AN INVESTIGATION INTO THE REASONS FOR FAILURE OF COMMUNITY- BASED PROJECTS AT FOLOVHODWE, LIMPOPO

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ABSTRACT

Community-based projects are established in most of the communities as a strategy to create jobs and alleviate poverty. In the area under investigation community-based projects were established by members of communities but some of them failed and others are not sustainable in economic terms. This study investigated the reasons for failure of community-based projects at Folovhodwe area. The objectives of the study were to determine the reasons for failure of community-based projects, to provide community development officials with a guideline of the role they must play in community projects and to provide strategies for the improvement and future development of community-based projects. The study was both qualitative and quantitative. Questionnaires and interviews were employed to collect information. The study revealed that lack of funds, poor project management, poor management of funds, lack of commitment and motivation, low level of education of project members, lack of youth involvement in community-based projects, lack of monitoring and evaluation by government officials and community leaders, lack of training and unavailability of workshops for project members and lack of government involvement in addressing project challenges were identified as the reasons for failure of community-based projects.

Key terms

Management, Control, Project failure, Project, Project Management, Communication, Interpersonal skills, Community, Monitoring and Project evaluation

DECLARATION

I, **Ndou Dzivhuluwani Norman**, declare that this research report is my own work, except as indicated in the references and acknowledgements. It is submitted in partial fulfilment of the requirements for the degree of Magister Technologiae Business Administration at the University of South Africa, Pretoria. It has not been submitted before for any degree or examination to this or any other university.

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Ndou Dzivhuluwani Norman

Signed at

On the .... day of .... 20.......

DEDICATION

I duly dedicate this study to the late Mr Nemalale Isaac, Mr Tshidino R.R, my principal Mr Khwashaba Muzila, my mother, my wife and members of communities in Mutale Municipality.

ACKNOWLEDGEMENTS

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CHAPTER 1: ORIENTATION OF THE STUDY

1.1 Introduction

Community-based projects are established in almost every community due to the fact that community members are encouraged to create their own jobs in order to get money to satisfy their basic needs like housing and food. Even in the area under study community projects were established and community members are still establishing community projects. This chapter will focus on the orientation and background of the study. It will also includes the statement of the project, objectives of the study, hypothesis, significance of the study, limitations, delimitation of the study, definition of key terms as well as assumptions.

1.2 Background

The study was undertaken at Folovhodwe area of Mutale Municipality in Vhembe District in the Limpopo Province. It is the rural mountainous area on the far north of the Limpopo Province under the jurisdiction of the Traditional Leader Nefolovhodwe. The area is plus or minus 80 km from Musina and plus or minus 85 km from Thohoyandou. The area can be accessed using the R525 from the N1 road to Pafuri Gate of the Kruger National park and road D3689 from Tshilamba. The area has six villages which are: Folovhodwe, Muswodi Tshisimani, Muswodi Dipeni, Tshiungani, Mabvete also known as Tshiungani 2 and Domboni. These villages are along Nwanedi river which is the source of irrigation to the communal irrigation schemes at Folovhodwe village. Some of the members of communities in the area get seasonal employment from farms alongside Nwanedi river so that they get income and satisfy their basic needs. The rest of the villages depend on dry land communal fields where rain is the source of irrigation during summer. These dry land communal fields are used as a source of food and generate income for the poor households.

Syferfontein Magnesite mine is the main source of employment in these villages and most of the people employed are from Folovhodwe village. These villages are amongst the poverty stricken villages in the municipality. A consultation with the ward committee and civic organisation revealed that households in the area averages 650 with Domboni having the lowest number of households. Most of the households are maintained by child grants and old age pension fund. This is supported by the establishment of drop-in-centres in the area in order to provide food for orphans and poor children in these villages.

Community projects where established in the area by members of the communities as a strategy to create jobs and providing a means to satisfy basic needs. A preliminary investigation undertaken revealed that local economic development projects were started in the area and most of them failed to sustain and others are struggling to sustain in economic terms. Most of these community projects where started by women from Adult Basic Education and Training (ABET) centres in these villages starting from Brick Making, community gardens, drop-in-centres, bakery and sewing projects. Some of these projects were funded by government departments, non-governmental Organisations and others by project member's contribution. A preliminary research conducted by the researcher indicates that the sewing project at Muswodi Dipeni was initiated and funded by TRANSNET.

Following on discussion with experts, the following causes of project failure will be reviewed: lack of project management skills, access to and management of funds, lack of interpersonal skills, level of education in project members, lack of monitoring by government officials (government involvement), community involvement in community projects, members leaving the project and lack of commitment, lack of communication between project teams and members and projects not addressing the needs of communities. The table below indicates project established in the area and indicate whether they still exist or have collapsed:

Table 1:1 Community projects at Folovhodwe area

Project	Folovhodwe village	Muswodi Tshisimani	Muswodi Dipeni	Tshiungani	Mabvete	Domboni	Total	No. existing	No. Not existing
Brick	1(NF)	1(NF)	1(NF)	0	1(F)	0	4	1	3
Bakery		1(F)		0	0	0	1	0	1
Garden			1(F)	0	0	0	1	1	0
Sewing			1(F)	0	0	0	1	0	1
Drop-in-centre	2 (1F & 1NF)	1(NF)	1(NF)	0	0	0	4	4	0
Total project	3	3	4	0	1	0	11	6	5

Key: F – funded i.e. Project funded by Governmental departments and NGO's not own funds.

