

**AN EVALUATION OF COMMUNITY PARTICIPATION
IN ATTEMPTS TO START A COMMUNITY GARDEN
PROJECT IN THE SHAKASHEAD COMMUNITY**

BY

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DECLARATION OF ORIGINALITY

I hereby declare that this dissertation, unless specifically indicated to the contrary in the text, is my own original work.

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ABSTRACT

The purpose of the study was to describe and analyse community participation in attempts to start a community garden project in the Shakashead community. A key focus of the study was to identify the level of participation of the community in all aspects of the project cycle, that is, the planning, implementation monitoring and evaluation phases.

The study was carried out in an informal settlement situated in the North Coast about 75km from Durban. The community garden project was funded by the Luthuli Education Trust and initiated by the Borough of the Dolphin Coast as an endeavour to address abject poverty and unemployment in the community.

Qualitative research methodology guided the evaluative nature of the research. The case study research strategy was used as the community garden project in the Shakashead community served as an example of a development programme in action. The data collection methods included participant observation and semi-structured, individual interviews. Purposive sampling was used to obtain respondents for this study. This process involved the deliberate selection of members who played significant roles in the attempts to start a community garden project in the Shakashead community. These research respondents included members of the Shakashead Civic Resident's Association, a Development Consultant who represented the funding organisation and the client liaison officer employed by the Dolphin Coast Borough. The overall aim was to document their perceptions and understanding of the attempts to start the community garden project and the reasons for the unsuccessful operation of the project.

Four major themes emerged from the data to exemplify the significant elements of community involvement experienced in the attempts to start a community garden project in the Shakashead community. These themes included: a) the structural components required for full community participation; b) the importance of support and training for community members; c) local leadership and its impact on development; d) the hierarchical procedures of organisations.

The recommendations included areas for further research and several changes in working practices.

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CHAPTER ONE: CONTEXT AND PURPOSE OF THE STUDY

INTRODUCTION

People throughout the world, and particularly in Africa, are disillusioned with the development strategies of the past three decades. From the 1950s through the 1960s and 1970s, in the context of social development, it was professionals who had the answers. However, in recent times this ideology of development problems being solved by education and the transfer of technology has been questioned and undermined. In a newly democratised country such as South Africa, community participation has become a central theme in development. Much of the official thinking by government's policies advocate that community participation acknowledges the creativity, boundless enthusiasm and innovative spirit of local people in taking ownership of their own development. However, at a practice level, even though the government's social development policies and that of development organisations in civil society aim to make their systems of project management more participatory in order to be accountable to the local beneficiaries, the hierarchical procedures of these organizations and the attitudes and behaviour of development professionals continue to serve primarily as instruments of control than of participation.

This chapter focuses on providing details on the context and purpose of this study.

A discussion of the rationale, purpose and objectives, assumptions of the study, the value of the study and the theoretical framework is provided.

BACKGROUND TO THE STUDY

The Charter of the United Nations stated that: "social development and social justice are indispensable for the achievement and maintenance of peace and security within and among our nations" (United Nations Public Information – July 1994). With this premise in mind, eradication of mass poverty and reducing extreme inequalities of South Africa's apartheid era remain the fundamental challenge facing people working in the field of

development. Within the policy framework of the Reconstruction and Development Programme (1994) and the White Paper for Social Welfare (1997), the social welfare sector has been challenged anew to become more involved in the development field.

The White Paper for Social Welfare (1997) called on all role players involved in community development, to develop legislation, policies and programmes towards responding more effectively to the needs of individuals, families and communities.

The Reconstruction and Development Programme (1994) clearly emphasised a bottom-up, community-driven and participatory approach in order to bring about significant development in the disadvantaged communities of South Africa. In this regard, Rahman (1990:15) aptly stated:

unless the masses can take a leading role in rebuilding the society they will be liable to become subordinate again to some other social class or classes and lose the power to participate in the process of social reconstruction and development as full subjects.

Hence, in line with the Reconstruction and Development Programme (1994), all agencies involved in the field of social service provision are challenged to transform their approach to and “inclusive, systems-based, preventative, participatory and developmental approach” (De Vos, 1998:56).

One of the challenges facing these projects is the issue of double accountability. In other words, projects must be accountable to the local participants as well as to the source of the funds, which underwrite the projects. Upkong (1993) stated that “the grey area is the issue of autonomy for these organisations”. Craig and Porter (1997:231) indicated that “it is hardly surprising that development projects have evolved as a set of strong formal procedures, documents and techniques prescribed by funding authorities. In addition, the operational procedures of these development agencies are such that they do not expect the local participants to do much for themselves. In reality development projects tend to be more “managed” than “participatory” and “the balance of control ends up inside the organisations which are managing the projects” (Craig and Porter, 1997:229).

In this particular study, the concerns that are expressed above are similar. The study sets out to assess whether development projects are truly representative of its beneficiaries. Specifically, the study focused on the community's participation in their attempts to start a community garden project in the Shakashead community. This project was initiated by the local municipality, which is the Dolphin Coast Borough. The project was funded by the Luthuli Education Trust as part of their endeavour to address poverty in the community. This study further addresses the many reasons and factors, which contributed to the unsuccessful operation of the project.

CONTEXT OF THE STUDY

The study was carried out in an informal settlement named Shakashead. Shakashead is situated on the North Coast (about 75km north of Durban). It would be fitting at this juncture to give a brief profile of the locality in which the study was carried out.

As typical of other informal settlements in the peri-urban areas, Shakashead is characterized by poor infrastructure in terms of health, water supply, electricity, transport, sanitation and access to telephones. Additionally, a high unemployment rate and extreme poverty face the residents that reside in the area. However, the Transitional Local Council of the Dolphin Coast together with the leadership of the area have recently attempted to up-grade one part of the community. Hence, one section of the community has been transformed to include formal housing structures, water, sanitation and electricity. The population is presently estimated to be about 2900 residents according to the Borough of Dolphin Coast.

Clearly since the Shakashead community is in the process of emerging into a formalised urban settlement, the success of development projects is critical to the success of future development endeavours in the area. This therefore means that any development initiative must be aimed at being self-sustaining thereby giving the area much needed impetus for development.

Wilkins (1994) described informal settlements as “trapped communities” and maintained that their residents need special attention within an overall strategy of sustainable reconstruction and development to ensure that they are not bypassed, by those more able to take advantage of the development process. Gaventa (in Blackburn and Holland, 1998:153) added that the challenge facing development professionals now is how to build upon the successes of micro and local levels to take them to a larger scale and to incorporate participation into the development and implementation of national policies in large-scale institutions.

RATIONALE FOR THE STUDY

The motivation for this study was two-fold. Firstly, the study was motivated by policy guidelines set out by the Government of National Unity such as the Reconstruction and Development Programme (ANC, 1994) and the White Paper for Social Welfare (1997) which indicated that state reform is inextricably interwoven with community development. At a time of dizzying global change, it is clear that social development is fundamental to the needs and aspirations of people throughout the world and to the responsibility of Governments and all sectors of civil society. The United Nations World Summit on Social Development (1995) affirmed that in both economic and social terms, the productive policies and investments are those that empower people to maximise their capacities, resources and opportunities. Coetzee (1996) stated that if people associate themselves with development plans, they are more inclined to incorporate the required strategies in to their life-world. Hence, the study proceeds from the assumption that active participation of the local people needs to be sought to ensure that programmes and projects are soundly based and enjoy public support.

Now for practice experience as a developmental social worker motivated the choice of this study. During my work experience as a social worker involved in community development projects, it appeared that development projects are more ‘managed’ by development organisations and practitioners than ‘participatory’ (Craig and Porter, 1997). In addition, for some time now, the key policy challenge in the area of informal

settlement up-grade has been perceived to be that of affecting the optimal balance between the rate of delivery of services and the extent and depth of participation by the community in project planning and implementation. The former is what more satisfies the funders, engineers, project managers and politicians who are hard-pressed by their superiors to show results. The latter is what tends to please quality-conscious consumers, local leaders and those who are concerned with establishing a sense of ownership of the project by the local participants. As Craig and Porter (1997:229) contended:

development projects need to be accountable to intended participants and create real opportunities for people to take the project in directions which seem to them most appropriate.

In this light, the World Bank, International Labour Office, the World Health Organisation, the UN Environmental Programme and UNESCO have stated that development projects must strive for increasing social justice, comprehensive consultation and joint decision-making and the advancement of people through their own endeavours. (Coetzee, 1996).

Additionally, the writers Craig and Porter (1997) indicated that development practitioners constitute a significant part of developing the project frame. The writer has experienced in field practice that development projects are mainly designed in terms of a number of formal procedures and rationalities which were are put forward by funders or the management of the implementing agency. As such, development professionals constantly face ethical dilemmas as to their accountability to their beneficiaries as opposed to the employing agency which are managing the projects. As Craig and Porter (1997:231) pointed out, that these two aims “participation and effective management are deeply contradictory”. Consequently, according to De Clerq (1994) many development projects fail to become self-sustaining as projects end up being more ‘managed’ by the implementing organisation. Bearing the above argument in mind, the study is perceived as important as it provides a baseline of rich experience and insight into the factors that influence principles of community participation.

THE PURPOSE OF THE STUDY

The core purpose of the study was to describe and analyse community participation in respect of the planning, implementation, monitoring and evaluation of a community garden project in the informal settlement of Shakashead.

OBJECTIVES OF THE STUDY

- To describe and analyse the community's perceptions regarding the establishment of the community garden project in the Shakashead community.
- To understand to what extent is the community involved in the planning, implementation, monitoring and evaluation of the project.
- To identify the funder's perceptions of community participation regarding the community garden project in the Shakashead community.
- To identify the Borough of the Dolphin Coast's perception of community participation regarding the community garden project in the Shakashead community.
- Present suggestions and recommendations to the Borough of the Dolphin Coast for the work of similar projects based on concrete project experience.

ASSUMPTIONS OF THE STUDY

The study was based on several underlying assumptions. These are listed below:

- A successful community development project is that which brings about sustainable development through community participation.
- Support and training of the local beneficiaries including the local leadership will lead to increased knowledge, skills and commitment to development projects implemented in the Shakashead community.
- An investigation into the various stakeholders' (community members, funder, Dolphin Coast Borough's client liaison officer) perceptions into factors that influence

the sustainability of development projects has intrinsic value and will assist them in the implementation of future projects.

The Borough of the Dolphin Coast supports the practice of community participation, but the nature of the support to the Shakashead community can be improved.

VALUE OF THE STUDY

The study has attempted to describe and analyse the response of the local community and stakeholders to the community garden project initiated in the Shakashead community. Such an analysis will provide the Borough of the Dolphin Coast with a critical evaluation and appraisal of this project and will thus assist with the future planning, implementation, monitoring and evaluation of similar development projects in Shakashead and other areas of operation.

Furthermore, the importance of evaluating development projects in informal settlements is to establish a database regarding the appraisal and evaluation of development projects as there is not enough research done in this area. The study therefore contributes to the body of knowledge of development work in South Africa and serves to motivate for further research in this field of work.

In addition, it will inform project planners and policy makers in the field of development work about the planning, implementation and management of such projects in informal settlements. At a practice level, it is hoped that the study will contribute to a fundamental shift in the way development practitioners and organizations operate as the “goal of development is to increase humanness” (Coetzee, 1996). The study will also lead to a better understanding of the socio-economic aspects of change in an informal settlement and the expectations and aspirations of the people of the community of Shakashead.

The study will, therefore, be of much help to development practitioners, policy-makers, funders and local participants in their plight to alleviate poverty in what Lowe (1993)

terms “holistic development”. The findings might offer an alternative perspective towards the development of communities.

An important characteristic of a profession is that the professionals should be able, through an active thinking process, to convert knowledge into professional services (Compton and Galaway, 1979:89) and to select interceptive skills according to a body of knowledge on community development for the integration of social work practice, theory and research. The study also makes a contribution in helping social workers and other development workers to develop preventative and developmental policies and programmes within the framework of the White Paper for Social Welfare (1997).

THEORETICAL FRAMEWORK GUIDING THE STUDY

The theoretical framework refers to a set of ideas, assumptions and methodological approaches that guides the examination of issues. The logic of inquiry and foundations of methodological analysis require clarity for proper analysis.

This study has been guided by an understanding of social development within a post modern framework. The fundamental principle of post modern theory that there is “ no transcendent, universal criteria of truth, judgement and taste that can be applied to all situations at all times and places” (Howe, 1994 :520) applies to this study.

In post-apartheid South Africa, a great deal of work is being done in the broad field of social development as a model for addressing and balancing the injustices of the past. Clearly, at such a time when a range of organizations, an array of people and agencies are busy engaging in ‘developing people and their communities’, one is inclined to ask, what is community development? Coetzee (1996:139) noted that when the concept of development is defined, the definition predominantly refers to, “action plans, strategies and programmes aimed at improving the situation of the so-called less developed”. Similarly, Midgley (1996: 15) defined social development as “a process of planned social

change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development”.

In some circles, however, according to Ife (1994:94), “development has become a dirty word, because of the devastating consequences of the dominant form of global economic development on the nations of the South”. Coetzee (1996) quoted Varma (1980:15) in saying that this linear, conventional definition of development as a process of controlled change leading to some form of economic growth, political autonomy and social reconstruction can no longer be perceived as sufficient as the “whole of humanity is not progressing on essentially the same evolutionary road”.

