining sustainability, sustainability indicators and exit strategies.	

Step	Actions	Tools	Checklist
			Develop exit strategies.
3	5. Guide behaviour amongst ethnic groups.	A socio-cultural analysis of a community.	Ensure that project teams are ethnically sensitive.
	6. Ensure a bottom-up approach.	Follow a transdisciplinary approach in obtaining community development. A participatory development approach like participatory action research. An asset-based community development plan that includes a SWOT analysis and a social network analysis. Formal Memorandum of understanding amongst stakeholders. Informal stakeholder agreements.	Initiation should come from communities Include stakeholders during the entire process. Balance decision-making power within stakeholder groups. Identify assets available in communities. Identify stakeholders who provide access to assets. Do a SWOT analysis of available skills. Nurture relationships. Keep communication channels open. Retain stakeholder involvement.
	7. Manage conflict continuously.	Conflict management skills development in project teams.	Identify possible causes of conflict. Develop skills in conflict management. Keep processes transparent. Develop open communication channels. Use conflict as an opportunity to strengthen intervention.
	8. Develop cross-sectorial social partnerships.	An ecological approach followed to identify stakeholders. Formal minutes of all meetings. Memorandum of understanding. Memorandum of agreements. Informal commitments noted in minutes. Development of a project plan.	Develop a clear focus for the project. Ensure all partners have the same focus. Clear roles and responsibilities. Open communication channels. Build trust relationships. Keep commitments. Develop contingency with teams instead of individuals. Timelines for implementation and re-evaluation. Develop a remedial plan.

Step	Actions	Tools	Checklist
		Timelines for the implementation of plans. Measurement and evaluation plans.	Formalise all commitments with minutes and memorandums.
	9. Enhance cultural sensitivity.	Community mapping tools. Stakeholder workshops.	Review stakeholder analyses. Do a thorough cultural analysis. Identify possible pitfalls. Plan how to manage pitfalls.
	10. Develop a financial management system.	Budgets. Basic financial management software. Accounting smartphone apps.	Develop realistic budgets. Collective decision-making on budgeting items. Transparent financial system. Implement financial management training activities. Planning should take place according to a timeline. Open personal bank accounts for participants.
	11. Identify community-based initiatives.	Explore available databases of municipalities. Map activities.	Visit local economic development managers at local municipalities. Build databases of contacts and activities in communities.
	12. Explore the views of stakeholders on sustainability.	Stakeholder workshops.	Ensure stakeholders understand concepts. Ensure stakeholders provide input and agree on them.
4	13. Identify impediments.	Regular stakeholder meetings.	Use identified tools in other themes to identify problem areas.
	14. Identify reasons for project malfunction.	Project management tools. Data management to identify problem areas.	Take corrective action immediately to resolve issues.

5.3 PHASE 3: IMPLEMENTATION

The successful implementation of interventions requires the development of assets available in communities. These assets may be unlocked by developing cross-sectorial social partnerships or by accessing funding. The development of the following assets in terms of income-generating community projects is discussed.

5.3.1 Step 5: Development of financial capital (Theme 6)

Strong relationships amongst Codes 1, 3 and 17 indicate that access to markets and the ability to produce required products are pre-requisites to sustainable project development. Literature highlights the importance of the location of projects, because urban projects have better access to markets. Action 11 discussed in step 3 is an important pre-requisite in successfully developing financial capital in projects.

5.3.1.1 Action 15: Enable participants to produce required products as a promoter of sustainable development (Code 1)

For businesses to survive, the products manufactured should satisfy a demand in markets. Project participants need, therefore, to be able to manufacture correct products of high quality and sell them at a competitive price. The ability of a project to manufacture products of good quality sold in competitive markets is extremely important for the sustainable development of a project. Requirements to enable participants to produce required products are as follows:

- Participants should have the required skills to produce products of good quality.
- Participants should have the correct equipment.
- Participants should have access to funding for training, equipment and materials.
- The facilities where participants manufacture these projects should be clean, safe and accessible.
- Participants should have time management skills that are essential in delivering good quality product at the required time.
- Participants should persevere in learning new skills – it takes practice and cannot be mastered during a first attempt.
- Participants need continual skills development and assessments.

- Clients should have an understanding of the background of projects and their expectations with regard to products should be reasonable.
- Projects should sub-contract to one another to increase production and the skill pool of projects.
- Attention should be given to adequate product packaging.

5.3.1.2 Action 16: Enable access to markets as a promoter (Code 3)

Projects should be developed with available local resources and local needs in mind to enable access to markets and to stimulate local economies. The inability to produce marketable products, can have a negative impact on the sustainable development of projects. Government should employ protection instruments to make the markets accessible to people who are poor by aligning micro-economic and macro-economic strategies to protect the development of local markets. Urban projects have better access to markets. Use stakeholder collaboration to provide access to markets. Initiate development relationships with funders – mutually beneficial relationship can be created. Marketing skills should be included in skills development to enable project participants to develop their own markets in a local community.

5.3.1.3 Action 17: Sourcing funding for project developments (Code 15)

International funding models focus strongly on micro-financing. In South Africa, micro-finance as a funding instrument produces unique challenges: money is used for survival instead of for entrepreneurial activities while individuals become indebted due to high interest rates. Targeting groups for micro-finance creates an opportunity for participants to free-ride – participants leave the group after a loan has been granted but before the debt is repaid. Micro-financing can contribute to conflict in communities and can have a negative impact on the social capital of communities. Micro-finance institutions operate mainly from grant funding. The question arises, therefore, why micro-loans receive attention as a funding instrument instead of grant funding.

Grant funding is a popular funding instrument in South Africa enabled through government funding. The role of funding organisations should not be limited to being funder only, but should include capacity building as a focus point to ensure the success of income-generating activities. Funding for project development should be tailored to fit the requirements of a project. Funding partners should express a long-term commitment to the project. Funding instruments should be flexible to allow for changes in the budget and input from project participants. Proper monitoring and evaluation systems should be in place to ensure good governance. Funding for project development should be a core component. Funding is mainly required for the following purposes:

- Machinery
- Training activities

The unhealthy power relationship between funders and stakeholders due to the inability of a project to continue without funding, can create impediments to sustainable development. A top-down approach enables funders to dictate what is funded and how outcomes should be measured.

Current funding instruments are designed with a top-down approach. Micro-financing does not fit into a South African context and can have a negative impact on the social capital of a community. There is a need for new funding instruments that will enable an even distribution of power in decision-making, participant involvement and these instruments should be flexible. Measurements and evaluations should be part of funding instruments to ensure good governance. Stakeholders should not only be funders – they should also be active partners in development processes. Government policies should be aligned and provide protection for small role-players in the economy to enable entrepreneurial activities to develop and flourish. There is financial capital available in a community that can be accessed to develop an intervention instead of sourcing funding from external stakeholders.

Funding instruments should enable possible entrepreneurs and entrepreneurial activities in a community. A seed fund should be developed to enable entrepreneurs to implement their ideas – an environment is, therefore, where entrepreneurial activities can flourish. Close mentoring relationships should be developed with entrepreneurs to strengthen the abilities of entrepreneurs to succeed.

5.3.1.4 Action 18: Develop training activities to generate financial capital in a community (Code 32)

The lack of financial management skills in a project was identified as one of the main impediments to sustainable project development. Training in financial management and enabling participants to understand and implement a financial management system in a project should be a high priority. The personal financial management skills of participants should be increased to enable them to manage the income they receive from the activities of a project in a responsible manner.

5.3.1.5 Action 19: Generating income (Code 17)

The income that participants earn through the activities of an income-generating community project increases the financial capital of a community. Participants should retain a portion of the income to grow their income-generating community project. The portion of the income that is paid

to participants as salaries impacts on them and their community in various ways. They are able to save money, spend money on entrepreneurial activities and pay for the education of their children. A financial injection in a community should be nurtured to maximise the impact on the creation of sustainable livelihoods.

5.3.2 Step 6: Development of human capital (Theme 7)

Human capital is an essential asset that needs to be developed to successfully implement an income-generating community project. Code 8 was discussed in step 3, action 8, and forms an essential part of the development of human capital.

5.3.2.1 Action 20: Develop relationships with external agents to enhance sustainable development (Code 11)

The impact of an income-generating community project on a community is much more than the sum of activities. Interaction with external agents broadens the views, values and abilities of participants. The impact of a project includes the financial capital development provided by an injection of income but also the development of social, human, natural and physical capital. To capitalise on this opportunity, relationships with external agents should be facilitated to provide input and maximise the development of sustainable livelihoods in a community.

5.3.2.2 Action 21: Manage gender participation in project activities (Code 19)

The inclusion of females addresses gender inequalities. Literature highlights the importance of providing females with access to assets in a community because of the positive role rural women around the globe plays in fighting poverty and creating sustainable livelihoods for their families. Mixed gender groups can cause gender conflict in a project. Active participants are usually female. Male participation changes the dynamics of a project. Unfortunately, they do not stay active in projects for long periods. Males provide access to assets in a community. Females seems to be the agents of change in a community and active participants in an income-generating community project. Cross-gender participation should be explored as a competitive advantage in projects.

5.3.2.3 Action 22: Enhance the participation of project participants in project activities (Code 22)

Activities should be planned according to the community activities of participants to enable them to attend project activities. Community members should be given the opportunity to participate in project activities from the inception of a project and they should acquire the basic skills needed to sustain their project after funders and stakeholders discontinue support. The socio-economic

circumstances of project participants have a direct influence on their ability to take part in project activities. What can be perceived as a lack of commitment from participants to take part in project activities, is in reality their inability to cope with the additional pressure that involvement in a project places on them.

Skilled project facilitators and project managers should be able to increase participation in project activities through cooperative planning and proper engagement. Project participants attend training activities presented by students and they establish mutually beneficial relationships. Training activities and the participation of project participants in project activities are interrelated. Training activities empower participants and increase their skills. This increase in skills empowers them to attend more project activities.

5.3.2.4 Action 23: Develop a project management team (Code 23, Code 25, Code 27)

There are three main role-players in a project management team, namely project facilitators, project leaders and project managers. Project facilitators play a crucial role in the development and sustainability of a project and it is, therefore, very important to select the correct persons for this important role. Project facilitators need up-to-date technical and management skills applicable to the specific activities of a project.

Project facilitators should have the ability to engage with residents of rural communities, understand and adapt to the various factors that can influence their behaviour, attitudes and aspirations. The most important role is to guide participants to take action. Project facilitators play an active role in development processes and should not leave a project before the activities are sustainable. Project facilitators should have the ability to assess the skills level of project participants and identify, plan and implement training activities that are required.

Project leaders play a critical role during the development of a project. A team of leaders should be developed instead of appointing an individual to ensure contingency in the event of leaders exiting a project. In various instances, project leaders are able to obtain permanent employment due to the exposure and skill development that they were exposed to in a project. Leadership skills are important skills for project leaders to have. Additional skills can be developed in other individual team leaders in a project.

Project managers play a crucial role in project development because they should be able to facilitate bottom-up development with a strategic vision. They should be trustworthy, truthful and dependable. Project managers should have the ability to develop a vision and to transfer that vision in a participatory manner to all stakeholders. The ability to ensure clear communication amongst stakeholders and sound business management skills that include conflict management should be part of the skills set of project managers. They should be skilled, passionate individuals

with the ability to lead a project team, manage conflict and guide stakeholder engagement. Table 5-8 summarises the required skills of a project management team to successfully design, develop and implement an income-generating community project. A project management team should consist of project facilitators, project leaders and project managers.

Table 5-8: Skills required by a project management team

Project facilitators	Project leaders	Project managers
Ability to teach and transfer skills to participants. Skill to identify needs in a project and access the correct networks to meet these needs. Communication skills to facilitate and enhance relationships with stakeholders and build effective networks. Manage conflict amongst project participants. Manage conflict amongst stakeholders. Build networks to create sales. Build relationships with clients to maximise sales. Mentor participants in life skills. Mentor participants in financial management. Mentor participants in business management. Have basic skills to manage the core business of a project. Ability to communicate effectively with participants. However, it is not a requirement of facilitators to speak the first language of participants, but it can be to the advantage of a project. Have basic skills to manage cultural and racial issues.	Natural leadership skills. Should be educated, literacy level and practical skills. Should be exposed to outside elements. Good social networking skills. Should have intrinsic motivation. Should have a long-term developmental vision for a project. Coping strategies. Conflict management skills. Commitment. Basic management skills such as time management skills. Human resource management skills. Financial management skills. Risk assessment and management skills. Fund raising skills. Project monitoring and evaluation skills.	Ability to liaise with stakeholders. Should be able to manage conflict amongst development teams, project members and stakeholders. Should be able to establish mentorship relationship with project facilitators and project leaders. Relationship-orientated. Strong leadership capabilities. Focused on the purpose of the intervention. Ability to learn practical skills and transfer these skills. Project management skills. Entrepreneurial skills. Cultural sensitivity. Business management skills. Identify product opportunities and product development. Negotiation skills. Flexibility and adaptability.

Project facilitators	Project leaders	Project managers
Should be flexible and have the ability to adapt in difficult conditions. Quality control skills.		

5.3.2.5 Action 24: Develop the skills of project participants (Code 29)

The goal of a project is the improvement of the skills of participants while they earn an income resulting in the development of human capital in a project. A life skills programme sets a foundation for further development. An initial skills assessment should be done to establish the literacy and general skills level of participants. A skill development plan should form part of a project plan. This should include specific goals and targets. The following focus areas for skills development should be identified:

- Practical skills to manufacture products.
- Health and safety skills in operating machinery or equipment.
- Literacy skills.
- Business management skills.
- Time management skills.
- Conflict management skills.
- Leadership skills.
- Marketing skills.

A strong emphasis should be placed on the development of entrepreneurial skills to enable participants to identify and act on entrepreneurial opportunities.

5.3.2.6 Action 25: Plan the involvement of students/volunteers in training and research (Code 30)

Students have been involved in the development of projects since the establishment of a research and training capacity in tertiary education. The social networks students create through their involvement strengthens the social capital of a project in various ways. Interaction with community interventions provides students with an opportunity to learn from participants. Mutually beneficial

relationship are established. Literature highlights the role of students in community engagement, but not specifically in an income-generating community project. Community engagement is part of the responsibility of higher education institutions. In the case of the Holding Hands project, the involvement of students has a very positive impact on project development. When higher education institutions are not involved in the development of an income-generating community project, volunteers can fulfil this role. Both parties benefit from interactions.

5.3.2.7 Action 26: Plan and implement training activities (Code 32)

Training activities ought to be well-planned to address the needs of participants. Training facilities should be accessible to participants and training should be presented in a language that participants understand. Trainers must be skilled persons with the ability to engage with participants. Clear training goals ought to be set and included in a project plan and how the impact of training programmes is measured. Skills development is an essential part of rural development – the impact is optimised when embedded in training programmes with continual support in the form of mentorship relationships.

Training programmes need to adapt to the increased skills level of participants in order for the transference of new and different skills to take place at different levels. The focus should be on the improvement of literacy levels, development of financial management, life skills, leadership skills and entrepreneurial skills. Interventions should focus on activities that provide access to the labour market in a short time. Skills development is viewed as the single most important role of an income-generating community project in a community. It should bridge existing gaps with regard to skills in communities to enable participants to actively participate in the local economy. The development of entrepreneurial skills in participants should be a main focus to enable the participants to identify and act on entrepreneurial activities available in a community.

5.3.3 Step 7: Development of natural capital (Theme 8)

An intervention cannot be developed in a community without access to natural capital. Code 2 links to Code 9 by a “cause of” relationship confirming that access to capitals is gained through cross-sectorial social partnerships. These partnerships should be nurtured to provide optimal access to assets to benefit the development of a project. The relationship with Code 10 indicates that cultural sensitivity is essential to build partnerships that provide access to these assets. Action 9 (Code 9) and Action 10 (Code 10) is discussed as part of Step 3, but contribute to the development of natural capital in a community and should be in place. Action 23 (Code 22) is discussed as part of Step 6 and should be considered in Step 7.

5.3.3.1 Action 27: Enabling access to a facility (Code 2)

The physical location where a project functions is an important contributor to the sustainable development of a project. This facility can form part of the natural capital or physical capital or a combination of both – depending on the requirements of a project. The ownership and terms of use should be agreed upon to limit project malfunction. The following criteria for access to a facility were identified from the data:

- One of the long-term development stakeholders of a project should be the owner of the facility.
- The terms and conditions of usage, maintenance cost and terms of use should be set out and agreed on as soon as possible in a negotiation process – this should be viewed as one of the prerequisites of the development of a project.
- All of the project participants should have access to the facility.

If this promoter is managed properly, it can greatly enhance the physical, natural and social capitals available in a community.

5.3.4 Step 8: Development of physical capital (Theme 9)

A project can operate without a location, but then this project has limited scope in terms of the type of products that participants can manufacture and the quality of these products. Access to a facility is viewed as access to a capital in the sustainable livelihood approach and enhances the sustainable development of a project. Stakeholders should enable a sourcing process as one of them might provide access to a facility and this facility can be renovated to suit the needs of a project. The most important aspect of access to a facility is the ownership of this facility. If a facility does not belong to one of the development stakeholders of a project, access and the use of this facility becomes problematic. Action 8 (Code 3) is discussed in Step 5 and enhances Step 8. Action 9 (Code 9) is discussed in Step 3 and supports Step 8. Action 18 (Code 15) is discussed in Step 5 and enables a project to finance the development of physical capital. Action 28 (Code 2) is discussed in Step 7 and promotes Step 8.

5.3.4.1 Action 28: Enable access to a project facility (Code 24)

The type of business conducted influences the requirements of a project facility. A project facility should serve the following purposes:

- It should provide a place where participants can meet and work.
- It should provide a safe place to store materials and equipment.

- It should provide a place to conduct training activities.

When drawing up a project plan, it is important to evaluate the requirements of the type of project planned. The following requirements should be explored to find an optimal facility:

- It should be accessible to participants and they should have unlimited access to it.
- It should be safe.
- It should be easy to clean.
- It should have all the necessities, such as sanitation, electricity and running water.
- It should be big enough to allow a project to expand.

5.3.4.2 Action 29: Evaluate the location of a project facility (Code 26)

The physical location of a project impacts on how a project develops and the stakeholders of a project. The location should be easily accessible to participants – it should be centrally located to enable participants to walk to the location. This increases exposure of a project. Proximity to markets is an important aspect. It increases the ability of a project to function independently if it is located in close proximity to markets to buy and sell products. The distance between a development organisation and a project also have an impact on the amount of support that such an organisation provides. The structural poverty limitations in South Africa create a need for a support organisation to be responsible for certain actions that a project cannot perform themselves. A support organisation and training facilitators should have unlimited access to the location to enable support and development. The impact of the lack of support that participants experience regarding their household responsibilities makes it difficult for participants to leave their community on a regular basis for activities and training. A project that is closer to urban areas has better access to markets.

5.3.5 Step 9: Development of social capital (Theme 10)

Action 1 (Code 20) and Action 2 (Code 28) are discussed in Step 1 and ensure that participants have the same development focus. Action 8 (Code 8), Action 9 (Code 9) and Action 10 (Code 10) are discussed in Step 3 and are promoter of Step 9. Action 22 (Code 19) is discussed in Step 6 and can enhance Step 9. Action 28 (Code 30) is discussed in Step 6 and can enhance the development of social capital in a community.

5.3.5.1 Action 30: Community-based initiatives as knowledge and networking resources (Code 21)

There are other projects and activities in the surrounding area that can be consulted and networked with to better plan and understand an intervention. Other community actions in an area can be used to explore the functioning of a community, the networks and stakeholders involved. Community actions can include, but are not limited to:

- Religious organisations
- Vegetable gardens
- School projects
- Income-generating interventions

Collaboration can enhance:

- Funding opportunities
- Identification of possible barriers
- Identification of opportunities

Exposure to an intervention broadens the horizons of participants – enabling them to take part in entrepreneurial activities. Community mapping activities in a community can support the planning of an intervention. Table 5-9 provides a practical list of the steps and actions to be followed in successfully implementing Phase 3, identified tools to support implementation and identified checklist items to ensure all aspects are addressed:

Table 5-9: Actions for Phase 3

Steps	Actions	Tools	Checklist
5	15. Enable participants to produce required products.	Quality control systems.	Ensure that adequate training is available for participants. Use quality control checklists. Make sure proper communication is used with clients.
	16. Enable access to markets.	A market and product analysis as part of an asset-based analysis.	Ensure that local assets are used. Explore local marketing opportunities.

Steps	Actions	Tools	Checklist
		Influence government policies to protect locally produced products.	Address a local need through product development.
	17. Source funding for project developments.	Collaborative stakeholder workshops to discuss funding needs.	Engage with stakeholders who share the same development focus. Use a bottom-up approach to develop a collaborative strategy to obtain funding. Design a flexible funding instrument.
	18. Develop training activities to generate financial capital in a community.	A SWOT analysis. Training modules targeted to generate the transference of specific skills.	Perform a skills analysis. Develop targeted training programmes. Perform evaluations to measure the impact of training. Establish mentoring relationships to enhance the transference of skills. Follow a focused approach with regard to skills development.
	19. Generate income.	Life skills training. Training in management of personal finances. Entrepreneurial training.	Use a financial management system.
6	20. Develop relationships with external agents to enhance sustainable development.	Sustainability indicators.	Develop sustainability indicators to measure intended and unintended outcomes.
	21. Manage gender participation in project activities.	Stakeholder meetings. Conflict management workshops.	Are all of the willing participants included in project activities? Develop a conflict management plan for a project.
	22. Enhance participation of participants in project activities.	Collaborative planning. Life skills training.	Participants should take part in the planning of activities. Participants should have time management skills to enable them to manage their time optimally.
	23. Develop a project management team.	Compilation of task agreements.	The core team should have the required skills.

Steps	Actions	Tools	Checklist
		Measurements and evaluations of tasks. Skills and development training.	Formal task agreements should be in place. Tasks should be measured and evaluated.
	24. Develop the skills of participants.	A SWOT analysis of skills of participants. A skills development plan.	Skills should be evaluated. Training activities should be developed. Evaluation of training should take place. Quality control. Re-evaluate the intervention. Re-plan the intervention.
	25. Plan the involvement of students/volunteers in training and research.	Match the skills development plan with the requirements of studies.	Explore the value of postgraduate studies linked to a project. Identify volunteer activities in a project.
	26. Plan and implement training activities.	A SWOT analysis. Training modules targeted to generate the transference of specific skills.	Perform a skills analysis. Targeted training programmes should be developed. Evaluate the impact of training activities. Establish mentoring relationships to enhance the transference of skills. Follow a focused approach with regard to skills development.
7	27. Enable access to a facility.	A social network analysis. Community mapping. A socio-cultural analysis. Memorandum of understanding. Memorandum of agreement.	Identify key stakeholders in a community that can provide access to a facility. Establish relationships with these stakeholders. Formalise agreements.
8	28. Enable access to a project facility.	Formal written agreements with regard to the use of a facility that include remedial actions. Keys and other means of entry.	Project participants should have unlimited access to a facility. The facility should be easily accessible to participants and clients.

Steps	Actions	Tools	Checklist
			The facility should suit the type of activities an income-generating community project focus on. The facility should be equipped with basic services, such as electricity, sanitation and running water. The facility should be safe for participants, clients, equipment and products. The facility should be neat and clean. The facility should be located close to other economic activities in a community.
	29. Evaluate the location of a project facility.		Participants should have unlimited access to a facility. Participants should be in the possession of the correct keys and means of access to a facility.
9	30. Community-based initiatives as knowledge and networking resources	Community mapping.	Identify other community-based activities. Visit and document activities as part of community mapping. Build relationships to enable future collaborations.

5.4 PHASE 4: EVALUATION

Measuring and evaluating the impact of an intervention is required by funders to be able to report on the money they invested. However, these measurements and evaluation methods are not standardised and subjective. To ensure a positive impact and to be able to improve the impact of different interventions, measurement and evaluation of the impact of the intervention should be done in different stages.

5.4.1 Step 10: The impact of an income-generating community project on sustainable community development (Theme 5)

Measuring the impact of an income-generating intervention is very difficult, as previously identified in the literature study – mainly due to a lack of measuring instruments and evaluation systems, but also because of a lack of consensus on what to measure. The use of sustainability indicators

is advised, but limited examples were found on how to practically implement these indicators in an intervention. Action 21 (Code 11) is discussed as part of Step 6 and forms part of the aspects that should be evaluated and measured in Step 10.

5.4.1.1 Action 31: Develop measures to evaluate the impact of project activities on a community (Code 16)

The following impacts of project activities on a community were identified and are discussed in relation to their impact on the capitals in a community. An arrow is used to indicate if the capital increased (↑) or decreased (↓):

- Cash inflow into a community (↑financial capital).
- Stimulation of the local economy (↑financial capital).
- Initiation of entrepreneurial activities in a community (↑financial capital, ↑social capital).
- Life skills improvement (↑human capital).
- Better education available for children due to financial improvement (↑human capital).
- The ability of participants to secure formal employment after involvement in a project (↑human capital, social capital, financial capital).
- An increase in self-confidence and self-esteem (↑human capital).
- An increase in the literacy level of participants (↑human capital).
- An increase in practical skills (↑human capital).
- An increase in social activities as a result of project activities (↑social capital).
- An increase in a need to develop personally (↑human capital).
- An increase in the ability to make use of technology (↑human capital).
- An improvement in facilities (↑physical capital).
- Development of vegetable gardens (↑natural capital).
- An improvement in negotiation skills (↑human capital).
- An increase in financial management skills (↑human capital).

- A positive impact on the community due to the decision-making abilities of participants (↑human capital).
- Gender relations in a community are addressed to achieve equality (↑human capital, ↑social capital).
- Human dignity is restored by addressing poverty (↑human capital, ↑social capital).

Measuring instruments and evaluation systems need to be refined to measure an intervention correctly.

5.4.1.2 Action 32: Measure the ability of a project to generate an income and the impact on a community (Code 17)

The participants of the study indicated that the income they receive is an incentive for taking part in project activities, but is not the main reason for participation. The main reason for participation is the development of skills. The income received from project activities provide participants with financial security to provide essential items for their household. It offers the opportunity to explore entrepreneurial opportunities. Participants engage in micro-lending schemes in a community – not for financial gain – but to develop social capital for themselves. The income benefits the whole community and these benefits are not limited to households considering the fact that the income is sometimes insufficient and takes a long time before a project generates an income.

5.4.1.3 Action 33: Implement life skills training as a promoter of sustainable development (Code 18)

The participants of the Holding Hands income-generating project did not have the necessary life skills to cope with the changes the project brought to their lives. At first, the income received had a negative impact on the participants, because the money enabled them to support their unhealthy lifestyle. An intervention was developed afterwards to increase their life skills to enable them to develop sustainable livelihoods from the income they receive. This intervention enabled them to cope with the changes that the project brought to their lives. Life skills training combined with financial management training that includes conflict management and leadership training should be an important element in the training included in an intervention. Training activities have the potential to develop new values and attitudes by enabling participants to unlock their potential, improve their self-confidence and decrease dependency. Table 5-10 provides a summary of the steps, actions, tools and checklist items required to successfully implement Phase 4:

Table 5-10: Actions for Phase 4

Steps	Actions	Tools	Checklist
10	31. Develop measures to evaluate the impact of project activities on the community.	Sustainability indicators.	Develop sustainability indicators to measure intended and unintended outcomes.
	32. Measure the ability of the project to generate an income and the impact thereof on the community,	A financial management system.	
	33. Implement life skills training as a promoter of sustainable development.	Impact measurement systems.	

5.5 PHASE 5: REVIEW

This phase is essential in evaluating if a project should continue or be terminates. To make these decisions, the results from Phase 2 (Steps 2, 3 and 4) and Phase 4 (Step 10) should be evaluated. The information contained in these phases enables stakeholders to decide whether a project is viable or not. Some of the steps can be repeated to obtain the required information.

In Phase 5, a project reaches a crossroads where a decision should be made whether the project should be terminated or re-implemented for another cycle. The information included for a review process should be as complete as possible with all of the stakeholders collaborating in decision-making processes. If the decision is made to re-implement the project for another cycle, the stakeholders involved in this process can change.