NF – not funded i.e. Project not funded by Government departments and NGOs.

The statistics in table 1.1 above indicates that out of 4 community brick making projects established in the area only one exists. In two community projects established at Muswodi Dipeni, a sewing project and a community garden, only the community garden is still functioning and the sewing project collapsed. All drop-in-centres still exist in all villages. In eleven projects established in the area six are still existing most of those which have collapsed are Local Economic Development projects. Drop-in-centres are established to help orphans and poor children with food and assist them with their school work and keep them away from streets.

A preliminary interview with South African National Civic Organisation (SANCO), the Folovhodwe Branch revealed that Syferfontein Magnesite mine is initiating a community brick making project as part of their social responsibility and the project has already been approved by the traditional council and the municipality. If greater care is not taken the project may suffer the same problem as other projects established in the area thus becoming unsustainable in economics terms. SANCO further indicated that the mine will supervise and monitor the progress of the project at its initial and leave it to the community for further monitoring and control. The project is established for job creation and poverty alleviation especially income poverty. According to Kwaw (2006: 59) income poverty is caused by illiteracy, unemployment, and low income which evident in the area under study.

The two major approaches for addressing income poverty in the country are income generating projects and public works programmes (Kwaw, 2006: 59). Kwaw further indicated that income generating projects attract large number of unemployed people in rural areas. Community garden is one of the organised community agricultural projects established in Limpopo province promoted by the department of social development, department of agriculture and the national development agency (Kwaw, 2006: 61).

In South Africa, the Reconstruction and Development Program (RDP) program was committed to effectively address the problem of poverty and the gross inequality evident in almost all aspects of South African society (RDP White paper, 1994: 37). To best utilise resources efficiently and effectively programmes must be based on clear business plans which must provide clear and measurable output (RDP white paper, 1994: 19). According to the RDP White Paper (1994: 23) the government central goal for reconstruction and development is to meet social and economic needs of the people and create a strong, dynamic and balanced economy. It is evident that community projects are established for the creation

of jobs, rural development and encouraging people to take control of their own development. According to Twala (2008: 110) fundamental strategies to increase employment opportunities in the economy are aimed at increasing economic growth so that the numbers of net new jobs being created exceed the number of new entrants into the labour market.

1.3 Problem statement

The Reconstruction and Development Programme in South Africa was committed to effectively address the problems of poverty and gross inequality affecting the South African society (RDP White paper). In the 2006/2007 IDP Mutale municipality budgeted for 18 local economic development (LED) projects aimed at job creation and poverty alleviation. Members of communities responded to the call by the government and municipality to initiate and establish community project for job creation with the assistance of government departments and non-governmental organisations (NGO'S). In the area under study most of the LED projects failed and others struggle to survive and sustain jobs created by the projects. This research will undertake an investigation into the reasons for failure of community based projects in Folovhodwe area under Mutale Municipality.

1.3.1 Research statement

Lack of training, support by community development officials and community involvement are the causes of failure of community based projects.

1.3.2 Objectives of the study

1. To determine the reasons for failure of community projects.
2. To provide community development officials with a guideline of the role they must play in community projects.
3. Provide strategies for the improvement and future developments of community-based projects.

1.4 Hypotheses

It is hypothesized that lack of community involvement, lack of government involvement, lack of training of project members, lack of funds, lack of monitoring and evaluation and interpersonal skills causes failure in community-based projects. Improvement in these aspects will bring about improvement in the management of community-based projects and sustainability of projects.

1.5 Limitations of the study

The problems that the study will encounter are cooperation from former and current project members, access to projects records and financial constraints for the completion of the project under study. This is because the area under study needs transport to move from one village to another. The study may also be limited by the level of education of the respondents because some of the respondents may be unable to read and write. Respondents may not be willing to disclose some sensitive information like for example failure due to mismanagement of finances.

1.6 Significance of the study

The study will identify reasons for failure of community projects in the area so that project members and other stakeholders become aware of what will negatively impact on the progress and future of their projects. Eleven community based projects were established in the area under study and some are still operating and others have collapsed. The study will help to improve management of community projects so that jobs created by projects are sustainable. It will also boost investor's confidence in investing in community based projects in the area. This study will also help in the improvement of socio- economic status of community members   through income generation and the satisfaction of basic needs. It will help community development officers like ward councillors, social workers, community development workers, ward committee members, civic organisations and other government officials with challenges facing community based projects in the area under study. It will also help government officials responsible for community development to develop guidelines on the management of community development projects.