More importantly, the Africa Symposium on citizens mobilizing against social apartheid (UN Summit report, 1995) advocated that , “the current model of development which focuses primarily on economic growth, the increased fragmentation of societies, the escalation of violence and ever-widening social and economic disparities has had a devastating impact on the people of Africa”. Clearly then this traditional, highly generalized economic framework of Marxist and Neo-Marxist origin seemed to “neglect or even deny much of what is human about human societies: action and interaction, culture and the social construction of reality” (Leroke,1996).

Leroke (1996) noted that postmodern theory seeks to bring new insights into our thinking about development. He advanced Foucault’s argument that all our concepts of development “are located within knowledge systems”(Leroke,1996). In this sense, development is what happens and thus transcends the concept of domination and repression. Moreover, by adopting Foucault’s notion of conceptualizing development as discourse, we can perceive development as a complex process of enablement and that there are complex social and institutional relations present in any social agreement. The postmodern approach to development acknowledges that people contribute actively to a life-world that is meaningful to them. Hence, if people associate themselves with development plans they would be more inclined to incorporate the required strategies into

their life-world. As Coetzee (1996) eloquently stated: “real participation takes place when people are consciously involved in development”.

From the above, it is clear that this approach, which is of relevance to this study, focuses on the micro processes composing reality. These include, individual interpretation, understanding, constitution of the life-world, the giving of meaning and negotiation. Postmodernist theory emphasizes what people do, say and think in the everyday sequence of events and experiences – thereby dealing with the interactions and expressions of meaning and underlying the macro appearance of reality (Coetzee,1996:148).

Furthermore, within this postmodern framework, the writers Guba and Lincoln(1989) define an emergent but mature approach to evaluation that includes, “the myriad human, political, social, cultural and contextual elements that are involved in the research process”. Guba and Lincoln (1989:8) referred to this approach as ‘fourth generation evaluation’. It takes the position that evaluation outcomes represent meaningful constructions that individual actors or groups of actors form to “make sense” of the situations in which they find themselves. As is typical of this study, the findings are created through an interactive process that includes the evaluator and the many stakeholders. The key dynamic within this approach is negotiation. In addition, “fourth generation evaluation” calls for full participative involvement in which the stakeholders and other participants who may be drawn into the evaluation process are welcomed as equal partners in every aspect of the design, implementation, interpretation and resulting action of the evaluation.

Hence, it is vital for the researcher to interact with the participants in a manner respecting their dignity, integrity and privacy. Finally this approach to evaluation is based on the qualitative or constructivist paradigm. Guba and Lincoln (1989) maintained that “the ultimate pragmatic criterion for this methodology is that it leads to successively better understanding of the interaction in which one usually is engaged with others.

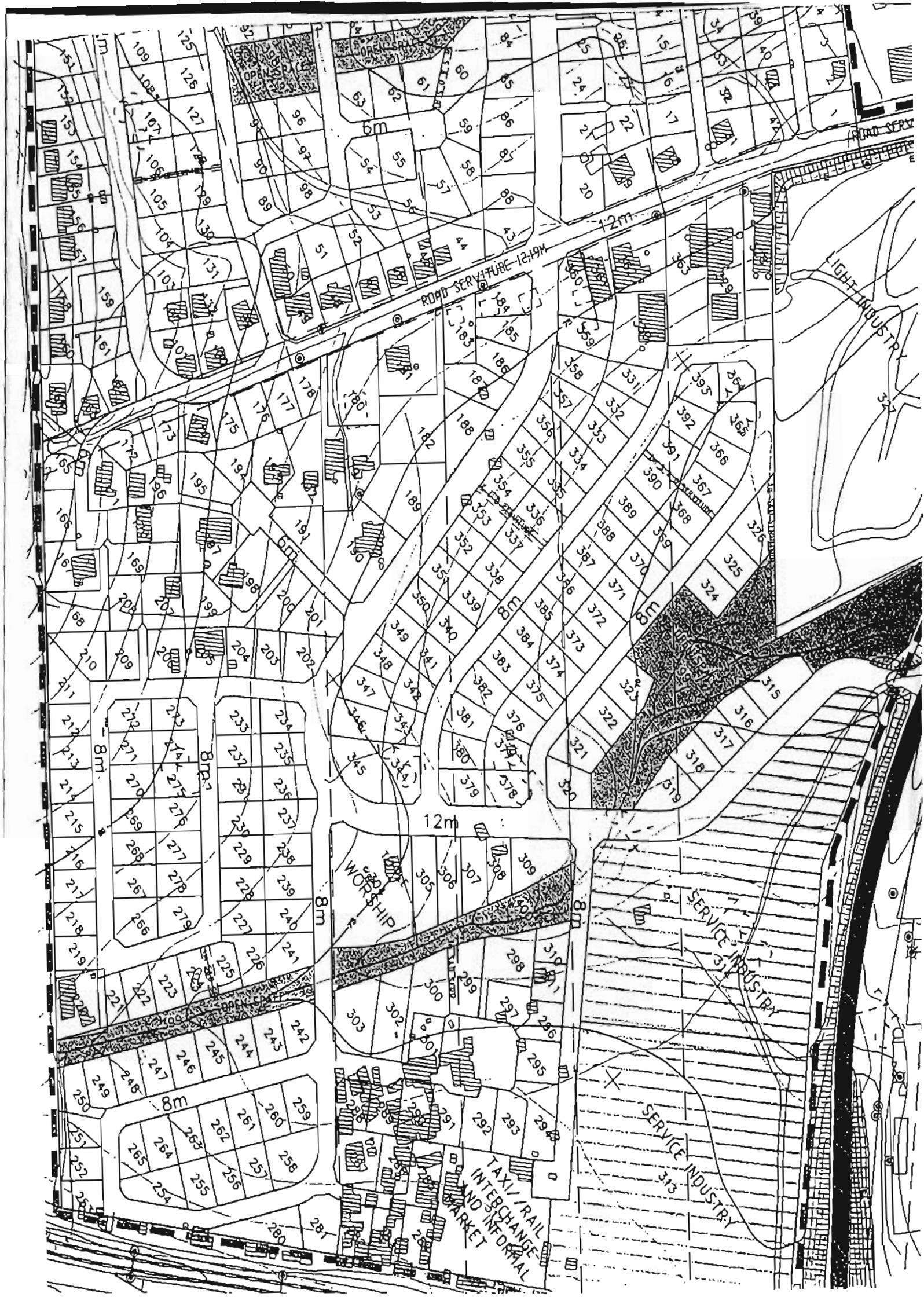
PRESENTATION OF CONTENTS

This chapter has provided an overview of the study and has discussed the background and context of the study, the rationale, purpose and objectives of the study, the underlying assumptions, the value of the study and the theoretical framework.

Chapter two presents the literature review and focusses on three main themes: informal settlements in South Africa; social development theory and the key concepts in development: community participation, empowerment and sustainability.

The methodology used in the study is presented in chapter three. This chapter contains a description of the research design, the respondents, the data collection methods and process, as well as a discussion of reliability and validity. An important section in this section deals with ethical issues that were encountered in this study.

Chapter four presents the findings of the study and the conclusions and recommendations are presented in chapter five.





CHAPTER TWO: LITERATURE REVIEW

INTRODUCTION:

The literature review was an important and integral stage in this study's research process. It served to demonstrate that the researcher is thoroughly "knowledgeable about related research and the intellectual traditions that surround and support the study" (De Vos, 1998:104) and as such, places this study within the broader context. This chapter is divided into three sections.

Section One aims to illustrate the context of informal settlements in South Africa as an understanding of the dynamics and characteristics of informal settlements is crucial if we are to plan development projects that are relevant and adequately address the needs of these communities.

Section Two broadly examines Social Development Theory and its relevance to poverty alleviation in post-apartheid South Africa. Here the discussion outlines the alternative development approaches put forth by Isamah (1990) to combating poverty such as the economic growth approach, the modernization approach, African socialism and the basic needs approach.

Section Three focuses on three key concepts in development. These are community participation, empowerment and sustainability of projects.

SECTION ONE: INFORMAL SETTLEMENTS

In South Africa, national policy towards informal settlements has evolved from outright antagonism through to grudging acceptance. Under apartheid a harsh set of laws, including the Natives Urban Act (1923) and the Prevention of Illegal Squatting Act (1951, amended in 1976 and 1977) prevented the formation of squatter settlements within the urban areas. Despite this however, squatting was never entirely eradicated. During

the 1980s, a number of factors came together which resulted in the mushrooming of informal settlements all over South Africa, and particularly, in the metropolitan areas of Kwa Zulu Natal. Hindson and McCarthy (1994:8) pointed out that these included popular mobilization against and consequent weakening of black local authorities, and the weakening of the power of tribal authorities. In addition, private Indian and African landowners were under pressure from new and assertive organizations among squatters and tenants. All of this meant that new spaces for settlement opened up to aspirant informal settlers from the overcrowded townships and to migrants fleeing drought, the grinding poverty and social constraints of rural society.

A major feature of the pattern of movement and settlement in the 1980s was the role of internecine violence within and between informal settlements and between them and formal townships. The violence resulted in massive movements of urban population, much of it between different locations within the periphery, some into the core city areas.

During the past few years since the opening up of democratic activity there have been a few important changes in the trends within informal settlements. The major stream in the 1990s was the movement of the new Black higher income group into historically affluent white and Indian areas. Furthermore, within the informal settlements in the urban areas, there was a period of intra-community conflict as struggles for control, intensified between competing political groups. Understanding the process of movement and the dynamics of informal settlements is critical if we are to plan and implement projects and programmes that are relevant and adequately address the present need and future growth of the informal settlements within a coherent overall urban and rural strategy.

The infrastructure and services in informal settlements is characterized by a lack of basic services such as water, electricity, sanitation, refuse removal and roads. This is exacerbated by poor access to schools, health and recreational facilities. Hindson and McCarthy (1994:23) indicated that within metropolitan areas there are extremely impoverished areas, most of whose residents are unable to take advantage of their relatively favourable location due to lack of skills and resources.

Furthermore, the development of services and infrastructure in these communities is impeded by factors such as violence, land ownership issues, power struggles within and between community structures and the lack of funding and capacity to maintain resources and facilities (McGregor, 1995). These factors have dire consequences to the quality of life of the residents of informal settlements.

Hindson and McCarthy, (1994) stated that extreme poverty in informal settlements is an outrage because it is avoidable through appropriate development strategies and since it coexists with urban affluence. Furthermore, it is difficult for people residing in informal settlements to initiate any viable process of development projects on their own in order to improve their living conditions and level of welfare because of the extent of their poverty and deprivation and inequalities in the distribution of incomes, factors of production and the benefits of development under the free market system.

Hence, outside resources such as development professionals or change agencies can certainly enhance progress in informal settlements provided that the attitudes and behaviours of the individuals, groups or organizations participating in the project do not create a state of dependency and instead promote inclusivity of decision-making at a local, community level.

Development projects in informal settlements also need to take place within the overall government policy regarding housing, which lies in the massive state subsidized housing programmes. At present in South Africa key policy issues in the context of housing by the Government of National Unity has been to adopt the best methodology for prioritizing settlements for up-grade and thus the challenge facing development organizations and practitioners is linking this effort to the overall development strategy consistent with both national and regional priorities. Experience in other Third world countries, especially in Latin America, has shown that if the government gives people security of tenure in the form of title deeds and if the government assists them by providing loans; these settlements can be up-graded to eventually resemble formal townships (Hicks, 1994). In addition, development strategies need to include

programmes designed and executed by development agencies to create conducive conditions to enable the poor to undertake productive economic activities to uplift themselves and realize their potential and dignity.

This calls for a relationship between development professionals or organizations and the local community, to be based on empowerment, collaboration, trust and sharing of power. Any development initiative needs to be comprehensive and should address the social, economic and political dynamics of that community.

SECTION TWO: A SOCIAL DEVELOPMENT APPROACH AS A RESPONSE TO PROBLEMS OF POVERTY IN SOUTH AFRICA

Definitions of Development:

United Nations Development Programme, (1995) has argued that “the development of a society is social development, a process in which economic and non-economic elements interact originally with each other”. Isamah (1990) added that social development makes people the focus of the development effort and seeks to develop their potentialities in the total sense. Clearly, the point of departure of this model is that the community members themselves are in the best possible position to develop their community and to obviate needs and problems, which impede development. The model calls for active involvement from local leadership, emulation of democratic procedures, improvements of inter-group and interpersonal relationships and the achievement of self-help and participation (Lombard, 1992).

Internationally, social development is conceptualized as a comprehensive attack against world poverty based on social, political, economic and cultural goals driven by the acknowledgement of people’s rights to development (Gray, 1996). The UN Summit on Social Development (1995) indicated that social development is central to the needs and aspirations of people throughout the world and to the responsibilities of governments and

all sectors of civil society. In addition, the summit affirmed that social development and economic development are mutually reinforcing.

Equitable social development is a necessary foundation for sustainable development and economic prosperity. At the same time, sustainable development and broad-based and sustained economic growth are necessary for social development and social justice. The social development model puts forward a model of social advancement, which is equitable, participatory, holistic, and sustainable and which builds on locally derived innovative efforts.

Approaches to development in Africa:

Isamah (1990) contended that hardly any systematic social development approach has emerged from Africa. Instead much of the social development strategies adopted by various African governments have been closely interlinked with economic development models and he maintained that, "the failure of the latter also means failure of the former". (Isamah, 1990:49). Thus it is urgent that governments in Africa, particularly, South Africa formulate a comprehensive blueprint for social development that is suited to the unique circumstances of the African continent.