The community should play the lead role in these decision-making processes. If the decision is made to re-implement the project for another cycle, the entire process starts again at Phase 1. However, if the decision is made to terminate the project, the exit strategies developed in Step 2 (Action 4) should be implemented.

Figure 5-1 provides a visual representation of the conceptual framework and includes the following aspects:

- The ecological approach to stakeholder recruitment, retention and maintenance as illustrated in Figure 3-4.
- The mapping of assets in the community as illustrated in Figure 3-1.
- The specific timeframe for stakeholder commitment.
- The 5 phases of development with the 10 steps and 33 actions.

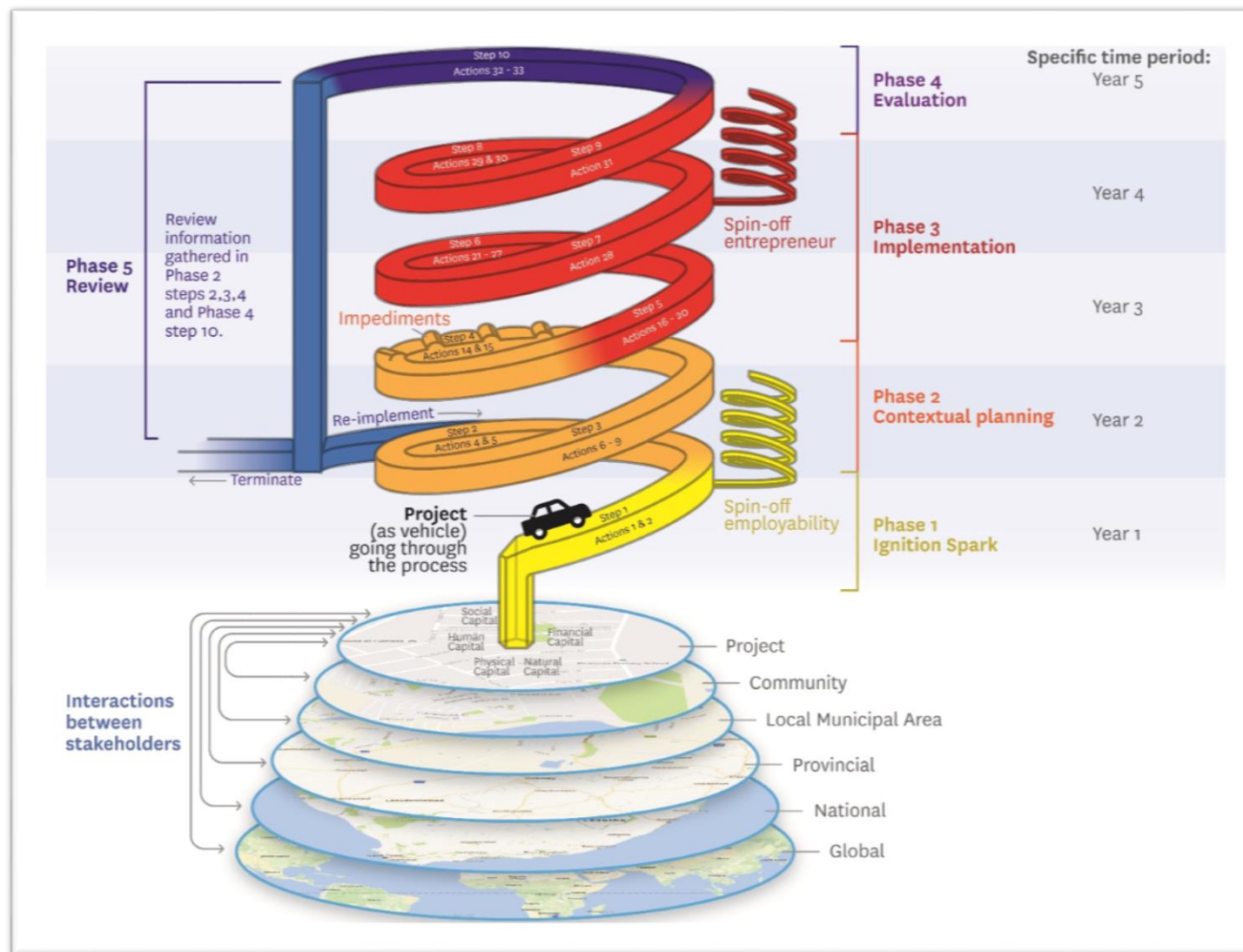


Figure 5-1: Conceptual framework for sustainable community development

5.6 Core principles of community development

Four core principles were identified to enhance sustainable community development.

5.6.1 Building relationships

The first core principle requires the building of relationships between stakeholders. Stakeholders are within a community and on the outside. Ensure that key stakeholders are identified and relationships are built with them. These relationships should be embedded in trust and retained through open communication channels. Social capital is indicated as the capital in a community that has the biggest influence on the sustainable development of an intervention.

5.6.2 Exploring what assets are available to develop

The second core principle focuses on the exploration of available assets to develop. Stakeholders have access to assets in a community that can be utilised for community development to take place. Relationships developed through the strengthening of social capital provide access to available assets.

5.6.3 Sharing of resources to facilitate sustainable community development

The third core principle highlights the sharing of resources to facilitate sustainable community development. Stakeholders should contribute to a collaborative sharing of resources to enable the development of sustainable livelihoods. Participants have access to assets, such as human capital, but other available resources and avenues to access them should be explored.

5.6.4 The measurement and evaluation of the real impact of an intervention

The last core principle emphasises the evaluation and measurement of the impact of an intervention. Currently, the measuring instruments and evaluation systems available are not functional or standardised. These tools are very subjective and do not measure all of the impacts longitudinally. Specific strategies need to be developed to ensure the measurement and evaluation of the impact of an intervention to enable sustainable development.

5.7 CONCLUSION

In chapter 5, the findings of the data analysis (chapter 3) were used as the basis in developing a framework for using income-generating community projects to facilitate sustainable community development. The framework proposes that income-generating community projects should be implemented as development vehicles in communities with the intention of developing the skills participants need to enable them to become active participants in the labour market and to develop and identify entrepreneurs and entrepreneurial activities in communities. The framework

consists of 5 different development phases with 33 action steps supported by useful tools and checklist items to ensure that all of the important aspects are addressed in development processes. The findings of the literature review were used to provide depth to the framework. The chapter concluded with the identification of four core principles to enhance sustainable community development.

CHAPTER 6

RECOMMENDATIONS AND CONCLUSION

At the end of the previous century, there was a global shift towards a collaborative fight against global poverty and inequality that came in the spotlight due to a technological revolution enabling the free flow of information amongst individuals and countries (Sachs, 2012:2206). The fight against global poverty was formalised by the formulation of the Millennium Development Goals adopted by the United Nations Conference in Rio de Janeiro in 1992 (Sachs, 2012:2210). These Millennium Development Goals were formulated in the form of a global report card with eight specific goals and a set timeline between 2000 and 2015 (Sachs, 2012:2206). These goals have been used globally to develop strategies and formulate national policies to improve the livelihoods of people worldwide.

During the last 15 years, progress has been made towards achieving these goals, but these goals need to be refined and refocused. This refinement was strategised by the development of Sustainable Development Goals formulated at the RIO+20 summit in Brazil in 2012 (Griggs *et al.*, 2013:305). The refinement of these goals called for collective actions amongst nations to collaboratively fight poverty. The first goal was set as a provisional target for 2030 and focuses on developing thriving lives and livelihoods by ending poverty and improving global livelihoods by providing education, employment and information to reduce worldwide inequality (Griggs *et al.*, 2013:307).

The sustainable development goals, in contrast to the millennium development goals, include responsible use of natural resources for the reduction of poverty and the provision of basic services to individuals as the main focus (Griggs *et al.*, 2013:306). This focus on true sustainable development in terms of all the available capitals in communities is supported in this study – indicating that sustainability, as a holistic concept, should be the central focus of development processes and should be clearly defined and measured. Figure 6-1 provides a unified framework for the implementation of sustainable development goals, as suggested by the RIO+20 summit. This framework serves as a guide for countries to focus their development plans in line with the rest of the world.

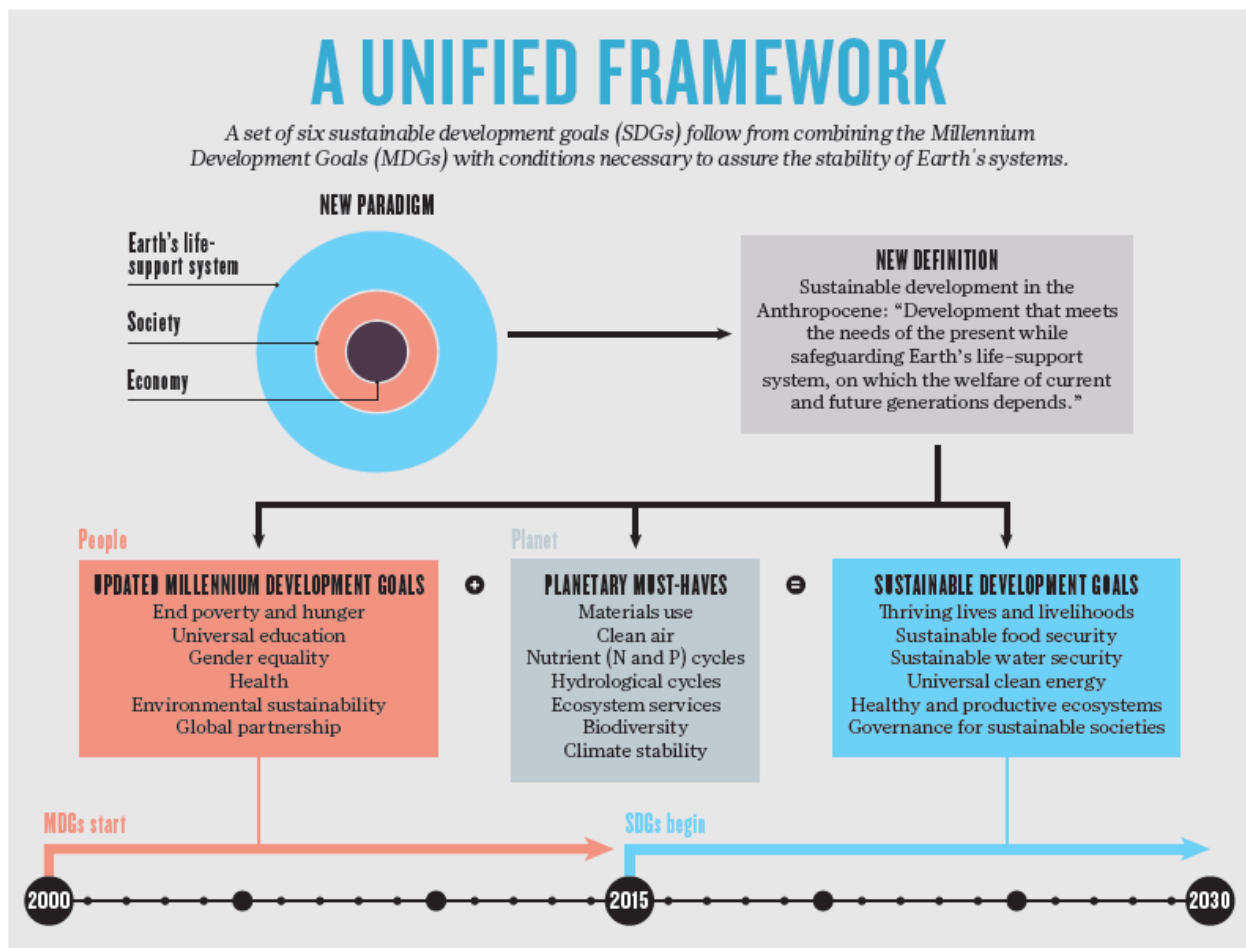


Figure 6-1: Suggested unified framework for global sustainable development (Griggs et al., 2013:306)

In a South African context, the South African government formulated the National Development Plan that strategised a long-term perspective on sustainable development in support of the sustainable development goals formulated at the RIO+20 summit (South Africa, 2016). The main aim of the plan is to eradicate poverty and reduce inequality by 2030. To accomplish this, the plan needs to be implemented in the correct order over the specified timeline. Three phases has been identified for the implementation of the plan. One of the main tasks for the successful implementation of this plan is to align strategies across government departments (South Africa, 2016). Figure 6-2 shows the strong link identified amongst capabilities, opportunities and employment to strengthen the development cycle in South Africa. This cycle of development has strong leadership, effective government and active citizenry as core gears to drive the development cycle. The conceptual framework of this study will strengthen these gears as it enhances the leadership capabilities of community participants while at the same time empowering them to be active citizens. The conceptual framework argues for aligned policies and programmes that enhance effective government.



Figure 6-2: Cycle of development in South Africa (National Planning Commission, 2012:16)

The essential elements identified to ensure successful implementation of the plan, includes a faster growing economy, removing of structural impediments and establishing social cohesion (National Planning Commission, 2012:17). The first immediate measure to address poverty focuses on the development of policies and incentives to grow active participation in the labour market. The second measure focuses on the expansion of public employment programmes to develop skills in communities (National Planning Commission, 2012:18). A specific focus on the development of South Africa's youth allows for the opportunity to develop the skills of youth – highlighting entrepreneurial skills while taking part in community development (National Planning Commission, 2012:20). The conceptual framework developed in this study supports these measures and strengthens the ability of the South African government to realise the National Development Plan.

6.1 RECAPITULATION OF PURPOSE AND FINDINGS

Senge (2014) describes the process of achieving desired results in global societies as follows: “Realising desired results in a global society – or in any context – requires both learning and leadership, but above all it involves collective creating.” This study provided the opportunity to explore “collective creation” from a transdisciplinary viewpoint with a partnership amongst the researcher, the project participants and the voice of the stakeholders through a document analysis. The purpose of the study was to use the Holding Hands income-generating community project as a case study for the development of constructivist grounded theory in developing a conceptual framework for the facilitation of sustainable community development. Figure 6-3 provides a summary of the study objectives aligned with the phases and outcomes:

Main Objective				
Construct a conceptual framework to facilitate sustainable community development through the use of income-generating community projects				
Chapter:	Objectives:	Phases:	Data Sources:	Outcomes:
ONE Contextualising the study	Explain significance of study		Literature	Problem statement Objectives of study Scope of study Limitations of study
TWO Research design	Develop research strategy and methodology		Literature	Research strategy Data collection Methods of data analysis
THREE Research findings	1st secondary objective: Develop case study and database and thematically analyse database 2nd secondary objective: Identify gaps in data, fill gaps with interviews.	ONE Building the case study database. TWO Thematic analysis of database THREE Identify and fill gaps in data. +	Funding proposals Progress reports Financial documents Photographs Press reports Case study database Interviews	Case study database in ATLAS.ti.159 primary documents 33 codes, 10 themes Gaps Develop interview schedule Conduct interviews Thematic analysis of interviews Data saturation
FOUR Literature review	3rd secondary objective: Review available literature according to themes & codes	FOUR Literature review	Literature	Relevant literature review enrich fundings
FIVE Interpretation and synthesis of findings	4th secondary objective: Construct framework by combining findings & literature in new rationale	= FIVE Construct framework	Case study database Literature	Framework with: - 5 phases in process - 10 steps - 33 actions - tools - checklists
SIX Recommendations & conclusions	Discuss study in context of purpose, relationship with previous research implications and recommendations			Implications Recommendations for: - implementation - facilitation - future research - policy Contribution

Figure 6-3: Recapitulation of purpose of study

This study confirmed the positive impact that income-generating community projects have on communities involved in interventions. This impact increases all five of the capitals in communities resulting in holistic development interventions enabling sustainable community development. This

positive impact of income-generating community projects on communities was confirmed in the literature study indicating the following: the skills level of participants increase and enable them to become active members of their community (Chitiga-Mabugu *et al.*, 2013:31); an increase in the self-confidence and self-esteem of participants take place (Pronyk *et al.*, 2008:1564); participants become independent due to their ability to earn an income (Oberhauser & Pratt, 2004:222) and lastly, an increase in social capital takes place (Sanyal, 2009:544).

The methodology enabled me to use the case study of the Holding Hands income-generating community project to develop a conceptual framework for the practical design and implementation of income-generating community projects to maximise the positive impact that these projects can have on sustainable community development. The methodology also allowed me to declare my bias as project manager of the Holding Hands intervention and to use it as an attribute in the study (Mills *et al.*, 2006a:9). Using a case study, allowed me to incorporate available documents on the Holding Hands income-generating community project to build a case study database and to code the data to develop a conceptual framework (Yin, 2014:135).

One of the strongest themes that emerged from my analysis was that the available assets in communities can be utilised to enable sustainable community development. This is confirmed by Russell and Smeaton (2009:2) who argue that an asset-based approach is preferable to a needs-based approach in the development of interventions. The access of females to assets in communities is limited in an African context (Danjuma *et al.*, 2011:3962). However, the results of this study and the literature review indicate that females are the agents of change in communities (Lemke *et al.*, 2009:9).

The skills that participants acquire when involved in income-generating community projects enable them to change gender relations in their communities (Wood, 2016:12). This indicates that female participants taking part in income-generating community projects can acquire the necessary skills to enable them to access assets in communities that have previously not been available to them.

I argue that these assets can be accessed through the development of social capital in communities. Social capital can, therefore, be viewed as the most important asset to develop first to enable the development of other assets in communities. To enable social capital, strong relationships need to be developed amongst stakeholders. These relationships should focus on the common goal of sustainable community development. Relationships with stakeholders should not be limited to communities only, but an ecological approach can enable the identification of stakeholders on different levels – from a community level to a global level. I suggest, therefore, that an ecological approach should be considered when stakeholders are identified.

Moss Kanter (2009) identifies the need for “seeing the world from the bottom up rather than with the detached and distant perspective of headquarters can produce powerful innovation-facilitators.” The findings of this study suggest that a bottom-up approach initiated from communities supports sustainable livelihood development in communities. For years, a bottom-up approach towards developmental interventions has been highlighted as an approach resulting from the most desirable outcomes and contributing most to true sustainable development (Karanja, 2014:2). Zarenda (2013:8) indicates that the trend in Africa is towards a more inclusive consultation approach to development.

The results of this study indicate that true sustainable community development can only be achieved if communities are full partners and drivers of development processes and not merely receivers or actors during these processes. This finding is confirmed by Moss Kanter (2010) who maintains that “change is a threat when done to me, but an opportunity when done by me.” Development organisations should revise their strategies and practice true bottom-up development approaches with communities being the drivers and owners of development processes. The National Development Plan calls for citizens to be active participators in their own development (National Planning Commission, 2012:27) – this viewpoint enforces the need for true bottom-up community development.

The in-depth interviews with the participants confirmed that a SWOT analysis is a useful tool to include in the assessment phases of development processes. This is a unique approach to follow – the implementation and use of a SWOT analysis can generate the desired results. The interviews highlighted the importance of the exploration of the social networks of participants in the planning and development phases of interventions. Literature supports the importance of the exploration of social networks (Pronyk *et al.*, 2008:1568) as part of planning processes. The results of this study suggest that a social network analysis is an essential component to the planning, mapping and contextualisation phase of interventions and should be done as extensively as possible.

The study provided insight on the extent to which projects stimulate entrepreneurial activities in communities. Literature identifies the need to teach participants entrepreneurial skills (Onyishi & Agbo, 2010:3061), but the practical application of teaching entrepreneurial skills to project participants needs to be explored. Income-generating community projects should, therefore, be designed with the purpose of developing various skills in communities with a specific focus on the development of entrepreneurial skills and the development of small businesses.

The proposed conceptual framework should be used as a vehicle to facilitate sustainable community development with a focus on the development of skills and entrepreneurs in communities with an additional increase in all of the available assets in communities. The focus

should not be on the development of projects into sustainable businesses, but on a much bigger outcome – sustainable community development. It is, therefore, essential that the commitment of stakeholders should be for a specified time and practical exit strategies should be agreed on by stakeholders – these processes should form part of the design of interventions. Support should be included in development processes for promising entrepreneurs to enable them to develop their ventures. Support can include links to funding instruments and mentoring relationships.

6.2 RELATIONSHIP WITH PREVIOUS RESEARCH

Previous research highlights the need for the development of a framework to plan and implement income-generating community projects within a South African context (John, 2013:52). The initial role of previous research guided the development of the study and supported the formulation of the problem statement (Creswell, 2014:30). Previous research helped to guide the methodological decisions for the study (Lauckner *et al.*, 2012:7).

The data analysis process resulted in the development of 33 codes and 10 themes. A literature study was conducted to review previous research regarding the identified codes and themes (Tan, 2010:102). These findings are supported by literature, confirming the importance of the identified themes and codes. The literature confirms the importance and contribution of the study. The lack of available literature with regard to some of the codes highlights the contribution of the study in terms of filling gaps in available literature – especially concerning the role of students in training and research and the importance of the location and requirements of facilities used for income-generating interventions.

6.3 LIMITATIONS OF RESEARCH

The single case embedded design enabled a longitudinal in-depth study of a specific case study, but had the limitation of being contextual. This implies that other factors can influence the proposed conceptual framework in other contexts that were not identified in this study. This framework should, therefore, be adapted to suit the specific context of interventions. The design of this study did not include theory testing.

However, these limitations can be addressed through future research. Theory development should be followed-up by theory testing to enable a refinement of theory. Case study research can be used in theory testing to enable theory refinement as it explores the explanatory power of theories and their boundaries (Løkke & Sørensen, 2014:67).

6.4 PROBLEMS EXPERIENCED DURING THE RESEARCH

I was in the fortunate position to receive a grant from the National Research Foundation to take a sabbatical to finish my study. Unfortunately, a new project leader had to be appointed in my place. The appointment of a new project manager resulted in complications at the Holding Hands income-generating community project due to the resistance of participants towards newcomers. Even though this resulted in complications during the running of the project, these challenges proved to support a lot of my findings – especially with regard to the development of a team of stakeholders to counter the impact of individuals on projects. The Holding Hands income-generating community project was pushed into a new phase on the road to sustainable development that is extremely positive – these challenges, therefore, resulted in a positive outcome.

6.5 IMPLICATIONS OF FINDINGS

My study offers a conceptual framework to plan and implement income-generating community projects to facilitate sustainable community development. The results of the study argue for using income-generating community projects to facilitate skills development and entrepreneurial activities in communities with a focus on sustainable community development, rather than on the development of projects into sustainable businesses as presented in Figure 5-1.

This framework suggests, therefore, that income-generating community projects should firstly act as vehicles to facilitate the planning and implementing of skills and entrepreneurial activities in communities for a specific period by enabling participants to develop the required skills to become active participants in the labour market. Secondly, entrepreneurs should be enabled to initiate entrepreneurial activities by creating a nurturing environment in communities to develop sustainable livelihoods.

This statement can be made due to the success the Holding Hands income-generating community project has in developing skills in communities by enabling participants to become active members in the labour market as well as the impact that the project has on the stimulation of entrepreneurial activities in communities while failing to become a sustainable business. This challenge highlights the importance of measuring the actual impact of interventions and not limiting measurements and evaluations to subjective measures.

The impact recorded in the research process included the development of skills and abilities in female project participants to enable them to change the functioning of their communities to the extent that they can even influence the way women are allowed to function in communities. It can, therefore, be stated that income-generating community projects are powerful in changing inequalities in communities.

Furthermore, a need was identified to align developed government policies and strategies to combat poverty on a national level to support the impact of these interventions by allocating them on a developmental platform in communities without the expectation of project developing into sustainable businesses.

An opportunity was identified in the research process to develop tools that can identify individuals in communities with the capacity of developing into entrepreneurs and providing them with opportunities to develop businesses through training, mentoring and support.

The development of a conceptual framework with the main focus of skills development and the development of entrepreneurial activities in communities will enable a greater economic impact on communities, because the development of sustainable livelihoods is nurtured instead of focusing on the sustainable development of projects.

6.6 RECOMMENDATIONS

Recommendations include the implementation of this proposed conceptual framework; the optimal facilitation of sustainable community development through income-generating community projects; future research; and the development of policies with regard to poverty alleviation.

6.6.1 Recommendations for the implementation of this conceptual framework

The proposed conceptual framework developed as a result of this study is founded on four core principles and consists of five phases. The four core principles are: the development of relationships; the exploration of available assets in communities; the sharing of resources; and the measurement and evaluation of actual impacts. The five phases should be implemented in development processes that follow a specific order from Phase 1 to Phase 5, as indicated in Table 5-1.

The process can be repeated and should be repeated in the required order. Each phase consists of a specific amount of steps – the order of these steps can vary and some of the steps can be repeated, if required. Specific actions were identified that should be included in each step – supported by identified tools. Checklist items ensure that all aspect have been taken in consideration.

Development processes should be viewed as development spirals where projects can move upwards or downwards in a spiral as indicated in Figure 5-1. Phase 1 constitutes the ignition spark of processes and consists of two steps that focus on developing energy amongst stakeholders to ignite these processes and to create momentum through social actions.

Phase 2 requires contextual planning to design interventions to suit communities. 12 steps are included in Phase 2 and require a socio-cultural exploration of communities to enable planning for optimum functioning of and impact on interventions. The identification of contributors and impediments to the development of projects are included in these steps. The correct developmental approach can enhance the impact of these processes. The actions include opportunities to identify community-based initiatives as knowledge and networking opportunities. The exploration of the views of different stakeholders on sustainability as concepts and strategies on how these initiatives are measured are important actions.

Phase 3 consists of the practical implementation of projects in communities through the activation of the five available capitals in communities: financial, human, social, physical and natural capitals. Specific actions were identified to enhance the activation of these capitals in achieving sustainable community development. The activation of social capital in communities can be viewed as a core capital in developing sustainable community development.

In Phase 4, the impact of interventions towards sustainable community development is evaluated. Proposed ways to enhance the actual evaluation of impacts include the mapping of changes in assets over time as a result of interventions and the use of sustainability indicators.

Phase 5 forces projects to reach a crossroads where collaborative decision-making is based on information gathered in Phase 2 (Steps 2, 3 and 4) and Phase 4 (Step 10) and can guide the decision to either re-implement development cycles or to terminate cycles and follow the identified exit strategies.

The outcome of interventions should focus on sustainable community development through the transference of skills and the identification and development of entrepreneurs and not on the development of projects into sustainable businesses.

6.6.2 Recommendations for the optimal facilitation of sustainable community development through income-generating community projects

The following recommendations with regard to the practical planning and implementation of income-generating community projects were derived from the findings of the study:

- Income-generating community projects can be successfully used to facilitate sustainable community development when planned, implemented and evaluated correctly.
- There are various tools available that can assist the planning, implementation and evaluation of interventions and should be considered to enhance sustainable community development.

- A successful combination of strategies, such as participatory action research, a sustainable livelihood approach and asset-based community development strategies, can enhance sustainable community development.
- Attempts should be made to achieve true bottom-up community participation with communities as active drivers of processes.
- Students or volunteers can play an important role in the training and mentoring of project participants.
- The end goal of interventions should be sustainable community development.
- Stakeholder engagement and retention are the most fragile aspects of development processes and these two aspects remain at the heart of interventions. Care should be taken to open communication channels amongst stakeholders and to effectively manage conflict.
- Strategies and action plans should focus on the identification of entrepreneurs and entrepreneurial opportunities to nurture opportunities and to provide support for the development of entrepreneurship in communities.
- Most of the assets required for sustainable community development are already available in communities. Social capital can be used as a key to unlock these assets to become accessible to communities.
- The main role of development organisations should be to enable communities to unlock assets and to guide development processes through training activities that should include life skills training with a strong leadership development component; literacy training; financial management training and entrepreneurial training.

6.6.3 Recommendations for future research

This study provides a platform for various practical and research opportunities. The proposed conceptual framework provides the opportunity to plan and implement income-generating community projects to maximise the impact of these interventions on communities:

- The implementation of the conceptual framework provides the opportunity to study the impact of different contexts on the conceptual framework in an intervention research setting.
- A clear need was identified in the study to develop measurement and evaluation methods to measure the real impact of interventions over time.
- Further research is required in the development of methods to identify and develop individuals with entrepreneurial qualities to enable the development of entrepreneurs in communities.