1.7   Delimitation of the study

The study will be conducted at Folovhodwe area of Mutale Municipality. Only projects established in the above area will be included or considered during sampling. Participants that will be included in the project will be current and former project members, civic members, councillors responsible for the area under investigation, ward committee members in wards affected, community development workers (CDW's) and government departmental officials responsible for the development of the area. The study will only include information from respondents in this area and from literature search.

1.8   Reference Technique

This study used the Harvard method of referencing. According to Simpson, et al (1989: 93) reference is "a direction in a book to another passage or another book where information can be found". For example, referencing a paragraph in a book will be as follows: author's name, followed by a year of publication and pages in brackets at the end of the paragraph.

1.9 Definitions of key terms

Management

Management is the process by which people, technology, job tasks, and other resources are combined and coordinated to achieve organisational goals (Adrew and Szilagyi, 1981: 739).

Control

Control assures that actual operations go according to plan (Andrew and Szilagyi (1981: 736). Control is the process whereby management ensures that the organisation's goals are accomplished or that actual performance compares favourably with the pre-determined standards. Organisations use control procedures to ensure that they are progressing towards their goals and that their resources are being used properly and productively (Du Toit *et al*. 2010: 230).

Project failure

A study by Rohe, Bratt and Biswas (2003: 2) defined failure of a community development corporation or project as a corporation that simply went out of business regardless of the fact that it accomplished its intended objectives and benefited its target population. The researcher therefore define failed project as one which did not meet its objectives and has closed down its operations.

Community

According to van Deventer and Kruger (2009: 256) community may also refer to a cultural or ethnic or language group or may refer to group of persons having the same or similar interest.

Project

A project is a novel undertaking to create a new product or service the delivery of which signal completion and begins when resources are dedicated to its specific goal Wideman (2000: 3). A project is a specific activity or event initiated by a community worker with the support aimed at addressing the specific needs of that community (Rubin and Rubin, 1992: 402).

Project Management

Project management indicates how projects should be implemented on time, within budget and to the customer's satisfaction (Knipe, van der Walt, van Niekerk, Burger and Nell, 2010: 41). Project management is further defined as the application of knowledge, skills, tools, and techniques to project activities to meet project requirements (Project Management Institute, 2008: 443).

Communication

Eksteen *et al* (2005: 367) described communication as the transfer of knowledge in connection with the mission, objectives, policies and strategies of the enterprise and conditions of service to the personnel in a way that fosters good human relations between management and employees. Communication is also defined as the process by which a person, group or organization (sender) transmit some type of information to another, group or organisation (receiver) (Rothmann and Cooper, 2008: 96).

Interpersonal skills

Interpersonal skills are sometimes referred to as soft skill and include communications, customer relations, selling and teamwork and involve working effectively with people (Werner and DeSimore, 2009: 297). According to Knipe et al (2010: 131) interpersonal skills includes dealing with people, facing conflicts and persuading people. It includes communication skills (i.e. active listening, responding, oral communication, written communication, assertive communication and non- verbal communication) and relationship-building skills (i.e. self- disclosure and feedback, cooperation, trust, intercultural sensitivity, service orientation, self-presentation, social influence and conflict resolution).

Monitoring

Monitoring means consistently measuring performance and providing ongoing feedback to team members on their progress towards reaching project milestones and provides an opportunity to check how well team members are meeting predetermined standards and change unrealistic standards (Knipe et al, 2010: 240).

Project evaluation

It is the process of assessing, verifying and documenting project results (Larson and Gray 2011: 647). In the field of human resource development evaluation is the systematic collection of descriptive and judgemental information necessary to make effective training decisions related to the selection, adoption, value and modification of various instructional activities (Werner and DeSimore, 2009: 198).

1.10 Assumptions

Due to the fact that respondents are project members and members responsible for community development, enough information will be collected for this study. Information collected will be reliable because it will be obtained from people who are responsible for day to day running of the project and those responsible for monitoring progress of community based projects. It will be easy for respondents to complete the questionnaire because they have experience in community based projects.

1.11 Ethical considerations

The respondent's views and opinion will be treated with high level of confidentiality and will not be disclosed. Respondent's names or age will not be revealed in questionnaires. Respondents have the right to participate or not participate in the project. Respondents will be treated with dignity and respect. Permission will be obtained from the municipality, traditional leaders and participants before the research is undertaken. This will be done through written consents.

1.12 Organisation of the study

Chapter 1: Orientation of the study

In this chapter the focus is on the following important aspects: statement of the problem, hypothesis, objectives, significance of the study, limitation of the study, research methodology, definition of concepts, literature review, reference technique as well as organization of the study.

Chapter 2: Environment of the study

This chapter focused on the environmental aspects of the study area together with projects established in the area.