The discussion will now focus on a brief evaluation of the strategies that have been adopted by different governments in Africa to promote growth and development in their respective nation states. Isamah (1990) identified four different approaches the Economic Growth approach, the Modernization approach, African Socialism and the Basic Needs approach - as alternative approaches to combating poverty in Third World countries. These different approaches are elaborated below.

THE ECONOMIC GROWTH APPROACH: This approach to development was the dominant one in Africa, especially during the colonial era. Isamah(1990:50) indicated that the colonial enterprise itself was undertaken for purely economic reasons; to obtain cheap raw materials and slaves; to find markets for cheap manufactured goods and to find areas for the investment of surplus capital. Roads, railways and harbours were constructed

in African countries to aid colonial economic growth and wherever no profits were made then no form of social development took place. Hence, the colonial governments and some governments in contemporary Africa who subscribed to this approach, came to see social development as incidental to economic growth, which 'may be defined as a rapid and sustained rise in real per capita characteristics of a society'. (Isamah, 1990).

Midgley (1995) argued that this approach adopted by planners of developing countries was based on the historical experience of western nations that, largely because of industrialization, experienced rapid economic growth and attained a high level of social welfare. The implication is that economic planning that aims to raise incomes through rapid economic growth assumes that individuals and their families will have the means to meet their own social needs as well as satisfy economic wants, while social problems such as crime, prostitution, delinquency and so on are the responsibilities of social agencies. Bearing this premise in mind, Isamah (1990:52) aptly stated: "It is surprising that some countries still stick to this strategy of linking social development to economic development, even in the face of all the consequent dysfunction's for society at large." He added that the economic growth approach to social development has largely failed to deliver the goods in the majority of Africa's nation states even where some economic growth has occurred (Isamah, 1990).

THE MODERNIZATION APPROACH: This approach was applied widely after World War II and was intended primarily as a device to distinguish between the 'developed' nations of Western Europe, North America, the Soviet Union and Japan and the 'developing' nations of Africa, Asia and Latin America. Leonard, (1999:45) indicated that modernization is a "total transformation" of a traditional or pre-modern society into the types of technology and associated social organizations that characterize the advanced economically prosperous and relatively politically stable nations of the Western world". In other words, modern thought holds the idea that it is reason, rational thought and systematic inquiry that allows humanity to make sense of nature and society. The developing countries of Africa, Asia and Latin America are currently undergoing a process of modernization.

However, unlike the economic growth approach, the modernization approach not only places an emphasis on the economic aspects of development but there is a concomitant emphasis on the role of the individual in the modernization process. In other words, the transition from traditionalism to modernity requires that certain attitudes, expectations and behaviour patterns are inculcated into the individual. Howe, (1994) eloquently stated that the modernization approach arises from the urgent need for individual to learn these “new rules of the economic growth game”. In developing nations this was primarily achieved through the expansion of the educational system. However, one important dysfunction of this approach has been that it raised the social expectations and aspirations of individuals in society, most of which it was unable to attain or fulfill (Isamah, 1990) Furthermore, it exacerbated the income disparity between a minority elite and the majority of the masses residing in the rural areas. Moreover, it has been criticized as Eurocentric.

Hence, if modernity was the ideological paradigm within which the industrialized, First world countries legitimatised economic liberation and aspirations, then free-market, capitalism was the economic model that logically fitted into the paradigm of modernity. However, as acknowledged , many people throughout the world and particularly in Africa, are disillusioned with the linearity of mobility in society.

AFRICAN SOCIALISM: Since modernisation was criticized as Eurocentric, an “indigenous alternative known as African Socialism was developed (Isamah, 1990:57). Nyerere(1993:59) referred to this as “African humanism”. Most proponents of this approach stress the indigenous character of communal land ownership, the egalitarian nature of society and the extensive network of social obligations that bind people and communities together. Hence, the major component here is the notion of communalism or ‘ubuntu’ as embraced in South Africa and which Nyerere (1993) refers to as ‘Ujamaa’. The social development approach in African Socialism thus emphasizes that one has to be welfare-oriented and the democratic process inherent in development work in emphasized.

Isamah (1990:59) indicated that within this approach “the participation of the masses is required not only in increasing production but also in the distribution of benefits”. Experience however, shows that African countries subscribing to the African socialism development strategy are yet to achieve much success.

THE BASIC NEEDS APPROACH:

The basic needs approach arose out of the World Bank’s acknowledgement of poverty in the 1960s. This came with the realization that after more than a decade of development planning, the economic growth had been of no significant benefit to the vast majority of people in the world and instead the gap between the rich and the poor are growing increasingly wider. This realization of the increasing impoverishment of the masses in the developing world ushered in a new era of international agency involvement in poverty alleviation. The International Labour Organisation (1980) summarized the basic needs approach as follows:

the basic needs approach is a reminder of one of the most fundamental objectives of development: to provide every human being with the opportunities for the full physical, mental and social development of his or her personality. (UN Summit Report,1995).

Hence, the basic needs approach attempts to redefine the purpose of development. It advocates that the satisfaction of the basic human needs should be central to any meaningful development strategy. The specific list of basic needs to be satisfied include; food, nutrition, safe water, health, education, transport, energy and people’s participation in the development process.

In addition, employment, including self-employment was perceived as one of the most important basic needs as it is both an end and means to the satisfaction of various household consumption needs. Lund (1987) added that although the basic needs approach emphasizes participation, it gives little guidance to how to effect the attainment

of these priorities because it does not address squarely the powers and interests that mitigate against their attainment.

South African Policy:

In post-apartheid South Africa, the social development model is perceived as a vital tool for the upliftment of the disadvantaged sectors in the country.

The Reconstruction and Development Programme (1994) and the White Paper for Social Welfare (1997) have emphatically called for a developmental approach to welfare, which among other things should do the following:

- a) Contribute to the eradication of poverty.
- b) Discourage dependency on welfare.
- c) Promote the active involvement of people in their own development.
- d) Encourage partnership between the state, provincial government and all other stakeholders in welfare. (Gray, 1996)

Bearing the above in mind, the 'new' welfare paradigm argues for a redefinition of the roles and tasks of social welfare workers. Social welfare services, in the past, have been over-specialised, curative, fragmented, unaccountable and generally have an urban and bias. Bernstein (1991) identified several aspects of the 'old' which social work needed to discard, among them its preoccupation with professionalism and with casework and its status quo oriented mission. In practice, the social development model links welfare directly to economic development programmes and policies (Midgley, 1995). Midgley (1996) suggests a materialistic perspective in identifying practical developmental roles for social work, which would address problems of poverty, deprivation and also contributes to economic development. He suggested three ways in which social work can contribute to economic development:

- a) Social work can assist in human capital formation by initiating programmes which result in the community gaining not only in economic development but also in resources.
- b) Social work can be involvement in the formation of social capital. This concept refers to the creation of economic and social infrastructure such as roads, water, crèches, bridges etc.
- c) Social workers can contribute to social development by assisting communities to engage in self-employment efforts. These ventures may include both small-scale individual and family-owned businesses, which are intended to foster productive economic gains as well as restore self-sufficiency and self-response among the poor.

Clearly, a social development approach to welfare implies a variety of role players in a system of social service delivery. Social workers, are, but one of the team players. Others as mentioned in the White Paper for Social Welfare (1997) include community development workers, child-care workers, auxillary workers and youth workers. Furthermore, 'social welfare' is but one dimension promoting social development. Schurink(cited in De Vos,1998) added that the social welfare sector should take the lead in facilitating and co-ordinating community development projects at a local, provincial and national level as social welfare workers are ideally suited to bring together all the relevant sectors with a view to establishing forums and developing integrating, multi-sectoral programmes and thus to act as community change agents.

SECTION THREE : KEY CONCEPTS IN DEVELOPMENT

Three concepts - community participation, empowerment and sustainability are considered central to this study. A discussion of these terms is now provided.

COMMUNITY PARTICIPATION: Since the emergence of the new dispensation in South Africa in 1994, the concept of community participation has been highlighted in almost every policy document. However, Main (1999) pointed out in her study of health

worker's perceptions on community participation that "despite its ubiquity community participation remains ill-defined". The findings of her study revealed that health workers did not have a common or consistent understanding of community participation.

Currently in practice it is evident that the meaning of the terms community participation is synonymous with the term community development. Some writers (Freire, 1984; Rahman, 1993; Chambers, 1998) identified community development as a form of community participation whereas others (Coetzee, 1996, Leroke, 1996) saw it as a part of community development. Schurink (in de Vos, 1998) indicated that "community participation can be defined as the creation of a democratic system and procedure to enable community members to become actively involved and to take responsibility for their own development and to improve their decision-making power". Community participation provides a sense of belonging or identity; a commitment norm, a willingness to take responsibility for oneself and others, and a readiness to share and interact. (Levi and Litwin, 1986:25). From a postmodernist perspective, the writer, Leroke (1996) pointed out how development is neither imposed from the outside on people, communities or societies nor is it something that is waiting to be implemented. Instead, development emerges and becomes defined within relations between subject-positions, without any static or final meaning. Furthermore, development cannot be divorced from an individual's perceptions and aspirations (Coetzee, 1996). Coetzee (1996) went on to say that social development efforts often take place in planned and directed intervention which maybe aimed at economic growth or social reconstruction but unless this process is favourably experienced, accommodated and stimulated by the convictions of those people affected, the process will fail to be sustainable. Hence, participation of people in development is a necessity and has to be more than an instrumental exercise of acclamation. Real participation takes place "when people are consciously involved in development" (Coetzee, 1996 :145).

Ghai et al (in Coetzee, 1996:149) raised critical questions to do with participation in community development programmes. Important among these are: What precise meaning must be attached to the notion of conscious participation at different (social,

political, economic) levels? What does participation mean for a specific community, ethnic group, farm, factory, political grouping, trade union and co-operative? Do certain activities and modes of doing lend themselves more easily to conscious participation than others? These questions formed a guiding premise in this particular study as the purpose was to describe and analyse community participation in attempts to start a community garden project in the Shakashead community.

Chambers (in Blackburn, 1998:xiii) revealed that: “development imposed from the top down is often not sustained”. The World Bank, the World Health organization and the United Nations acknowledges that community participation is the key to sustainability and many of the solutions to development problems. Hence, participation has become a central theme in development. The World Bank now has flagship participation projects and in more and more countries and sectors, projects are monitored for the degree of participation by the local beneficiaries in the project cycle. Chambers (in Blackburn, 1998:xiii) stated that ‘requiring participation has preceded a full understanding of its implications’. He maintained that much of the official thinking was that participation was cost effective as local people do more to contribute to their own development and project achievements are more sustainable in the long-term. As such, participation has been written into project documents such as the Reconstruction and development Programme (ANC, 1994) and the White Paper for Social Welfare (1997) in South Africa.

However, work experience in the development field shows that there is a major gap between the requirements put forward in macro policies and the reality of community participation at a micro level. Hence, this study endeavors to show that changes need to be included at an organizational level in terms of the cultures and procedures of the implementing agency of projects as well as the personal behaviours and attitudes of all the stakeholders’ (funders, development professionals, the local community, policy makers) involved in the project, needs to be transformed.

With regard to translating the principles of community participation into action, the United Nations Development Report (1995:15) indicates that participation is a “means for action to achieve development goals”. As such, three key components are central to participation:

- a) Need to explore what mechanisms are needed to ensure that all sectors of the population participate. Also, how do we ensure that the least powerful and the most needy are able to influence political and economic processes? Do grassroots social development initiatives enable people to advocate for their needs and rights?
- b) The creation of opportunities for beneficiary participation; and
- c) Direct participation in community based programmes.

Furthermore, the writers Craig and Porter (1997:229) revealed that generally development programmes and projects tend to be more ‘managed’ than ‘participatory’. In other words, those whom the project is designed to help participate very little and gain access to a very small proportion of the project’s resources. In recent years, several development organisations have acknowledged this gap and thus have endeavored to make their systems of project and programme management more participatory in order to be more accountable to the local participants. Participatory Rural Appraisal techniques, Process Consultation, Participation Reflection and Action are techniques that attempt to make development projects more participatory (Craig and Porter, 1997:229). Craig and Porter (1997) added that while these measures are based on a realisation that participation is essential to the success of projects and programmes, at close scrutiny these measures have become new forms of management and control and which ultimately do not result in great benefits for project participation. At the onset of development projects, we note in practice that development professionals and organisations construct a framework of control for local participants, which rigidly shapes the kind of participation they have in the project. For example, most project frames stipulates its goals and specific objectives, which are developed by development professionals who are guided by the employing agency’s policies; and this frame serves to ‘fit’ the local people into the project. Clearly, the writers Craig and Porter (1997) argue that three integral, related components have been taken for granted in development: the project frame, professionals and

organisations. Hence a focal point of this study was to exemplify the factors in which the community development process in attempts to start a community garden project in the Shakashead community impeded effective participation.

SUSTAINABILITY:

As can be seen from the discussion above concerning community participation, the link between community participation and sustainability is clear.

Development initiatives by development agencies should be sustainable. According to Gilbert (1991) sustainability involves finding a balance between resource/environmental use, and the satisfaction of human needs. Goodland and Ledec cited in Gilbert (1991) defined sustainable development as a pattern of social and structural transformations, which optimises the economic and other societal benefits available in the present without jeopardizing the likely potential, for similar benefits in the future. In other words in practice development needs to take serious consideration of the environment in which the project operates as development without the concern for the context and environment can only be short-term development. Additionally, the writer Schmale (1993) indicated that there must be continuation of benefits to the communities at grassroots both, after development project has been terminated and independent existence of an aid agency. In this regard, the local beneficiaries or people involved in the development project should have a sense of ownership of the project from the onset in order to be able to continue with it.