6.6.4 Recommendations for government policies with regard to poverty alleviation

It became clear during the study that government policies with regard to the alleviation of poverty in South Africa are not aligned. Different policies and strategies were created to provide opportunities for individuals to start businesses in communities, but these individuals lack the required skills to successfully develop businesses. Structural poverty impacts negatively on the development of competitive businesses – especially in rural areas.

Current macro-economic and micro-economic policies do not nurture or provide protection to these businesses to enable them to survive. Policies and strategies should, therefore, be reviewed to align strategies to strengthen sustainable development in communities to enable the creation of sustainable livelihoods. Holistic approaches should be emphasised to strengthen the human and social capitals in communities to enable the development of financial, natural and physical capital development.

6.7 CONTRIBUTION TO RESEARCH

This study provides a practical conceptual framework that includes developmental phases as well as steps and actions to be taken and support in the form of tools and checklists that can enable the contextual development of income-generating community projects in facilitating sustainable community development.

In addition to the development of a conceptual framework, the study clarified the role and ability of income-generating community projects to provide opportunities for participants to develop skills to enable them to become active participants in the labour market. The study identified the ability of income-generating community projects to stimulate economic activities in a community.

In addition, the study was able to contribute to gaps identified in literature – specifically with regard to the development of physical and natural capitals when planning income-generating community projects.

6.8 AUTOBIOGRAPHICAL REFLECTION

To simply state that the experience of embarking on my doctoral study was a humbling experience, is an understatement. I experienced the journey as truly enlightening in terms of knowledge creation, but also in terms of my own abilities, viewpoints and core beliefs. I realised that I enjoy being part of research – maybe more than I should. My initial motivation for embarking on this study was to find practical solutions for the problems that I experience at work on a daily basis. I started as project manager of the Holding Hands income-generating community project

in October 2008. I truly believed, and still do, that there are enough resources available in any community to ensure that community members do not live in poverty.

My dream was to develop this income-generating community project into a sustainable business within three years. I am a task-orientated person and developed a clear vision and mission with input from the project team, but I soon realised that I was motivating the process and the project was not internally driven by community participants. Before long, I came to the realisation that there is a huge difference between what I meant when using specific words like “profit” or “productivity” and what the project participants meant and understood. We were speaking different “languages” even though we were all speaking Afrikaans, English and Setswana. I embarked on my dissertation in an attempt to understand why the participants take part in the project and to try and measure the progress that they have made. The results of my dissertation convinced me that the impact of income-generating community projects on sustainable community development was much more than the development of one project into a business. I realised that I had to investigate the functioning of projects to develop a conceptual framework for future implementation to ensure the continuation of the development of income-generating community projects – with feasible outcomes.

When I embarked on this journey, I was very ignorant about a qualitative research journey and what it would demand from me. I had to explore my own viewpoints and beliefs with regard to the origin and creation of knowledge. I realised that my epistemological consideration was an empirical realism – things can be seen as they really are and reality can be understood. I discovered that in terms of my ontological considerations, I preferred the viewpoint of constructivism – knowledge is not only produced through social actions, but in a constant state of revision.

The implication that reality could be personal and socially constructed during a research process through interaction between me and the research participants excited me and guided me towards my methodological decision of using a case study to develop constructivist grounded theory. I realised that I am too involved in the project to be objective and chose, therefore, a methodology that allowed me to use my bias as a contribution to the study. My own vast experience in project development enhanced the quality of the study.

I truly believe that in order to unlock assets in communities, keys are required. My journey was in search of these keys. I do not assume that my study found the keys or “holy grail” in the sustainable development of communities, but I like to think that I have uncovered a small truth that can direct searchers in the right direction. The small truth that became clear to me on this journey is that social capital or social networks in communities enable the unlocking of various other assets in communities that community members would otherwise have been able to access.

Apart from this small truth, I found many confirmations of key elements important in developmental processes, such as the fact that exposure to other elements enhances the ability of participants to develop sustainable livelihoods for themselves and that most of the time community members do not need money, but access to other resources. This “holy grail” will be my life’s work – to identify how to unlock potential in people to make development an intrinsic process. What I have identified, is that somewhere during development processes – when participants develop skills – they become aware of their own potential and they develop a need to unlock it. I will, therefore, continue on this journey to find ways to enable people to create better lives for themselves.

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ANNEXURES

ADDENDUM A: INFORMED CONCENT



PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM FOR THE PROJECT MEMBERS OF THE HOLDING HANDS INCOME-GENERATING COMMUNITY PROJECTS

TITLE OF THE RESEARCH PROJECT: **TOWARDS A CONCEPTUAL FRAMEWORK
FOR SUSTAINABLE COMMUNITY DEVELOPMENT**

REFERENCE NUMBERS: **EMS14/11/12-01/06**

PRINCIPAL INVESTIGATOR: **C M NIESING**

ADDRESS: **267A G16 POTCHEFSTROOM CAMPUS NORTH-WEST UNIVERSITY**

CONTACT NUMBER: **0844350025**

You are being invited to take part in a research project that forms part of my doctoral studies to develop a conceptual framework for sustainable community development. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. It is very important that you are fully satisfied that you clearly understand what this research entails and how you could be involved. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

This study has been approved by the **Ethics Committee of the Faculty of Economic and Management Sciences of the North-West University (NWU Potchefstroom Campus)**.

Why have you been invited to participate?

- *You have been invited to participate because you are an active member of the Holding Hands income-generating community project.*

What will your responsibilities be?

- *You will be expected to take part in a once off in-depth interview that will be done at the project site at a time convenient to you.*

Will you benefit from taking part in this research?

- *The direct benefits for you as a participant will be that this information will be used to help you to better understand and manage your income-generating community project.*
- *The indirect benefit will be the sustainable community development that will follow the implementation of your income-generating community project.*

Are there risks involved in your taking part in this research?

- *The risks in this study are that conflict may arise in the management of the project between the participants because of different viewpoints that may arise from the discussion that we will be having.*
- *The benefits outweighs the risk because the knowledge created will empower you to better manage the project and have a positive impact on the sustainable livelihood of your community.*

What will happen in the unlikely event of some form of discomfort occurring as a direct result of your taking part in this research study?

- *Should you have the need for further discussions after the interview an opportunity will be arranged for you to discuss your discomfort with the project facilitator?*

What is this research study all about?

- *This study will be conducting unstructured in-depth interviews to develop theory from a case study. Approximately 20 participants will be included in this study.*
- *The main objective of this study is to construct a conceptual framework to facilitate sustainable community development through the use of income-generating community projects.*
- *The following secondary objectives can be stated:*
 - *• To determine how income-generating community projects facilitates community development in terms of their role as a development node in a community.*
 - *• To determine why current implementation strategies do not deliver sustainable results*

Who will have access to the data?

- *Anonymity will ensure by the use of pseudonyms. Confidentiality will be ensured by me analysing the data. I will be the only person that have access to the data. Data will be kept safe and secure by locking hard copies in locked cupboards in the researcher's office and for electronic data it will be password protected. (As*

soon as data has been transcribed it will be deleted from the recorders.) Data will be stored for 5 years.

Will you be paid to take part in this study and are there any costs involved?

No, you will/will not be paid to take part in the study but refreshments will be provided to you after the interview. The interview will take place at the project site to ensure that you will not have travel costs. There will thus be no costs involved for you, if you do take part.

Is there anything else that you should know or do?

- You can contact Christi Niesing at 0844350025 if you have any further queries or encounter any problems.
- You will receive a copy of this information and consent form for your own records.

How will you know about the findings?

- The findings of the research will be shared with you by me in a feedback session after the completion of my studies.

Declaration by participant

By signing below, I agree to take part in a research study titled: TOWARDS A CONCEPTUAL FRAMEWORK FOR SUSTAINABLE COMMUNITY DEVELOPMENT

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions to both the person obtaining consent, as well as the researcher and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.

Signed at (place) On (date) 20....

.....
Signature of participant

.....
Signature of witness

Declaration by person obtaining consent

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) On (*date*) 20....

.....
Signature of person obtaining consent

.....
Signature of witness

Declaration by researcher

I (*name*) declare that:

- I explained the information in this document to
- I encouraged him/her to ask questions and took adequate time to answer them.
- I am satisfied that he/she adequately understands all aspects of the research, as discussed above
- I did/did not use an interpreter.

Signed at (*place*) On (*date*) 20....

.....
Signature of researcher

.....
Signature of witness

ADDENDUM B: ETHICAL CERTIFICATE



Private Bag X6001, Potchefstroom
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21 October 2016

Mrs CM Niesing
PO Box 19270
NOORDBRUG
2522

Dear Mrs Niesing

ETHICAL CLEARANCE

This letter serves to confirm that the research project of Christina Maria Niesing, with the title ***"A conceptual framework for sustainable community development"*** has undergone ethical review. The proposal was presented at a Faculty Research Meeting and accepted. The Faculty Research Meeting assigned the project number **EMS14/11/12-01/06**. This acceptance deems the proposed research as being of minimal risk, granted that all requirements of anonymity, confidentiality and informed consent are met. This letter should form part of your dissertation manuscript submitted for examination purposes.

Yours sincerely

Prof Pieter Buys
Director: WorkWell Research Unit

Current details: (11930497) C:\Users\11930497\Documents\2. BESTUUR\2.2.2.20_FEM9-WorkWell_Voorleggingvergadering\2014\12-11-2014\Niesing_CM_Ethics letter II.docm
21 October 2016

File reference: 2.2.2.20

ADDENDUM C: ATLAS.TI OUTPUT DOCUMENTS

ADDENDUM C1: CODES-QUOTATIONS LIST

Code-Filter: All

HU: Framework PhD
File: [C:\Users\12681644\Documents\Scientific Software\ATLAS.ti\Text Bank\Fram...Framework PhD.hpr7]
Edited by: Super
Date/Time: 2016-10-17 07:44:20

Code: Code 1: The ability of the participants to produce the required product as a promoter of sustainable development {66-7} ~

Comment:

The ability of the project to manufacture a good quality product that will be sold in a competitive market is extremely important for the sustainable development of the project. If the products manufactured cannot be sold there is no use in manufacturing them as the end goal of the project is to develop skills while earning an income. To be able to manufacture the right product to the correct specifications at a competitive price will ensure financial turnover in the project. The following is required to enable the participants to produce the required product:

- Participants having the required skill to enable them to produce the required product. This is influenced by the skills of the individuals as well as the amount and type of training done in the project. When developing the project plan it is important to identify a **business opportunity** that will create revenue for the project. The product must be in demand in the market. But the product specifications must be within the skill level of the participants or after more training.
- The correct equipment. It is crucial to have the correct equipment to manufacture a quality product. In addition the participants must be able to correctly use the equipment and take care of it. This skill is transferred through training and mentorship.
- Funding is required to fund training, equipment and materials required to manufacture the products. Travel cost as well as facilitator salaries also needs funding.
- The facilities were the project functions from has to be clean and safe as well as accessible to the participants. It is important to have a safe space for the children to play in when they have to work overtime and do not have the support structure to take care of their children.
- Time management skills is essential to the participants to deliver the correct quality product at the required time. This is a very difficult skill for the women to master. The project is not the first priority in their lives. Other priorities like children's needs and washing and cleaning takes president over the project. Change management has to be implemented to change their behaviour to enable them to manage time as a scarce commodity.
- Perseverance is a quality that they need to master to enable them to produce a quality product. Learning a new skill takes practice and cannot be mastered in the first attempt.
- Continuous skill development and assessment. It is important to continuously improve the skills of the project participants. The skills of the individual participants needs to be assessed and remedied through training when required.
- Compatible clients. When the clients have the expectations of the products that they are buying and understand the impact that they income will have on the community instead of just focusing on the quality of the product it is a good fit between the client and the project.
- The projects can sub-contract to one another to increase production as well as skill in the pool of the project.
- The products need to be packed neatly and properly to keep it clean and prevent damage.

P11: Holding Hands Rysmierbult student training 2009.JPG

(138:2106)

P15: October 2008-December 2009 reflections cmn.docx

(1:1)

P17: Project background pre 2008.docx

(1:1), (1:1)

P18: Rysmierbult project old site 2009 (2).jpg
(195:1837)

P30: 2010 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1)

P35: Sanlam Funding Request - CSI.doc
(420:420), (422:422)

P36: Sanlam Progress report 1.pdf
(2:734-2:888), (6:1321-7:149)

P43: Vyfhoek glass recycling project order December 2010 (2).jpg
(128:2006)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P46: Vyfhoek glass recycling project order December 2010.jpg
(93:2224)

P48: Vyfhoek order December 2010.jpg
(256:2128)

P49: Vyfhoek order December 2010 (2).jpg
(160:2157)

P51: Vyfhoek order December 2010 (5).jpg
(122:1926)

P53: Vyfhoek order December 2010 (7).jpg
(573:2202)

P54: Vyfhoek order December 2010.jpg
(176:1942)

P55: Vyfhoek products May 2010.jpg
(416:2074)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P92: Sanlam Progress report 3.pdf
(9:688-10:128), (11:111-11:289)

P93: Sanlam Progress Report 4.pdf
(11:65-11:374)

P94: Sanlam Progress Report 5.pdf
(11:35-11:304)

P95: Sanlam Progress Report 6.pdf
(10:32-10:446), (10:929-10:1203), (12:35-12:472)

P99: Vyfhoek glass recycling project bead making training February 2011.jpg
(230:2144)

P100: Vyfhoek glass recycling project product June 2011.jpg
(11:86)

P109: Ganspan products March 2012.jpg
(165:1752)

P112: Nedbank Reporting Post funding2.docx
(135:135), (139:139), (220:220), (252:252)

P113: Nedbank Reporting Post funding3.docx
(2:2), (3:3), (4:4), (5:5)

P114: Reporting Aug 2012_Ganspan.doc
(57:57), (68:68)

P121: Ganspan glass recycling project EXECUTIVE MEETING.rtf
(16:16)

P125: Nedbank Foundation Funding Application 2.docx
(477:477)

P127: Reporting Ganspan Feb 2013.doc
(59:59)

P132: Rysmierbult Satisfied clients September 2013.jpg
(364:1720)

P143: Rysmierbult September 2013 (7).jpg
(507:2023)

P147: 2014 Reflections cmn.docx

(1:1)
P148: holding hands Castello May 2014 1.jpg
 (213:2762)
P149: holding hands Castello May 2014.jpg
 (958:4630)
P152: holding hands Rysmierbult May 2014 3.jpg
 (238:3248)
P153: holding hands Rysmierbult May 2014.jpg
 (223:3030)
P155: 2015 Reflections cmn.docx
 (1:1)
P162: WIN project marketing.mp4
 (0:03:41.99 [0:00:20.78])

Code: Code 2: Access to facilities as a promoter of sustainable development {25-8} ~

Comment:

The physical space where a project functions from is very important for the sustainable development of the project. As seen in the Castello project the project can operate without a space, but then the project only have limited scope in terms of the type of products that they can manufacture as well as the quality of the products. Access to a facility is access to a capital in the SLA and will enhance sustainable development of the project. The most important aspect of access to the facility is the ownership of the facility. If one of the development stakeholders in the project does not own the facility it makes access to the facility and use of it very difficult. A lot of conflict and wastage arose because of the project participants not having access to the facility or disputes about the ownership of the facility as well as the terms and conditions of usage of the facility.

The following criteria for access to the facility could be identified from the data:

- One of the long term development stakeholders of the project must be owners of the facility
 - The terms and conditions of usage as well as the maintenance cost and terms of use must be set out and agreed on as soon as possible in the negotiation process, **this should be seen as one of the prerequisites of the development of the project**.
 - All the project participants must have access to the facility
- If this function is managed properly it can greatly enhance the physical and social capital available in a community.

P 2: Castello ABET training November 2009.JPG
 (96:1946)
P 4: Castello Feb 2009.jpg
 (192:1834)
P15: October 2008-December 2009 reflections cmn.docx
 (1:1), (1:1), (1:1), (1:1), (1:1)
P18: Rysmierbult project old site 2009 (2).jpg
 (195:1837)
P31: Castello training 2010 2.jpg
 (352:1642)
P35: Sanlam Funding Request - CSI.doc
 (294:294)
P60: 2011 Reflections cmn.docx
 (1:1), (1:1), (1:1), (1:1)
P72: Ganspan MOU PM.pdf
 (@843-@0)
P104: 2012 Reflections cmn.docx
 (1:1), (1:1), (1:1)
P115: Reporting Ganspan Feb 2012.doc
 (61:61)
P129: Rysmierbult new site September 2013.jpg
 (357:2084)
P130: Rysmierbult November 2013.jpg
 (510:2241)
P147: 2014 Reflections cmn.docx
 (1:1), (1:1)
P155: 2015 Reflections cmn.docx

(1:1)

P156: Jan Kempdorp sewing project letter local council.docx

(20:24)

Code: Code 3: Access to markets as a promoter of sustainable development {21-11} ~

Comment:

The key to developing a sustainable business is in selling the products produced. This cannot happen if there is not access to markets for a project. If the project participants does not have access to markets, one of the other stakeholders should have access to markets. The ideal would be if one pf the stakeholders can be the primary client of the project, taking them in as part of the supply chain. There is various way to facility such a relationship. See **memo on roles of stakeholders**. All the stakeholders should use every available opportunity to market the products, build relationships to access markets and open access to markets. Normally the project participants have limited skills to identify and utilise markets that may be available to the project. One of the stakeholders should take the main responsibility to market the products produced by the project. In the case of the Holding Hands project this is one of the support functions that the FLAGH programme perform. One of the focus areas of the training should be to equip the project participants with the skills to market their own products as well as the ability to identify and access new markets. Marketing materials should be developed for the products and should be of high quality. This can include social media channels. Free advertising like newspaper articles and television interviews should be utilised.

P21: Teach a man to fish conference 2009 1.jpg

(566:1859)

P35: Sanlam Funding Request - CSI.doc

(294:294)

P46: Vyfhoek glass recycling project order December 2010.jpg

(93:2224)

P95: Sanlam Progress Report 6.pdf

(12:35-12:472)

P101: Vyfhoek glass recycling project products Mei 2011.jpg

(579:1923)

P102: Z fold brochure new inside.docx

(1:46)

P104: 2012 Reflections cmn.docx

(1:1), (1:1)

P110: Nedbank Impact Assessment Form_1.docx

(158:158)

P115: Reporting Ganspan Feb 2012.doc

(67:67)

P116: 2013 Reflections cmn.docx

(1:1)

P121: Ganspan glass recycling project EXECUTIVE MEETING.rtf

(12:12), (16:16)

P125: Nedbank Foundation Funding Application 2.docx

(473:473), (477:477)

P127: Reporting Ganspan Feb 2013.doc

(59:59), (59:59)

P128: Reporting_Ganspan Aug 2013.doc

(63:63)

P132: Rysmierbult Satisfied clients September 2013.jpg

(364:1720)

P147: 2014 Reflections cmn.docx

(1:1)

P157: Nedbank 2 Reporting Post funding2.docx

(146:146)

Code: Code 4: Background of the project participants {31-4} ~

Comment:

The demographic information of the project participants will provide important information regarding the planning of the intervention. This includes info like literacy levels, living conditions, and other demographic info. When

planning an intervention it is important to plan the interventions specifically to impact a specific group of people. It is important to gather enough background information to best design the intervention for maximum impact.

- The amount of people dependant on the participant for care is also an important factor that will influence their ability to take part in project activities.
- The education and literacy level of the project members will have an influence of the level of training that will have the best impact on them.
- The physical location where they live will have an impact on the physical location of the project site. The closer the project site is to their living location the easier it is for them to integrate their daily project activities and their responsibilities at home. The participants may also be able to work overtime when required when the project location is close.
- Access to facilities by all project members is important, sometimes reject members is excluded because of cultural issues
- Female vs male participation in the project is an interesting issue. Females mostly take part in these projects, but male participation can provide access to physical, financial and social capital that would not have been accessible to an all-female group.
- Income-generating community projects have the ability to help individuals to become less dependent on social grants and become active members in the workforce. Therefore the interventions should be planned to facilitate maximum impact.

The demographic information of the project participants as documented in master dissertation will be included here.

P 1: Castello ABET training November 2009 (2).JPG

(1411:2291)

P 2: Castello ABET training November 2009.JPG

(96:1946), (598:1578)

P 4: Castello Feb 2009.jpg

(192:1834)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1), (1:1), (1:1)

P26: Vyfhoek Glass recycling project December 2009.JPG

(397:1638)

P30: 2010 Reflections cmn.docx

(1:1), (1:1), (1:1)

P36: Sanlam Progress report 1.pdf

(6:145-6:674), (6:1002-6:1109)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1)

P76: Ganspan Needs Analysis.docx

(1:317)

P77: GANSPAN training report.docx

(97:97)

P89: Nedbank 1 funding proposal.doc

(45:45), (47:47)

P92: Sanlam Progress report 3.pdf

(2:78-2:527)

P94: Sanlam Progress Report 5.pdf

(11:322-11:524)

P96: Valspan Needs Analysis.docx

(12:360)

P161: Holding Hands.mp4

(0:02:56.60 [0:00:22.45])

P162: WIN project marketing.mp4

(0:01:07.68 [0:00:21.99]), (0:02:58.47 [0:00:21.73])

Code: Code 5: Impediments to the development of the project in a sustainable business {79-10} ~

Comment:

The following are barriers identified in the data that hinder sustainable development of the project:

P30: 2010 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1)

P31: Castello training 2010 2.jpg
(352:1642)

P35: Sanlam Funding Request - CSI.doc
(292:292), (294:294), (469:480)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P52: Vyfhoek order December 2010 (6).jpg
(202:2003)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1)

P77: GANSPAN training report.docx
(97:97), (97:97), (97:97)

P78: GANSPAN. Training 2 docx.docx
(107:107), (107:107)

P79: GANSPAN. Training report 3docx.docx
(135:135)

P92: Sanlam Progress report 3.pdf
(2:78-2:527), (12:119-12:352)

P93: Sanlam Progress Report 4.pdf
(10:75-10:383)

P94: Sanlam Progress Report 5.pdf
(10:19-10:332), (11:322-11:524)

P95: Sanlam Progress Report 6.pdf
(10:824-10:928), (10:1207-10:1326), (11:68-11:788), (12:784-12:1065)

P98: Vyfhoek August 2011.jpg
(16:412)

P111: Nedbank Reporting Post funding1.docx
(69:69)

P112: Nedbank Reporting Post funding2.docx
(220:220), (252:252)

P114: Reporting Aug 2012_Ganspan.doc
(66:66), (68:68)

P115: Reporting Ganspan Feb 2012.doc
(61:61), (72:72)

P116: 2013 Reflections cmn.docx
(1:1), (1:1), (1:1)

P120: Ganspan Glass Recycling Project Business plan.docx
(120:121), (127:130)

P121: Ganspan glass recycling project EXECUTIVE MEETING.rtf
(14:14)

P125: Nedbank Foundation Funding Application 2.docx
(489:489)

P127: Reporting Ganspan Feb 2013.doc
(61:61), (77:77)

P128: Reporting_Ganspan Aug 2013.doc
(68:68)

P147: 2014 Reflections cmn.docx
(1:1)

P155: 2015 Reflections cmn.docx
(1:1)

P156: Jan Kempdorp sewing project letter local council.docx
(20:24)

Code: Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development {19-6} ~

Comment:

The reality in South Africa is that different race groups has to work together. This can be a positive or a negative experience depending on the participants. The project participants mostly consist of Setswana participants and the

facilitator for the sewing projects is also Setswana. At the Vyfhoek project there were Xhosa, Sesotho and Setswana participants. This impacted the way the group functioned. The project manager is white Afrikaans. At first there was a huge gap between me and the Rysmierbult group. **Could it have been because of race or was it another factor? Like trust?** A strong relationship was build, but only after I gained their trust. **Maybe it is a mixed factor? Race, age, skill and trust?** Most of the other stakeholders are mixed race groups. It is therefore very important to be sensitive to the impact that race can have on the functioning of the project. When white Afrikaans females interacted with the project participants they mostly were able to build strong good relationships. Even the white female students taking part in training activities were mostly able to relate well with the project participants. This resulted in a mutually beneficial relationship where the students and the participants both had the opportunity to learn from one another. In the Ganspan project initiation white community members also attended the initial community meetings, but they did not become active participants in the project. **Why?** Some of the funders visiting the project were black, but not Setswana. This made it very difficult for the project participants to relate with them. But language was not the only barrier here, class difference also played a part. Racist behaviour between a stakeholder and the project facilitator had a big impact on the project. The white Afrikaans women tried to bully the facilitator in any way that she could. This had a limiting effect on the project.

P 2: Castello ABET training November 2009.JPG

(717:1658)

P 5: Castello students training financial literacy November 2009.JPG

(342:1766)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1)

P30: 2010 Reflections cmn.docx

(1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P33: Castello year end 2010.JPG

(270:2117)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P62: Castello student training September 2011.jpg

(495:2458)

P63: Community meeting Ganspan June 2011 (2).jpg

(269:1882)

P64: Community meeting Ganspan June 2011 (2).jpg

(307:1514)

P65: Community meeting Ganspan June 2011.jpg

(186:1488)

P67: Community meeting Ganspan June 2011 (3).jpg

(474:1498)

P68: Community meeting Ganspan June 2011.jpg

(378:1581)

P86: Manthe training February 2011.jpg

(262:1990)

Code: Code 7: A bottom-up approach to sustainable project development {37-4} ~

Comment:

A bottom-up approach to community development is required to give the project the opportunity to develop sustainably. The community must identify an issue in their community and indicate that they require help in solving the issue. This issue may be related to poverty, alcohol dependency, or any other issue in a community. The following is required for a bottom-up approach:

- Initiation from the community.
- A needs-analysis or asset based community development plan that is done from the perspective and with full participation of the community. This plan forms the basis of the development process because it indicates the strengths and assets in the community that can be developed.
- Cross-sectorial social partnerships with all parties having the same focus. All parties in the development process must contribute something to the development process, no party can just receive. Even if it is time that is contributed, it can be seen as an input. Parties with the best knowledge on each different part should be assigned to that part like Ganspan intervention high unemployment rate, how to decide who to include in

LIFEPLAN training? Ward councillors used to identify participants.

- A transdisciplinary approach to solving the problem with the community members taking part in the problem solving as an active partner.
- A development methodology like PAR to assist the development process
- Good communication between the development partners. This process takes time and must not be rushed.
- All the stakeholders should be positive about the intervention.
- A long term commitment from all the stakeholders
- One of the stakeholders support the community members to take the lead till they can take the lead in the development process.