Chapter 3: Literature review

This chapter focused on the theoretical review from different scholars, books, journals, articles, government documents and the internet.

Chapter 4: Research methodology

This chapter focuses on the research methodology to be used by the researcher when conducting the study. The chapter includes research approach, research design, data collection methods, sampling and data analysis method.

Chapter 5: Presentation of results

This chapter presents the results obtained from the respondents by means of questionnaire from the sample provided. It also includes the demographic profile of respondents.

Chapter 6: Discussion of the results

This chapter discusses and interprets the findings obtained during data collection and also contains analysis of data and synthesis thereof.

Chapter 7: Conclusion and recommendations

The main aim of this chapter is to report on findings and make recommendations. It also links the main findings with the objectives of the study.

1.13 Conclusion

This chapter presented the plan and an overview of how the research will be conducted and detailed literature review and methodology will be presented in next chapters.

CHAPTER 2: ENVIRONMENT OF THE STUDY

2.1 Introduction

The purpose of this chapter is to introduce the location and the environment of the study area focusing on location, access to the study area, climatic condition, poverty level, job creation and project established for job creation purposes. Special emphasis was given to local economic project established at Folovhodwe area of Mutale Municipality in the Limpopo province.

2.2 Location of the study area

Folovhodwe area is located in the Mutale Municipality under Vhembe District Municipality in the Limpopo province. Mutale municipality is situated in the Far North eastern part of the Limpopo province. It is one of the four municipalities comprising Vhembe District Municipality (Mutale municipality 2006 IDP). Mutale local municipality shares border with Musina Local Municipality and the republic of Zimbabwe on the north, the republic of Mozambique on the east, Makhado Municipality to the west and Thulamele municipality to the south (Mutale Municipality 2007 IDP).

Folovhodwe area is situated in the far North of the municipality and is at the border with Musina Municipality. It is accessed through road R525 from the N1 road to Pafuri gate of the Kruger National park and can also be accessed through P277/1 linking Thohoyandou and Mutale. Folovhodwe has five villages which are depicted in map attached as Annexure 3. The area is alongside Nwanedi River which serves as a source of water and is also used for irrigation by farms and communal gardens established alongside the river. Folovhodwe area is under chief Rambuda.

2.3 Poverty level in the municipality municipality

The municipality consists of one hundred and fifty villages which are hundred percent rural communities which are poverty stricken and have a high unemployment rate (IDP Review, 2005/6: 9). The population in the municipality is estimated 108 215 with 24 239 households living in the municipality with an average of five persons per household (2010/11 IDP). The persistence of poverty called for the development of innovative and sustainable community development and poverty alleviation policies, strategies and programmes that will not only create opportunities for sustainable jobs and income generation, but will also harness and

strengthen resources within households and civil society to achieve sustainable livelihoods (South Africa Year Book, 2008/09: 466). It also indicated that the eradication of poverty is the highest priority in government's effort to build a better life for all.

The Department of Social Development was tasked to assist communities in a range of developmental projects and to develop best practices to link social grants to the livelihood strategies of direct and indirect beneficiaries and income generating vehicles such as co-operatives (SA Year Book, 2008/09: 466). The government support beneficiaries initiatives and was perceived as an enabler with the Department of Social Development implementing poverty- relief initiatives (SA Year Book, 2008/09: 467). One of the challenges facing the municipality is the alleviation of poverty and the creation of job opportunities in rural areas (2010/11 IDP).

The creation of job opportunities in the municipality was given priority as people leave the municipality to get jobs in urban areas. The municipality identified the establishment of community projects or community initiatives as a strategy to create employment for people living below the poverty line in the municipality. Most of the households in the municipality depend on child grant and old aged pension fund. This includes households in the area under study. The 2010/11 IDP also indicated a challenge of malnutrition occurring in the municipality where the area under investigation is situated and it was prioritised by the municipality and the department of health and social development.

The poverty level is also indicated by the fact that 14 262 households in Mutale Municipality are receiving free basic services. It was indicated that the number of indigent households increase yearly in the area. The majority of the residents live in traditional huts which in terms of reconstruction and development programme standards; they are described as inadequate housing. The 2007 IDP report indicated that 12 865 households were supplied with RDP houses which reveal that the level of poverty in the municipality where the study area is situated is very high.

The municipality encouraged communities through councillors to establish community project in order to reduce income poverty so that households can satisfy their basic needs. A study by Ravhura (2010: 1) indicates that most of community development projects in Mutale Municipality are aimed at profit making and the eradication of poverty as most villages are poverty stricken. The challenges are that most of the community based projects are not sustainable in economic terms.

Through its local development strategy the municipality offer communities the opportunity to work together to improve their economy focusing on job creation and poverty alleviation. The local economic development strategy of the municipality where the area under investigation is situated has a burden of unemployment which is very high (IDP 2007: 87). The poverty level in the municipality is also proved by the establishment of more survivalist (informal) business (IDP 2007: 88).