In the Shakashead community, the success of development projects is critical to the success of future development endeavors in the area as the community is presently emerging from being an informal squatter settlement to becoming a more formalised settlement with the necessary services and infrastructure. It therefore implies that any development initiative must be aimed at being self-sustaining thereby giving the area the much needed impetus for development.

In order for a project to be sustainable, Mandizvidza (1998) advised that one should take into account the community needs and conditions, as well as the social and political environment when planning development projects. In practice, it is evident that many projects fail to become operational or self-sustaining as they are initiated without due consideration of whether the local community members have the capacity to operate and manage the projects successfully. Additionally, these projects do not have the necessary support and training which in the long-term might help to empower the community members with the relevant project management skills.

For the purpose of this study, sustainability refers to the ability of a community development project to meet the appropriate needs of the community and to deliver its intended benefits during the project cycle and long after the project funder has withdrawn from the project.

EMPOWERMENT: The theory of empowerment was also perceived as central to this study. According to Schurink (in De Vos, 1998: 407) empowerment can be defined as the process of increasing personal, interpersonal and political power, enabling individuals or collectives to improve their life situation. Empowerment increases the energy, motivation, coping and problem-solving skills, decision-making power, self-esteem, self-sufficiency and self-determination of community members. A fundamental principle of an empowerment based approach, as emphasised by Freire's (1984) work and in other consciousness-raising approaches, is that "wisdom comes from below rather than from above" (Ife, 1996:96). In this context, the development professional is simply a resource that may be used by their people to help them articulate and meet their own perceived needs.

In the Australian context, the empowerment based poverty programme of the Brotherhood of St Laurence (Liffman, 1978) piloted such an approach. The local beneficiaries were given complete control of the programme and the development professional were accountable to them and were thus in a resourcing rather than a

directing role. Mulvey (1985) added that this promotes a collaborative approach, which in itself promotes participation in every aspect of the development intervention process. Mulvey (1985) contended that empowerment is further facilitated if the researchers conduct the intervention within the settings where people spend most of their time. Felner as cited by Rappoport (1985) provided some conditions required for empowerment. These are stipulated as follows:

- a) Interventions should be collaborative.
- b) They should be concerned with providing or facilitating resources to the self-corrective capacities.
- c) They should be delivered in the context that avoids a top down approach in the helper-helpee relationship.
- d) They should be sensitive to the culture and the tradition of the local people.

CONCLUSION:

This chapter has provided a review of literature. The discussion began by describing the context of informal settlements and the need for development in these areas. It then went on to discuss the definitions of social development with particular focus on the various approaches to development in Africa and the current policy in South Africa. Finally the key concepts of community participation, empowerment and sustainability, which form the basis of this study were discussed.

Chapter three describes the research methodology adopted in this study. The choice and selection of the sample are described in the context of the research design. The chapter concludes with a discussion of the study's limitations and ethical considerations and a brief outline of the method of analysis.

CHAPTER THREE: METHODOLOGY

INTRODUCTION

This chapter describes the research methodology adopted in this study. According to Holloway (1997) each approach in qualitative research has its own underlying principles, assumptions and procedures. The application differentiates methods and gives each approach its own unique character (Holloway, 1997). In other words, methodology allows the researcher to follow certain procedures in order to analyse the data. Methodology includes research design, methods of data collection, sampling techniques, data analysis and reporting. Clearly, methodology is very important as it provides the researcher with the acceptable standards of conducting the research. Validity and reliability of the research findings tend to depend on the methodology used in the research. Haralambos (1985) indicated that methodology must have ways of producing and analysing data so that the subjects of one's research can be tested, accepted or rejected.

The chapter begins with a discussion of the research design and then goes on to discuss the data collection methods and procedure. In addition, the limitations of design and methodology are examined and this is followed by a discussion of issues of reliability and validity. Finally a discussion of the ethical considerations and method of analysis is provided.

RESEARCH DESIGN

Post apartheid social development policies advocate the practice of community participation in the planning, implementation, monitoring and evaluation of development projects. Patel (1996:2:1) stated that:

Welfare service providers will have to make critical choices if they are to re-position themselves in line with the new welfare paradigm and address the needs of the most vulnerable and needy sectors of the population.

This calls for social work practitioners to actively engage in research and social policy related functions in order to further the process of social justice by correcting existing knowledge and creating new understandings.

The main aim of this research was to describe and analyse community participation in attempts to start a community garden project in the Shakashead community. In this study, the researcher chose to use a combination of exploratory and descriptive research strategies.

It is considered to be exploratory as little research on community participation in development projects has been conducted in informal settlements such as Shakashead. It is considered to be descriptive because it will describe how factors in the environment of the project mitigated against efforts to pursue principles of community participation. Its descriptive characteristics are embedded in the data that emerged from the different stakeholders' (funder, members of the Civic committee and the liaison officer of the Borough) perceptions of community participation in the attempts to establish a community garden project in the Shakashead community. From these descriptive details, the study attempts to generate common themes.

Furthermore, the research entailed the examination of one particular case therefore a case study design was incorporated. Guba and Lincoln (1981:370) define the case study as "an intensive or complete examination of a facet, an issue or perhaps the events of a geographic setting over time". Moreover, the nature of the study lends itself to a qualitative research design as it is concerned with gaining an understanding of the social reality of the local residents of the Shakashead community. In its broadest sense, the qualitative research paradigm "refers to research that elicits accounts of meaning, experience and behaviour of perceptions" (Schurink, 1998, in De Vos ,1998:220). These rich descriptions of individuals' perceptions, beliefs and feelings provide insights into the meanings and interpretations given to various events and behaviours (Hakim,1987).

Bearing the above in mind, a programme evaluation approach underpinned the study's research design. De Vos,(1998) revealed that evaluation research is concerned with the

study of social problems, social processes and interpersonal relations. More specifically, they provide a definition of evaluation research as “the systematic application of social research procedures for assessing the conceptualisation design, implementation and utility of social intervention programmes” (De Vos, 1998:230). In other words, evaluation researchers use social research methodologies to judge and improve the ways in which human service policies and programmes are conducted from the earliest stages of defining and designing programmes through their development and implementation.

In so doing, programme evaluation requires that the steps of a particular process be implemented in order to execute the evaluation. The process utilised in this study is based on a synthesis of the working model called the Integrated Model of Programme Evaluation as presented by McKendrick (1989, in De Vos ,1998:368) and a five phase guideline for the evaluation of social development programmes as put forward by the writers, Murden,Oakley and Pratt (1994).

Table 1 below illustrates the working model developed by the researcher as a programme evaluation guideline utilised during the research process.

Table 1 .The Development of a Programme Evaluation Model.

PHASES MURDEN,OAKLEY AND PRATT(1994)	OUTLINE OF STEPS OUTLINE OF STEPS MCKENDRICK(1989)	RESEARCH PROCESS
Preparation(1) and Planning Phase(2)	Determine what is to be evaluated	the community garden project
	Identify consumers	Engaged in contact with the Civic Committee.
	Gain co-operation of staff	entry into dialogue with the funder and Liaison officer at the Borough.
	Specify programme objectives	to describe and analyse the Communities perceptions regarding the establishment of a community garden project in the Shakashead Community
		To identify the Funder's perception Regarding the Garden project
		To identify the Boroughs perception Regarding the Garden project.
		Present Recommendations to The Borough for the Work of similar Projects.
	Specify evaluation objectives	as above
Execution of choice of Methodology(3)	Choose variables Choose research design	Descriptive exploratory, case Study- programme Evaluation. Regarding the establishment of a community garden project in the Shakashead Community
	Implement measurement	Interviews, workshop Participant Observation.
Report and Feedback(4)	Analyse findings	Kvale's(1994) data Analysis technique.
Reflection and Action(5)	Report or implement findings	Report to Funder, Community and The Borough

As illustrated in the table 1 above, the authors McKendrick (1989) and Murden, Oakley and Pratt (1994) provide an organising framework for conducting an evaluation of a social development programme such as the attempts to start a community garden project

in the Shakashead community as specified in this study. Clearly the synthesis of the model utilised included: The Preparation and planning phase, which essentially incorporated negotiating entrance into the project through contacts with the respective stakeholders that had a significant role to play in the project. Additionally specifying the programme objectives at this stage was vital.

The execution of choice of methodology phase included making a choice of the research design and the data collection tools. Here, two core data collection tools were used namely semi-structured interviews and participant observation, which included visits to the community and a training workshop. (details included in the next section). The fourth phase involved the analysis of the data and interpretation of the findings as is elaborated in Chapter Four of this report.

The final phase involved the reporting of the findings to the Civic Committee, the Funder and the Borough. Although Murden, Oakley and Pratt's(1994) five-phase guideline and the ten steps as posited by McKendrick (1989) are conceptually separated, both authors stress that the actual process is cyclical, iterative and overlapping. During this process the researcher found that to carry out an analysis of the stakeholders that played a significant role in the attempts to start the community garden project was a useful exercise.

(See Table 2)

THE RESEARCH PARTICIPANTS

According to De Vos, (1998) qualitative research requires that the data to be collected must be rich in description of people and places. As the research design allows one to analyse the relationships between the variables selected, the sampling method provided the researcher with a manageable and relevant unit of analysis from which reliable and valid data would be generated. As this is an in-depth descriptive and programme evaluative study of the attempts to start a community garden project in the Shakashead community; purposive sampling was used in order to achieve maximum details about the factors that mitigated against efforts to establish the project and pursue principles of

community participation. As such the process involved the deliberate selection of all the research participants who played a significant role in the attempts to establish the garden project (see Table 2 for details). Holloway, (1997:30) noted that, “small numbers of people with specific characteristics or experiences are selected to facilitate broad comparisons between certain groups that the research thinks likely to be important”.

A number of people were identified as being important stakeholders in the evaluation. Table 2 lists all the individuals in the programme along with their interests in the establishment of the garden project in the Shakashead community.

Table 2 Who is Involved in the Evaluation Process

STAKEHOLDERS	THEIR INTERESTS
The funder of the Luthuli Education Trust.	Justify funding and Accountability.
The client liaison officer of the Dolphin Coast Borough	Planning and implementation of the project.
	Justify funding Accountability Education and training
The Civic Residents' Association	Enhance community resources: Job creation and nutrition. Education and training Strengthen community bonds.

Each of these respondents was considered to be important for the following reasons;

The Funder: One of the significant features of the study was that the funder representing the funding organisation: Luthuli Education Trust is also a credible development consultant who is involved extensively in facilitating development projects in various communities around the Dolphin Coast region. He networks closely with the Dolphin coast Borough in this regard. Hence, the researcher acknowledges that the information received by this research respondent was most valuable to the study.

The Client Liaison Officer of the Borough: The Dolphin Coast Borough is one of the major organisations working in the Shakashead community and thus it was important to involve the person from the organisation who was directly involved in initiating development projects in this area. This research respondent was the client liaison officer who had been in employment at the Borough for the past three years. He informed the researcher that he has not had much experience in facilitating and managing projects. However, he is pursuing studies in this field currently. In addition the nature of his involvement in the Shakashead community was to initiate projects such as the attempts to establish a community garden project in the area. He informed the researcher that the implementation of the project was then responsibility of the community.

Shakashead Civic Resident's Association Committee: Development projects in the Shakashead community are supposed to be controlled by Civic Residents' Association Committee. The researcher included this committee in the study so as to document their perception about the attempts to start the garden project and the level of their participation in respect of the planning, implementation, monitoring and evaluation of the project. The researcher felt it was vital to know whether the committee was consulted when development projects were established in the community. The Civic Committee was established in October 1999 and even though the Committee was fairly new in their operation, the members of the committee had lived in the community for an extensive period and had been involved in doing community work and were part of other community structures for a long time. As such, the researcher felt that they were in a position to give out valuable data. Four members of the committee were interviewed for the study while six attended the training workshop.

The above three-tier method of investigation, that is, the Borough, the funder and the Civic Committee was designed in order to gain a holistic understanding of their perceptions on the factors that mitigated against the establishment of the community garden project.

DATA COLLECTION METHODS AND PROCEDURE

De Vos, (1998) indicate that the most widely used methods of data collection in the social sciences are documentary sources, observation, interviews and questionnaires. The tools that were used to collect data for the purpose of this study are a semi-structured interview schedule and participant observation which included visits to the community and a training workshop for members of the Civic Committee. These methods are elaborated in the discussion that follows.

INTERVIEWS

In-depth individual interviews were conducted with the key informants. These respondents included the Chairman, Secretary and two committee members from the Civic Committee. Additionally, the funder and the liaison officer participated in these individual face-to-face interviews. The intention of conducting individual face- to- face interviews was to gain a deeper understanding of each stakeholders' perception of participating in the attempts to start the community garden project. Hollaway, (1997:4) reveals that the in-depth interview is a conversation in which the researcher encourages the respondent "to relate in his or her own terms, experiences and attitudes that are relevant to the research problem". Furthermore, De Vos, (1998) notes that a recent trend in qualitative interviewing, which is increasingly, supported by poststructuralists and postmodernists questions the assumption that by merely asking the right questions, the reality of other people could become known.