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1)

P17: Project background pre 2008.docx

(1:1), (1:1)

P30: 2010 Reflections cmn.docx

(1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P36: Sanlam Progress report 1.pdf

(6:677-6:999)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P63: Community meeting Ganspan June 2011 (2).jpg

(269:1882)

P64: Community meeting Ganspan June 2011 (2).jpg

(307:1514)

P65: Community meeting Ganspan June 2011.jpg

(186:1488)

P67: Community meeting Ganspan June 2011 (3).jpg

(474:1498)

P68: Community meeting Ganspan June 2011.jpg

(378:1581)

P70: Ganspan glass recycling project letter to council.doc

(21:23)

P71: Ganspan Glass recycling project MoU VW.doc

(42:42)

P72: Ganspan MOU PM.pdf

(@843-@0)

P76: Ganspan Needs Analysis.docx

(1:317)

P80: Ganspan stakeholders meeting held 16 June 2011.doc

(1:16)

P89: Nedbank 1 funding proposal.doc

(47:47), (236:238)

P92: Sanlam Progress report 3.pdf

(3:170-3:1749)

P93: Sanlam Progress Report 4.pdf

(9:144-9:482)

P96: Valspan Needs Analysis.docx

(12:360)

P111: Nedbank Reporting Post funding1.docx

(286:286)

P112: Nedbank Reporting Post funding2.docx

(254:254)

P115: Reporting Ganspan Feb 2012.doc

(59:59)

P120: Ganspan Glass Recycling Project Business plan.docx

(19:19)

P154: Nedbank 2 Reporting Post funding1.docx

(248:248)

P155: 2015 Reflections cmn.docx

(1:1)

P162: WIN project marketing.mp4

(0:00:02.86 [0:00:34.37])

P164: Community meeting Jan Kempdorp 2015 (2).m4a

(0:00:18.10 [0:01:06.83])

Code: Code 8: Conflict management as a promoter of sustainable development {65-12} ~

Comment:

Conflict management is identified as one of the barriers to sustainable development in the project. The management of the conflict is very difficult to do when the parties involved in the conflict just want to pursue their own agenda's. Therefore it is very important to ensure when initiating the project that all parties have the same development focus. Cross-sectorial partnerships used to develop the project forms part of the success of the intervention, but also creates the breeding ground for conflict. Therefore it is very important to communicate effectively from the start and keep communication channels open. If possible discuss as much detail as possible with the stakeholders from the beginning to create a healthy baseline to work from. The limitations that the project must function in should be identified and clearly defined. Possible causes of conflict include:

- Project participants lack of conflict management skills to resolve internal conflict between participants
- Lack of conflict management skills of project manager, project facilitator and project leader
- Different motives of stakeholders
- Racism
- Poor communication
- Financial benefit for individuals
- Cultural issues(conflict between tribes, bribes paid to the chief, role of females in communities)
- Access to assets
- Ownership of assets
- Lack of leadership
- Gender issues
- Lack of trust
- Political issues
- Class differences
- Language barriers
- Jealousy between projects
- Commitments not honoured
- Time management
- Nepotism

Ways to manage conflict:

- Make roles and responsibilities of stakeholders clear from the beginning
- Honour commitments
- Focus on the goals
- Open communication channels
- Formalize commitments in formal documents
- Leave room for error
- Develop conflict management as skill in the project and stakeholder team
- See conflict as an opportunity to grow and open communication channels
- Gain experience on managing cultural, gender and racial issues

P 4: Castello Feb 2009.jpg

(192:1834)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1), (1:1)

P39: Social workers practical Vyfhoek 2010.jpg

(256:1837)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P111: Nedbank Reporting Post funding1.docx

(286:286)

P116: 2013 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1)

P131: Rysmierbult project member meeting 2013.jpg

(731:2288)

P147: 2014 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1)

P155: 2015 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P156: Jan Kempdorp sewing project letter local council.docx

(20:24)

P164: Community meeting Jan Kempdorp 2015 (2).m4a

(0:00:18.10 [0:01:06.83]), (0:01:31.74 [0:04:22.62]), (0:06:20.35 [0:09:36.64])

Code: Code 9: Cross-sectorial social partnerships as a promoter of sustainable development {62-12} ~

Comment:

Cross-sectorial social partnerships refers to the formal and informal relationships established between stakeholders in an intervention. These stakeholders comes from different sectors and have different backgrounds. Cross-sectorial partnerships should be established and managed as an asset to the project. Enough time should be invited in the different partners getting to know one-another and building trust relationships. All parties involved in the partnership should contribute to the development process. Therefore the nature of the relationship should be clearly defined. The roles, responsibilities, motivation and expectations of all partners should be discussed in detail and remedial actions discussed in advance to ensure sustainability. Clear timelines in terms of commitment is essential. These aspects should be formalised with budgets and memorandums of understanding as formal binding documents. Continuation plans should be in place to ensure long term involvement in the intervention. The motivation of all the stakeholders should be the same. If not it should be carefully considered if the stakeholder should be included in the partnership and to what extent. Communication channels between all stakeholders should be open and utilized to the best interest of the intervention.

These partners can include:

- Funding partners like corporate funders
- Development partners like other NGO's
- The community
- The local municipality
- Farmers
- Political parties
- Tribal authorities
- Local businesses
- Faith based organizations
- Service deliverers
- Provincial government

The result of these partnerships could increase the sustainability of the intervention through:

- funding
- training
- infrastructure
- access to different types of assets like facilities, natural resources and networks
- access to markets
- exposure to other factors and experiences to broaden horizons

Types of relationships could include:

- A stakeholder can become a client by buying the products produced by the project
- mentoring relationships
- support

Best practices in developing cross-sectorial social partnerships:

- Develop a clear focus for the project
- Ensure all partners have the same focus and motivation
- Be clear about the roles and responsibilities of each party
- Keep communication channels open

- Build trust relationships
- Keep commitments
- Develop contingency with teams instead of individuals involved in the project
- Have timelines for implementation and re-evaluation
- Develop a remedial plan
- Formalize all commitments with minutes and memorandums

P 1: Castello ABET training November 2009 (2).JPG

(1411:2291)

P 4: Castello Feb 2009.jpg

(192:1834)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P30: 2010 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1)

P35: Sanlam Funding Request - CSI.doc

(417:417), (449:457)

P36: Sanlam Progress report 1.pdf

(7:343-7:646)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P63: Community meeting Ganspan June 2011 (2).jpg

(269:1882)

P64: Community meeting Ganspan June 2011 (2).jpg

(307:1514)

P65: Community meeting Ganspan June 2011.jpg

(186:1488)

P67: Community meeting Ganspan June 2011 (3).jpg

(474:1498)

P68: Community meeting Ganspan June 2011.jpg

(378:1581)

P70: Ganspan glass recycling project letter to council.doc

(21:23)

P71: Ganspan Glass recycling project MoU VW.doc

(37:37), (49:58)

P72: Ganspan MOU PM.pdf

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P73: Ganspan MOU SAB.pdf

(@843-@0), (@843-@0)

P80: Ganspan stakeholders meeting held 16 June 2011.doc

(1:16)

P115: Reporting Ganspan Feb 2012.doc

(57:57), (59:59), (61:61), (61:61), (61:61), (65:65)

P116: 2013 Reflections cmn.docx

(1:1), (1:1)

P120: Ganspan Glass Recycling Project Business plan.docx

(19:19)

P126: Netwerke.docx

(1:15)

P127: Reporting Ganspan Feb 2013.doc

(61:61)

P155: 2015 Reflections cmn.docx

(1:1)

P156: Jan Kempdorp sewing project letter local council.docx

(20:24)

P162: WIN project marketing.mp4

(0:00:02.86 [0:00:34.37]), (0:00:37.03 [0:00:28.06]), (0:01:07.68 [0:00:21.99]), (0:02:03.18 [0:00:09.01]), (

0:02:24.74 [0:00:27.17]), (0:04:14.84 [0:00:24.10])

P164: Community meeting Jan Kempdorp 2015 (2).m4a

(0:00:18.10 [0:01:06.83]), (0:01:31.74 [0:04:22.62])

Code: Code 10: Cultural sensitivity as a promoter of sustainable development {10-15} ~

Comment:

The impact of culture in South Africa may be bigger than we acknowledge, it is important to explore it, to better understand it. The design of income-generating community projects are complex because it doesn't function in isolation. Different culture groups function together as partners in the project and must be culturally sensitive to enhance sustainability in the project. It is very important for the project development team to be sensitive and knowledgeable in dealing with cultural issues. The following are issues that may be rooted in cultural differences:

- The role of women in workplace
- The impact of traditional tribal systems on the functioning of the project in terms of financial gain for the chief
- The way that white females must engage with tribal authority
- Access to and ownership of assets in a community

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P60: 2011 Reflections cmn.docx

(1:1), (1:1)

P68: Community meeting Ganspan June 2011.jpg

(378:1581)

P80: Ganspan stakeholders meeting held 16 June 2011.doc

(1:16)

Code: Code 11: The impact of external agents on the project participants {21-5} ~

Comment:

The participant's behaviour and viewpoints change when they are exposed to experiences and people outside of their normal community and normal daily routine. The project participants are normally exposed to the project team from the development organization. Training and mentoring is normally done by the project facilitator or project manager. It does have impact, but the project participants benefit greatly from more input from other role-players. For instance the ABET facilitator build a very good relationship with the participants. When students interact with the participants in the form of training or project visits it has a different kind of impact on the participants. They think different about the products and the production process. They enjoy visiting different sites and visiting other projects. When only a few participants experience something it creates a divide between the participants. The group functions better if more participants are exposed to the event. It seems that exposure of the participants to different elements stimulates behavioural change and creativity. Use every opportunity to expose the project participants to outside influences. Try to include as many as possible, but even if only a few can attend still do it.

P 2: Castello ABET training November 2009.JPG

(598:1578)

P 4: Castello Feb 2009.jpg

(192:1834)

P 5: Castello students training financial literacy November 2009.JPG

(342:1766)

P 6: Castello vegetable garden training April 2009 (2).jpg

(1037:1923)

P 7: Castello vegetable garden training April 2009.jpg

(416:1482)

P 8: Castello year end function 2009.jpg

(717:1683)

P 9: clover mamma africa.pdf

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P10: Group year end function 2009.jpg

(474:1747)

P11: Holding Hands Rysmierbult student training 2009.JPG

(138:2106)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P33: Castello year end 2010.JPG

(270:2117)

P34: Rysmierbult Rector visit December 2010.jpg

(205:1536)

P128: Reporting_Ganspan Aug 2013.doc

(61:61)

Code: Code 12: Project malfunction {16-12} ~

Comment:

Project failure/ malfunction reasons/explanations events leading to failure/malfunction of project.

The following reasons for project failure could be identified from the data:

- Project location. The project location was not ideal for the project to continue there because it was difficult for the participants to have access to the project, Examples Vyfhoek, Venterskroon, Shizamele, Jan Kempdorp sewing project.
- Project facilities. The project participants did not have access to the facilities because of tribal issues in the community.
- Ownership issues. Who owned the produce produced in the vegetable garden at the Castello vegetable garden?
- Inadequate leadership skills. The natural leader in the Castello community could not be the leader of the project. Another project member was appointed by the chief, she did not have adequate skills to successfully manage the bakery.
- Contingency of leadership. In the Ganspan project the leaders were able to secure formal employment, this resulted in a new project leader every 6 months. This made it very difficult for the project to continue.
- Trust break between stakeholders. Jan Kempdorp sewing project location.
- Inadequate financial management skills of project leader. Castello bakery/ Ganspan glass recycling project.
- Cultural motivation: in the Manthe project the participants used the project more as a social gathering than an income-generating community project. They saw their membership in the project as a social status and was not interested in putting in the effort to create an income-generating project.
- Conflict between cultures: Conflict between the LIFEPLAN facilitator and the Holding Hands facilitator, conflict between the Holding Hands project manager and the Castello chief/ Manthe chief.
- Racism between stakeholders. Jan Kempdorp Vaalharts and project facilitator.
- Limitations of funding instruments. Limitations in funding travel and mentoring.
- Different motivations of stakeholders.
- Different views on sustainability of stakeholders.
- Sustainability not clearly defined by stakeholders.
- Indicators to measure progress not collectively identified.

P 3: Castello Baking course July 2009.jpg

(630:1898)

P 4: Castello Feb 2009.jpg

(192:1834)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P29: Shizamele training group.jpg

(362:1910)

P30: 2010 Reflections cmn.docx

(1:1)

P104: 2012 Reflections cmn.docx

(1:1), (1:1), (1:1)

P155: 2015 Reflections cmn.docx

(1:1)

P161: Holding Hands.mp4

(0:00:33.26 [0:00:15.19])

Code: Code 13: The financial management of the project as a promoter of sustainable development {16-8} ~

Comment:

Income-generating community projects function very unique regarding finances. There is a need for financial models for IGCP. Financial management needs to be transparent and responsible. Therefore managing the funds through the NWU provides a transparent, responsible system that can easily be audited. It is not a normal profitable business, because of the continuous funding component, but it does require financial management skills on different levels:

- The project manager must access funding and manage it according to the agreements with the funders
- The project facilitator must assist the project participants in the financial management and distribution of funds
- The project leader must acquire skills to build capacity for financial management in the project

The basic financial model used in the project is as follows:

- All the funds is managed through the financial system of the NWU.
- Funding is then used according to a budget as formally agreed on by stakeholders.
- Income from sales of the products is also played into the account of the NWU.
- A portion of the profit is retained to save for expenses like servicing the machines and buying additional stock.
- The profit is then distributed between the project participants according to skill level and amount of hours worked.
- The project participants must sign an attendance register to enable the profit sharing.
- The profit is then payed into the personal bank accounts of the participants.

The project leader and participants are exposed continuously to training in financial management. It starts off with basic financial management in LIFEPLAN, but is followed up with training done by students and is secured through mentoring from the facilitator. The gap between the literacy level of the participants/ project leader and the literacy level required for financial management is very big. The literacy levels of the project leaders varies between grade 2 and grade 12. A lot needs to be done to bridge the gap between grade 2 literacy and the ability to do financial management in a business.

The participants showed that they lacked skill in managing their own finances in the Ganspan project where the project opened their own bank account. The money they eared were deposited into this account. Fortunately they did not have access to the funding. Some of the project participants (management team) stole a portion of the money. They committed to paying it back, but never did.

P 5: Castello students training financial literacy November 2009.JPG

(342:1766)

P15: October 2008-December 2009 reflections cmn.docx

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P17: Project background pre 2008.docx

(1:1), (1:1)

P60: 2011 Reflections cmn.docx

(1:1), (1:1)

P89: Nedbank 1 funding proposal.doc

(234:234)

P114: Reporting Aug 2012_Ganspan.doc

(59:59), (59:59)

P115: Reporting Ganspan Feb 2012.doc

(65:65)

P125: Nedbank Foundation Funding Application 2.docx

(611:717)

P127: Reporting Ganspan Feb 2013.doc

(63:63)

Code: Code 14: Practical functioning of project {112-5} ~

Comment:

The project does not function as a formal business. The participants are mainly resource poor females living in rural areas. What are the requirements for the normal day to day functioning of the project?

- It is very important to spend time to understand the background and living conditions of the participants when planning an intervention. The aim of the project is to empower them to create sustainable livelihoods for themselves, therefore the intervention should be designed in such a way that it will fit into their situations. The project participants does not have support in terms of household chores and childcare. These

household duties are very important to them and gets priority over the project activities. They may also experience pressure from their family members because of the time that the project requires from them and this may result in conflict between the participants and their family members. Therefore the project activities must be scheduled in such a way that it accommodates the other activities. Some of them does not have access to electricity and running water at their houses. This makes normal household chores like washing clothes very difficult and time consuming. These aspects needs to be considered when designing the intervention to enable the participants to partake. The Rysmierbult project normally works on Wednesday and Friday. They start working at 10 o'clock and works flexi time for the rest of the day. When they have big orders each person works when they can and for how long they can. The location of the project is situated conveniently for them between their houses. This makes it easier for them to work flexi time and overtime. They are a core group that has been involved in the project for a long time and work well together. They are very productive and are able to manage big orders between them. They do need support and are sometimes reluctant to take on orders because they lack self-esteem, but have been able to deliver really big orders in the past in record time. They do not like to include "new" project participants, they would rather work longer hours and receive more money. There are many trained community members in the area that have been trained over the years that can be utilized to quickly increase capacity, but they are very reluctant to use them, because that means that they must share the income with them. The Castello project functions totally different with each individual working from their home, because they do not have access to a suitable facility. They mainly do handwork like crocheting and embroidery for the products that the Rysmierbult group then further process into products. The lack of a facility and the limitations of the participants having access to natural and physical capital in the community has a limiting effect in terms of sustainability of the project. Training is done where there is a suitable space, even under a tree if that is the only available option. This requires creativity and flexibility from the project facilitator as well as the project manager. The living conditions of the participants of the Castello project makes it difficult for them to manufacture high quality products. They do not have electricity so if they have to do embroidery after hours it must be done by candle light or paraffin lamps. They do not have running water or warm water. When they have to work with white thread or material they have to wash the objects after they finished the product because it is dirty. These limitations in their living conditions needs to be taken into account when planning interventions to enable the participants to overcome the challenges. The living conditions of the Vyfhoek project was the main reason for the failure of the project. The women lived in a hostel that was just a shed with illegal electricity and no basic services like running water. When it rained or when they did washing they were not able to come to the project. Their children were also constantly ill during fall and winter and this limited their participation in the project. A decision was taken to close this project during the coldest months of winter because it was very difficult for them to attend project activities. This group had small children that came to the project with them. The facility that hosted the project was not equipped for the needs of the children. Funding could not be allocated for this. The farmer evicted them and they had to find alternative accommodation and that was the end of the project. Allow the participants the freedom to shape the practical functioning of the project in a way that works for them. A very important factor is the documentation of input per participant. This becomes extremely important when profit needs to be distributed. A normal attendance register documents the amount of hours that each participant spend at the project and can be used as basis for profit sharing.

- Training activities should be scheduled in a way that will benefit most participants to attend. The training should be done at a location accessible to the participants. Training materials should be planned according to the needs and literacy level of the participants. The person presenting the training should be skilled and suited to the particular group of participants. Time-management should be one of the key skills developed in the participants.
- Visits to the project by the manager/facilitator should be regular to enable support. This should be communicated clearly between the facilitator/manager and the participants. Vast distance makes it more difficult to help manage the day to day activities of the project, but it decreases the dependency of the project members on the project facilitator/manager. The Jan Kempdorp and Ganspan projects could only be visited once or twice per month comparing to the Rysmierbult and Castello group were once or even twice per week was possible because of the different locations of the projects. As a result of this the Jan Kempdorp and Ganspan projects functioned with less assistance from the project facilitator than the Rysmierbult and Castello project.
- The skill level of the participants must be increased as much as possible. This can be done through formal training or mentoring. It is important for the project facilitator/manager to know the participants well enough to be able to identify individuals with potential to develop certain skills. One of the participants in the Rysmierbult project was able to master the electronic embroidery machine so well that she can train the other participants.

- Ownership of the project should be with the participants from the beginning and should stay with them.
- The "dance" between motivations of participants to act and empowerment should be managed well. The participants should "stretch" themselves with the project activities and not function from a comfort zone all the time, but should also not be "dragged" by the project facilitator.
- The relationships between the stakeholders especially development organization and the project must be with a team, not with individuals to ensure the continuation of the relationship when key individuals change in the process. The whole process should be team driven and not individual driven.
- Training and development should be focused on as many individuals as are interested to build a "pocket" of skills in a community. Leadership skills, financial management skills and marketing skills should be transferred to a larger group and not individuals. This will enable the project to continue if one of the key participants is not part of the project anymore.
- Progress made in the project needs to be measured and evaluated. This could be done through a process of sustainability indicators developed by the stakeholders. This process should be a collaborative process that includes the participants and not a top-down process required by funders.
- A risk assessment regarding the equipment and safety of the workspace should be included in the project plan.
- The product development process should be focused on developing a product that will be marketable.
- The different project sites could be combined to increase capacity when required.
- The stakeholders should develop a plan to assist the project in doing the tasks that they do not have the skills to do themselves. This role could be fulfilled by one stakeholder or divided between them. To enable this communication channels should be open between the different participants.

How can this be changed to increase the impact if the project?

What are the main lessons learned from the Holding Hands project?

P 3: Castello Baking course July 2009.jpg

(630:1898)

P 4: Castello Feb 2009.jpg

(192:1834)

P10: Group year end function 2009.jpg

(474:1747)

P15: October 2008-December 2009 reflections cmn.docx

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P17: Project background pre 2008.docx

(1:1)

P18: Rysmierbult project old site 2009 (2).jpg

(195:1837)

P19: Rysmierbult project old site 2009.jpg

(653:1962)

P26: Vyfhoek Glass recycling project December 2009.JPG

(397:1638)

P30: 2010 Reflections cmn.docx

(1:1), (1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P35: Sanlam Funding Request - CSI.doc

(420:420), (485:503)

P36: Sanlam Progress report 1.pdf

(2:137-2:633), (4:692-4:1073), (8:129-8:298)

P37: Sanlam Progress report 2.pdf

(2:386-2:600)

P40: Vyfhoek Apr 2010 (2).jpg

(281:3305)

P41: Vyfhoek Apr 2010 (3).jpg

(293:2250)

P42: Vyfhoek Apr 2010.jpg

(270:3807)

P43: Vyfhoek glass recycling project order December 2010 (2).jpg

(128:2006)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P45: Vyfhoek glass recycling project order December 2010 (4).jpg
(150:1949)

P47: Vyfhoek May 2010.jpg
(163:1747)

P48: Vyfhoek order December 2010.jpg
(256:2128)

P51: Vyfhoek order December 2010 (5).jpg
(122:1926)

P52: Vyfhoek order December 2010 (6).jpg
(202:2003)

P53: Vyfhoek order December 2010 (7).jpg
(573:2202)

P60: 2011 Reflections cmn.docx
(1:1)

P73: Ganspan MOU SAB.pdf
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P89: Nedbank 1 funding proposal.doc
(72:102)

P92: Sanlam Progress report 3.pdf
(4:1192-5:536), (9:688-10:128)

P93: Sanlam Progress Report 4.pdf
(7:86-7:577)

P94: Sanlam Progress Report 5.pdf
(9:741-9:1064)

P95: Sanlam Progress Report 6.pdf
(10:1329-10:1408)

P98: Vyfhoek August 2011.jpg
(16:412)

P104: 2012 Reflections cmn.docx
(1:1)

P105: Ganspan February 2012 (2).jpg
(203:1496)

P106: Ganspan February 2012 (3).jpg
(257:1601)

P108: Ganspan March 2012.jpg
(192:991)

P111: Nedbank Reporting Post funding1.docx
(70:71), (135:140), (142:186), (253:253), (317:317)

P112: Nedbank Reporting Post funding2.docx
(135:135), (137:137)

P113: Nedbank Reporting Post funding3.docx
(2:2), (3:3)

P114: Reporting Aug 2012_Ganspan.doc
(57:57), (59:59), (59:59), (66:66)

P115: Reporting Ganspan Feb 2012.doc
(63:63), (65:65)

P116: 2013 Reflections cmn.docx
(1:1)

P119: Ganspan glass recycling project EXECUTIVEMEETNG 19 SEP 2012.rtf
(16:16), (22:22)

P121: Ganspan glass recycling project EXECUTIVE MEETING.rtf
(18:18), (20:20)

P122: Ganspan glass recycling project resolution.docx
(4:4), (6:13), (15:20), (29:31), (33:37), (40:45), (54:62), (65:68), (70:72), (75:78), (80:82), (85:90), (92:93)

P124: Nedbank 1impact report.docx
(26:26)

P125: Nedbank Foundation Funding Application 2.docx
(474:474), (495:500), (509:509)

P127: Reporting Ganspan Feb 2013.doc
(63:63), (67:70), (72:72)

P128: Reporting_Ganspan Aug 2013.doc
(70:70)

P130: Rysmierbult November 2013.jpg
(510:2241)

P131: Rysmierbult project member meeting 2013.jpg
(731:2288)

P134: Rysmierbult September 2013 (11).jpg
(843:2169)

P137: Rysmierbult September 2013 (14).jpg
(254:2688)

P138: Rysmierbult September 2013 (2).jpg
(456:2213)

P139: Rysmierbult September 2013 (3).jpg
(500:2081)

P141: Rysmierbult September 2013 (5).jpg
(768:2329)

P142: Rysmierbult September 2013 (6).jpg
(238:2448)

P146: Rysmierbult September 2013.jpg
(340:2105)

P147: 2014 Reflections cmn.docx
(1:1), (1:1), (1:1)

P151: holding hands Rysmierbult May 2014 2.jpg
(319:1581)

P153: holding hands Rysmierbult May 2014.jpg
(223:3030)

P155: 2015 Reflections cmn.docx
(1:1)

P161: Holding Hands.mp4
(0:00:24.27 [0:00:10.00]), (0:00:47.79 [0:00:53.85]), (0:03:40.85 [0:00:22.01])

P162: WIN project marketing.mp4
(0:03:41.99 [0:00:20.78])

P164: Community meeting Jan Kempdorp 2015 (2).m4a
(0:06:20.35 [0:09:36.64])

Code: Code 15: The funding of project developments {46-5} ~

Comment:

Funding for project development may be one of the core elements for project development and sustainability, but may also be one of the most insecure aspects of project development. It is a very competitive environment with many projects competing for funding and limited funding available. Currently the priority areas that the funders are willing to fund are successful with real needs in communities being overlooked because it not being a priority for the funders. It is also a power relationship as the priorities of the funder is often seen as more important than the priorities set out by the needs analysis. The funder also decides on what gets done and measured and evaluated rather than it being a communal decision made by all stakeholders. Funding proposals contains strict regulations on what will be funded and how the outcomes will be measured rather than it being a bottom-up process where funding is given to the development of the project. Measurement and evaluation is mostly a one sided report with minimal input required from the actual beneficiaries. The funder's relationship is mostly just in terms of funding. They do not take an active interest in the practical project development. This relationship should be one of the funder taking full responsibility as a stakeholder and continuous input should be given in the development process with their input not only limited to funding and measurement and evaluation of their own outcomes. The funder should be involved in the project long term and understand that the project requires long term input. As the project plan is adapted and new interventions is developed the funder should take an active part in this process. The relationship between the funder and the other stakeholder should be open with clear communication channels. The expectations and commitments of each party should be clearly stipulated. It is very important for the support organization to help the project manage the funds responsibly and comply with the requirements of the funder. The funder can also fulfil other roles in the project like for instance becoming a client buying the products created by the project, or providing access to a facility. The roles of the stakeholders could overlap. The need for a development organization that facilitates this relationship becomes very clear in this aspect. The project is mostly isolated and do not have the required skills to access funding. It is therefore very important to have a connecting stakeholder to connect the funder and the project. Various sources of funding should be explored and should not be limited to only one source of funding. All agreements should

be formalized to ensure commitment. The funder should not only include one member as stakeholder, but should also have an involved team taking part as stakeholder. This will ensure that the project is not dependent on only one person. Clear timelines of involvement should be stipulated. Every project and every community is unique, therefore the funding instruments should be flexible enough to allow optimal impact in the community, by focusing on addressing the real needs in the community. Machinery and equipment obtained for the project should be the correct machinery and equipment to address the need. It should be "usable" by the community members. They should receive all the necessary training to ensure optimal usage of the machinery. They should also be able to do the basic maintenance of the machinery.