2.4 Population at Folovhodwe area

This area is under chief Rambuda territorial council in the Mutale Municipality. The areas is in ward 7 now renamed ward 9 and ward 9 renamed ward 10 due to the increase in the number of wards in the municipality. The Mutale Municipality IDP 2006/7: 83 indicated that the ward had 16 350 people and ward 9 had 10 545 people. According to statistics below ward 7 was among the three wards with high population. The demographic representation of wards was as follows:

Table 2.1: Population in Mutale Municipality per Ward

WARD	POPULATION 2006	NUMBER OF HOUSEHOLDS
1	18 605	2 142
2	8 649	1 727
3	9 215	1 821
4	11 808	2 734
5	12 611	3 152
6	5 607	1 491
7	**16 350**	**2 775**
8	16 759	2 671
9	**10 545**	**2 022**
10	12 117	2 028
11	9 515	1 906
TOTAL	**131 781**	**24 469**

Source: Mutale Revised Report March 2007

2.5 Projects in Folovhodwe area

The area under investigation consists of five villages which are rural and poverty stricken as indicated by Mutale 2007 IDP. The area is at the border with Musina Municipality. Most community members from these villages work from communal farms along Nwanedi River which is the main source of water in the area. Syferfontein magnesite mine situated at Folovhodwe village also provide employment opportunities for community members.

According to encouragements by the municipality and other government departments as set out in the local development strategy of the municipality, community projects were initiated by members of communities for job creation and poverty alleviation (Mutale Municipality IDP 2007: 84).

A consultation with community structures in the area under investigation revealed that eleven community based projects were established in the area. The projects established include community bakery, brick making projects, community garden, sewing, tourism and drop-in-centres. Unlike other projects drop-in-centres are not established for profit motive but to care for orphans and poor children in communities.

Mutale municipality IDP 2006/7 indicated that areas under the Mutale municipality has potential to grow in agriculture but only one community garden was established in the area under study and is not sustaining in economic terms. The project has stopped production even though it was supplied with equipment and implements by the department of agriculture. The area is also challenged by high level of illiteracy like other areas in the municipality which impact badly in local economic development (Mutale municipality IDP 2007). Projects pictured from pages 15 to 18 were established in the area under investigation. The structures of other three projects were demolished and given to other people for residential site.

Figure 2.1: Muswodi community sewing project

Figure 2.1 above indicates the community sewing project established at Muswodi Dipeni village initiated and supported by the South African Police Services (SAPS) and TRANSNET foundation. A consultation with the local civic organisation indicated that the project collapsed before it become sustainable and profitable. Project members were given sewing machines and mobile rooms to conduct the project by the sponsors TRANSNET Foundation. It was also indicated that project members were trained by Mandala dress making service provider to execute the job.

Figure 2.2 Muswodi community garden

Figure 2.2 above indicates community garden established by members of community at Muswodi Dipeni village. The project is still existing but struggling to survive. A consultation

with the local civic organisation revealed that the project was equipped by the department of Agriculture.

Figure 2.3: Mbangiseni Brick Making Project

Figure 2.3 above indicates the community brick making project established by a group of 10 women from Muswodi Adult Centre established at Muswodi Dipeni Village.

Figure 2.4: Folovhodwe community brick making project

Figure 2.4 above indicates Folovhodwe community brick making project initiated by Adult learners from Folovhodwe Adult Basic Education and Training (ABET). A consultation with the centre revealed that members of the project were women.

Figure 2.5: Folovhodwe Drop-in-Centre

Figure 2.5 above indicates a drop- in- centre established at Folovhodwe village along the main road from Muswodi Dipeni, Muswodi Tshisimani to R525 via Nwanedi Game Reserve.

Figure 2.6: Muswodi Tshisimani Community Tourism Project

Figure 2.6 above represents Muswodi Tshisimani community tourism project Established at the Wetland in Muswodi.

Figure 2.7: Zwavhudi Tshisimani Brick Making project

Figure 2.7 above indicates a brick making project established by a group of women from Muswodi Tshisimani Adult Centre.

Figure 2.8: Tshisimani Bakery

Figure 2.8 indicates a bakery project established at Muswodi Tshisimani by community members.

Figure 2.9: Faranani Tshiungani II community project

Figure 2.9 above is a brick making project established by a group of women from Tshiungani II village (Mabvete) and funded by the Government of Ireland in partnership with the department of water affairs and forestry and Vhemebe District Municipality.

2.6 Conclusion

The chapter introduced the environment of the area under investigation as well as indicating the population size in wards where ward 9 had 16 350 people and ward 10 had 10 545. Projects established in the area by community members were indicated by figures depicted in the chapter. Most of the projects were established by adult learners from adult learning centres established in communities. The chapter also indicated the level of poverty which is very high in the Municipality which motivated the establishment of community-based projects.