Three different semi- structured interview schedules were designed for each of the respective stakeholders (the funder, the Committee members and the liaison officer). They were designed in a manner that solicited responses to key issues concerning each of their perceptions of the factors that mitigated against the establishment of the garden project and the principles of community participation. As such, each of the respective interview schedules included some closed questions, which translated the research

objectives into specific questions and the answers to such questions have provided rich and valuable data. In addition, open-ended questions were included which enabled the respondents to provide as much data about the study as possible. The researcher formulated these questions bearing in mind the content, structure, format and sequence, which have also helped in obtaining valuable information from all the respondent. Hence, each of the interview schedules included the following common categories of questions (see annexures 1,2,3 for details): Nature of involvement in Shakashead Community, Perceptions regarding the initiation of the garden project, Importance of community participation, Funding, Support and training and Additional comments.

The flexibility of the personally administered interview schedule suggests that the researcher was able to probe where necessary and also re-phrase questions where misinterpretations were likely to occur. The semi-structured face-to-face interviews did constitute a rich and fascinating source of information for this study. The intrinsic value of the interviews stemmed from the personal and collaborative interaction between the researcher and the respondents, which is core in the research process.

From the outset, it was vital for the researcher to establish a cordial atmosphere so that the respondents felt secure and had the confidence to speak freely. Furthermore, Schurink (in de Vos,1998:318) maintained that "it is important that interviewers are honest and sincere". De Vos, 1998) emphasised the importance of equality and compatibility between the interviewer and the interviewee in a research interview. Clearly then the trust relationship established between the interviewer and the interviewees usually entails more than one contact. In this regard, the researcher had a series of informal contacts with the research respondents during the preparation and planning phase of the research process which facilitated the establishment of a good working relationship.

A further advantage of the face-to-face interviews was that it allowed the researcher to take note of any spontaneous non-verbal behaviour that occurred during the interview.

The researcher was able to control the environment by ensuring that the interview took place in private.

With regard to language, the researcher did not experience a problem. The researcher conducted all the individual interviews in English as all the respondents were able to understand and speak English.

PARTICIPANT OBSERVATION

Participant Observation as a method of data collection was also used in this study. This was done in two aspects.

Field visits: The researcher undertook three field visits to the Shakashead community. The advantage here was that the researcher was able to obtain information directly about the infrastructure and resources available in the area. Moreover, the researcher used this method to verify and substantiate responses provided in the interviews carried out with the Civic Members. More importantly during the initial visit to the community the researcher visited the site that was indicated as the plot to start the community garden project.

The training workshop: A one-day Project Management Training workshop was held. During the preparation and planning phase of the research, the liaison officer of the Borough requested that the researcher conduct a Project Management training workshop with the Civic Residents' Association members as they had no idea about how to start and implement a garden project. The researcher, after consultation with the supervisor agreed to plan and conduct the workshop over a two- day period.

The main aim of the workshop was therefore to empower the civic Committee members with project management skills. For the purposes of this research study, the objectives were:

1. To understand the committee members' perceptions regarding the establishment of the garden project in the community.

2. To get a sense of each committee members' role and nature of involvement in the project.
3. To gain an understanding of the nature of the involvement of the Borough in the project.
4. To inform the committee members about the role of the researcher in the project.

The workshop was designed to encourage collaboration and dialogue among the committee members and between the participants and the researcher (see Annexure 4 for copy of the agenda). Furthermore, through participant observation of the information presented by the members about the plans to establish a community garden project in the community; the researcher was able to obtain valuable information about each members' level of participation in community development work in the community. A total of seven members attended the workshop. Six of the members were the Civic Committee members and the liaison officer also attended part of the workshop on that day. The arrangements, such as, the venue for the workshop and the invitations to the committee members was made by the liaison officer of the Borough. The researcher was informed that a total of 10 - 12 Committee members were invited for the workshop. However, a total of 6 attended.

With regard to language, the researcher conducted the workshop in English. However, one Committee member assisted with the translation of the information into Zulu during the workshop. Handouts and notes about Committee skills were given to the members and these were discussed in detail by the researcher. The researcher did not perceive the language to be major problem as the researcher is able to understand Zulu fluently and speak it to an extent. Hence, details about the project, shared by the participants during the workshop, was well comprehended and documented by the researcher.

The Table 3 below summarises the data collection methods utilised with the research participants.

Table 3: Data collection methods utilised with the research participants

Research respondents and Number	Data collection Tool	
	Interview	Workshop
Civic committee members	4	6
Funder	1	-
Liaison Officer	1	1

LIMITATIONS OF DESIGN AND METHODOLOGY

In order to evaluate the study's findings and recommendations the potential methodological limitations must be considered. The limitations of various methods have possible consequences on the interpretation of results and thus should be acknowledged and efforts made to minimise their effects. The following limitations need to be taken into account when interpreting the findings.

INTERVIEWS: One of the major disadvantages of the face- to- face interview is that it is time consuming. In this study each interview conducted took about 45 minutes. This impinged on the number of interviews conducted , as on the day of the visit to the community, a total of 4 members were present for the interviews. In this regard, the writers Forcese (1981) indicated that the use of interviews is certainly contingent on the size of the sample. Furthermore, it is possible that during the interview, the interviewer may misinterpret what the interviewee is saying and as a result incorrect answers may be recorded. Clearly, face- to- face interviews are obviously limited to the spoken word and to the inferences made by the interviewer.

It was also noted during the interviews that respondents gave accurate answers on questions dealing with recent events but it was evident that there was some errors to questions about events that happened a short while ago. For example when respondents were asked about when they first heard about the plans to start a community garden

project in the area, a total of three respondents stated that it was around June or July of 1999 while others indicated that it was when the Civic Committee was formed which was in October 1999. This can be understood in the light of the fact that respondents could not consult records and did not have much time to prepare their answers.

THE TRAINING WORKSHOP: One of the major drawbacks of the workshop was the poor attendance by the Civic Committee members. The liaison officer of the Borough gave a total of 10 – 12 invitations to members. However, a total of 6 attended. The reasons for this are unclear. However, some of the committee members that attended believed that there was a serious lack of commitment by the other members to development work.

Additionally, the workshop was initially planned over a two- day period. However, on the second day there were problems with the venue and in consultation with the Chairman of the Committee the workshop was postponed. Subsequently, several attempts were made by the Chairman of the Civic Committee and the researcher to re-schedule another day for the training. This was in vain as the attendance by the rest of the Committee members was very poor. In this regard, Chambers (in Blackburn, 1998:xiv) indicated that outside professionals may “hand over the stick to local people”, however what counts is their personal behaviour and attitudes towards development work. In this case, it appeared that a lack of commitment to the project was evident.

ISSUES OF RELIABILITY AND VALIDITY

Reliability refers to the extent to which a data collection method provides consistency in measurement or observation, while validity refers to the extent to which the method measures what it purports to measure (Marlow, 1993). In qualitative research it is evident that the data collection methods are open-ended and the data is as much a reflection of the researcher as it is of the research instrument or methods used. Goldstein (1991:104) stated that research findings in qualitative research “do not pretend to be absolute, conclusive, or for that matter, necessarily, replicable”. However, what is

important is that the research effort is rigorous and that it answers the research questions under study.

Guba and Lincoln (1985) put forth four aspects relevant to ensure trustworthiness during the research process. These are:

- a) Truth- value: which asks whether the researcher has established confidence in the truth of the findings for the subjects and the context in which the research was undertaken. In this study multiple sources of information such as visits to the community, informal contacts with the respondents, face- to- face interviews, a training workshop assisted the researcher to ensure that truth-value was maintained.
- b) Applicability: refers to whether the findings can be applied to other contexts and settings. The uniqueness of this study within the specific context mitigates against replicating it in another context. However the rich and valuable information obtained during the study adds to knowledge and experience about development processes. This may assist other development professionals with the future planning of projects and motivate for further research in this field.
- c) Consistency: notes whether the findings would be consistent if the enquiry were replicated with the same subjects or in a similar context. The Semi-structured interview schedules that were developed allow for replication. In addition, the detailed discussion of the methods and process contained in this report allow for this.
- d) Neutrality: refers to the degree to which the findings are a function of the informants and conditions of the research and not of other biases, motivations and perspectives. Every effort was made to be open and transparent with the respondents about the role of the researcher in the research process.

Having used the above criteria put forth by Guba and Lincoln (1985) the researcher notes that this process assisted to ensure that the data is trustworthy and have satisfied the requirements of reliability and validity for this particular study.

ETHICAL CONSIDERATIONS

“To be ethical means to conform to accepted professional practices”(Bailey, 1978:381) as any research endeavour, which uses and affects the lives of subjects raises the question of ethical standards. Hence, ethical safeguards were followed throughout the research process in order to minimise problems for the Civic Committee members, the liaison officer of the Borough and the funder of the representing the Luthuli education Trust. According to Bailey (1978:385) the following ethical issues needed to be considered:

Informed consent: It was important to ensure that all participants gave informed consent to their involvement in the study. The Civic members were informed about the study during a visit to the community and again at the workshop. The researcher told members that they were not obligated to participate in the study and that should they choose to participate; it would be much appreciated and valuable to the planning of future development projects. All the members consented to their involvement in the study.

Data gathering: This was limited to information that was necessary and essential to the study.

Privacy: The research respondents' privacy was maintained by keeping in confidence all information obtained. In this regard the issue of confidentiality posed as an ethical dilemma to the researcher in the case of the liaison officer and the funder as these respondents may be identified. In order to overcome this, the results are presented in a form that protects the identity of the respondents such that they are not directly linked to the information presented. Direct comparisons of the participants responses are thus not made as was initially the intention. The researcher is aware that in qualitative research, every effort should be made to present the data in a rich and descriptive manner and by choosing to present the data in order to protect the privacy and confidentiality of the respondents, the researcher acknowledges that this aspect may have been compromised.

Reporting and dissemination of findings: The findings were honestly and accurately reported. Recommendations from the findings will be made for the purposes of furthering the effectiveness of the services and the credibility of the Dolphin coast Borough and the Civic residents' Association committee of the Shakashead community. The researcher endeavoured to maintain a high level of competency by conducting a comprehensive literature review.

METHOD OF ANALYSIS

The transcribed data from the one-day training workshop and the individual interviews were analysed using Kvale's (1996) guidelines for qualitative data analysis. Kvale (1996) contended that the intention of the analysis is to get an overall sense of the data as a whole and thus to establish important structures and tease out relationships between significant objects. This process and detailed field notes kept by the researcher throughout the research process provided the context for the emergence of four themes, which exemplify the significant elements of community participation in the attempts to start a community garden project in the Shakashead community.

These themes include: a) the structural components required for full community participation; b) the importance of support and training for community members; c) local leadership and its impact on community development; d) the hierarchical procedures of organisations. Details of each of these themes are provided in Chapter Four.

Furthermore, as this is an in-depth study attention was paid to descriptive detail including the use of the respondents' own words where appropriate. The analysis presented the responses of the various stakeholders' perceptions regarding the factors in the environment of the project that mitigated against the establishment of the community garden project and the principles of community participation.

CONCLUSION

In this chapter the study's methodology was described and discussed. The study's research design included a combination of exploratory and descriptive strategies. It entailed the examination of one particular case thus it incorporated aspects of the case study design. Hence, details of the programme evaluation design were examined and the models of McKendrick (1989) and Murden, Oakley and Pratt (1994) was synthesised and adapted for this study. In addition, purposive sampling, allowed for the deliberate selection of the stakeholders who played a significant role in the attempts to start the garden project. These research participants included the funder, the liaison officer of the Borough and members of the Civic Residents Association Committee of Shakashead.

The discussion also outlined the limitations of the design and methodology. Issues of reliability and validity were discussed in relation to the four aspects of trustworthiness put forth by Guba and Lincoln (1985). Finally some of the ethical considerations were reviewed and a brief outline of the method of analysis was presented.

Chapter Four provides details of the results obtained by using this methodology.

CHAPTER FOUR: ANALYSIS AND DISCUSSION

INTRODUCTION

In summary, this study was designed to describe and analyse community participation in respect of the planning, implementation, monitoring and evaluation of attempts to start a community garden project in the Shakashead community. The purposive sampling methodology deemed it necessary to involve all the stakeholders' who had played significant roles in the attempts to establish a community garden project. Hence, the research respondents included the members of the Civic Residents' Association, one key member of the Dolphin Coast Borough and the funder who represented the Luthuli Education Trust.

The transcribed data from a from the one day training workshop, detailed field notes and individual face to face interviews were analysed using Kvale's(1996) guidelines for qualitative data analysis. Kvale (1996) contends that the intention of the analysis is to get an overall sense of the data as a whole and thus to establish important structures and tease out relationships between significant objects. This process provided the context for the emergence of four major themes, which exemplify the significant elements of community participation in the attempts to start a community garden project in the Shakashead community.

The information gathered from the various data collection tools is discussed in this chapter. For the sake of clarity the findings will begin with a background into the study of community participation in the attempts to start the community garden project in the Shakashead community. Subsequently the findings in this chapter are presented under the major headings of:

Perceptions regarding the establishment of the garden project.

Perceptions regarding community participation.

Support and training

Four major themes emerged from the findings. These are each elaborated upon and discussed in detail under the following headings:

The structural components required for full community participation

The importance of support and training for community members

Local leadership and its impact on development

The hierarchical procedures of organizations.

THE SHAKASHEAD COMMUNITY GARDEN PROJECT: A PROJECT THAT WAS PLANNED BUT NEVER IMPLEMENTED

In June 1999 during a visit to the Dolphin Coast Borough, the researcher had an informal discussion with a staff member about the researcher's interest in development projects that were implemented in the region. This staff member referred the researcher to a development consultant in the area who was actively involved in facilitating development projects in various communities in the region.