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P30: 2010 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P35: Sanlam Funding Request - CSI.doc

(366:406)

P36: Sanlam Progress report 1.pdf

(2:137-2:633)

P37: Sanlam Progress report 2.pdf

(2:137-2:363), (2:386-2:600), (3:32-3:237)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P73: Ganspan MOU SAB.pdf

(@843-@0)

P92: Sanlam Progress report 3.pdf

(3:170-3:1749), (4:1192-5:536)

P94: Sanlam Progress Report 5.pdf

(9:741-9:1064)

P110: Nedbank Impact Assessment Form_1.docx

(53:53)

P111: Nedbank Reporting Post funding1.docx

(135:144)

P112: Nedbank Reporting Post funding2.docx

(287:287)

P113: Nedbank Reporting Post funding3.docx

(1:1), (2:2), (3:3), (4:4)

P115: Reporting Ganspan Feb 2012.doc

(63:63), (65:65)

P116: 2013 Reflections cmn.docx

(1:1)

P124: Nedbank 1 impact report.docx

(26:26), (32:38)

P125: Nedbank Foundation Funding Application 2.docx

(611:717)

P129: Rysmierbult new site September 2013.jpg

(357:2084)

P130: Rysmierbult November 2013.jpg

(510:2241)

P147: 2014 Reflections cmn.docx

(1:1), (1:1)

P155: 2015 Reflections cmn.docx

(1:1)

P162: WIN project marketing.mp4

(0:01:31.00 [0:00:18.36])

Code: Code 16: The impact of project activities on communities {71-4} ~

Comment:

*** Merged Comment from: ability to secure formal employment after skill development (2016-02-19T10:45:28) ***

Most probably the biggest benefit of the projects on the lives of the participants is the cash inflow in the community. This cash inflow stimulates the local economy and builds the financial capital of a community. In some instances the initial stimulation has led to more entrepreneurial activities being initiated by the participants. Mostly as individuals, but there are instances where

splinter groups started their own projects and accessed funding on their own. What the participants use this cash for may have the biggest impact in the community. It is therefore very important to equip the participants with the required skills to enable them to spend their income on the correct expenses. This is done through LIFEPLAN training and mentoring. LIFEPLAN helps individuals to learn the basic life skills they require to enable them to cope with the additional stress that the project brings to their lives. The programme is designed in such a way that the participants are empowered to better fulfil their roles as spouses, parents and responsible citizens. Some of the participants are able to give their children a better education with the money that they earn from the project. The aim is to empower the project participants in such a way that they are able to transfer the acquired skill to their families and the broader community. One of the trends after initiation of a project is that some project participants are able to secure formal employment. Some after life skill training, others after being involved in the project for some time, others after being project leader. This tends to be the case more in projects that are located closer to towns. In terms of sustainable community development this is a very big impact in a community. Taking individuals who were previously unable to secure employment through a process that enables them to become active members of the labour force is an immeasurably big impact. This is only one of the visible impacts that the project have on communities. The real impact of the project is immeasurable because of the inadequacy of the available measurement and evaluation instruments. Some of the recorded impacts includes the views of the project participants on the projects as recorded in the master's dissertation of L van der Merwe as well as my master's dissertation. These studies indicated that the participants benefitted in terms of skill development, life skill development, confidence and the income that they received. The exposure of the participants to outside influence when receiving training or attending workshops had a very positive effect on their skill level, creativity and their coping skills. When more participants are exposed to these activities the effect in the community is bigger. Most of these communities are very isolated. They continue to do things exactly like they use to because it is the only way that they know how. When they are exposed to outside influences it changes their perspectives of the world and this have an influence on their communities. It also increases the exposure of the project and increase networks as well as sales. This increases the social capital of the community. Their interaction with the students is one of mutual benefit with the students having the benefit of learning more of different communities and the participants learning new skills from the students. The participants build relationships with the trainers/students that sometimes results in long term relationships. The influence sometimes results in unintended creative activities like the participants starting a choir. The project participants also form a close community that supports one another. Being creative can be seen as a form of therapy that may help the project participants to deal with trauma in their lives. In some instances the social "status" provided by being part of the project is as important to the participants as the generation of income. This became apparent in the Manthe project where their main aim was to function as a social group. They paid a monthly fee to belong to the project, but did not have an interest in developing the project into an income-generating project. One of the more lasting impact of the project is the participant's eagerness to learn more. The project development process seems to ignite a thirst for more knowledge and skill in the participants. Kind of an ignition spark that creates the desire for more. Most of the participants in the project did not have a personal bank account 7 years ago. All of the women partaking in the project currently own personal bank account. Therefore their personal financial management skills increased. These skills will be transferred to their children. Through their constant exposure in the project as well as their exposure to other people and experiences enriched the participant's experiences to an extent where they can grasp and discuss difficult concepts as proven in my master's research. The participants of the Castello community received ABET training that helped them to increase their literacy skills. This has a definite immediate effect on their self-esteem. Computer literacy as well as the use of technology in the equipment used increased the skills of the participants. The participants also use technology to communicate with the development organization through sums and WhatsApp. The business management skills of the participants increase because of training and the mentorship relationship with the development organization. Through the project development an entire spectrum of skills is built into the community in terms of Human Capital development. The Physical capital of a community can improve through the use and improvement of previously unused facilities in the communities. In all the project activities the initiation and development of the project lead to utilization and restoration of previously unused physical capital in communities. The development of vegetable gardens as well as the skill development of participants in terms of creating their own vegetable gardens lead to an increase in Natural Capital. In terms of holistic community development from the perspective of the SLA the initiation of an income-generating community project in these communities resulted in creating more sustainable livelihoods for the involved communities in all 5 the capitals. The participants also find ways to access more assets in their communities to increase the sustainability of their livelihoods.

P11: Holding Hands Rysmierbult student training 2009.JPG

(138:2106)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P16: Personal background cmn.docx

(1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P30: 2010 Reflections cmn.docx

(1:1), (1:1), (1:1)

P35: Sanlam Funding Request - CSI.doc

(292:292)

P36: Sanlam Progress report 1.pdf

(4:480-4:689), (6:1321-7:149)

P37: Sanlam Progress report 2.pdf

(5:1-5:226), (6:188-6:341)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1)

P77: GANSPAN training report.docx
(100:100)

P78: GANSPAN. Training 2 docx.docx
(114:114)

P79: GANSPAN. Training report 3docx.docx
(139:139)

P81: Holding Hands Eng.pdf
(@213-@73), (1:2338-1:2543)

P92: Sanlam Progress report 3.pdf
(9:688-10:128), (12:392-12:1004)

P93: Sanlam Progress Report 4.pdf
(7:86-7:577), (10:423-10:981), (10:1020-10:1673), (13:42-13:381)

P94: Sanlam Progress Report 5.pdf
(10:373-10:636), (11:564-11:766)

P95: Sanlam Progress Report 6.pdf
(11:828-11:1022), (12:1106-12:1281)

P104: 2012 Reflections cmn.docx
(1:1), (1:1)

P110: Nedbank Impact Assessment Form 1.docx
(53:53), (82:82), (83:83), (109:109), (127:127), (145:145), (149:149)

P111: Nedbank Reporting Post funding1.docx
(317:317)

P112: Nedbank Reporting Post funding2.docx
(287:287), (341:342)

P113: Nedbank Reporting Post funding3.docx
(2:2), (5:5), (7:7)

P114: Reporting Aug 2012_Ganspan.doc
(131:131)

P124: Nedbank 1impact report.docx
(26:26), (28:28), (30:30), (40:44)

P128: Reporting_Ganspan Aug 2013.doc
(138:138)

P147: 2014 Reflections cmn.docx
(1:1), (1:1)

P155: 2015 Reflections cmn.docx
(1:1), (1:1), (1:1)

P158: Rapport advertensierevcmn.docx
(5:5)

P161: Holding Hands.mp4
(0:02:07.60 [0:00:03.84]), (0:02:38.98 [0:00:15.27]), (0:03:28.56 [0:00:10.62])

P162: WIN project marketing.mp4
(0:00:37.03 [0:00:28.06]), (0:01:51.70 [0:00:06.12]), (0:02:51.40 [0:00:02.94]), (0:02:58.47 [0:00:21.73]), (0:04:14.84 [0:00:24.10])

Code: Code 17: Generating income {45-8} ~

Comment:

The purpose of an income-generating community project is to earn income while developing skills. The income that the participants receive has a big influence on the lives of the participants. Some of the participants use the income to pay for education opportunities, while others use it to start of entrepreneurial activities while others use it to buy essential items for basic living. A continuous income stream is required to keep the project sustainable. The project participants agree from the inception of the project that they will only start receiving an income when the first order has been successfully delivered and that the client paid for it. They do not receive an income to attend training. The participants have shown on various occasions that they are willing to delay receiving an income for the opportunity to try a concept, for instance the Castello bakery where they were willing to work for 9 months without receiving an income. With the vegetable garden they worked diligently without receiving any benefit from the project because of ownership issues in the community. It seems that income is a welcome incentive, but not an essential component to start a project. Networks can be accessed to generate orders for the project. These include local and international networks. The projects in small towns further from the development organization is responsible for the marketing, sales and profit division of their project and does it very well. Those projects are not so isolated and have access to markets. The isolated projects on the farms are dependent on the support organization to get orders. There seems to be a "jealousy" between

the projects. They would rather pass the opportunity to earn an income than to accept an order that will force them to work on the same order as some of the other projects.

P 3: Castello Baking course July 2009.jpg

(630:1898)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P18: Rysmierbult project old site 2009 (2).jpg

(195:1837)

P22: Teach a man to fish conference 2009 2.jpg

(627:2141)

P30: 2010 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P35: Sanlam Funding Request - CSI.doc

(292:292)

P36: Sanlam Progress report 1.pdf

(4:73-4:176)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg

(35:2099)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P92: Sanlam Progress report 3.pdf

(2:537-2:1055), (9:688-10:128)

P93: Sanlam Progress Report 4.pdf

(10:423-10:981), (10:1020-10:1673), (13:42-13:381)

P95: Sanlam Progress Report 6.pdf

(10:32-10:446), (11:828-11:1022)

P104: 2012 Reflections cmn.docx

(1:1), (1:1)

P110: Nedbank Impact Assessment Form_1.docx

(127:127), (136:136)

P111: Nedbank Reporting Post funding1.docx

(65:65)

P112: Nedbank Reporting Post funding2.docx

(135:135), (341:342)

P113: Nedbank Reporting Post funding3.docx

(2:2), (5:5), (7:7)

P114: Reporting Aug 2012_Ganspan.doc

(57:57)

P116: 2013 Reflections cmn.docx

(1:1)

P119: Ganspan glass recycling project EXECUTIVEMEETING 19 SEP 2012.rtf

(22:22)

P127: Reporting Ganspan Feb 2013.doc

(59:59)

P128: Reporting_Ganspan Aug 2013.doc

(57:57), (70:70)

P132: Rysmierbult Satisfied clients September 2013.jpg

(364:1720)

P147: 2014 Reflections cmn.docx

(1:1)

P158: Rapport advertensierevcmn.docx

(5:5)

P162: WIN project marketing.mp4

(0:02:24.74 [0:00:27.17])

Code: Code 18: Life skill training as a promoter of sustainable development {25-4} ~

Comment:

The participants of the project was resource poor without coping skills that enable them to develop sustainable livelihoods for themselves. The projects were initiated because they indicated that they required assistance to improve their livelihoods. The first income that they received was not spend to improve their livelihoods. Their unhealthy lifestyle combined with their lack in skill resulted in the project not having the intended positive outcome of increasing their income to provide them the opportunity to create sustainable livelihoods, but actually increased their inability to cope, making it more unsustainable. This was because of unhealthy practises like alcohol dependency being already present in the community. The influx of income provided the cash to increase spending on the unhealthy practises. The need was identified to equip the participants with a set of skills to empower them to change their behaviour. This resulted in the development of LIFEPLAN. It is a transdisciplinary developed training module that focus on developing the life skills of the individuals with low literacy levels living in poverty to empower them to change to create sustainable livelihoods for themselves. The combination of the LIFEPLAN training and the income-generating community project acts as the spark to ignite the process of community development. The mentoring role that the facilitator plays ensure long term support to empower individuals to change their behaviour to create sustainable livelihoods for themselves. LIFEPLAN needs to be re-invoiced continuously to assist behaviour change to take place. Therefore the best results are achieved if there are trained LIFEPLAN facilitators in the community.

P12: Life plan training Castello 2009 1.jpg

(90:2112)

P15: October 2008-December 2009 reflections cmn.docx

(1:1)

P17: Project background pre 2008.docx

(1:1)

P35: Sanlam Funding Request - CSI.doc

(417:417)

P36: Sanlam Progress report 1.pdf

(2:987-3:397), (3:864-3:1030), (6:1241-6:1318)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1)

P71: Ganspan Glass recycling project MoU VW.doc

(52:52)

P74: Ganspan name list training (2).tiff

(175:1985)

P75: Ganspan name list training. If

(237:2339)

P89: Nedbank 1 funding proposal.doc

(48:48), (49:49)

P91: REPORT AND FEEDBACK OF THE LIFEPLAN TRAINING IN GANSPAN.docx

(32:44)

P94: Sanlam Progress Report 5.pdf

(9:233-9:736)

P110: Nedbank Impact Assessment Form_1.docx

(108:108)

P112: Nedbank Reporting Post funding2.docx

(137:137)

P115: Reporting Ganspan Feb 2012.doc

(63:63)

P122: Ganspan glass recycling project resolution.docx

(3:3)

P125: Nedbank Foundation Funding Application 2.docx

(494:494)

P147: 2014 Reflections cmn.docx

(1:1)

P158: Rapport advertensierevcmn.docx

(6:6)

P162: WIN project marketing.mp4

(0:02:13.70 [0:00:10.00])

Code: Code 19: Gender participation in the project activities {10-1} ~

Comment:

The participants of the project are mostly female, but there has been male participants in the different projects from time to time. The male members in the project brings another dynamic to the project. But do not stay involved in the projects in the long run.

P15: October 2008-December 2009 reflections cmn.docx
(1:1)

P16: Personal background cmn.docx
(1:1)

P17: Project background pre 2008.docx
(1:1), (1:1)

P60: 2011 Reflections cmn.docx
(1:1), (1:1)

P63: Community meeting Ganspan June 2011 (2).jpg
(269:1882)

P86: Manthe training February 2011.jpg
(262:1990)

P91: REPORT AND FEEDBACK OF THE LIFEPLAN TRAINING IN GANSPAN.docx
(32:44)

P105: Ganspan February 2012 (2).jpg
(203:1496)

Code: Code 20: The motivation of stakeholders to develop gimp {36-7} ~

Comment:

Remember to reference findings on article about motivation of participants as well as Liz Mari's study. All the stakeholders have different motivation for taking part in the project. The motivation of the different stakeholders to initiate a project is the spark that ignites the project development process. Hidden motives causes conflict in the process and should be declared. The motives of the stakeholders should be focused on the development of the project according to the project plan. The co-operation of all stakeholders is necessary and the process could be influenced by motivation of personal gain. Before initiation of the project all stakeholders should openly discuss their motivations and declare personal interest. This could be a lengthy process but would minimize future conflict. The process should be open and collaborative and all stakeholders should partake.

P 2: Castello ABET training November 2009.JPG
(598:1578)

P15: October 2008-December 2009 reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx
(1:1), (1:1)

P30: 2010 Reflections cmn.docx
(1:1)

P35: Sanlam Funding Request - CSI.doc
(290:290)

P36: Sanlam Progress report 1.pdf
(4:301-4:477), (6:1112-6:1239)

P63: Community meeting Ganspan June 2011 (2).jpg
(269:1882)

P71: Ganspan Glass recycling project MoU VW.doc
(37:39)

P72: Ganspan MOU PM.pdf
(@843-@0)

P77: GANSPAN training report.docx
(100:100)

P81: Holding Hands Eng.pdf
(1:288-1:418)

P104: 2012 Reflections cmn.docx
(1:1), (1:1)

P111: Nedbank Reporting Post funding1.docx
(30:30), (286:286)

P114: Reporting Aug 2012_Ganspan.doc
(59:59)

P119: Ganspan glass recycling project EXECUTIVEMEETNG 19 SEP 2012.rtf
(22:22)

P120: Ganspan Glass Recycling Project Business plan.docx
(19:19), (133:133)

P122: Ganspan glass recycling project resolution.docx

(23:25)
P158: Rapport advertensierevcmn.docx
 (5:5)
P161: Holding Hands.mp4
 (0:00:24.27 [0:00:10.00])
P162: WIN project marketing.mp4
 (0:01:31.00 [0:00:18.36]), (0:03:23.75 [0:00:09.69]), (0:04:14.84 [0:00:24.10])

Code: Code 21: Community-based initiatives as knowledge and networking resources {13-0} ~

Comment:

The project does not function in isolation, there are other projects and activities in the surrounding areas that can be consulted and networked with to better plan and understand the intervention. Any other community action in the area can be used to explore the functioning of the community, the networks and stakeholders involved. This can include, but are not limited to; religious organizations, vegetable gardens, school projects, income-generating interventions. This can also provide funding opportunities. It can make the project aware of the possible barriers in the area. Continuous interactions with the other interventions may present further opportunities to explore.

P 8: Castello year end function 2009.jpg
 (717:1683)
P15: October 2008-December 2009 reflections cmn.docx
 (1:1)
P17: Project background pre 2008.docx
 (1:1)
P60: 2011 Reflections cmn.docx
 (1:1)
P93: Sanlam Progress Report 4.pdf
 (9:487-9:985)
P113: Nedbank Reporting Post funding3.docx
 (7:7)
P114: Reporting Aug 2012_Ganspan.doc
 (61:61)
P116: 2013 Reflections cmn.docx
 (1:1), (1:1)
P121: Ganspan glass recycling project EXECUTIVE MEETING.rtf
 (12:12)
P127: Reporting Ganspan Feb 2013.doc
 (65:65)
P128: Reporting_Ganspan Aug 2013.doc
 (57:57), (59:59)

Code: Code 22: Commitment of the project participants in the project activities {29-7} ~

Comment:

Different project participants take part in the project at different times it is an evolving process. More community members attend LIFEPLAN training compared to the amount of participants that form part of the income-generating community projects. LIFEPLAN training is a commitment for 3 weeks where participation in the projects require a longer commitment. More participants attending training or mentoring sessions enhances the exposure of the group. Therefore activities should be planned according to the participant's community activities. For instance the day that government grants are paid out should not be a date that activities are planned for. The same for the date that the mobile clinic visits the community.

P 3: Castello Baking course July 2009.jpg
 (630:1898)
P 4: Castello Feb 2009.jpg
 (192:1834)
P 5: Castello students training financial literacy November 2009.JPG
 (342:1766)
P 6: Castello vegetable garden training April 2009 (2).jpg
 (1037:1923)
P 7: Castello vegetable garden training April 2009.jpg
 (416:1482)
P 8: Castello year end function 2009.jpg
 (717:1683)

P11: Holding Hands Rysmierbult student training 2009.JPG
(138:2106)

P12: Life plan training Castello 2009 1.jpg
(90:2112)

P15: October 2008-December 2009 reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P31: Castello training 2010 2.jpg
(352:1642)

P32: Castello training 2010.jpg
(250:1626)

P33: Castello year end 2010.JPG
(270:2117)

P36: Sanlam Progress report 1.pdf
(6:69-6:145)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P60: 2011 Reflections cmn.docx
(1:1)

P74: Ganspan name list training (2).tiff
(175:1985)

P75: Ganspan name list training. If
(237:2339)

P77: GANSPAN training report.docx
(97:97)

P92: Sanlam Progress report 3.pdf
(9:688-10:128)

P114: Reporting Aug 2012_Ganspan.doc
(57:57)

P115: Reporting Ganspan Feb 2012.doc
(61:61)

P127: Reporting Ganspan Feb 2013.doc
(57:57)

Code: Code 23: Requirements of project facilitators {17-9} ~

Comment:

The project facilitator plays a crucial role in the development and sustainability of the project and therefore it is very important to select the correct person for this important role. This person should have background information to engage with the participants in a manner that will result in an empowering mentorship relationship. Required skills:

- Teach and transfer skills to the participants.
- Identify needs in the project and access the correct networks to meet the need.
- Communicate well with all the stakeholders and build effective networks.
- Manage conflict between the project participants
- Manage conflict between stakeholders
- Build networks to create sales.
- Build relationships with clients to maximise sales.
- Mentor the project participants in life skills.
- Mentor the participants in financial management.
- Mentor the participants in business management.
- Have basic skills in the core "business" of the project.
- Ability to community effectively with the participants. It is not a requirement for the facilitator to speak the first language of the participants, but it is an advantage.
- Have basic skills to manage cultural and racial issues.
- Must be flexible and have the ability to adapt in difficult conditions.
- Quality control skills.

P 4: Castello Feb 2009.jpg
(192:1834)

P15: October 2008-December 2009 reflections cmn.docx
(1:1)

P17: Project background pre 2008.docx
(1:1), (1:1), (1:1), (1:1), (1:1)

P30: 2010 Reflections cmn.docx
(1:1)

P31: Castello training 2010 2.jpg
(352:1642)

P41: Vyfhoek Apr 2010 (3).jpg
(293:2250)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P60: 2011 Reflections cmn.docx
(1:1), (1:1)

P104: 2012 Reflections cmn.docx
(1:1), (1:1)

P155: 2015 Reflections cmn.docx
(1:1)

P162: WIN project marketing.mp4
(0:03:23.75 [0:00:09.69])

Code: Code 24: Requirements of project facilities {67-6} ~

Comment:

The type of business conducted will influence the requirements of the project facilities. Project facilities serves the following purpose:

- It provides a place where the participants can meet and work from.
- It provides a safe place to store materials and equipment.
- It provides a place to conduct training activities.

When drawing up the project plan it is important to evaluate the requirements of the type of project planned. For instance the use of machinery will require electricity connections. The ownership of the facility is a very important aspect. A long term written agreement should be in place that stipulates the terms of use as well as remedial actions in the case of disputes. Projects can be developed without facilities, but must be developed creatively to enable optimal functioning within the limited system. Stakeholders should be included in the sourcing process as one of them might provide access to a facility and renovating the facility to suit the needs of the project. The following requirements should be explored to find an optimal facility:

- It should be accessible to the project participants and they should have unlimited access to it.
- It should be safe.
- It should be easy to clean.
- It should have all the necessities like sanitation, electricity and basic facilities.
- If possible it should be big enough to allow the project to expand.

P 2: Castello ABET training November 2009.JPG

(96:1946)

P 3: Castello Baking course July 2009.jpg

(630:1898)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1), (1:1)

P18: Rysmierbult project old site 2009 (2).jpg

(195:1837)

P22: Teach a man to fish conference 2009 2.jpg

(627:2141)

P23: Teach a man to fish conference 2009 3.jpg

(448:2192)

P31: Castello training 2010 2.jpg

(352:1642)

P32: Castello training 2010.jpg

(250:1626)

P37: Sanlam Progress report 2.pdf
(2:386-2:600), (3:32-3:237)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1)

P72: Ganspan MOU PM.pdf
(@843-@0), (@843-@0)

P83: Manthe pattern making training May 2011 (3).jpg
(90:1770)

P86: Manthe training February 2011.jpg
(262:1990)

P93: Sanlam Progress Report 4.pdf
(9:487-9:985)

P94: Sanlam Progress Report 5.pdf
(9:741-9:1064)

P95: Sanlam Progress Report 6.pdf
(12:478-12:766)

P97: Vyfhoek August 2011 2.jpg
(82:372)

P99: Vyfhoek glass recycling project bead making trading February 2011.jpg
(230:2144)

P107: Ganspan February 2012.jpg
(51:1688)

P110: Nedbank Impact Assessment Form_1.docx
(80:80)

P111: Nedbank Reporting Post funding1.docx
(135:144)

P112: Nedbank Reporting Post funding2.docx
(218:218), (218:218)

P113: Nedbank Reporting Post funding3.docx
(2:2), (4:4)

P115: Reporting Ganspan Feb 2012.doc
(61:61), (61:61), (63:63)

P116: 2013 Reflections cmn.docx
(1:1), (1:1)

P117: Ganspan bead training May 2013 (2).jpg
(194:2135)

P118: Ganspan bead training May 2013.jpg
(510:2411)

P122: Ganspan glass recycling project resolution.docx
(26:28)

P124: Nedbank 1impact report.docx
(28:28)

P129: Rysmierbult new site September 2013.jpg
(357:2084)

P130: Rysmierbult November 2013.jpg
(510:2241)

P133: Rysmierbult September 2013 (10).jpg
(245:1833)

P136: Rysmierbult September 2013 (13).jpg
(173:2336)

P139: Rysmierbult September 2013 (3).jpg
(500:2081)

P140: Rysmierbult September 2013 (4).jpg
(408:2026)

P145: Rysmierbult September 2013 (9).jpg
(136:3128)

P146: Rysmierbult September 2013.jpg

(340:2105)

P148: holding hands Castello May 2014 1.jpg

(213:2762)

P155: 2015 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P156: Jan Kempdorp sewing project letter local council.docx

(20:24)

P162: WIN project marketing.mp4

(0:02:24.74 [0:00:27.17])

Code: Code 25: Requirements of project leaders {23-1} ~

Comment:

The project leader plays a crucial role of development of the project. The ideal would be to invest in a team instead of only in an individual. This will ensure contingency in the event of the leader finding permanent employment. In various instances the project leader were able to find permanent employment because of the exposure and skill development that they were exposed to in the project. When identifying individuals to develop as project leader the following can be used as guidelines:

- Natural leadership skills.
- Education, literacy levels and practical skills.
- Exposure to outside elements.
- Good social networks.
- Intrinsic motivation.
- Long term developmental vision for the project.
- Sustainable coping strategies.
- Conflict management skills.
- Commitment.
- Basic management skills like time management skills.

If a person cannot be identified with the above qualities, identify a person with potential and develop these qualities in the person through an empowerment/mentorship relationship with the project manager and facilitator.

When the project leader decides to leave the project for the opportunity to peruse permanent employment the participant can still stay part of the project in a mentoring capacity.

P 3: Castello Baking course July 2009.jpg

(630:1898)

P 4: Castello Feb 2009.jpg

(192:1834)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1), (1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P60: 2011 Reflections cmn.docx

(1:1), (1:1)

P122: Ganspan glass recycling project resolution.docx

(49:52)

P147: 2014 Reflections cmn.docx

(1:1)

P155: 2015 Reflections cmn.docx

(1:1), (1:1), (1:1)

P161: Holding Hands.mp4

(0:01:53.84 [0:00:06.17]), (0:02:38.98 [0:00:15.27]), (0:02:56.60 [0:00:22.45])

Code: Code 26: Requirements of a project location {40-7} ~

Comment:

The physical location of the project has an impact on how the project will develop as well as the stakeholders of the project. The

location must be easily accessible to the participants. It is optimal if it is centrally located to enable walk in business. This increases exposure of the project. Proximity to markets is an important aspect. It increases the projects ability to function independently if the project is located in close proximity to markets to buy and sell their products. The project act as a node of development in a community because it stimulates economic activities in a specific area. Therefore the impact of these activities could be maximised when the location of the project is optimally situated. The physical location of the project impacts the development of the project as well as sustainable community development stimulated because of the project activities. The distance between the development organization and the project also have an impact on the amount of support that the support organization can give. Because of the structural poverty limitations in South Africa, the support organization will be responsible for certain actions that the project cannot perform for themselves. These limitations partly exist because of the isolation of the locations of the project. These isolated areas require the stimulation of the project to ignite sustainable community development in the area. The support organization and training facilitators should have unlimited access to the location to enable support and development. Because of the lack of support that the participants experience it is difficult to leave the community on a regular basis for activities and training. It is however essential for the participants to visit other projects and get exposure to expand their experiences and enable them to develop optimally.

P 2: Castello ABET training November 2009.JPG

(96:1946)

P 3: Castello Baking course July 2009.jpg

(630:1898)

P 4: Castello Feb 2009.jpg

(192:1834)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1), (1:1), (1:1), (1:1), (1:1)

P18: Rysmierbult project old site 2009 (2).jpg

(195:1837)

P22: Teach a man to fish conference 2009 2.jpg

(627:2141)

P30: 2010 Reflections cmn.docx

(1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P60: 2011 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P72: Ganspan MOU PM.pdf

(@843-@0), (@843-@0)

P81: Holding Hands Eng.pdf

(1:509-1:675)

P93: Sanlam Progress Report 4.pdf

(10:75-10:383)

P104: 2012 Reflections cmn.docx

(1:1), (1:1)

P112: Nedbank Reporting Post funding2.docx

(218:218), (218:218)

P116: 2013 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P129: Rysmierbult new site September 2013.jpg

(357:2084)

P130: Rysmierbult November 2013.jpg

(510:2241)

P136: Rysmierbult September 2013 (13).jpg

(173:2336)

P147: 2014 Reflections cmn.docx

(1:1)

P155: 2015 Reflections cmn.docx

(1:1), (1:1), (1:1)

Code: Code 27: Requirements of project managers {22-6} ~

Comment:

The project manager plays a crucial role in project development because this person must be able to facilitate

bottom-up development with a strategic vision. This individual should be trustworthy, truthful and dependable.

Required skills:

- Ability to laze with all stakeholders.
- Conflict management between the development team, project members and all stakeholders.
- Mentorship relationship with project facilitator and project leader.
- Relationship orientated.
- Strong leadership capabilities
- Focused
- Ability to learn practical skills and transfer these skills
- Project management skills
- Entrepreneurial skills
- Cultural sensitivity
- Business management skills
- Identify product opportunities and product development
- Negotiation skills
- Flexibility and adaptability

Role:

- Develop strategy and vision in collaboration with all stakeholders.
- Coordination of project activities
- Support to project facilitators
- Exploring funding opportunities and building relationships with funders
- Identify and explore opportunities for sales and development of project
- Must be able to support, mentor and empower the facilitators and project participants.
- Facilitate PAR through a bottom-up approach.
- Build trust relationships.

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P16: Personal background cmn.docx

(1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx

(1:1)

P27: Vyfhoek project December 2009.JPG

(211:1139)

P28: Workshop Team.jpg

(256:1101)

P30: 2010 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)

P31: Castello training 2010 2.jpg

(352:1642)

P50: Vyfhoek order December 2010 (3).jpg

(74:1981)

P156: Jan Kempdorp sewing project letter local council.docx

(20:24)

P161: Holding Hands.mp4

(0:03:40.85 [0:00:22.01])

Code: Code 28: Co-operation amongst all stakeholders {31-8} ~

Comment:

The project does not function in isolation. It is part of an ecological system with inputs from the local community, surrounding towns, province, national and even global in the case of international clients and funders. Networks created through relationship building is very valuable in the development of the project and sustainable community development. Draw diagram of ecological system here. Explore network/relationship tool.