CHAPTER 3: LITERATURE REVIEW

3.1 Introduction

Literature review is a review of the existing scholarship or available body of knowledge and helps the researcher to see how other scholars have investigated the research problem (Mouton, 2001: 87). The purpose of this chapter was to present findings of a review of literature on projects focusing more on community-based projects. The chapter familiarized readers with the current stage of regarding the research problem. This was achieved through the desk study of a wide range of academic books, journals articles, government documents and the internet. The chapter reviewed literature on community involvement in community projects, their management, government involvement, access to and management of finances, communication in projects, interpersonal skills and monitoring and evaluation as contributors to failure of community projects.

1.9   Definitions

Table 3.1 Definition of terms

Term	Explanation	Source
Project	-Project can be considered as achievement of a specific objective which involves a series of tasks and activities that consume resources.	(Munns and Bjeirmi, 1996: 81)
	-Project can be considered to be any series of activities and tasks that have specific objective to be completed within specific time, have defined start and end dates and consume resources.	(Kerzner, 1992: 2)
Failure	Simply went out of business	(Rohe,Bratt and Biswas, 2003: 2)
Community	A community can be defined as something that has the sense of place, boundary or belonging.	(Green and Mercer, 2001: 1931)

Project management	-Can be defined as the application of knowledge, skills, tools and techniques to project activities to meet project requirements.	(Project Management Institute, 2000: 6)
	- Project management is the art of creating the illusion that any outcome is the result of a series of predetermined, deliberate acts when, in fact, it was dumb luck.	(Kerzner, 1992: 3)
Community-based development	It is an umbrella term for projects that actively include beneficiaries in their design and management	(Mansuri and Rao, 2004: 1)
Community-driven development	Refers to community-based development projects in which communities have direct control over key project decisions, including management of investment funds.	Mansuri and Rao, 2004: 1-2)

Considering definitions in figure 3.1 above t community- based projects is therefore defined as projects initiated and managed by community members , funded by own or outsourced funds for the benefit of project members and the communities.

Community-based project failure is also defined as a total closed down of the project and failure to achieve set objectives.

3.3 Management of community projects

Project management was rated as the most important factor contributing to project failure in cases where there was serious budget and cost overrun: (KPMG, 1997: 17). According to Martin and Tate (2001: 9) project management is a set of tool, techniques, and knowledge that when applied, helps you produce better results for the projects. Managing project without project management is like playing football without game plan (Martin and Tate, 2001: 9). The project manager does the planning and then delegates tasks to the team members and follow up to make sure that team members are completing their tasks on time (Martin and Tate, 2001: 12). Project management stems from the need to plan and coordinate large,

complex multifunctional efforts (Richman, 2012: 7). Management is routinely understood to be accomplishing work through the expenditure of resources and also referred to as the science of employing resources efficiently in accomplishment of a goal. Richman (2012: 9) outlined planning, directing, organising, staffing, controlling, and coordinating as the classic functions of project management. The project manager should be a person, who can create and lead a stimulated, aggressive team and further indicated that the project manager must be people oriented, thus be concerned with the behaviour of his team members and their reactions (Pieterse, 2001: 43). The project manager must possess the necessary basic management skills and be well versed in project management (Pieterse, 2001: 70).

Martin and Tate (2001: 12-13) outline the approach to project management which are as follows:

- Directive project management. This approach assumes that the project manager can do the best job of planning and controlling the project. The project manager delegate tasks to team members and make follow ups to make sure that team members are completing tasks in time. Martin and Tate (2001: 12) indicated that the approach has the following disadvantages:-execution of project takes longer due to confusion, misunderstanding and network. Team members have little understanding of the project as a whole and there is little team commitment and ownership to the project.
- The second approach is participating in project management. In this approach the project leader or manager facilitates the projects management process, leading the team through the steps of planning and the team monitors the progress of the projects under the direction of the project manager.

According to Martin and Tate (2001: 13) advantages of participating in project management i.e. the second approach are that:-each member of the team understands how His or Her individual piece of the project fits to the big picture

- More ideas are generated
- Better decisions are made
- Participation creates ownership, which strengthens commitment and accountability
- Team morale is usually higher

- There is less rework
- Individual and team performance is used

According to Martin and Tate (2001: 14) participatory approach provides better project results

Poor project planning was rated as one of major causes of project failure (Pieterse, 2001: 60) Pieterse (2001: 60) further indicated that planning the project consists of determining which tasks needs to be completed to achieve project objective and allows the project manager to draw the project plan. Poor people management by the project manager including managing project team and communication to the project customer was rated as the cause of the project failure (Piterse, 2001: 89).

Magano (2008: 53) indicated that planning is at the forefront of every activity and indicated the following factors as important with regard to planning i.e. having a project plan with clear aims objectives, as a form of reference and always keeps participants on the with goals and objectives. It was further indicated that the project must have a constitution which serves as a reference with regard to control measures.