The researcher subsequently made telephonic contact with the development consultant. At the first meeting the researcher informed the consultant about her interest in evaluating the participation of local people in development projects as part of the social work master's requirements. The development consultant was supportive of the idea and informed the researcher about the plans to start a community garden project in the Shakashead community. Funds for the project was allocated by the Luthuli Education trust and the Borough was involved in facilitating the project. At this stage the researcher was given the contact details of the liaison officer at the Borough as he was directly involved in the project.

In September 1999 the researcher made contact with the liaison officer and from the onset the idea to evaluate the community garden project was well received. During this planning and preparation phase of the research, the researcher accompanied the liaison officer to the Shakashead community. During this initial visit, the researcher was taken

to the site that was demarcated in the community for the project. Here, the researcher met the counselor of the community. The researcher explained to him the role of the researcher in the evaluation of the garden project and the counselor was very supportive of the study. In addition, on this visit the development consultant and a horticulturalist was present to discuss the planning of the garden project. The researcher also met some of the community members and was informed that they would be part of the project.

During the next few months the researcher had many informal contacts with the liaison officer about the progress of the garden project. The researcher was informed that the implementation phase of the project was due to commence early in 2000. In March 2000, the researcher had a meeting with the liaison officer who informed the researcher that the project was on hold at that stage because of the heavy rains and that they planned to start in June. He added that the Civic Committee was elected to manage the project. It was here that he requested that the researcher train the Civic Committee on project management skills.

In May 2000 the researcher had contact with the Civic Committee members, the funder and the liaison officer regarding the preparation for the training. The Civic members revealed that they required skills in: public meeting skills, committee skills, fundraising skills and management skills. A date was set for the training for the 2 June 2000 and the 3 June 2000 in consultation with all parties involved.

However due to poor attendance by the Civic members the training set for these days did not materialize. Subsequently, the researcher was informed that the Civic Committee had decided on another two dates for the training. This was the 24 June 2000 and the 25 June 2000. The researcher was informed that about 10 or 12 members were to attend the training. The training material and the venue were arranged by the Borough.

On the 24 June 2000 the researcher trained 6 Civic Committee members and the liaison officer attended part of the training. The session commenced 50 minutes later than scheduled as the members attended late. It was agreed by all parties present that the training would commence at 10:00am the next morning. However, the next day the

researcher waited until 11:30 and two members attended. The Chairman of the Committee indicated that the training should be postponed. The reasons for the non-attendance of the members, was unclear.

Subsequently, the Chairman and the researcher endeavoured to re-schedule a day to complete the training. However, these attempts failed as the members still did not attend.

During August and September 2000 the researcher conducted the face-to-face individual interviews with the key participants. By this stage the community garden project had still not been established.

This brief description of the researcher's involvement in the community garden project provides the context for the analysis of the research findings. The discussion that follows is based on the findings of the various data collection methods.

PERCEPTIONS REGARDING THE ESTABLISHMENT OF THE GARDEN PROJECT:

PLANNING THE PROJECT:

The Civic Committee members and the client liaison officer were asked to respond to the following questions regarding the plans to start the community garden project in the Shakashead community:

1. How did you become aware of the plans to start a community garden project in the Shakashead community?
2. When was the first time that you heard about the establishment of the garden project?
3. Do you think that the garden project is an important one for your community? Give reasons?

Table 4 illustrates the different ways in which the respondents heard about the plans to start the garden project in the area:

Table 4: Various means of hearing about the project

Civic committee meeting	2
South African National Civic Association Conference	1
The Borough	1
Masakhane Programme	1
TOTAL	5

Furthermore, three of the Civic members indicated that they had heard about the project in June or July of 1999 while one indicated that it was shortly after the Civic Committee was elected in October 2000. This can be understood in the light that the respondents could not consult records and had to rely on their memory for details. The researcher perceived the time frame to be significant as the research interviews were conducted in the months of August and September 2000 and the community garden project was still not operational.

All the respondents affirmed that the establishment of a community garden project is an important one. The following reasons, were put forward by the respondents:

- Create jobs in the community.
- Provide nutrition to families.
- Improve community bonds and sharing among people.
- Uplift the community.

FACTORS THAT HINDERED THE START OF THE PROJECT

A core question in the study, asked to each of the research respondents was:

Why do you think it has been so difficult to get the project up and running?

Table 5 illustrates the different factors that hindered the start of the project:

Table 5: Factors that impinged on the project

DESCRIPTION OF FACTORS	NUMBER OF MEMBERS
Land	2
Lack of commitment from the community	5
Lack of firm leadership	3
Tension and conflict between community Structures	5

Evidently, a variety of reasons were received from the respondents while at the same time there were some clear overlaps. Two of the respondents indicated that there was a problem with the land, which was identified as a site for the garden project. Additionally, three respondents stated that there was a lack of commitment from the local people to the project. Furthermore one respondent elaborated that: “people stole the fencing that was put up on the site”. Three respondents revealed that there was a lack of leadership skills in the community. One respondent added further that the Shakashead community “is not a stable community and there is a lack of firm leadership”.

The majority of the respondents stated that the internal conflict and politics between the different structures over the ownership of the project has been a major factor contributing to the project not being operational. One member stated that: “the ward counsellors and the various structures in the community are in conflict”. Furthermore, another member added, that “the leadership in the area is not operating well”.

A further major reason that 5 of the 6 respondents indicated for the failure of the project was a lack of commitment and involvement of the local community in the project. The researcher noted two attempts were made to re-schedule another day for the training workshop, however this was in vain as expect for the chairman no other member attended.

The Civic Committee members were also asked a question on the reasons that contributed to the failure of development projects generally. The following table highlights the options and the number of responses to each option given:

Table 6: Reasons Given for Projects Failing by Civic members

REASONS	NUMBER OF RESPONDENTS
Lack of planning	3
Lack of commitment	3
Lack of project management skills	4
Lack of community leadership	4

Clearly the Civic members perceived that training is an essential component for the success and sustainability of all development projects. In the one- day training workshop this point, was highlighted, by all the respondents. Furthermore, the researcher acknowledged during this session that all of the members lacked project management skills as they had no idea how to start and implement a project. During the session the members asked many questions about the different roles of committee members and how to conduct public meetings, take minutes, keep records and how to fundraise for projects.

FUNDING

Under a sub-heading of “funding”; the respondents were asked to respond to the following questions:

1. How much of the funds were allocated for the establishment of the project?

2. Where did the funds come from?
3. How were the funds utilised?
4. Who had control of the funds?
5. Do you think that the funds were utilised appropriately?

With regard to the amount allocated for the project, it was evident that there was a discrepancy of amounts given by the various stakeholders. Significantly three of the four Civic committee members interviewed indicated that they had no information regarding the funding of the garden project. This highlights a lack of transparency of information by the implementing organisation.

The funder indicated in the interview that an amount of about R3000 was allocated for the project.

With regard to the source of the funds, three of the respondents confirmed that the funds, were allocated, by the Luthuli Education Trust. None of the committee members were aware of the source of funds.

Furthermore, regarding how the funds were utilised, two respondents stated that an amount of R1 200 was allocated to put fencing on the site. Thus the money was used for purchasing equipment, the payment of labour and agricultural training. Some of the respondents were of the opinion that the funds were not utilized appropriately and that since the project was not operational it was a waste of resources.

The respondents differed in their opinions about who had control of the funds. This reflects the miscommunication and lack of transparency of information regarding the funding of the project. Significantly the Civic committee members had the least information about the funding of the project. This confirms the theme highlighted in the introduction on the 'top-down' nature of the way projects are operated and in the words of Craig and Porter (1997:230) "projects are more managed than participatory".

PERCEPTIONS REGARDING COMMUNITY PARTICIPATION

All the respondents confidently stated that they believed that community participation is essential for the successful implementation of development projects. One respondent added that community leaders in communities must “understand that projects belong to the community and not to politicians”.

Furthermore, another respondent was of the opinion that a few selected members with commitment and leadership skill should be involved in projects. They should be trained and empowered such that when they return to the community they may serve as practice examples to other members.

With regard to community members involvement in the project cycle, five of the six respondents indicated that community should be involved in all the stages of the project cycle; that is the planning, implementation, monitoring and evaluation. This emphasised that the majority of the respondents embraced the principles of community participation in development projects. One respondent was of the opinion that members should be involved in the implementation stage and that the Civic committee should be involved in the planning, monitoring and evaluation stages. The Civic members were of the view that the project, should be owned by the community, from its onset. In other words they stated that development should be planned from the bottom. This had clearly not been the case in the garden project where the project was proposed by outside agencies.

On the question of the decision making process of how projects are started in the community, four of the six respondents related that decisions about projects are taken by the Borough and subsequently the community is informed about the project idea. One respondent elaborated that the Civic committee acts as a conduit for the marketing of the project to the wider community. He added that if there is no commitment from the community for the project then the project would not be successful as in the case of the attempts to start the community garden project. However, as the findings indicate earlier

there were much more complex factors identified by the community than just commitment that led to the unsuccessful operation of the project.

One respondent added a significant point, that there must be an outside implementing agency or development professional, to initiate projects in the community as community members are unable to do this on their own.

All the Civic members adamantly revealed that decisions taken for projects, were taken by the Borough and that they are only involved at the implementation stage of the project. In other words that the Borough came and sold the idea of the specific kind of project that they would sponsor. Subsequently, a community meeting is called with the local people and this served as a forum for people to express their ideas about the project. Furthermore, there is much discussion and meetings between the Borough and the Civic committee regarding the implementation of the project plan. The Committee said that it wished that their future roles in projects are more consultative in nature and that they are also involved, in the planning of the project. Furthermore, the Committee indicated that the support for the project by the wider community was related to the question of ownership of the project. In other words, they stated that if people knew that they owned the project then the support would be forthcoming.

OTHER DEVELOPMENT PROJECTS IN THE AREA

In order to gain an understanding of other development projects implemented in the Shakashead community, the client liaison officer and the Civic committee members were asked the following key questions:

1. Are you aware of other development projects currently implemented in your community? Give details?
2. How did you become aware of these projects?
3. Where you involved in the planning of the project?

All of the respondents gave details of a Business hive project which was a major development project implemented in the community at the time. They said that, the community was informed of the project during its implementation phase and that they were not involved in the planning phase of the project. Two of the committee members were employed during this phase in the project. They all stated clearly, that the project was a major development plan for the community in order to promote tourism and local economic development in the form of small medium and micro enterprises. All the respondents expressed much support for this project, as they believed that there would be much long-term benefits for the community.

Regarding the current status of the community garden project, one respondent clarified that it is to be incorporated in the major Business Hives Project. He added that in this instance the garden project would be divided into individual plots. He stated, that, “I don’t believe that community gardens work”. This respondent elaborated that this is in line with the free market policies in terms of public private partnerships that is promoted in industrialized countries. His comment was “ the government here needs to learn that communal projects don’t work as it is a way of passing the responsibility back onto the community”.

SUPPORT AND TRAINING

Under a sub-heading of “support and training”; a key question posed to all the respondents was:

1. Do you think giving community members training and support would increase their level of involvement in development projects?
2. Describe the nature of the support?

All of the respondents unanimously agreed that support and training for community members would increase their level of involvement in projects.

Table 7 illustrates the description of the nature of the support indicated by the respondents:

Table 7: Nature of support and training

DESCRIPTION OF NATURE OF SUPPORT AND TRAINING	NO. OF RESPONDENTS
Training on Project Management Skills	5
Guidance and support from a Social Worker	5
Guidance and support by a community Worker	5
Monthly committee meetings	5

One respondent added that the “identification and selection of ‘champions’ to promote and empower and return to the community as best practice examples” is vital in terms of the nature of project support. In his opinion training all community members is a waste of time of resources as a few committed members should be selected and trained.

The following section of this chapter focuses on a discussion of the four major themes, which exemplify the significant elements of the attempts to start the community garden project in the Shakashead community. These themes include: a) structural components required for full community participation; b) importance of support and training for community members; c) Local leadership and its impact on community participation; d) the procedures of hierarchical organisations.

Although these themes appear in a linear fashion for ease of presentation, they are in fact integrated, iterative and cyclical. That is, it highlights that the process of successful community participation in development projects is more of a gestalt or whole experience. Each theme will be presented and the essential nature of each theme articulated.

THEME 1: STRUCTURAL COMPONENTS REQUIRED FOR FULL COMMUNITY PARTICIPATION

The research respondents identified many structural components required for community participation and which impacted on the attempts to start the community garden project. These structural components have been divided into four sub-themes, which are:

- Involving the community
- Internal conflict between community structures
- Maintaining and encouraging commitment
- Open and effective communication

Involving the community:

The majority of the respondents ⁽¹⁰⁾ affirmed that involving the community in all stages of the project cycle maximizes participation in development projects. As Kar and Phillips (in Blackburn, 1998:62) emphasized: “it is absolutely essential in a participatory process that local people be involved right from the beginning, even before project formulation”. During the research interviews conducted with the Civic committee members a common pattern of information received was that they were not involved in the planning phase of the project cycle. Instead examples of the attempts to start the community garden project and other development projects in the area tended to involve the members only in the implementation phase. Furthermore, in principle and in keeping with the macro social development policies of the Reconstruction and Development Programme (1994) and the White Paper for Social Welfare (1997), all the respondents agreed that members should be involved in all stages of the project cycle. This is evidence that in the development field there is a major gap between macro policies and its implementation at a micro, practice level.