P 4: Castello Feb 2009.jpg

(192:1834)

P10: Group year end function 2009.jpg

(474:1747)

P15: October 2008-December 2009 reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

(1:1), (1:1)
P27: Vyfhoek project December 2009.JPG
 (211:1139)
P31: Castello training 2010 2.jpg
 (352:1642)
P36: Sanlam Progress report 1.pdf
 (2:890-2:1116), (2:987-3:397)
P92: Sanlam Progress report 3.pdf
 (11:318-11:621)
P110: Nedbank Impact Assessment Form_1.docx
 (55:55), (163:163)
P112: Nedbank Reporting Post funding2.docx
 (254:254)
P158: Rapport advertensierevcmm.docx
 (5:5)

Code: Code 29: Skills of the project participants {86-10} ~

Comment:

The goal of the project is improvement of participant's skill while giving them the opportunity to earn an income at the same time. This is the main component of human capital in the project. The participants have varied levels of literacy and practical skills with initiation of the project. The life skill programme sets a foundation to build the other skills on. An initial skill assessment should be done to establish the literacy and general skill level of the participants. A skill development plan should form part of the project plan. This should include specific goals and targets. All the interventions are focused on further developing the skills of the participants. These include practical skills to manufacture the product, health and safety skills, literacy skills, business management skills, time management skills, conflict management, leadership skills and marketing skills. The training interventions should be developed specifically for the participants and done in a way that will maximise the impact of the training. The skills of the participants should be assessed continuously to ensure that they manufacture quality products and progress in terms of project development. A skill pool should be developed in the project to ensure that capacity is built in the project. The participants should be empowered to transfer the acquired skill to other community members to increase sustainable community development.

P 1: Castello ABET training November 2009 (2).JPG
 (1411:2291)
P 2: Castello ABET training November 2009.JPG
 (598:1578)
P 4: Castello Feb 2009.jpg
 (192:1834)
P 5: Castello students training financial literacy November 2009.JPG
 (342:1766)
P12: Life plan training Castello 2009 1.jpg
 (90:2112)
P15: October 2008-December 2009 reflections cmn.docx
 (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)
P17: Project background pre 2008.docx
 (1:1), (1:1)
P18: Rysmierbult project old site 2009 (2).jpg
 (195:1837)
P29: Shizamele training group.jpg
 (362:1910)
P30: 2010 Reflections cmn.docx
 (1:1)
P31: Castello training 2010 2.jpg
 (352:1642)
P35: Sanlam Funding Request - CSI.doc
 (422:422)
P36: Sanlam Progress report 1.pdf
 (2:734-2:888), (6:1321-7:149)
P37: Sanlam Progress report 2.pdf
 (3:32-3:237), (5:1-5:226)
P44: Vyfhoek glass recycling project order December 2010 (3).jpg
 (35:2099)

P51: Vyfhoek order December 2010 (5).jpg
(122:1926)

P53: Vyfhoek order December 2010 (7).jpg
(573:2202)

P58: Shizamele training students.jpg
(400:2096)

P59: Shizamele training.jpg
(170:2102)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1)

P61: Castello student training September 2011 (2).jpg
(572:2577)

P62: Castello student training September 2011.jpg
(495:2458)

P69: Ganspan Glass project training August 2011.jpg
(143:1420)

P77: GANSPAN training report.docx
(45:51), (56:69), (74:77), (80:87)

P78: GANSPAN. Training 2 docx.docx
(47:102)

P79: GANSPAN. Training report 3docx.docx
(47:131)

P81: Holding Hands Eng.pdf
(1:679-1:830)

P82: Manthe pattern making training May 2011 (2).jpg
(211:2093)

P83: Manthe pattern making training May 2011 (3).jpg
(90:1770)

P84: Manthe pattern making training May 2011.jpg
(1299:2243)

P85: Manthe project, pattern making training May 2011.jpg
(307:2275)

P86: Manthe training February 2011.jpg
(262:1990)

P87: Manthe training February 2011 (2).jpg
(134:2163)

P88: Manthe training February 2011.jpg
(131:1834)

P89: Nedbank 1 funding proposal.doc
(58:67)

P92: Sanlam Progress report 3.pdf
(2:78-2:527), (2:537-2:1055), (9:4-9:682), (9:688-10:128)

P93: Sanlam Progress Report 4.pdf
(9:487-9:985), (9:1011-9:1840)

P94: Sanlam Progress Report 5.pdf
(9:31-9:208), (11:35-11:304)

P95: Sanlam Progress Report 6.pdf
(10:472-10:824), (10:929-10:1203), (10:1329-10:1408)

P104: 2012 Reflections cmn.docx
(1:1)

P110: Nedbank Impact Assessment Form_1.docx
(81:81)

P112: Nedbank Reporting Post funding2.docx
(287:287)

P113: Nedbank Reporting Post funding3.docx
(6:6)

P115: Reporting Ganspan Feb 2012.doc
(63:63)

P116: 2013 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1)
P117: Ganspan bead training May 2013 (2).jpg
 (194:2135)
P118: Ganspan bead training May 2013.jpg
 (510:2411)
P125: Nedbank Foundation Funding Application 2.docx
 (476:476)
P147: 2014 Reflections cmn.docx
 (1:1)
P149: holding hands Castello May 2014.jpg
 (958:4630)
P150: holding hands Rysmierbult May 2014 1.jpg
 (91:3380)
P152: holding hands Rysmierbult May 2014 3.jpg
 (238:3248)
P154: Nedbank 2 Reporting Post funding1.docx
 (328:328)
P161: Holding Hands.mp4
 (0:01:53.84 [0:00:06.17]), (0:02:18.27 [0:00:15.20])
P162: WIN project marketing.mp4
 (0:02:24.74 [0:00:27.17])

Code: Code 30: Student involvement in training and research {26-6} ~

Comment:

Students have been involved in the development of the projects since inception. They were involved in a research and training capacity, but the social networks created through their involvement has strengthened the social capital of the projects in various ways. The students also have the opportunity to learn from the project participants. Students can present training as part of their academic requirements or in a voluntary capacity. They can be involved in all aspect of the project, from basic life skills, to nutrition Activities should be planned thoroughly to maximize impact. Enough time should be allowed for the students and the project participants to properly engage with one another. In the case of a developing organization that does not have access to students, this role can be fulfilled by volunteers.

P 5: Castello students training financial literacy November 2009.JPG
 (342:1766)
P11: Holding Hands Rysmierbult student training 2009.JPG
 (138:2106)
P17: Project background pre 2008.docx
 (1:1)
P29: Shizamele training group.jpg
 (362:1910)
P30: 2010 Reflections cmn.docx
 (1:1), (1:1)
P35: Sanlam Funding Request - CSI.doc
 (417:417)
P36: Sanlam Progress report 1.pdf
 (3:476-3:816), (3:1135-4:62)
P39: Social workers practical Vyfhoek 2010.jpg
 (256:1837)
P57: Shizamele training sertificate.jpg
 (533:2633)
P58: Shizamele training students.jpg
 (400:2096)
P59: Shizamele training.jpg
 (170:2102)
P60: 2011 Reflections cmn.docx
 (1:1)
P61: Castello student training September 2011 (2).jpg
 (572:2577)
P62: Castello student training September 2011.jpg
 (495:2458)

P92: Sanlam Progress report 3.pdf
(2:1065-2:1727), (2:2256-2:2824)

P104: 2012 Reflections cmn.docx
(1:1), (1:1), (1:1)

P110: Nedbank Impact Assessment Form_1.docx
(117:117)

P114: Reporting Aug 2012_ Ganspan.doc
(68:68)

P116: 2013 Reflections cmn.docx
(1:1)

P127: Reporting Ganspan Feb 2013.doc
(57:57)

P128: Reporting_ Ganspan Aug 2013.doc
(63:63)

Code: Code 31: Sustainable development of the project {81-26} ~

Comment:

Sustainable development of the project must be defined. If the expectation exist that sustainable development of the project can only be achieved when the project develops into a sustainable business it will be a very difficult goal to achieve. If this is the focus a lot of positive impacts of the project on the community in terms of sustainable community development is lost. The first step would be for the development/stakeholder team to define what sustainability is. In terms of the Holding hands project sustainability is seen as the transfer of skill from the development team to the participants and from the participants to the community. The project participants also identified aspects of sustainability and rated these aspects in terms of importance according to them. Sustainability indicators was developed in a participatory approach by the participants and progress in the project is measured against these indicators. Even after a development process of 14 years the Rysmierbult project still cannot function as a business. This is a result of a lot of factors that have an impact on the project like structural poverty, isolation and inability of the participants to develop the required skills quick enough. But the initiation of the projects in rural communities lead to the stimulation of other entrepreneurial activities. Therefore sustainability of the project should be carefully considered before inception of the project. All stakeholders should be involved in this process. Sustainable community development has a much bigger impact in terms of the creation of sustainable livelihoods than the sustainable development of one project, but an income-generating community project can be successfully used to stimulate economic and entrepreneurial development in a community. Therefore the intervention should be optimally designed to maximise impact. When collaborating with other development organizations it is essential to declare the views on sustainability and sustainable development of the project and discuss the different viewpoints in order to find common ground. If common ground cannot be found the collaboration should be re-evaluated. If the foundation planning in terms of these views are done collaboratively and well the intervention will develop with success irrespective of the challenges.

P 3: Castello Baking course July 2009.jpg
(630:1898)

P 4: Castello Feb 2009.jpg
(192:1834)

P15: October 2008-December 2009 reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx
(1:1), (1:1), (1:1), (1:1)

P30: 2010 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1)

P31: Castello training 2010 2.jpg
(352:1642)

P35: Sanlam Funding Request - CSI.doc
(485:503)

P36: Sanlam Progress report 1.pdf
(2:890-2:1116)

P44: Vyfhoek glass recycling project order December 2010 (3).jpg
(35:2099)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1)

P81: Holding Hands Eng.pdf
(1:833-1:1012), (1:1019-1:1221)

P89: Nedbank 1 funding proposal.doc

(47:47)

P92: Sanlam Progress report 3.pdf
(2:1921-2:2254), (3:170-3:1749), (4:213-4:944)

P94: Sanlam Progress Report 5.pdf
(9:233-9:736)

P95: Sanlam Progress Report 6.pdf
(10:32-10:446), (12:35-12:472)

P102: Z fold brochure new inside.docx
(1:46)

P104: 2012 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1)

P110: Nedbank Impact Assessment Form_1.docx
(81:81), (140:140)

P112: Nedbank Reporting Post funding2.docx
(135:135), (189:189), (287:287)

P113: Nedbank Reporting Post funding3.docx
(5:5)

P114: Reporting Aug 2012_Ganspan.doc
(59:59)

P115: Reporting Ganspan Feb 2012.doc
(141:141)

P116: 2013 Reflections cmn.docx
(1:1), (1:1), (1:1)

P124: Nedbank 1 impact report.docx
(26:26)

P125: Nedbank Foundation Funding Application 2.docx
(471:471), (476:476), (509:509)

P127: Reporting Ganspan Feb 2013.doc
(59:59)

P129: Rysmierbult new site September 2013.jpg
(357:2084)

P130: Rysmierbult November 2013.jpg
(510:2241)

P132: Rysmierbult Satisfied clients September 2013.jpg
(364:1720)

P147: 2014 Reflections cmn.docx
(1:1)

P154: Nedbank 2 Reporting Post funding1.docx
(277:277)

P155: 2015 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1)

P156: Jan Kempdorp sewing project letter local council.docx
(20:24)

P157: Nedbank 2 Reporting Post funding2.docx
(146:146)

P161: Holding Hands.mp4
(0:02:56.60 [0:00:22.45])

P162: WIN project marketing.mp4
(0:03:23.75 [0:00:09.69])

Code: Code 32: Training activities {79-17} ~

Comment:

Training activities is the most important empowerment tool in the project. These activities should be well planned to address the needs of the participants. It should be done at a location accessible to the participants in a language that they understand. The trainer should also be a skilled person with the ability to engage with the participants. Clear goals should be set and included in the project plan.

P 1: Castello ABET training November 2009 (2).JPG

(1411:2291)

P 2: Castello ABET training November 2009.JPG

(598:1578)

P 3: Castello Baking course July 2009.jpg
(630:1898)

P 4: Castello Feb 2009.jpg
(192:1834)

P 5: Castello students training financial literacy November 2009.JPG
(342:1766)

P 6: Castello vegetable garden training April 2009 (2).jpg
(1037:1923)

P 7: Castello vegetable garden training April 2009.jpg
(416:1482)

P12: Life plan training Castello 2009 1.jpg
(90:2112)

P15: October 2008-December 2009 reflections cmn.docx
(1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx
(1:1), (1:1), (1:1), (1:1), (1:1)

P31: Castello training 2010 2.jpg
(352:1642)

P36: Sanlam Progress report 1.pdf
(2:734-2:888), (3:1135-4:62), (8:76-8:126)

P37: Sanlam Progress report 2.pdf
(3:32-3:237)

P38: Social work students practical Vyfhoek 2010.jpg
(806:2131)

P56: Vyfhoek training April 2010.jpg
(336:2026)

P57: Shizamele training sertificate.jpg
(533:2633)

P58: Shizamele training students.jpg
(400:2096)

P59: Shizamele training.jpg
(170:2102)

P60: 2011 Reflections cmn.docx
(1:1), (1:1), (1:1), (1:1)

P61: Castello student training September 2011 (2).jpg
(572:2577)

P62: Castello student training September 2011.jpg
(495:2458)

P69: Ganspan Glass project training August 2011.jpg
(143:1420)

P77: GANSPAN training report.docx
(45:51), (56:69), (74:77), (80:87)

P78: GANSPAN. Training 2 docx.docx
(47:102)

P79: GANSPAN. Training report 3docx.docx
(47:131)

P82: Manthe pattern making training May 2011 (2).jpg
(211:2093)

P83: Manthe pattern making training May 2011 (3).jpg
(90:1770)

P84: Manthe pattern making training May 2011.jpg
(1299:2243)

P85: Manthe project, pattern making training May 2011.jpg
(307:2275)

P86: Manthe training February 2011.jpg
(262:1990)

P87: Manthe training February 2011 (2).jpg
(134:2163)

P88: Manthe training February 2011.jpg
(131:1834)

P89: Nedbank 1 funding proposal.doc
(58:67)

P91: REPORT AND FEEDBACK OF THE LIFEPLAN TRAINING IN GANSPAN.docx
(32:44)

P92: Sanlam Progress report 3.pdf
(2:78-2:527), (2:537-2:1055), (3:170-3:1749), (9:4-9:682)

P93: Sanlam Progress Report 4.pdf
(9:1011-9:1840)

P104: 2012 Reflections cmn.docx
(1:1)

P111: Nedbank Reporting Post funding1.docx
(142:142), (253:253), (317:317)

P112: Nedbank Reporting Post funding2.docx
(139:139), (252:252)

P113: Nedbank Reporting Post funding3.docx
(2:2), (3:3), (6:6)

P114: Reporting Aug 2012_Ganspan.doc
(66:66)

P115: Reporting Ganspan Feb 2012.doc
(61:61), (63:63)

P117: Ganspan bead training May 2013 (2).jpg
(194:2135)

P123: Ganspan student training September 2013.jpg
(67:359)

P124: Nedbank 1 impact report.docx
(32:38)

P125: Nedbank Foundation Funding Application 2.docx
(490:493)

P127: Reporting Ganspan Feb 2013.doc
(72:72)

Code: Code 33: The view of stakeholders on sustainability {25-5} ~

Comment:

The view on sustainability of different stakeholders is very important for development of intervention. All stakeholders should engage in the process of developing a definition of sustainability for the project together with sustainability indicators to measure progress.

P15: October 2008-December 2009 reflections cmn.docx
(1:1), (1:1), (1:1), (1:1)

P17: Project background pre 2008.docx
(1:1)

P22: Teach a man to fish conference 2009 2.jpg
(627:2141)

P28: Workshop Team.jpg
(256:1101)

P31: Castello training 2010 2.jpg
(352:1642)

P92: Sanlam Progress report 3.pdf
(4:213-4:944)

P104: 2012 Reflections cmn.docx
(1:1), (1:1), (1:1)

P112: Nedbank Reporting Post funding2.docx
(189:189), (341:342)

P120: Ganspan Glass Recycling Project Business plan.docx
(21:22)

P147: 2014 Reflections cmn.docx
(1:1)

P155: 2015 Reflections cmn.docx

(1:1), (1:1), (1:1), (1:1), (1:1)

P161: Holding Hands.mp4

(0:02:56.60 [0:00:22.45]), (0:03:40.85 [0:00:22.01])

P162: WIN project marketing.mp4

(0:01:51.70 [0:00:06.12]), (0:03:23.75 [0:00:09.69])

ADDENDUM C2 CODE NEIGHBOURS LIST

Code-Filter: All

HU: Framework PhD
File: [C:\Users\12681644\Documents\Scientific Software\ATLAS.ti\TextBank\Fram...Framework PhD.hpr7]
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Date/Time: 2016-10-17 07:32:30

Code: Code 1: The ability of the participants to produce the required product as a promoter of sustainable development {66-7} ~

Comment:

The ability of the project to manufacture a good quality product that will be sold in a competitive market is extremely important for the sustainable development of the project. If the products manufactured cannot be sold there is no use in manufacturing them as the end goal of the project is to develop skills while earning an income. To be able to manufacture the right product to the correct specifications at a competitive price will ensure financial turnover in the project. The following is required to enable the participants to produce the required product:

- Participants having the required skill to enable them to produce the required product. This is influenced by the skills of the individuals as well as the amount and type of training done in the project. When developing the project plan it is important to identify a **business opportunity** that will create revenue for the project. The product must be in demand in the market. But the product specifications must be within the skill level of the participants or after more training.
- The correct equipment. It is crucial to have the correct equipment to manufacture a quality product. In addition the participants must be able to correctly use the equipment and take care of it. This skill is transferred through training and mentorship.
- Funding is required to fund training, equipment and materials required to manufacture the products. Travel cost as well as facilitator salaries also needs funding.
- The facilities were the project functions from has to be clean and safe as well as accessible to the participants. It is important to have a safe space for the children to play in when they have to work overtime and do not have the support structure to take care of their children.
- Time management skills is essential to the participants to deliver the correct quality product at the required time. This is a very difficult skill for the women to master. The project is not the first priority in their lives. Other priorities like children's needs and washing and keening takes president over the project. Change management has to be implemented to change their behaviour to enable them to manage time as a scarce commodity.
- Perseverance is a quality that they need to master to enable them to produce a quality product. Learning a new skill takes practice and cannot be mastered in the first attempt.
- Continuous skill development and assessment. It is important to continuously improve the skills of the project participants. The skills of the individual participants needs to be assessed and remedied through training when required.
- Compatible clients. When the clients have the expectations of the products that they are buying and understand the impact that they income will have on the community instead of just focusing on the quality of the product it is a good fit between the client and the project.
- The projects can sub-contract to one another to increase production as well as skill in the pool of the project.
- The products need to be packed neatly and properly to keep it clean and prevent damage.

<Contradicts> Code 12: Project malfunction

<Is cause of> Code 17: Generating income

<Is cause of> Code 29: Skills of the project participants

<Is associated with> Code 30: Student involvement in training and research

<Is cause of> Code 31: Sustainable development of the project

Code 3: Access to markets as a promoter of sustainable development <is property of>

Code 32: Training activities <is cause of>

Code: Code 2: Access to facilities as a promoter of sustainable development {25-8} ~

Comment:

The physical space where a project functions from is very important for the sustainable development of the project. As seen in the Castello project the project can operate without a space, but then the project only have limited scope in terms of the type of products that they can manufacture as well as the quality of the products. Access to a facility is access to a capital in the SLA and will enhance sustainable development of the project. The most important aspect of access to the facility is the ownership of the facility. If one of the development stakeholders in the project does not own the facility it makes access to the facility and use of it very difficult. A lot of conflict and wastage arose because of the project participants not having access to the facility or disputes about the ownership of the facility as well as the terms and conditions of usage of the facility.

The following criteria for access to the facility could be identified from the data:

- One of the long term development stakeholders of the project must be owners of the facility
- The terms and conditions of usage as well as the maintenance cost and terms of use must be set out and agreed on as soon as possible in the negotiation process, **this should be seen as one of the prerequisites of the development of the project**.
- All the project participants must have access to the facility

If this function is managed properly it can greatly enhance the physical and social capital available in a community.

<Is cause of> Code 9: Cross-sectorial social partnerships as a promoter of sustainable development

<Is cause of> Code 31: Sustainable development of the project

Code 3: Access to markets as a promoter of sustainable development <is part of>

Code 5: Impediments to the development of the project in a sustainable business <contradicts>

Code 8: Conflict management as a promoter of sustainable development <is associated with>

Code 12: Project malfunction <contradicts>

Code 24: Requirements of project facilities <is part of>

Code 26: Requirements of a project location <is part of>

Code: Code 3: Access to markets as a promoter of sustainable development {21-11} ~

Comment:

The key to developing a sustainable business is in selling the products produced. This cannot happen if there is not access to markets for a project. If the project participants does not have access to markets, one of the other stakeholders should have access to markets. The ideal would be if one of the stakeholders can be the primary client of the project, taking them in as part of the supply chain. There is various way to facility such a relationship. **See memo on roles of stakeholders**. All the stakeholders should use every available opportunity to market the products, build relationships to access markets and open access to markets. Normally the project participants have limited skills to identify and utilise markets that may be available to the project. One of the stakeholders should take the main responsibility to market the products produced by the project. In the case of the Holding Hands project this is one of the support functions that the FLAGH programme perform. One of the focus areas of the training should be to equip the project participants with the skills to market their own products as well as the ability to identify and access new markets. Marketing materials should be developed for the products and should be of high quality. This can include social media channels. Free advertising like newspaper articles and television interviews should be utilised.

<Is property of> Code 1: The ability of the participants to produce the required product as a promoter of sustainable development

<Is part of> Code 2: Access to facilities as a promoter of sustainable development

<Is cause of> Code 9: Cross-sectorial social partnerships as a promoter of sustainable development

<Is cause of> Code 11: The impact of external agents on the project participants

<Contradicts> Code 12: Project malfunction

<Is cause of> Code 17: Generating income

<Is part of> Code 23: Requirements of project facilitators

<Is part of> Code 26: Requirements of a project location

<Is associated with> Code 30: Student involvement in training and research

<Is cause of> Code 31: Sustainable development of the project

Code 5: Impediments to the development of the project in a sustainable business <contradicts>

Code: Code 4: Background of the project participants {31-4} ~

Comment:

The demographic information of the project participants will provide important information regarding the planning of

the intervention. This includes info like literacy levels, living conditions, and other demographic info. When planning an intervention it is important to plan the interventions specifically to impact a specific group of people. It is important to gather enough background information to best design the intervention for maximum impact.

- The amount of people dependant on the participant for care is also an important factor that will influence their ability to take part in project activities.
- The education and literacy level of the project members will have an influence of the level of training that will have the best impact on them.
- The physical location where they live will have an impact on the physical location of the project site. The closer the project site is to their living location the easier it is for them to integrate their daily project activities and their responsibilities at home. The participants may also be able to work overtime when required when the project location is close.
- Access to facilities by all project members is important, sometimes reject members is excluded because of cultural issues
- Female vs male participation in the project is an interesting issue. Females mostly take part in these projects, but male participation can provide access to physical, financial and social capital that would not have been accessible to an all-female group.
- Income-generating community projects have the ability to help individuals to become less dependent on social grants and become active members in the workforce. Therefore the interventions should be planned to facilitate maximum impact.

The demographic information of the project participants as documented in master dissertation will be included here.

<Is cause of> Code 10: Cultural sensitivity as a promoter of sustainable development

<Is part of> Code 26: Requirements of a project location

<Is cause of> Code 32: Training activities

Code 29: Skills of the project participants <is part of>

Code: Code 5: Impediments to the development of the project in a sustainable business {79-10} ~

Comment:

The following are barriers identified in the data that hinder sustainable development of the project:

- Project facilities: various aspect of the project facilities may be barriers to sustainable development. These include the ownership of and access to the facilities, the shortcomings of the facilities in terms of access, size, safety, neat, in a good condition, easy to keep clean
- Skills of the participants. Mostly project participants does not have the required skills to manage the project with a long term sustainable development goal in mind. The skills that are mostly lacking are: literacy, time management, financial management, marketing, business management, quality control skills, and computer skills. Soft skills like confidence and motivation, negotiation skills, perseverance, discipline, communication skills, leadership skills
- Collaboration with other development organizations that do not have the same development focus can be a barrier to the sustainable development of the project. It is important to nurture partnerships with the same focus. Every opportunity should be explored from all angles before it is perused.
- Structural poverty is a huge barrier. Factors like lack of public transport, access to markets, access to places to buy materials, distance of rural communities to urban markets, having to compete with cheap imports,
- Language barriers. Between different stakeholders in the project there are language barriers. These language barriers can even occur between people from the same race.
- Relationships takes time to develop. People have to get to know one another to enable them to establish good relationships.
- Consistency in stakeholders. Long term involvement in the project is crucial. If a stakeholders wants to be involved in the long term, a team of people needs to be involved to ensure consistency.
- Trust-breaks between stakeholders can result in failure of the project.
- Motives of stakeholders can be a barrier to the sustainable development of the project. It is important for all stakeholders to disclose their true motives to enable them to have the same end goal in mind. Hidden personal motives can result in project failure.
- Limitations of funding instruments. Funders do not always want to fund the required expenses for sustainable project development. This results in many limitations in the project.
- Access to funding. Continuous access to funding may be a barrier to sustainable project development.
- Social problems in the community. Problems like alcohol dependency may have a big negative influence on

the sustainable development of the project.

- Conflict. Various forms of conflict can have a negative impact on the project. This include conflict between different stakeholder groups as well as individuals in a stakeholder group. It can even include external conflict like political unrest in a community.
- Racial issues can have a negative impact on sustainable project development.
- Lack of childcare support systems in communities. Most of the project participants do not have access to a network to help with childcare while they are attending project activities and training.
- Age of the participants may be a barrier to sustainable project development. If the majority of the participants are all too old or too young their interests are not in the sustainable development of the project.
- Class difference between stakeholders may have an impact on the sustainable development of the project.
- The lack in skill of the project management team may be a barrier to sustainable community development. This include the skill of the project manager, project facilitator, and project leader.
- Increase in skill level of participants, even project leader's result in them having the ability to secure formal employment. In terms of sustainable development of the project this is a huge barrier, because a new person with no skills have to take their place.
- Products produced by the project not being of the right quality to sell
- Lack in life-skills to enable the participants to cope with the changes that the project bring to their lives.
- Jealousy between projects and between project participants can become a barrier in the sustainable development of the project.
- Conflict between orders that have to be delivered and training that was planned and arranged for a specific time.

<Contradicts> Code 2: Access to facilities as a promoter of sustainable development

<Contradicts> Code 3: Access to markets as a promoter of sustainable development

<Contradicts> Code 10: Cultural sensitivity as a promoter of sustainable development

<Is cause of> Code 12: Project malfunction

<Is associated with> Code 24: Requirements of project facilities

<Is associated with> Code 26: Requirements of a project location

<Is cause of> Code 29: Skills of the project participants

<Contradicts> Code 31: Sustainable development of the project

<Is associated with> Code 32: Training activities

Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development <contradicts>

Code: Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development {19-6} ~

Comment:

The reality in South Africa is that different race groups has to work together. This can be a positive or a negative experience depending on the participants. The project participants mostly consist of Setswana participants and the facilitator for the sewing projects is also Setswana. At the Vyfhoek project there were Xhosa, Sesotho and Setswana participants. This impacted the way the group functioned. The project manager is white Afrikaans. At first there was a huge gap between me and the Rysmierbult group. **Could it have been because of race or was it another factor? Like trust?** A strong relationship was build, but only after I gained their trust. **Maybe it is a mixed factor? Race, age, skill and trust?** Most of the other stakeholders are mixed race groups. It is therefore very important to be sensitive to the impact that race can have on the functioning of the project. When white Afrikaans females interacted with the project participants they mostly were able to build strong good relationships. Even the white female students taking part in training activities were mostly able to relate well with the project participants. This resulted in a mutually beneficial relationship where the students and the participants both had the opportunity to learn from one another. In the Ganspan project initiation white community members also attended the initial community meetings, but they did not become active participants in the project. **Why?** Some of the funders visiting the project were black, but not Setswana. This made it very difficult for the project participants to relate with them. But language was not the only barrier here, class difference also played a part. Racist behaviour between a stakeholder and the project facilitator had a big impact on the project. The white Afrikaans women tried to bully the facilitator in any way that she could. This had a limiting effect on the project.