A study by Magano (2008: 87) further revealed that in leadership of community development projects the chairperson is assumed to be the project manager and there is also commitment which serves a leadership role. A study of Ravhura (2010: 87) indicates that poor management of community development projects, has reached unacceptable proportions and recommended the good management would contribute greatly to poverty, alleviation of poverty in rural areas and job creation.

The main point of project management is to provide control and direction over the development of a new product or desired outcome. Anschutz (1996: 55) indicates lower willingness to manage as an obstacle in the management of Community-Based Solid Waste Management and Water Supply Project and further indicated that successful community-based water supply projects have shown a pattern of leadership that shifts to those most interested in project outcome.

According to Kerzener (1992: 946) the project manager or leader must possess the following project management skill in order to management project successfully:

- Producing the end results within the constraints of available resources and performance requirements. This requires a global view of project objectives and accurate planning of how success will be achieved.
- Leadership aspect of directing the project team effort
- Decision making
- Negotiation for needed resources and resolution of conflicting demand on those resources.

3.3.1 Important features to be considered in the project

3.3.1.1 Management

According to Kroon (1995: 3), management refers to the process of getting work done through other people by the use of human resources, material and time to achieve objectives. Managers play a role in ensuring that community development projects are sustainable. The key distinction of management is to meet specific objectives, but in attaining them through efforts of other people.

Managers are expected to possess skill, knowledge and competences that facilitate smooth and efficient operations. Also, they are required to manage people and tasks, in order to ensure the success and survival of their organisation in the face of an increasing complex technology, socio-economic, cultural and economic development. Garcia-Zamor (1985: 6-7) describes the following five main objectives regarding participative planning and management, all of which helps to ensure the sustainability of development projects:

- It stimulates greater acceptance of the performance criteria, because the beneficiaries are emotionally involved;
- It promotes integration of the interests of the local community and those of the development projects goal;
- It increases the accuracy of information pertaining to the projects;
- It produces high quality outputs, and

- It helps to deal with challenges of lack of sensitivity and effective responsibility of local people's feelings, needs, problems and view and therefore, reduces the feeling of insecurity on the part of the beneficiaries. It also reduces conflict and increase the number of projects that fit a specific community.

Managing people in the community development projects requires the individual, or the team of individuals, to possess skills besides the designing jobs, measuring, monitoring and evaluating output. Chambers (1983: 139) maintains that management focuses on spending budgets, completing projects on time, sustaining improvement and performance.

3.3.1.2 Lack of management style

According to Shonhiwa (2006: 94), lack of management skills leads to deficiency in management. Low productivity may go unnoticed for a long time if management does not have the skills or ability to detect it. What is not known cannot be managed by the manager. If a manager lacks management skills, his/her response to turmoil within an organization often manifests itself in staff de-motivation, lack of team effort, sabotage and absenteeism. Where there is no cohesion among followers, managers often become rigid and disinterested, as they are compelled to become permanent referees between warring factions.

3.3.1.3 Lack of sustainability in projects

According to Cusworth and Franse (1983: 11), project failure can be identified at two levels. Firstly, there is a failure to implement the project on time, within the budget time frame and in line with the plan. It is common occurrence to find projects running late as a result of inflation. Failure takes place also when implementation has been completed, but fails to achieve the effects intended. Given the above mentioned background, it was concluded that the impact of community development projects is far below their potential or expected income. Some projects fail due to poor management style.

According to the findings of Linkages Development Agency and CSIR, (April 2003: 2-3), the major reasons that lead to un-sustainability of community development projects are:

- Lack of effective integrated planning implementation and monitoring and evaluation system in support of the projects;
- Lack of financial management skills, required to access the feasibility of projects;

- Weak management information system that makes it difficult to locate, compare and even monitor the various poverty interventions;
- Lack of project feasibility studies and business planning to determine the relevancy of project in meeting the priorities of the project.

3.3.2 Strategies to promote sustainability in projects

According to Fox and Van Rooyen (2004: 94-95) strategies to promote rural development should be based on appropriate information. The planning and implementation of projects relies on the following data:

- The economic policy framework within which development has to be reconciled with national policy objectives;
- Area demographics, namely per village, per municipality, per province, and ultimately for the country at large;
- Labour market conditions including employment patterns per municipality, per economic sector or province;
- The financial constrains, within which local government, provincial and national government could accommodate capital and technical needs.

3.3.2.1 Developing marketing plans and strategies

According to Gilbert and Churchill (1998: 21) marketing plans are documents created by organizations to record the results and conclusions of environmental analyses and to detail marketing strategies and their intended results. The marketing strategy portion of plans includes statements of marketing objectives, analyses of customers and markets and suggested marketing mixes to achieve objectives. Marketing mixes are combination of strategic tools used to create value for customers and achieve organisational goals. Marketing plans should also include budgets, forecasted sales and profits, and any other objectives that can be used to evaluate success or failure.