Internal conflict between community structures:

All of the respondents affirmed that conflict between the various structures in the Shakashead community regarding the ownership of the project had a negative impact on the attempts to

start the community garden project. Members expressed frustration that these internal conflicts and politics act as a major stumbling block for the overall development of the community in their attempts to alleviate unemployment and poverty. To quote one committee member who said “ there is much conflict between the ward counselor and the various community structures” which makes it impossible for people coming together to discuss and take part in projects. Mandizvidza (1998:69) confirmed in his study on the factors associated with sustainability of community development projects in the Cato Crest area, that violence and conflict in communities “destroys projects, premises or products completely”.

Maintaining and encouraging commitment:

All the research respondents contended that it is vital to have commitment from the local people in order to ensure community participation and a success of development. The Civic committee maintained that support and training is a key component, which would enhance commitment of community members to the development process. In this regard the respondents added that the personal behaviour and attitudes of all stakeholders in the project is crucial as participation is about how people interact. Chambers (in Blackburn,1998) eloquently stated , that “power struggles and dominating behaviour inhibits participation”. The respondents added that since community development work calls for a lot of devotion and energy, many people in the committee and the wider community, perceive the involvement in projects tedious and time-consuming. This attitude hinders people’s participation, especially committee members’ non-attendance at meetings and a failure to take on tasks during the project cycle.

Furthermore, the committee highlighted that commitment is directly related to the question of ownership of the project. The members elaborated that if the community was involved in the project from the onset and that project ideas came directly from the local people; then the support and commitment would follow.

 The liaison officer supported this notion when he said: “ Community committees must plan and decide on what projects are important and thus this bottom up approach would encourage more commitment and participation from people”.

More importantly he added: “ this will safeguard a waste of funds and resources” as was evident in this case study of the attempts to start the community garden project.

Open and effective communication:

A final component expressed by the research respondents, especially the Civic committee members, is that open and effective communication between all stakeholders involved in the project is necessary . As Lindsey and McGuiness (1998:1112) noted, “developing, trusting, collaborative relationships is critical to the success of implementing community participation in development projects”. Moreover, Haggmann, Chuma and Murwira (in Blackburn, 1998:48) indicated that the encouragement of active participation and dialogue by all actors at a local level as partners is vital. In this study, one committee member expressed that the political and internal conflicts between the different structures regarding the ownership the garden project was a major problem that led to the project not being operational. Hence, the members were of the view that open and effective communication between all key role-players in the project cycle about all aspects including funding must be encouraged in order to avoid problems. Joseph (1998, in Blackburn, 1998) proposed that much of the operational work of the project would need to be based on local agreements, contracts and alliances.

THEME 2: IMPORTANCE OF SUPPORT AND TRAINING FOR COMMUNITY MEMBERS

The findings exemplify that support and training has a central place in any development project. One respondent summarised the need for training by stating that, “community involvement in projects are new and members are unaware of how to get projects started”. Furthermore, Lund (1987: 96) stated in her study of a community-based approach to development that “it is in training that the material and social objectives of a

project are transferred to a core group of local people". More importantly, "it is in training that people are able to make a project self-sustaining and viable over time"(Lund, 1987: 98). The findings have provided much detail that project support in the form of management training, guidance provided by development professionals, on-going meetings are important to the successful operation of the project. The funder's comment on a selection of a "few champions to be empowered and returned to the community to serve as practice examples" is related to the argument put forward by Chambers (in Blackburn,1998) which indicated that sustained participation in development demands the transformation of the personal behaviour and attitudes of all role-players in the development process. In this case the funder referred to community members and this is thus linked to the level of commitment local people have to development.

More importantly, this study highlighted that there can be damaging effects of projects to themselves and to the community if the theme of "people development" and the bottom-up approach to development is underestimated by development professionals and the implementing organization.

As such the writer Blackburn, (1998:124) argued that one of the major challenges facing development professionals is the aspect of training and support as most training programmes in development concentrate on methods of community participation rather than the behaviour, attitudes and principles involved in participatory development. Consequently, there is now an urgent need to rethink the design and approach to development training programmes. Mukerjee (1994, in Blackburn, 1998:125) has described one alternative approach, which focuses on the role of the professional as a facilitator and his or her relationships with different community members. This approach concentrates much more on some of the principles of participatory learning methods (such as critical awareness and self awareness), as participation is about how people interact, their attitudes and behaviour. This study has highlighted that power struggles and dominating behaviour at a community level inhibits community participation.

THEME 3: LOCAL LEADERSHIP AND ITS IMPACT ON COMMUNITY PARTICIPATION

As advocated earlier in the discussion, promoting participatory development calls for a collaborative and empowering relationship between all the stakeholders in the project cycle. According to the respondents in the study, a lack of firm leadership in the Shakashead community had a profound negative effect on the attempts to start the community garden project. Lindsey and McGuinness (1998) indicated that in order to encourage a participatory approach in the development process a leadership style, which leads by facilitation, collaboration, co-ordination and suggestion rather than direction is fundamental. In addition these leaders build egalitarian relations while being cognizant of the power relationships inherent in community groups. Hence, from a Postmodernist perspective, Chambers (in Blackburn,1998) noted, that “for those with power and authority to adopt non-dominating, empowering behaviour almost always entails personal change”.

In the study the respondents commented that there is a need for flexibility and a willingness to learn from others by local ward counselors. This inevitably calls for a dynamic and committed individual who has much enthusiasm to work with local people to uplift the community.

THEME 4: THE HIERARCHICAL PROCEDURES OF ORGANISATIONS AND ITS IMPACT ON COMMUNITY PARTICIPATION

Lund (1987: 143) stated that “the development of organizational structures and procedures to facilitate the achievement of both task and process goals of development initiatives has been widely acknowledged to be centrally important and frequently neglected”. The findings of the study revealed that the committee members are not involved in the planning phase of the projects implemented in the Shakashead area that decisions about project plans are essentially done at an organizational level of the Borough. Projects are “top down” and community members are thus expected to “fit” into

the specified objectives and goals put forth by the organisation. As one respondent aptly indicated: “ the community must plan and decide what projects they want. It must be a bottom-up process instead of top-down”.

The hierarchical procedures and methods of implementing organisations continue to control the direction of projects. Craig and Porter (1997: 229) contended: “even though efforts are made to make their systems more participatory, they are “primarily instruments of control”. Essentially, it is vital in post apartheid South Africa, that organisations involved in implementing development projects review its implementation strategies; in particular the processes of decision making regarding project planning. Joseph (in Blackburn, 1998: 84) indicated that participatory projects have little meaning unless they embrace the broader concept of community management. Hence, it calls for a collaborative working relationship between the implementing agency and the community committee elected to facilitate the project. According to Joseph (in Blackburn, 1998) community management implies that decision-making on local project issues should be left to local collective processes.

Mc Murray (1991:33) aptly stated:

When a community is able to choose strategies for its development, based on appropriate information, local resources, accessible support and organizational approval and social approval, then it can be described as empowered.

CONCLUSION:

This chapter has presented an overview of the findings of the study. The findings have shown how factors in the environment of the project mitigated against efforts to pursue principles of community participation. Factors such as conflict and tensions between community structures in the community, the lack of firm leadership, the structure of ‘top-down’ decision making and a lack of community commitment constrained the successful implementation of the project. Four major themes emerged from the data, which exemplify the significant elements of community participation in the attempts to start the

community garden project in the Shakashead community. A discussion on the themes included: a) the structural components required for full community participation; b) the importance of support and training for community members, c) Local leadership and its impact on development and the hierarchical procedures of organisations.

Consistent with the literature, it is evident that projects tend to be more 'managed' than 'participatory' and the balance of power usually ends up inside the organisation implementing the project. (Craig and Porter, 1997:229).

Chapter Five consolidates the study's findings and makes several recommendations.

CHAPTER FIVE : CONCLUSION AND RECOMENDATIONS

INTRODUCTION

The core purpose of this study was to describe and analyse community participation in respect of the planning, implementation, monitoring and evaluation of an attempt to start a community garden project in the Shakashead community. The study was based on the assumption that a successful community development project is that which brings about sustainable development through community participation.

This chapter presents the conclusions and recommendations derived from this study. It begins with a summary of the major findings of the study and then goes onto to discuss lessons that can be learned form the study. The chapter ends with a look to the future and a presentation of recommendations for practice.

SUMMARY OF MAJOR FINDINGS

The study has shown how various factors in the environment of the community garden project mitigated against the community's efforts to pursue principles of community participation. Factors such as internal, political conflict between the different community structures in the community, a lack of firm leadership, the hierarchical decision-making procedures of the implementing agency and a lack of training and support constrained the successful implementation of the project.

Figure 1 illustrates the factors that influenced community participation in the attempts to start the community garden project in the Shakashead community.



FIGURE 1. ILLUSTRATION OF THE FACTORS THAT INFLUENCE COMMUNITY PARTICIPATION IN THE ATTEMPTS TO START THE GARDEN PROJECT.

In sum, figure 1 illustrates that all of the factors that mitigated against the successful operation of the project are closely interrelated.

MAJOR LESSONS LEARNT FROM THE STUDY

The discussion below relates to the specific findings of the study and is linked to the themes outlined in Chapter Four.

TRANSLATING MACRO POLICY PRINCIPLES INTO PRACTICE

The findings of the study affirmed that the relevance and significance of community participation is indispensable to the success of development projects and the empowerment of the poor. Furthermore, the findings suggest that all the respondents unanimously were of the view that local beneficiaries should be involved in all stages of the project cycle. This implies that development professionals and the policies of the implementing agency embrace the principles of community participation stipulated in the Reconstruction and Development Programme (ANC,1994). However, the findings also indicate that although this was accepted by all the stakeholders in principle, at a practice level the contrary was evident. This was summed up by one respondent who commented, “we are not involved in the planning of projects”.

Craig and Porter (1997:229) noted that at a practice level development professionals and implementing organisations have good intentions in terms of embracing that participation is essential to the success of projects. However, the writers also maintained that at close quarters the attitudes, behaviour of development professionals and the hierarchical procedures of implementing organisations “do little to tip the balance back towards participation”(Craig and Porter,1997:229). Instead, they effectively have become “new forms of management and control” (Craig and Porter,1997:229). The findings of the study provide ample evidence to substantiate this notion.

The challenge that faces development professionals and implementing organisations is to bridge the gap between the principles of community participation put forth by the macro social development policies which essentially outlines a “participatory, bottom-up approach to development” (ANC, RDP,1994) and the need to ensure that this is translated into practice at the local, community level. Mukerjee(in Blackburn,1998:8) aptly stated

that “it is of little use to an impoverished community to be invited to discuss its development needs and to establish priorities, if there is no way to support efforts to address them”.

The importance of training

Development efforts not only bring about new resources to communities, but also new modes of social relationships. The elements of this have been described in the discussion on theme 1: structural components required for full participation in chapter four. Additionally, the study showed that support and training is a vital factor in ensuring the successful implementation of projects. One respondent stated that “we are unaware of how to start a project and what to do during the implementation of the project”. The respondents revealed that the nature of the support should be in the form of support by professionals, training on project management skills and monthly committee meetings.

The study also highlighted a feeling that project members need to go through a selection process. It was envisaged that this process would help select those members in the community whose commitment, attitude, behaviour and participation in the project is unquestionable. Clearly this implies that only committed and dedicated community members would then be included in development projects. This, the respondents in this study thought would help to ensure the success of a project.

The majority of the respondents also acknowledged that training in project management skills should be provided to local community leaders as well. This would encourage as Gaventa (in Blackburn,1998:158) stated that “not only development training be consciously linked to empowerment, it must also be linked to the increase of the community organisational capacity to act”.

BUILDING A COMMUNITY ORGANISATIONAL BASE

- The internal conflict between the various community structures was emphasised by all the respondents throughout the study as a major hindrance to participation in the attempts to start the community garden project. All the respondents shared similar views about conflict and the tensions that existed in the Shakashead community regarding the ownership of the development project. Some of these responses included comments about: “projects are being used as a political, power tool”.
- “communities lose as projects fail because of conflict between structures”.
- “Shakashead is not a stable community”.
- “conflict makes it impossible for people to come together and take part in projects”.
- “conflict between the ward counsellor and community structures affects community members’ participation in projects”.

The above responses emphasise that all the respondents considered community participation as a crucial factor influencing sustainability of development projects. The respondents believed that the attempts to start the community garden project were unsuccessful because of the conflicts that existed. This clearly has many implications for on-going development projects in the Shakashead community. Chambers (in Blackburn, 1998) confirmed in his findings that committed, enthusiastic and dedicated leaders have a central place in promoting harmony between community development structures.

The solutions are obvious in principle – more support and training needs to occur with project committees and the local leadership who have a vested interest in the ownership of the project. This organizational capacity building as emphasized in the Reconstruction and Development Programme (1994, ANC) is the essence of community development. Lund (1987:191) indicated that “it is also one way in which the mission of the development agents can be tempered by authentic, community control of projects”.

CHANGES TO THE PROCEDURES OF IMPLEMENTING ORGANISATIONS

Gaventa (in Blackburn,1998:161) aptly stated that:

participation at a large scale cannot occur without the involvement of large scale institutions, be they national governments, large NGOs, donor agencies, social welfare agencies or others.

One respondent in this study shared this sentiment when he maintained that “there must be an external organization or professional to initiate development projects as the community cannot do it on their own”.