<Contradicts> Code 5: Impediments to the development of the project in a sustainable business

<Is part of> Code 10: Cultural sensitivity as a promoter of sustainable development

<Is part of> Code 28: Co-operation amongst all stakeholders

<Is part of> Code 30: Student involvement in training and research

Code 8: Conflict management as a promoter of sustainable development <is associated with>

Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is part of>

Code: Code 7: A bottom-up approach to sustainable project development {37-4} ~

Comment:

A bottom-up approach to community development is required to give the project the opportunity to develop sustainably. The community must identify an issue in their community and indicate that they require help in solving the issue. This issue may be related to poverty, alcohol dependency, or any other issue in a community. The following is required for a bottom-up approach:

- Initiation from the community.
- A needs-analysis or asset based community development plan that is done from the perspective and with full participation of the community. This plan forms the basis of the development process because it indicates the strengths and assets in the community that can be developed.
- Cross-sectorial social partnerships with all parties having the same focus. All parties in the development process must contribute something to the development process, no party can just receive. Even if it is time that is contributed, it can be seen as an input. Parties with the best knowledge on each different part should be assigned to that part like Ganspan intervention high unemployment rate, how to decide who to include in LIFEPLAN training? Ward councillors used to identify participants.
- A transdisciplinary approach to solving the problem with the community members taking part in the problem solving as an active partner.
- A development methodology like PAR to assist the development process
- Good communication between the development partners. This process takes time and must not be rushed.
- All the stakeholders should be positive about the intervention.
- A long term commitment from all the stakeholders
- One of the stakeholders support the community members to take the lead till they can take the lead in the development process.

<Is part of> Code 10: Cultural sensitivity as a promoter of sustainable development

<Is cause of> Code 31: Sustainable development of the project

<Is part of> Code 33: The view of stakeholders on sustainability

Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is associated with>

Code: Code 8: Conflict management as a promoter of sustainable development {65-12} ~

Comment:

Conflict management is identified as one of the barriers to sustainable development in the project. The management of the conflict is very difficult to do when the parties involved in the conflict just want to pursue their own agenda's. Therefore it is very important to ensure when initiating the project that all parties have the same development focus. Cross-sectorial partnerships used to develop the project forms part of the success of the intervention, but also creates the breeding ground for conflict. Therefore it is very important to communicate effectively from the start and keep communication channels open. If possible discuss as much detail as possible with the stakeholders from the beginning to create a healthy baseline to work from. The limitations that the project must function in should be identified and clearly defined. Possible causes of conflict include:

- Project participants lack of conflict management skills to resolve internal conflict between participants
- Lack of conflict management skills of project manager, project facilitator and project leader
- Different motives of stakeholders
- Racism
- Poor communication
- Financial benefit for individuals
- Cultural issues(conflict between tribes, bribes paid to the chief, role of females in communities)
- Access to assets
- Ownership of assets
- Lack of leadership
- Gender issues
- Lack of trust
- Political issues
- Class differences

- Language barriers
- Jealousy between projects
- Commitments not honoured
- Time management
- Nepotism

Ways to manage conflict:

- Make roles and responsibilities of stakeholders clear from the beginning
- Honour commitments
- Focus on the goals
- Open communication channels
- Formalize commitments in formal documents
- Leave room for error
- Develop conflict management as skill in the project and stakeholder team
- See conflict as an opportunity to grow and open communication channels
- Gain experience on managing cultural, gender and racial issues

<Is associated with> Code 2: Access to facilities as a promoter of sustainable development

<Is associated with> Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development

<Is associated with> Code 9: Cross-sectorial social partnerships as a promoter of sustainable development

<Is part of> Code 23: Requirements of project facilitators

<Is part of> Code 27: Requirements of project managers

<Is part of> Code 29: Skills of the project participants

<Is cause of> Code 31: Sustainable development of the project

Code 10: Cultural sensitivity as a promoter of sustainable development <is cause of>

Code 12: Project malfunction <contradicts>

Code 14: Practical functioning of project <is part of>

Code 20: The motivation of stakeholders to develop gimp <is cause of>

Code 28: Co-operation amongst all stakeholders <is part of>

Code: Code 9: Cross-sectorial social partnerships as a promoter of sustainable development {62-12} ~

Comment:

Cross-sectorial social partnerships refers to the formal and informal relationships established between stakeholders in an intervention. These stakeholders come from different sectors and have different backgrounds. Cross-sectorial partnerships should be established and managed as an asset to the project. Enough time should be invested in the different partners getting to know one-another and building trust relationships. All parties involved in the partnership should contribute to the development process. Therefore the nature of the relationship should be clearly defined. The roles, responsibilities, motivation and expectations of all partners should be discussed in detail and remedial actions discussed in advance to ensure sustainability. Clear timelines in terms of commitment is essential. These aspects should be formalised with budgets and memorandums of understanding as formal binding documents. Continuation plans should be in place to ensure long term involvement in the intervention. The motivation of all the stakeholders should be the same. If not it should be carefully considered if the stakeholder should be included in the partnership and to what extent. Communication channels between all stakeholders should be open and utilized to the best interest of the intervention.

These partners can include:

- Funding partners like corporate funders
- Development partners like other NGO's
- The community
- The local municipality
- Farmers
- Political parties
- Tribal authorities
- Local businesses
- Faith based organizations
- Service deliverers
- Provincial government

The result of these partnerships could increase the sustainability of the intervention through:

- funding
- training
- infrastructure
- access to different types of assets like facilities, natural resources and networks
- access to markets
- exposure to other factors and experiences to broaden horizons

Types of relationships could include:

- A stakeholder can become a client by buying the products produced by the project
- mentoring relationships
- support

Best practices in developing cross-sectorial social partnerships:

- Develop a clear focus for the project
- Ensure all partners have the same focus and motivation
- Be clear about the roles and responsibilities of each party
- Keep communication channels open
- Build trust relationships
- Keep commitments
- Develop contingency with teams instead of individuals involved in the project
- Have timelines for implementation and re-evaluation
- Develop a remedial plan
- Formalize all commitments with minutes and memorandums

<Is part of> Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development

<Is associated with> Code 7: A bottom-up approach to sustainable project development

<Is associated with> Code 10: Cultural sensitivity as a promoter of sustainable development

<Is property of> Code 20: The motivation of stakeholders to develop igcp

<Is part of> Code 23: Requirements of project facilitators

<Is part of> Code 27: Requirements of project managers

<Is cause of> Code 31: Sustainable development of the project

<Is property of> Code 33: The view of stakeholders on sustainability

Code 2: Access to facilities as a promoter of sustainable development <is cause of>

Code 3: Access to markets as a promoter of sustainable development <is cause of>

Code 8: Conflict management as a promoter of sustainable development <is associated with>

Code 28: Co-operation amongst all stakeholders <is part of>

Code: Code 10: Cultural sensitivity as a promoter of sustainable development {10-15} ~

Comment:

The impact of culture in South Africa may be bigger than we acknowledge, it is important to explore it, to better understand it. The design of income-generating community projects are complex because it doesn't function in isolation. Different culture groups function together as partners in the project and must be culturally sensitive to enhance sustainability in the project. It is very important for the project development team to be sensitive and knowledgeable in dealing with cultural issues. The following are issues that may be rooted in cultural differences:

- The role of women in workplace
- The impact of traditional tribal systems on the functioning of the project in terms of financial gain for the chief
- The way that white females must engage with tribal authority
- Access to and ownership of assets in a community

<Is cause of> Code 8: Conflict management as a promoter of sustainable development

<Is part of> Code 23: Requirements of project facilitators

<Is cause of> Code 31: Sustainable development of the project

<Is property of> Code 32: Training activities

Code 4: Background of the project participants <is cause of>
 Code 5: Impediments to the development of the project in a sustainable business <contradicts>
 Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development <is part of>
 Code 7: A bottom-up approach to sustainable project development <is part of>
 Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is associated with>
 Code 11: The impact of external agents on the project participants <is property of>
 Code 12: Project malfunction <contradicts>
 Code 19: Gender participation in the project activities <is associated with>
 Code 20: The motivation of stakeholders to develop igcp <is cause of>
 Code 22: Commitment of the project participants in the project activities <is associated with>
 Code 28: Co-operation amongst all stakeholders <is part of>

Code: Code 11: The impact of external agents on the project participants {21-5} ~

Comment:

The participant's behaviour and viewpoints change when they are exposed to experiences and people outside of their normal community and normal daily routine. The project participants are normally exposed to the project team from the development organization. Training and mentoring is normally done by the project facilitator or project manager. It does have impact, but the project participants benefit greatly from more input from other role-players. For instance the ABET facilitator build a very good relationship with the participants. When students interact with the participants in the form of training or project visits it has a different kind of impact on the participants. They think different about the products and the production process. They enjoy visiting different sites and visiting other projects. When only a few participants experience something it creates a divide between the participants. The group functions better if more participants are exposed to the event. It seems that exposure of the participants to different elements stimulates behavioural change and creativity. Use every opportunity to expose the project participants to outside influences. Try to include as many as possible, but even if only a few can attend still do it.

<Is property of> Code 10: Cultural sensitivity as a promoter of sustainable development
 <Is cause of> Code 31: Sustainable development of the project
 Code 3: Access to markets as a promoter of sustainable development <is cause of>
 Code 30: Student involvement in training and research <is cause of>
 Code 32: Training activities <is cause of>

Code: Code 12: Project malfunction {16-12} ~

Comment:

Project failure/ malfunction reasons/explanations events leading to failure/malfunction of project.

The following reasons for project failure could be identified from the data:

- Project location. The project location was not ideal for the project to continue there because it was difficult for the participants to have access to the project, Examples Vyfhoek, Venterskroon, Shizamele, Jan Kempdorp sewing project.
- Project facilities. The project participants did not have access to the facilities because of tribal issues in the community.
- Ownership issues. Who owned the produce produced in the vegetable garden at the Castello vegetable garden?
- Inadequate leadership skills. The natural leader in the Castello community could not be the leader of the project. Another project member was appointed by the chief, she did not have adequate skills to successfully manage the bakery.
- Contingency of leadership. In the Ganspan project the leaders were able to secure formal employment, this resulted in a new project leader every 6 months. This made it very difficult for the project to continue.
- Trust break between stakeholders. Jan Kempdorp sewing project location.
- Inadequate financial management skills of project leader. Castello bakery/ Ganspan glass recycling project.
- Cultural motivation: in the Manthe project the participants used the project more as a social gathering than an income-generating community project. They saw their membership in the project as a social status and was not interested in putting in the effort to create an income-generating project.
- Conflict between cultures: Conflict between the LIFEPLAN facilitator and the Holding Hands facilitator, conflict between the Holding Hands project manager and the Castello chief/ Manthe chief.
- Racism between stakeholders. Jan Kempdorp Vaalharts and project facilitator.
- Limitations of funding instruments. Limitations in funding travel and mentoring.
- Different motivations of stakeholders.
- Different views on sustainability of stakeholders.

- Sustainability not clearly defined by stakeholders.
- Indicators to measure progress not collectively identified.

<Contradicts> Code 2: Access to facilities as a promoter of sustainable development
 <Contradicts> Code 8: Conflict management as a promoter of sustainable development
 <Contradicts> Code 10: Cultural sensitivity as a promoter of sustainable development
 <Contradicts> Code 24: Requirements of project facilities
 <Contradicts> Code 31: Sustainable development of the project
 Code 1: The ability of the participants to produce the required product as a promoter of sustainable development
 <contradicts>
 Code 3: Access to markets as a promoter of sustainable development <contradicts>
 Code 5: Impediments to the development of the project in a sustainable business <is cause of>
 Code 13: The financial management of the project as a promoter of sustainable development <contradicts>
 Code 20: The motivation of stakeholders to develop igcp <is cause of>
 Code 28: Co-operation amongst all stakeholders <is cause of>
 Code 29: Skills of the project participants <is cause of>

Code: Code 13: The financial management of the project as a promoter of sustainable development {16-8} ~

Comment:

Income-generating community projects function very unique regarding finances. There is a need for financial models for IGCP. Financial management needs to be transparent and responsible. Therefore managing the funds through the NWU provides a transparent, responsible system that can easily be audited. It is not a normal profitable business, because of the continuous funding component, but it does require financial management skills on different levels:

- The project manager must access funding and manage it according to the agreements with the funders
- The project facilitator must assist the project participants in the financial management and distribution of funds
- The project leader must acquire skills to build capacity for financial management in the project

The basic financial model used in the project is as follows:

- All the funds is managed through the financial system of the NWU.
- Funding is then used according to a budget as formally agreed on by stakeholders.
- Income from sales of the products is also played into the account of the NWU.
- A portion of the profit is retained to save for expenses like servicing the machines and buying additional stock.
- The profit is then distributed between the project participants according to skill level and amount of hours worked.
- The project participants must sign an attendance register to enable the profit sharing.
- The profit is then payed into the personal bank accounts of the participants.

The project leader and participants are exposed continuously to training in financial management. It starts off with basic financial management in LIFEPLAN, but is followed up with training done by students and is secured through mentoring from the facilitator. The gap between the literacy level of the participants/ project leader and the literacy level required for financial management is very big. The literacy levels of the project leaders varies between grade 2 and grade 12. A lot needs to be done to bridge the gap between grade 2 literacy and the ability to do financial management in a business.

The participants showed that they lacked skill in managing their own finances in the Ganspan project where the project opened their own bank account. The money they eared were deposited into this account. Fortunately they did not have access to the funding. Some of the project participants (management team) stole a portion of the money. They committed to paying it back, but never did.

<Contradicts> Code 12: Project malfunction

<Is part of> Code 14: Practical functioning of project
 <Is part of> Code 17: Generating income
 <Is part of> Code 23: Requirements of project facilitators
 <Is part of> Code 27: Requirements of project managers
 <Is cause of> Code 31: Sustainable development of the project
 <Is cause of> Code 32: Training activities
 Code 29: Skills of the project participants <is part of>

Code: Code 14: Practical functioning of project {112-5} ~

Comment:

The project does not function as a formal business. The participants are mainly resource poor females living in rural areas. What are the requirements for the normal day to day functioning of the project?

- It is very important to spend time to understand the background and living conditions of the participants when planning an intervention. The aim of the project is to empower them to create sustainable livelihoods for themselves, therefore the intervention should be designed in such a way that it will fit into their situations. The project participants does not have support in terms of household chores and childcare. These household duties are very important to them and gets priority over the project activities. They may also experience pressure from their family members because of the time that the project requires from them and this may result in conflict between the participants and their family members. Therefore the project activities must be scheduled in such a way that it accommodates the other activities. Some of them does not have access to electricity and running water at their houses. This makes normal household chores like washing clothes very difficult and time consuming. These aspects needs to be considered when designing the intervention to enable the participants to partake. The Rysmierbult project normally works on Wednesday and Friday. They start working at 10 o'clock and works flexi time for the rest of the day. When they have big orders each person works when they can and for how long they can. The location of the project is situated conveniently for them between their houses. This makes it easier for them to work flexi time and overtime. They are a core group that has been involved in the project for a long time and work well together. They are very productive and are able to manage big orders between them. They do need support and are sometimes reluctant to take on orders because they lack self-esteem, but have been able to deliver really big orders in the past in record time. They do not like to include "new" project participants, they would rather work longer hours and receive more money. There are many trained community members in the area that have been trained over the years that can be utilized to quickly increase capacity, but they are very reluctant to use them, because that means that they must share the income with them. The Castello project functions totally different with each individual working from their home, because they do not have access to a suitable facility. They mainly do handwork like crocheting and embroidery for the products that the Rysmierbult group then further process into products. The lack of a facility and the limitations of the participants having access to natural and physical capital in the community has a limiting effect in terms of sustainability of the project. Training is done where there is a suitable space, even under a tree if that is the only available option. This requires creativity and flexibility from the project facilitator as well as the project manager. The living conditions of the participants of the Castello project makes it difficult for them to manufacture high quality products. They do not have electricity so if they have to do embroidery after hours it must be done by candle light or paraffin lamps. They do not have running water or warm water. When they have to work with white thread or material they have to wash the objects after they finished the product because it is dirty. These limitations in their living conditions needs to be taken into account when planning interventions to enable the participants to overcome the challenges. The living conditions of the Vyfhoek project was the main reason for the failure of the project. The women lived in a hostel that was just a shed with illegal electricity and no basic services like running water. When it rained or when they did washing they were not able to come to the project. Their children were also constantly ill during fall and winter and this limited their participation in the project. A decision was taken to close this project during the coldest months of winter because it was very difficult for them to attend project activities. This group had small children that came to the project with them. The facility that hosted the project was not equipped for the needs of the children. Funding could not be allocated for this. The farmer evicted them and they had to find alternative accommodation and that was the end of the project. Allow the participants the freedom to shape the practical functioning of the project in a way that works for them. A very important factor is the documentation of input per participant. This becomes extremely important when profit needs to be distributed. A normal attendance register documents the amount of hours that each participant spend at the project and can be used as basis for profit sharing.
- Training activities should be scheduled in a way that will benefit most participants to attend. The training

should be done at a location accessible to the participants. Training materials should be planned according to the needs and literacy level of the participants. The person presenting the training should be skilled and suited to the particular group of participants. Time-management should be one of the key skills developed in the participants.

- Visits to the project by the manager/facilitator should be regular to enable support. This should be communicated clearly between the facilitator/manager and the participants. Vast distance makes it more difficult to help manage the day to day activities of the project, but it decreases the dependency of the project members on the project facilitator/manager. The Jan Kempdorp and Ganspan projects could only be visited once or twice per month comparing to the Rysmierbult and Castello group where once or even twice per week was possible because of the different locations of the projects. As a result of this the Jan Kempdorp and Ganspan projects functioned with less assistance from the project facilitator than the Rysmierbult and Castello project.
- The skill level of the participants must be increased as much as possible. This can be done through formal training or mentoring. It is important for the project facilitator/manager to know the participants well enough to be able to identify individuals with potential to develop certain skills. One of the participants in the Rysmierbult project was able to master the electronic embroidery machine so well that she can train the other participants.
- Ownership of the project should be with the participants from the beginning and should stay with them.
- The "dance" between motivations of participants to act and empowerment should be managed well. The participants should "stretch" themselves with the project activities and not function from a comfort zone all the time, but should also not be "dragged" by the project facilitator.
- The relationships between the stakeholders especially development organization and the project must be with a team, not with individuals to ensure the continuation of the relationship when key individuals change in the process. The whole process should be team driven and not individual driven.
- Training and development should be focused on as many individuals as are interested to build a "pocket" of skills in a community. Leadership skills, financial management skills and marketing skills should be transferred to a larger group and not individuals. This will enable the project to continue if one of the key participants is not part of the project anymore.
- Progress made in the project needs to be measured and evaluated. This could be done through a process of sustainability indicators developed by the stakeholders. This process should be a collaborative process that includes the participants and not a top-down process required by funders.
- A risk assessment regarding the equipment and safety of the workspace should be included in the project plan.
- The product development process should be focused on developing a product that will be marketable.
- The different project sites could be combined to increase capacity when required.
- The stakeholders should develop a plan to assist the project in doing the tasks that they do not have the skills to do themselves. This role could be fulfilled by one stakeholder or divided between them. To enable this communication channels should be open between the different participants.

How can this be changed to increase the impact if the project?

What are the main lessons learned from the Holding Hands project?

<Is part of> Code 8: Conflict management as a promoter of sustainable development

<Is cause of> Code 17: Generating income

Code 13: The financial management of the project as a promoter of sustainable development <is part of>

Code 15: The funding of project developments <is part of>

Code 29: Skills of the project participants <is part of>

Code: Code 15: The funding of project developments (46-5) ~

Comment:

Funding for project development may be one of the core elements for project development and sustainability, but may also be one of the most insecure aspects of project development. It is a very competitive environment with many projects competing for funding and limited funding available. Currently the priority areas that the funders are willing to fund are successful with real needs in communities being overlooked because it not being a priority for the funders. It is also a power relationship as the priorities of the funder is often seen as more important than the priorities set out by the needs analysis. The funder also decides on what gets done and measured and evaluated rather than it being a communal decision made by all stakeholders. Funding proposals contains strict regulations on what will be funded and how the outcomes will be measured rather than it being a bottom-up process where funding is given to the development of the project. Measurement and evaluation is mostly a one sided report with minimal input required

from the actual beneficiaries. The funder's relationship is mostly just in terms of funding. They do not take an active interest in the practical project development. This relationship should be one of the funder taking full responsibility as a stakeholder and continuous input should be given in the development process with their input not only limited to funding and measurement and evaluation of their own outcomes. The funder should be involved in the project long term and understand that the project requires long term input. As the project plan is adapted and new interventions are developed the funder should take an active part in this process. The relationship between the funder and the other stakeholder should be open with clear communication channels. The expectations and commitments of each party should be clearly stipulated. It is very important for the support organization to help the project manage the funds responsibly and comply with the requirements of the funder. The funder can also fulfil other roles in the project like for instance becoming a client buying the products created by the project, or providing access to a facility. The roles of the stakeholders could overlap. The need for a development organization that facilitates this relationship becomes very clear in this aspect. The project is mostly isolated and do not have the required skills to access funding. It is therefore very important to have a connecting stakeholder to connect the funder and the project. Various sources of funding should be explored and should not be limited to only one source of funding. All agreements should be formalized to ensure commitment. The funder should not only include on member as stakeholder, but should also have an involved team taking part as stakeholder. This will ensure that the project is not dependent on only one person. Clear timelines of involvement should be stipulated. Every project and every community is unique, therefore the funding instruments should be flexible enough to allow optimal impact in the community, by focusing on addressing the real needs in the community. Machinery and equipment obtained for the project should be the correct machinery and equipment to address the need. It should be "usable" by the community members. They should receive all the necessary training to ensure optimal usage of the machinery. They should also be able to do the basic maintenance of the machinery.

<Is part of> Code 14: Practical functioning of project
 <Is cause of> Code 17: Generating income
 <Is part of> Code 27: Requirements of project managers
 <Is property of> Code 31: Sustainable development of the project
 <Is part of> Code 32: Training activities

Code: Code 16: The impact of project activities on communities {71-4} ~

Comment:

*** Merged Comment from: ability to secure formal employment after skill development (2016-02-19T10:45:28) ***

Most probably the biggest benefit of the projects on the lives of the participants is the cash inflow in the community. This cash inflow stimulates the local economy and builds the financial capital of a community. In some instances the initial stimulation has led to more entrepreneurial activities being initiated by the participants. Mostly as individuals, but there are instances where splinter groups started their own projects and accessed funding on their own. What the participants use this cash for may have the biggest impact in the community. It is therefore very important to equip the participants with the required skills to enable them to spend their income on the correct expenses. This is done through LIFEPLAN training and mentoring. LIFEPLAN helps individuals to learn the basic life skills they require to enable them to cope with the additional stress that the project brings to their lives. The programme is designed in such a way that the participants are empowered to better fulfil their roles as spouses, parents and responsible citizens. Some of the participants are able to give their children a better education with the money that they earn from the project. The aim is to empower the project participants in such a way that they are able to transfer the acquired skill to their families and the broader community. One of the trends after initiation of a project is that some project participants are able to secure formal employment. Some after life skill training, others after being involved in the project for some time, others after being project leader. This tends to be the case more in projects that are located closer to towns. In terms of sustainable community development this is a very big impact in a community. Taking individuals who were previously unable to secure employment through a process that enables them to become active members of the labour force is an immeasurably big impact. This is only one of the visible impacts that the project have on communities. The real impact of the project is immeasurable because of the inadequacy of the available measurement and evaluation instruments. Some of the recorded impacts includes the views of the project participants on the projects as recorded in the master's dissertation of L van der Merwe as well as my master's dissertation. These studies indicated that the participants benefitted in terms of skill development, life skill development, confidence and the income that they received. The exposure of the participants to outside influence when receiving training or attending workshops had a very positive effect on their skill level, creativity and their coping skills. When more participants are exposed to these activities the effect in the community is bigger. Most of these communities are very isolated. They continue to do things exactly like they use to because it is the only way that they know how. When they are exposed to outside influences it changes their perspectives of the world and this have an influence on their communities. It also increases the exposure of the project and increase networks as well as sales. This increases the social capital of the community. Their interaction with the students is one of mutual benefit with the students having the benefit of learning more of different communities and the participants learning new skills from the students. The participants build relationships with the trainers/students that sometimes results in long term relationships. The influence sometimes results in unintended creative activities like the participants starting a choir. The project participants also form a close community that supports one another. Being creative can be seen as a form of therapy that may help the project participants to deal with trauma in their lives. In some instances the social "status" provided by being part of the project is as important to the participants as the generation of income. This became apparent in the Manthe project where their main aim was to function as a social group. They paid a monthly fee to belong to the project, but did not have an interest in developing the project into an income-generating project. One of the more lasting impact of the project is the participant's eagerness to learn more. The project development process seems to ignite a thirst for more knowledge and skill in the participants. Kind of an ignition spark that creates the desire for more. Most of the participants in the project did not have a personal bank account 7 years ago. All of the women partaking in the project currently own personal bank account. Therefore their

personal financial management skills increased. These skills will be transferred to their children. Through their constant exposure in the project as well as their exposure to other people and experiences enriched the participant's experiences to an extent where they can grasp and discuss difficult concepts as proven in my master's research. The participants of the Castello community received ABET training that helped them to increase their literacy skills. This has a definite immediate effect on their self-esteem. Computer literacy as well as the use of technology in the equipment used increased the skills of the participants. The participants also use technology to communicate with the development organization through SMS and WhatsApp. The business management skills of the participants increase because of training and the mentorship relationship with the development organization. Through the project development an entire spectrum of skills is built into the community in terms of Human Capital development. The Physical capital of a community can improve through the use and improvement of previously unused facilities in the communities. In all the project activities the initiation and development of the project lead to utilization and restoration of previously unused physical capital in communities. The development of vegetable gardens as well as the skill development of participants in terms of creating their own vegetable gardens lead to an increase in Natural Capital. In terms of holistic community development from the perspective of the SLA the initiation of an income-generating community project in these communities resulted in creating more sustainable livelihoods for the involved communities in all 5 the capitals. The participants also find ways to access more assets in their communities to increase the sustainability of their livelihoods.

<Is cause of> Code 31: Sustainable development of the project

Code 17: Generating income <is part of>

Code 32: Training activities <is part of>

Code 33: The view of stakeholders on sustainability <is associated with>

Code: Code 17: Generating income {45-8} ~

Comment:

The purpose of an income-generating community project is to earn income while developing skills. The income that the participants receive has a big influence on the lives of the participants. Some of the participants use the income to pay for education opportunities, while others use it to start of entrepreneurial activities while others use it to buy essential items for basic living. A continuous income stream is required to keep the project sustainable. The project participants agree from the inception of the project that they will only start receiving an income when the first order has been successfully delivered and that the client paid for it. They do not receive an income to attend training. The participants have shown on various occasions that they are willing to delay receiving an income for the opportunity to try a concept, for instance the Castello bakery where they were willing to work for 9 months without receiving an income. With the vegetable garden they worked diligently without receiving any benefit from the project because of ownership issues in the community. It seems that income is a welcome incentive, but not an essential component to start a project. Networks can be accessed to generate orders for the project. These include local and international networks. The projects in small towns further from the development organization is responsible for the marketing, sales and profit division of their project and does it very well. Those projects are not so isolated and have access to markets. The isolated projects on the farms are dependent on the support organization to get orders. There seems to be a "jealousy" between the projects. They would rather pass the opportunity to earn an income than to accept an order that will force them to work on the same order as some of the other projects.