The study has however, shown that development imposed from the top down is often not sustained. Hence, for a large institution to increase the quality of its support to communities, “means changing the methods and procedures adopted by the organization” (Blackburn,1998:161). Leonard (1999) indicated that in modernist times, organisations’ policies are often standardised, formal and bureaucratic; this is another way of maintaining “order and control” in society. People who have worked in large organizations for many years bring these attitudes and behaviours which has served them well in the traditional approach to development but at present will have to adapt to be more supportive of a bottom up approach to development (Chambers,1998, in Blackburn,1998).

LOOKING FORWARD : RECOMMENDATIONS FOR DEVELOPMENT PRACTICE

Arising from the study, the following recommendations are made:

IMPLEMENTING AGENCIES : Development organizations, whether private welfare agencies, government departments or NGOs must negotiate with local beneficiaries from the onset of the project in order to incorporate their viewpoints in the project objectives and goals. In other words, the methods and procedures of these implementing agencies need to be reviewed in order to embrace a collaborative relationship with the local beneficiaries. Furthermore, it is the responsibility of the implementing agencies to train

local committees on project management skills. These training courses need to incorporate skills, which focus on members' attitudes and behaviour change. The sessions in these programmes should include aspects of:

- Effective and interpersonal communication skills.
- Problem-solving and negotiation skills.
- Assertiveness training
- Self awareness
- Dealing with conflict
- Committee skills

LOCAL COMMITTEES

All the respondents in the study indicated that conflict and tensions between community structures hinders the development process. Linked to the recommendations indicated above, the Civic committee members in the study expressed that training would increase community members' commitment to the project and would help to deal with the conflicts and tensions that exist in communities.

In addition, those committee members that have leadership and committee skills need to call for accountability from those members who 'fail' to show commitment to the project. Furthermore, committees need to also adopt a collaborative and trusting relationship with the implementing agency.

FUNDING ORGANISATIONS

The methods and procedures of funding organizations also need to be reviewed as implementing agencies constantly face a dilemma of prioritizing their accountability to funders or to the local beneficiaries. The highly formalized and technical project proposal formats constitute a significant framing mechanism for the project. Hence at a practice level this top down approach of funders needs to change to include the participation of local people.

FURTHER RESEARCH

Evaluative research should be a feature of all development projects. This would provide important insights into the various aspects of the developmental process and the extent to which the aims and objectives are being met. Participant action research, which involves all the stakeholders should be the preferred method of research.

Pre and Post test studies of training programmes would provide useful information about the effectiveness of such programmes and their ability to improve the development effort.

ROLE OF SOCIAL WORKERS

Social workers have a vital role in the transformation of the country by converting the principles put forth by the Reconstruction and Development Programme (ANC, 1994) and the White Paper for Social Welfare (1997) into reality. This study has shown that communities need to work together to identify project needs, determine priorities and implement programmes. In this regard, social workers' professional skills lie in the arena that can facilitate the emergence and enhancement of trust, leadership, commitment, accountability and democratic development. This would ensure that development programmes in informal settlements are implemented such that they are "equitable, people-driven and democratic". (ANC, 1994).

CONCLUSION

This study has been an attempt to further the contribution of the profession of social work to the democratization of the country and has contributed in an important way to the understanding of development processes. It has highlighted the factors associated with insufficient community participation in development projects and has illustrated how these impact on the unsuccessful implementation of such projects.

Participation is, as Chambers (in Blackburn, 1998: xii) reminded us, "about learning to respect and listen to the opinions, feelings and knowledge of all those involved in the

project”. It is hoped that this study will encourage all stakeholders (funders, development professionals, community members, local leadership, development agencies and policy makers) involved in the initiation and implementation of development projects to embrace the Freirean (1984) notion of ‘dialogue and consciousness-raising’ and in so doing to contribute to the successful implementation of development projects.

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SEMI-STRUCTURED INTERVIEW SCHEDULE TO BE CONDUCTED WITH SHAKASHEAD COMMUNITY MEMBERS

PERSONAL DETAILS

NAME

MALE

FEMALE

AGE

EMPLOYED

UNEMPLOYED

EDUCATIONAL LEVEL

How long have you been residing in the Shakashead community?

1. NATURE OF INVOLVEMENT IN COMMUNITY

1.1 Are you involved in any community work in the Shakashead Community at present?

YES

NO

1.2 What is the nature of your involvement?

1.3 How long have you been involved in doing community work in your area?

2. COMMUNITY STRUCTURES

2.1 Are you a member of the Shakashead Civic Resident's Association?

YES

NO

2.2 When was the Resident's Association established in Shakashead?

2.3 How were you elected onto the Civic Resident's Association's committee?

3. PERCEPTIONS REGARDING THE ESTABLISHMENT OF THE
COMMUNITY GARDEN PROJECT

3.1 How did you become aware of the plans to start a community garden in the
Shakashead area?

3.2 When was the first time that you heard about the establishment of the garden
project?

3.3 a Do you think that the garden project is an important one in your community?

YES

NO

3.3 b Give reasons?

3.4 In your opinion, give reasons for the failure in starting the community garden
project in the area?(probe)

4. IMPORTANCE OF COMMUNITY PARTICIPATION

4.1 Do you think community participation is important in development projects?

YES

NO

4.2 At what stage of the project cycle, should community members be involved?

A. PLANNING

B. IMPLEMENTATION

C. MONITORING

D. EVALUATION

E. ALL OF THE ABOVE

4.3 According to the opinion of some people; the lack of planning and commitment of the community in Shakashead has led to the failure of establishing the garden project? How do you feel about this?

5. OTHER DEVELOPMENT PROJECTS IN SHAKASHEAD

5.1 Are you aware of other development projects currently implemented in your community?

YES

NO

5.2 Give details of the/se projects?

5.3 How did you become aware of the/se projects?

5.4 Where you involved in the planning of the project?

5.5 How are decisions taken about the establishment of development projects in your area?

6 SUPPORT AND TRAINING

6.1 What factors would make it easier for you to do community work?

Choose from the categories below:

- A. ON-GOING TRAINING
- B. SUPPORT FROM A SOCIAL WORKER
- C. MONTHLY MEETINGS
- D. ALL OF THE ABOVE

7 ADDITIONAL COMMENTS

7.1 Is there anything else you would like to add?

Thank you for your time.

**SEMI-STRUCTURED INTERVIEW SCHEDULE TO BE CONDUCTED WITH
THE PROJECT FACILITATOR OF THE DOLPHIN COAST BOROUGH**

PERSONAL DETAILS

NAME

POSITION HELD AT BOROUGH

NUMBER OF SERVICE YEARS

What training (if any) have you had in facilitating and managing projects?

1. NATURE OF INVOLVEMENT IN SHAKASHEAD COMMUNITY

1.1 What projects are you currently involved in, in the Shakashead community?

1.2 What is the nature of your involvement in the above-mentioned projects?

1.3 Besides the Shakashead community; which other areas do you service?

1.4 Give details of your work and involvement in these other communities?

2. PERCEPTIONS REGARDING THE INTIATION OF THE GARDEN PROJECT IN SHAKASHEAD

2.1 How did you initially get involved in the planning of the community garden project?

2.2 When was this?

2.3 a Were the members of the Shakashead community informed about the initiation of a garden project in the area?

YES

NO

2.3 b If Yes, indicate how were they involved in the project?

2.4 Give reasons for the failure in initiating the community garden project to date?

2.5 a Do you think that the establishment of a garden project is an important one for the people of the Shakashead community?

YES

NO

2.5 b If Yes, Give reasons?

3. IMPORTANCE OF COMMUNITY PARTICIPATION

3.1 How do you feel about community participation in development projects?

3.2 At what stage of the project cycle should members be involved?

- A. PLANNING
- B. IMPLEMENTATION
- C. MONITORING
- D. EVALUATION
- E. ALL OF THE ABOVE

4. OTHER DEVELOPMENT PROJECTS IN SHAKASHEAD

4.1 Give details of other development projects currently implemented in the Shakashead community?

4.2 What is your present role and involvement in these projects?

4.3 How are decisions taken about the initiation of projects in the area?(probe)

5. SUPPORT AND TRAINING

5.1 Do you think giving community members training and support would increase their level of involvement in projects?

YES

NO

5.2 Choose from the category below, what should be the nature of such support?

- A. TRAINING ON PROJECT MANAGEMENT SKILLS
- B. GUIDANCE AND SUPPORT BY A SOCIAL WORKER
- C. MONTHLY SUPPORT COMMITTEE MEETINGS
- D. ALL OF THE ABOVE

6. additional comments

6.1 Is there anything else you would like to add?

Thank you for your time.

**SEMI-STRUCTURE INTERVIEW SCHEDULE TO BE CONDUCTED WITH
'FUNDER'**

PERSONAL DETAILS

NAME

OCCUPATION

1. NATURE OF INVOLVEMENT IN THE SHAKASHEAD COMMUNITY

1.1 What development project/s are you currently involved in, in the Shakashead community?

1.2 Give details about your role and the nature of your involvement in the/se projects?

2. PERCEPTIONS REGARDING THE COMMUNITY GARDEN PROJECT

2.1 In your opinion, what were the main factors that contributed to the failure of the initiation of the garden project in Shakashead?

2.2 What is the current status of the project?

3. FUNDING

3.1 How much of funds were allocated for the establishment of the garden project?

3.2 Where did the funds come from?

3.3 How was the funds utilised?

3.4 Do you think the funds were utilised appropriately?

3.5 How was the funds accounted for to the funding organisation?

4. IMPORTANCE OF COMMUNITY PARTICIPATION

4.1 How do you feel about community participation in development projects?

4.2 At what stage of the project cycle should members be involved

- A. PLANNING
- B. IMPLEMENTATION
- C. MONITORING
- D. EVALUATION
- E. ALL OF THE ABOVE

4.3 How are decisions taken when projects are initiated in the Shakashead community?

5. SUPPORT AND TRAINING

5.1 With your extensive experience in the development field; indicate the factors that would enhance the community's involvement in the upliftment and development of their community?

6. ADDITIONAL COMMENTS

6.1 Is there anything else you would like to add?

Thank you for your time.

**SEMI-STRUCTURE INTERVIEW SCHEDULE TO BE CONDUCTED WITH
'FUNDER'**

PERSONAL DETAILS

NAME

OCCUPATION

1. NATURE OF INVOLVEMENT IN THE SHAKASHEAD COMMUNITY

1.1 What development project/s are you currently involved in, in the Shakashead community?

1.2 Give details about your role and the nature of your involvement in the/se projects?

2. PERCEPTIONS REGARDING THE COMMUNITY GARDEN PROJECT

2.1 In your opinion, what were the main factors that contributed to the failure of the initiation of the garden project in Shakashead?

2.2 What is the current status of the project?

3. FUNDING

3.1 How much of funds were allocated for the establishment of the garden project?

3.2 Where did the funds come from?

3.3 How was the funds utilised?

3.4 Do you think the funds were utilised appropriately?

3.5 How was the funds accounted for to the funding organisation?

4. IMPORTANCE OF COMMUNITY PARTICIPATION

4.1 How do you feel about community participation in development projects?

4.2 At what stage of the project cycle should members be involved

- A. PLANNING
- B. IMPLEMENTATION
- C. MONITORING
- D. EVALUATION
- E. ALL OF THE ABOVE

4.3 How are decisions taken when projects are initiated in the Shakashead community?

5. SUPPORT AND TRAINING

5.1 With your extensive experience in the development field; indicate the factors that would enhance the community's involvement in the upliftment and development of their community?

6. ADDITIONAL COMMENTS

6.1 Is there anything else you would like to add?

Thank you for your time.

PROJECT MANAGEMENT COMMITTEE SKILLS TRAINING MANUAL

AGENDA: DAY ONE

10:00 - 10:05	REGISTRATION AND WELCOME
10:05 - 10:10	ICE BREAKER- PEOPLE TO PEOPLE
10:10 - 10:25	BRAINSTORM: HOW DID YOU BECOME INVOLVED IN THE DEVELOPMENT PROJECT IN YOUR COMMUNITY.
10:25 - 10:40	SMALL GROUP DISCUSSION: WHAT STEPS DO YOU THINK ARE IMPORTANT IN ORDER TO GET THE PROJECT STARTED? WHY DO THINK THE PROJECT IS AN IMPORTANT ONE FOR YOUR AREA? GIVE REASONS?
10:40 - 10:55	GROUP'S REPORT BACK
10:55 - 11:10	FACILITATOR'S REPORT BACK
11:10 - 11:20	BREAK
11:20 - 11:35	BRAINSTORM: DO YOU THINK IT IS IMPORTANT TO HAVE A COMMITTEE TO LEAD THE PROJECT? HOW MANY PEOPLE SHOULD MAKE UP THE COMMITTEE?
11:35 - 11:50	SMALL GROUP DISCUSSION: DISCUSS THE JOB AND IMPORTANT TASKS OF THE COMMITTEE
11:50 - 12:05	GROUP'S REPORT BACK
12:05 - 12:20	FACILITATOR'S REORT BACK
12:20 - 12:30	BREAK
12:30 - 12:45	BRAINSTORM: IMPORTANCE OF FUNDRAISING.
12:45 - 13:00	SMALL GROUP DISCUSSION: METHODS OF FUNDRAISING.
13:00 - 13:15	GROUP'S REPORT BACK
13:15 - 13:30	FACILITATOR'S REPORT BACK
13:30 - 13:45	EVALUATION
13:45 - 14:00	VOTE OF THANKS AND CLOSURE