<Is part of> Code 16: The impact of project activities on communities

<Is part of> Code 31: Sustainable development of the project

Code 1: The ability of the participants to produce the required product as a promoter of sustainable development <is cause of>

Code 3: Access to markets as a promoter of sustainable development <is cause of>

Code 13: The financial management of the project as a promoter of sustainable development <is part of>

Code 14: Practical functioning of project <is cause of>

Code 15: The funding of project developments <is cause of>

Code 32: Training activities <is associated with>

Code: Code 18: Life skill training as a promoter of sustainable development {25-4} ~

Comment:

The participants of the project were resource poor without coping skills that enable them to develop sustainable livelihoods for themselves. The projects were initiated because they indicated that they required assistance to improve their livelihoods. The first income that they received was not spent to improve their livelihoods. Their unhealthy lifestyle combined with their lack in skill resulted in the project not having the intended positive outcome of increasing their income to provide them the opportunity to create sustainable livelihoods, but actually increased their inability to cope, making it more unsustainable. This was because of unhealthy practises like alcohol dependency being already present in the community. The influx of income provided the cash to increase spending on the unhealthy practises. The need was identified to equip the participants with a set of skills to empower them to change their behaviour. This resulted in the development of LIFEPLAN. It is a transdisciplinary developed training module that focus on developing the life skills of the individuals with low literacy levels living in poverty to empower them to change to create sustainable livelihoods for themselves. The combination of the LIFEPLAN training and the income-generating community project acts as the spark to ignite the process of community development. The mentoring role that the facilitator plays ensure long term

support to empower individuals to change their behaviour to create sustainable livelihoods for themselves. LIFEPLAN needs to be re-invoiced continuously to assist behaviour change to take place. Therefore the best results are achieved if there are trained LIFEPLAN facilitators in the community.

<Is associated with> Code 22: Commitment of the project participants in the project activities
<Is associated with> Code 28: Co-operation amongst all stakeholders
<Is property of> Code 31: Sustainable development of the project
<Is part of> Code 32: Training activities

Code: Code 19: Gender participation in the project activities {10-1} ~

Comment:

The participants of the project are mostly female, but there has been male participants in the different projects from time to time. The male members in the project brings another dynamic to the project. But do not stay involved in the projects in the long run.

<Is associated with> Code 10: Cultural sensitivity as a promoter of sustainable development

Code: Code 20: The motivation of stakeholders to develop gimp {36-7} ~

Comment:

Remember to reference findings on article about motivation of participants as well as Liz Mari's study. All the stakeholders have different motivation for taking part in the project. The motivation of the different stakeholders to initiate a project is the spark that ignites the project development process. Hidden motives causes conflict in the process and should be declared. The motives of the stakeholders should be focused on the development of the project according to the project plan. The co-operation of all stakeholders is necessary and the process could be influenced by motivation of personal gain. Before initiation of the project all stakeholders should openly discuss their motivations and declare personal interest. This could be a lengthy process but would minimize future conflict. The process should be open and collaborative and all stakeholders should partake.

<Is cause of> Code 8: Conflict management as a promoter of sustainable development
<Is cause of> Code 10: Cultural sensitivity as a promoter of sustainable development
<Is cause of> Code 12: Project malfunction
<Is part of> Code 28: Co-operation amongst all stakeholders
<Is part of> Code 31: Sustainable development of the project
<Is part of> Code 33: The view of stakeholders on sustainability
Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is property of>

Code: Code 21: Community-based initiatives as knowledge and networking resources {13-0} ~

Comment:

The project does not function in isolation, there are other projects and activities in the surrounding areas that can be consulted and networked with to better plan and understand the intervention. Any other community action in the area can be used to explore the functioning of the community, the networks and stakeholders involved. This can include, but are not limited to; religious organizations, vegetable gardens, school projects, income-generating interventions. This can also provide funding opportunities. It can make the project aware of the possible barriers in the area. Continuous interactions with the other interventions may present further opportunities to explore.

Code: Code 22: Commitment of the project participants in the project activities {29-7} ~

Comment:

Different project participants take part in the project at different times it is an evolving process. More community members attend LIFEPLAN training compared to the amount of participants that form part of the income-generating community projects. LIFEPLAN training is a commitment for 3 weeks where participation in the projects require a longer commitment. More participants attending training or mentoring sessions enhances the exposure of the group. Therefore activities should be planned according to the participant's community activities. For instance the day that government grants are paid out should not be a date that activities are planned for. The same for the date that the mobile clinic visits the community.

<Is associated with> Code 10: Cultural sensitivity as a promoter of sustainable development
<Is part of> Code 23: Requirements of project facilitators
<Is part of> Code 27: Requirements of project managers
<Is associated with> Code 30: Student involvement in training and research
<Is cause of> Code 31: Sustainable development of the project

<Is cause of> Code 32: Training activities

Code 18: Life skill training as a promoter of sustainable development <is associated with>

Code: Code 23: Requirements of project facilitators {17-9} ~

Comment:

The project facilitator plays a crucial role in the development and sustainability of the project and therefore it is very important to select the correct person for this important role. This person should have background information to engage with the participants in a manner that will result in an empowering mentorship relationship. Required skills:

- Teach and transfer skills to the participants.
- Identify needs in the project and access the correct networks to meet the need.
- Communicate well with all the stakeholders and build effective networks.
- Manage conflict between the project participants
- Manage conflict between stakeholders
- Build networks to create sales.
- Build relationships with clients to maximise sales.
- Mentor the project participants in life skills.
- Mentor the participants in financial management.
- Mentor the participants in business management.
- Have basic skills in the core "business" of the project.
- Ability to community effectively with the participants. It is not a requirement for the facilitator to speak the first language of the participants, but it is an advantage.
- Have basic skills to manage cultural and racial issues.
- Must be flexible and have the ability to adapt in difficult conditions.
- Quality control skills.

<Is part of> Code 31: Sustainable development of the project

Code 3: Access to markets as a promoter of sustainable development <is part of>

Code 8: Conflict management as a promoter of sustainable development <is part of>

Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is part of>

Code 10: Cultural sensitivity as a promoter of sustainable development <is part of>

Code 13: The financial management of the project as a promoter of sustainable development <is part of>

Code 22: Commitment of the project participants in the project activities <is part of>

Code 29: Skills of the project participants <is part of>

Code 32: Training activities <is part of>

Code: Code 24: Requirements of project facilities {67-6} ~

Comment:

The type of business conducted will influence the requirements of the project facilities. Project facilities serves the following purpose:

- It provides a place where the participants can meet and work from.
- It provides a safe place to store materials and equipment.
- It provides a place to conduct training activities.

When drawing up the project plan it is important to evaluate the requirements of the type of project planned. For instance the use of machinery will require electricity connections. The ownership of the facility is a very important aspect. A long term written agreement should be in place that stipulates the terms of use as well as remedial actions in the case of disputes. Projects can be developed without facilities, but must be developed creatively to enable optimal functioning within the limited system. Stakeholders should be included in the sourcing process as one of them might provide access to a facility and renovating the facility to suit the needs of the project. The following requirements should be explored to find an optimal facility:

- It should be accessible to the project participants and they should have unlimited access to it.
- It should be safe.
- It should be easy to clean.
- It should have all the necessities like sanitation, electricity and basic facilities.
- If possible it should be big enough to allow the project to expand.

<Is part of> Code 2: Access to facilities as a promoter of sustainable development

<Is part of> Code 31: Sustainable development of the project
Code 5: Impediments to the development of the project in a sustainable business <is associated with>
Code 12: Project malfunction <contradicts>
Code 26: Requirements of a project location <is property of>
Code 32: Training activities <is associated with>

Code: Code 25: Requirements of project leaders {23-1} ~

Comment:

The project leader plays a crucial role of development of the project. The ideal would be to invest in a team instead of only in an individual. This will ensure contingency in the event of the leader finding permanent employment. In various instances the project leader were able to find permanent employment because of the exposure and skill development that they were exposed to in the project. When identifying individuals to develop as project leader the following can be used as guidelines:

- Natural leadership skills.
- Education, literacy levels and practical skills.
- Exposure to outside elements.
- Good social networks.
- Intrinsic motivation.
- Long term developmental vision for the project.
- Sustainable coping strategies.
- Conflict management skills.
- Commitment.
- Basic management skills like time management skills.

If a person cannot be identified with the above qualities, identify a person with potential and develop these qualities in the person through an empowerment/mentorship relationship with the project manager and facilitator.

When the project leader decides to leave the project for the opportunity to peruse permanent employment the participant can still stay part of the project in a mentoring capacity.

<Is cause of> Code 31: Sustainable development of the project

Code: Code 26: Requirements of a project location {40-7} ~

Comment:

The physical location of the project has an impact on how the project will develop as well as the stakeholders of the project. The location must be easily accessible to the participants. It is optimal if it is centrally located to enable walk in business. This increases exposure of the project. Proximity to markets is an important aspect. It increases the projects ability to function independently if the project is located in close proximity to markets to buy and sell their products. The project act as a node of development in a community because it stimulates economic activities in a specific area. Therefore the impact of these activities could be maximised when the location of the project is optimally situated. The physical location of the project impacts the development of the project as well as sustainable community development stimulated because of the project activities. The distance between the development organization and the project also have an impact on the amount of support that the support organization can give. Because of the structural poverty limitations in South Africa, the support organization will be responsible for certain actions that the project cannot perform for themselves. These limitations partly exist because of the isolation of the locations of the project. These isolated areas require the stimulation of the project to ignite sustainable community development in the area. The support organization and training facilitators should have unlimited access to the location to enable support and development. Because of the lack of support that the participants experience it is difficult to leave the community on a regular basis for activities and training. It is however essential for the participants to visit other projects and get exposure to expand their experiences and enable them to develop optimally.

<Is part of> Code 2: Access to facilities as a promoter of sustainable development

<Is property of> Code 24: Requirements of project facilities

<Is cause of> Code 31: Sustainable development of the project

<Is part of> Code 32: Training activities

Code 3: Access to markets as a promoter of sustainable development <is part of>

Code 4: Background of the project participants <is part of>

Code 5: Impediments to the development of the project in a sustainable business <is associated with>

Code: Code 27: Requirements of project managers {22-6} ~

Comment:

The project manager plays a crucial role in project development because this person must be able to facilitate bottom-up development with a strategic vision. This individual should be trustworthy, truthful and dependable.

Required skills:

- Ability to laze with all stakeholders.
- Conflict management between the development team, project members and all stakeholders.
- Mentorship relationship with project facilitator and project leader.
- Relationship orientated.
- Strong leadership capabilities
- Focused
- Ability to learn practical skills and transfer these skills
- Project management skills
- Entrepreneurial skills
- Cultural sensitivity
- Business management skills
- Identify product opportunities and product development
- Negotiation skills
- Flexibility and adaptability

Role:

- Develop strategy and vision in collaboration with all stakeholders.
- Coordination of project activities
- Support to project facilitators
- Exploring funding opportunities and building relationships with funders
- Identify and explore opportunities for sales and development of project
- Must be able to support, mentor and empower the facilitators and project participants.
- Facilitate PAR through a bottom-up approach.
- Build trust relationships.

<Is part of> Code 31: Sustainable development of the project

Code 8: Conflict management as a promoter of sustainable development <is part of>

Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is part of>

Code 13: The financial management of the project as a promoter of sustainable development <is part of>

Code 15: The funding of project developments <is part of>

Code 22: Commitment of the project participants in the project activities <is part of>

Code: Code 28: Co-operation amongst all stakeholders {31-8} ~

Comment:

The project does not function in isolation. It is part of an ecological system with inputs from the local community, surrounding towns, province, national and even global in the case of international clients and funders. Networks created through relationship building is very valuable in the development of the project and sustainable community development. Draw diagram of ecological system here. Explore network/relationship tool.

<Is part of> Code 8: Conflict management as a promoter of sustainable development

<Is part of> Code 9: Cross-sectorial social partnerships as a promoter of sustainable development

<Is part of> Code 10: Cultural sensitivity as a promoter of sustainable development

<Is cause of> Code 12: Project malfunction

<Is cause of> Code 31: Sustainable development of the project

Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development <is part of>

Code 18: Life skill training as a promoter of sustainable development <is associated with>

Code 20: The motivation of stakeholders to develop gimp <is part of>

Code: Code 29: Skills of the project participants {86-10} ~

Comment:

The goal of the project is improvement of participant's skill while giving them the opportunity to earn an income at the same time.

This is the main component of human capital in the project. The participants have varied levels of literacy and practical skills with initiation of the project. The life skill programme sets a foundation to build the other skills on. An initial skill assessment should be done to establish the literacy and general skill level of the participants. A skill development plan should form part of the project plan. This should include specific goals and targets. All the interventions are focused on further developing the skills of the participants. These include practical skills to manufacture the product, health and safety skills, literacy skills, business management skills, time management skills, conflict management, leadership skills and marketing skills. The training interventions should be developed specifically for the participants and done in a way that will maximise the impact of the training. The skills of the participants should be assessed continuously to ensure that they manufacture quality products and progress in terms of project development. A skill pool should be developed in the project to ensure that capacity is built in the project. The participants should be empowered to transfer the acquired skill to other community members to increase sustainable community development.

<Is part of> Code 4: Background of the project participants

<Is cause of> Code 12: Project malfunction

<Is part of> Code 13: The financial management of the project as a promoter of sustainable development

<Is part of> Code 14: Practical functioning of project

<Is part of> Code 23: Requirements of project facilitators

<Is cause of> Code 31: Sustainable development of the project

<Is cause of> Code 32: Training activities

Code 1: The ability of the participants to produce the required product as a promoter of sustainable development <is cause of>

Code 5: Impediments to the development of the project in a sustainable business <is cause of>

Code 8: Conflict management as a promoter of sustainable development <is part of>

Code: Code 30: Student involvement in training and research {26-6} ~

Comment:

Students have been involved in the development of the projects since inception. They were involved in a research and training capacity, but the social networks created through their involvement has strengthened the social capital of the projects in various ways. The students also have the opportunity to learn from the project participants. Students can present training as part of their academic requirements or in a voluntary capacity. They can be involved in all aspect of the project, from basic life skills, to nutrition. Activities should be planned thoroughly to maximize impact. Enough time should be allowed for the students and the project participants to properly engage with one another. In the case of a developing organization that does not have access to students, this role can be fulfilled by volunteers.

<Is cause of> Code 11: The impact of external agents on the project participants

<Is part of> Code 32: Training activities

Code 1: The ability of the participants to produce the required product as a promoter of sustainable development <is associated with>

Code 3: Access to markets as a promoter of sustainable development <is associated with>

Code 6: Behaviour amongst ethnic groups as a promoter of sustainable development <is part of>

Code 22: Commitment of the project participants in the project activities <is associated with>

Code: Code 31: Sustainable development of the project {81-26} ~

Comment:

Sustainable development of the project must be defined. If the expectation exist that sustainable development of the project can only be achieved when the project develops into a sustainable business it will be a very difficult goal to achieve. If this is the focus a lot of positive impacts of the project on the community in terms of sustainable community development is lost. The first step would be for the development/stakeholder team to define what sustainability is. In terms of the Holding hands project sustainability is seen as the transfer of skill from the development team to the participants and from the participants to the community. The project participants also identified aspects of sustainability and rated these aspects in terms of importance according to them. Sustainability indicators was developed in a participatory approach by the participants and progress in the project is measured against these indicators. Even after a development process of 14 years the Rysmierbult project still cannot function as a business. This is a result of a lot of factors that have an impact on the project like structural poverty, isolation and inability of the participants to develop the required skills quick enough. But the initiation of the projects in rural communities lead to the stimulation of other entrepreneurial activities. Therefore sustainability of the project should be carefully considered before inception of the project. All stakeholders should be involved in this process. Sustainable community development has a much bigger impact in terms of the creation of sustainable livelihoods than the sustainable development of one project, but an income-generating community project can be successfully used to stimulate economic and entrepreneurial development in a community. Therefore the intervention should be optimally designed to maximise impact. When collaborating with other development organizations it is essential to declare the views on sustainability and sustainable development of the project and discuss the different viewpoints in order to find common ground. If common ground cannot be found the collaboration should be re-evaluated. If the foundation planning in terms of these views are done collaboratively and well the intervention will develop with success irrespective of the challenges.

<Is cause of> Code 32: Training activities

Code 1: The ability of the participants to produce the required product as a promoter of sustainable development <is cause of>

Code 2: Access to facilities as a promoter of sustainable development <is cause of>

Code 3: Access to markets as a promoter of sustainable development <is cause of>

Code 5: Impediments to the development of the project in a sustainable business <contradicts>

Code 7: A bottom-up approach to sustainable project development <is cause of>

Code 8: Conflict management as a promoter of sustainable development <is cause of>

Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is cause of>

Code 10: Cultural sensitivity as a promoter of sustainable development <is cause of>

Code 11: The impact of external agents on the project participants <is cause of>

Code 12: Project malfunction <contradicts>

Code 13: The financial management of the project as a promoter of sustainable development <is cause of>

Code 15: The funding of project developments <is property of>

Code 16: The impact of project activities on communities <is cause of>

Code 17: Generating income <is part of>

Code 18: Life skill training as a promoter of sustainable development <is property of>

Code 20: The motivation of stakeholders to develop igcp <is part of>

Code 22: Commitment of the project participants in the project activities <is cause of>

Code 23: Requirements of project facilitators <is part of>

Code 24: Requirements of project facilities <is part of>

Code 25: Requirements of project leaders <is cause of>

Code 26: Requirements of a project location <is cause of>

Code 27: Requirements of project managers <is part of>

Code 28: Co-operation amongst all stakeholders <is cause of>

Code 29: Skills of the project participants <is cause of>

Code 33: The view of stakeholders on sustainability <is property of>

Code: Code 32: Training activities {79-17} ~

Comment:

Training activities is the most important empowerment tool in the project. These activities should be well planned to address the needs of the participants. It should be done at a location accessible to the participants in a language that they understand. The trainer should also be a skilled person with the ability to engage with the participants. Clear goals should be set and included in the project plan.

<Is cause of> Code 1: The ability of the participants to produce the required product as a promoter of sustainable development

<Is cause of> Code 11: The impact of external agents on the project participants

<Is part of> Code 16: The impact of project activities on communities

<Is associated with> Code 17: Generating income

<Is part of> Code 23: Requirements of project facilitators

<Is associated with> Code 24: Requirements of project facilities

Code 4: Background of the project participants <is cause of>

Code 5: Impediments to the development of the project in a sustainable business <is associated with>

Code 10: Cultural sensitivity as a promoter of sustainable development <is property of>

Code 13: The financial management of the project as a promoter of sustainable development <is cause of>

Code 15: The funding of project developments <is part of>

Code 18: Life skill training as a promoter of sustainable development <is part of>

Code 22: Commitment of the project participants in the project activities <is cause of>

Code 26: Requirements of a project location <is part of>

Code 29: Skills of the project participants <is cause of>

Code 30: Student involvement in training and research <is part of>

Code 31: Sustainable development of the project <is cause of>

Code: Code 33: The view of stakeholders on sustainability {25-5} ~

Comment:

The view on sustainability of different stakeholders is very important for development of intervention. All stakeholders should

engage in the process of developing a definition of sustainability for the project together with sustainability indicators to measure progress.

<Is associated with> Code 16: The impact of project activities on communities

<Is property of> Code 31: Sustainable development of the project

Code 7: A bottom-up approach to sustainable project development <is part of>

Code 9: Cross-sectorial social partnerships as a promoter of sustainable development <is property of>

Code 20: The motivation of stakeholders to develop gimp <is part of>

ADDENDUM D: INTERVIEW SUPPORT DOCUMENTATION

ADDENDUM D1 INTERVIEW 1 FIELD NOTES:

I had to visit the project because there were problems with the sewing machines. This was just after we organized a strategic visit to the project on 17 May. The project was visited by about 20 interested individuals affiliated with different organizations. I discussed the data collection with the project participants and the 2 project leaders indicated that the next day will be convenient for them. I arranged with them to meet at 11 o'clock on the 18th of May. When I arrived the next day the project leader indicated that another location would be more convenient for her. The other leader said that she is only available that morning and they would like to do the interview together. I did not want to lose the opportunity and decided to do the interview simultaneously with the two project leaders of the Rysmierbult project. I discussed the informed consent forms with them and then started the interview. I was able to gather the information that I wanted from the interview. After about 45 minutes it felt like they were getting anxious to finish the interview.

ADDENDUM D2 INTERVIEW PROTOCOL:

What do I want to know?

1. How does the project participant utilize her existing social network to access assets to the advantage of the IGCP? (Relations that build the social networks. What relations does the participant utilize to access assets to the advantage of the project?)
2. What network in the community benefits from the activities and money generated from the IGCP?
3. What skills of the individual is beneficial to the project and what skill do the participant need to acquire to improve the functioning of the project

How do I answer these questions?

1.1 By conducting a SWOT analysis of the project participant

Internal: Ask direct realistic questions	External: Ask hypothetical opportunity questions
Strengths of project participant's role in IGCP: • Financial Capital: ✓ Who benefits from the income (Directly/indirectly) that you earn in the project? Do you get money for it or favors? What other entrepreneurial activities do you do? 1. What is your relationship with that individual? 2. Characteristics of the individual? 3. How often do they benefit? ✓ When you need to access money for the project, who do you ask?	Opportunities that participant can utilize to advantage of the project: • Financial Capital: What opportunities can you identify to regarding increasing access to financial capital for the project? Who can you access funds to expand the business from? What is your relationship? Characteristics of the individual? How will that benefit the community? • Human Capital: Who can you develop relationships with to enhance your own skills or increase the skill pool of the project? What is your relationship? Characteristics of the individual? • Natural Capital: What opportunities can you identify regarding natural capital for the project? How will you

1. What is your relationship with that individual? 2. Characteristics of the individual? 3. How often do they benefit • Human Capital: ✓ What skills do you have that benefits the project? Do you teach these skills/knowledge to somebody? If not why? 1. What is your relationship with that individual? 2. Characteristics of the individual? 3. How often do they benefit ✓ Who do you ask when you need to know something? (New pattern or a zip) - Do you learn skills that you use in the project from other actors/individuals in the community? 1. What is your relationship with that individual? 2. Characteristics of the individual? 3. How often do they benefit • Natural Capital :(Land) (Space) ✓ Do you think your current living situation is supportive towards long term project development? ✓ Do you have strengths to provide access to the project in terms of natural capital? ✓ You need more space to put a container who do you ask for the land? 1. What is your relationship with that individual? 2. Characteristics of the individual? 3. How often do they benefit • Physical Capital: (Water) (Electricity) (Secure shelter buildings) (Space) (Market) ✓ What strengths do you have that will provide access to the project to natural capital? You need a bigger building for the project, who do you ask? 1. What is your relationship with that individual? 2. Characteristics of the individual?	explore them? Your project expanded into a formal business and you need land to build a factory, who would you ask? Relationship? Characteristics? • Physical Capital: What opportunities can you identify to access physical capital to the advantage of the project? Who can you include in the project with a car? You need electricity connections for your new building who will you ask? Relationship? Characteristics? • Social Capital: How can you access different capitals through purposefully developing social networks to the advantage of the project? If you want to expand the project through exporting your products who will you ask? Relationship? Characteristics?
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3. How often do they benefit • Social Capital: ✓ When you need to access one capitals to the advantage of the IGCP, who do you ask? Or when you need help with your children to attend training sessions or project activities, who helps you? When you need something for the project like material or thread who do you ask? Who else supports you in your project activities? Formal groups that you use or that benefits? 1. What is your relationship with that individual? 2. Characteristics of the individual? 3. How often do they benefit	
Weakness of project participants role in: • Financial Capital: What is your weakness in accessing/managing financial capital in the project? • Human Capital: What are your weaknesses in terms of your skills? • Natural Capital: What weaknesses are there for you to access natural capital to the advantage of the project? Explore relationships? • Physical Capital: What weaknesses do you experience regarding your access to physical capital? Explore relationships? • Social Capital: What relationships/networks/actors hinders you from accessing capitals to the advantage of the project? Relationship? Characteristics? How often?	Threats to participants role in IGCP: • Financial capital: What threats can you identify regarding financial capital in the project? • Human Capital: What threats can you identify regarding the human capital development in the project? • Natural Capital: What threats can you identify regarding access to natural capital for the project? • Physical Capital: What threats can you identify regarding access to physical capital in the project? • Social Capital: What threats can you identify regarding the social capital of the project? Sensitive relationships?

ADDENDUM D3 MEMO INTERVIEW 1:

Memos

HU: Framework PhD
File: [C:\Users\12681644\Documents\Scientific Software\ATLAS.ti\TextBank\Fram...Framework PhD.hpr7]
Edited by: Super
Date/Time: 2016-10-17 09:13:11

MEMO: First interview (0 Quotations) (Super, 2016-06-23 10:41:55)

No codes

No memos

Type: Commentary

The first interview was conducted with the project leader and 2IC. They were very positive to do the interview and went through a lot of trouble to make time for it. They were very co-operative and I was able to gather a lot of information from the interview. The most insightful information that I gathered from the interview was the existing network in the community that can be utilised to the advantage of the project. The second important aspect was the skill transfer that happened between the 2 women and community members as far as Carletonville. The third aspect was the impact that the money they earned made on their ability to take care of their families. My biggest concerns was their lack of skills to identify and react to marketing opportunities. Another concern was the impact that changes in the support organization team had on the functioning of the project. They indicated that they needed enough time to get to know a new person before they can start working with them.

Summary of Interview 1:

The first interview was conducted with the project leader and sub leader of the Rysmierbult Group. The opening question for the interview prompted to explore the strengths of these 2 participants:

- W- product design knowledge/skills
- D- Quality control skills
- W- Good sewing skills
- D- Good sewing skills
- D- Leadership skills
- W- Leadership skills
- D- Ownership, make the

Weaknesses:

- D- Ability to transfer skills to other project participants. Rather do it themselves than to teach them to improve. Can transfer basic skills, but need skills to teach others
- W- Dressmaking skills
- D- Business management skills in the project
- Structural poverty issue: Transport

Threats:

- D- Skill level of the other participants
- Change in role-players from support organization. Needs to spend time to build a relationship. Spend time to get to know new members of the team. This is a very big Threat currently in the project.
- Do not explore other entrepreneurial activities
- Slow to react to identify needs/opportunities in the market.
- Access to land and facilities. They do not have living security.
- Fear of technology

Opportunity:

- Skill transfer to the project participants.
- Skill transfer to other community members. Other people see what they have made and wants to learn the skills. Neighbours, visitors, church members. D<than 10. W< than 20. Women. Carletonville community. Ages: <30
- Market for swhe-swhe dresses, children's clothes and tracksuits.
- Product development process should include the project members because they can identify the immediate needs in the community.
- Market products handbags at local church local and Carletonville.
- Use Networks to use and access technology.

Network:

- 2Farmers wife most important network actor. More than once a week. Helps with transport, buying of supplies, developing skills.
- 2Simon-age 60-male- more than once a week. Helps with transport, lifting heavy stuff. Provides access to water

problems with electricity.

- 3Daughter in high school- female- helps with tasks of project. Helps with transport when going to school.
- 1Facilitator- female
- Other community members female 40 white network to town.
- Project manager. Substitute for facilitator.
- Access to land and electricity network: Farmer's wife provides access to the farmer.
- Skill transfer to W sons embroidery machines. Ages 10 and 20
- Access to money use own savings. Discuss with husband.
- Access to transport and drivers licence Simon.

What influence does the income have on the community?

What do you do with your income? Who do you spend it on?

- Save the money in the bank
- Buy clothes for the children
- Food

Who benefits from the money?

- W-Self, husband and children and grandchildren-own close family. D-Children,
- W-Mother. D-Mother
- W+D Sisters children orphaned 8 children and 2 grandchildren ages 2 and 5 boys and 5 girls. Kgotsong.
- Borrow money to community members without interest. Women 1/2 x per month. Local community and Carletonville. Must know the person to enable them to lend money.

No in kind act in change for goods in the project