Pitt (1998: 213) argues that choosing a strategy requires that the organization be designed in such a way as to be able to carry out the strategy. Therefore, the organization must have a structure, it must have people and it must have a congruent culture if goal attainment through the chosen strategy is to be realized. If the strategy process is to be successful, it must be supported by three systems:

- Firstly, there must be a planning system, for the development of formal, disciplined plans;
- Secondly, there must be information system which provides for a flow of relevant, timely information for decision making;
- Thirdly, there must be an adequate control system, which allows for the monitoring of plans, the measurement of results and the taking of corrective action.

3.4 Community involvement in projects matters

Section 17(1) of the Local Government: Municipal System Act, 2000 (no.32 of 2000) mandates municipalities to establish the necessary processes, mechanisms and procedures that will enable members of the local communities to participate in the municipal affairs.

The Municipal System Act, 2000 (no.32 of 2000) section 17(2) further states that the municipality should ensure that the demands and needs of communities are taken into consideration by discharging their responsibilities as follows:

- Continuous consultative sessions with members of the community organisations and traditional leaders;
- Taking into consideration petitions and complaints lodged by members of the communities; and
- Giving the people feedback on all matters that affect the local communities.

In terms of the 1998 White Paper on Local Government, community involvement through public participation is a central and nodal theme and is regarded as the mechanism to participatory democracy and a link between the municipality and its community. Mansuri and Rao, 2004: 6) indicates that community based development relies on communities to use their social capital to organise themselves and participate in development processes. Community based initiatives is the active involvement of the members of a defined community in at least some aspects of project design and implementation. The key objective is the incorporation of local knowledge into the project decision making process.

In Nigeria, Maduagwu (2000: 1) indicated that the Government should not presume that they know what will benefit the poor better than the poor themselves. Maduagwu (2000: 1-2) further indicated that projects should be embarked upon because people need them not

because contractors are pushing for them. Citizens should clarify their own needs and priorities.

Community-based initiatives seek to empower local community groups and institution by giving the community direct control over investment decisions, project planning, execution and monitoring, through a process that emphasises inclusive participation and management (Haider, 2009: 4). Participatory project create effective community infrastructure and improve welfare (Mansuri and Rao, 2004: 30).

The success of participatory projects may also be affected by how well heterogeneity is managed, by what resources and strategies are used to bring communities together and how effectively differences are debated (Mansuri and Rao, 2004: 31). The quality and sustainability of projects is improved by community cohesion and social capital. Mansuri and Rao (2004: 31) further indicated that community based development is more effective in more cohesive and better managed communities and also indicated that better educated groups within a community may better able to organise and benefit most from projects. For the success of community based projects community leaders must be downwardly accountable, answerable primarily to beneficiaries.

In Mali limited community participation contributed to community development problems and constraints because communities did not fully support and participate in development activities (Nzau-Muteta, Nzeyimana and N'Quessan, 2005: 8). Community participation tends to be limited to financial management and not to promoting and ensuring the sustainability of project actions. It was also indicated that in Mali the participation of women in community development projects was insufficient.

Nzau-Muteta, et al (2005: 8) further indicated that villages are key development stakeholders and there was a need to draft and implement an information, education and communication strategy for social mobilisation and capacity building in Mali. Project sustainability essentially depends on the process initiated to ensure effective ownership of project beneficiaries (Nzau-Muteta, 2005: 38). In the rural areas of Kayes and Koulikoro in Mali the main constraints facing the people were high illiteracy affecting mainly women, poor organisation of village communities, the excessive mobility of the pastoral community, low female representation in village decision making bodies and the absence of socio-economic infrastructure (Nzau-Muteta et al, 2005: 17).

Community involvement and participation became the catch phrases of the 1990's when Government, donor-organisation and NGO's wanted to implement rural development projects at local level (Berman, 2000: 5) In order to manage affairs as a community everyone in the community must feel that he/she is involved and partaking in the experience. It means participating in the benefits and responsibilities, decision- making process and duties, privileges and obligation of the undertaking. Individuals of the community must accept full responsibility for the outcome of the undertaking and own the project. The community must accept that it is responsible for the future success and failure of the project (Berman, 2000: 5)

N2 Gateway Housing project was badly affected by lack of community involvement because the Department of Local Government and Housing was unwilling to include the community and the community also displayed traits of not wanting to take part in the plenary meetings with the department (Kakaza, 2009: 106). Kakaza (2009: 97) further indicated that politics within the community ends up delaying the progress of a project and also indicated that community involvement is of high importance. Keeping the community informed is one of the tools that the project manager can make use of to ensure buy-in from the community (Kakaza, 2009: 98). A study by Rohe, Bratt and Biswas (2003: 47) indicated that the success of community development corporations (CDC'S) was due to the fact that CDC's are closer to the community and controlled by community residents and that gave CDC's advantage over public and private entities. Mansuri and Rao (2004: 13) the theorized advantage of participation is that it makes development demand-driven and it should improve the match between what a community needs and what it obtains.

In Japan, Community-Based Disaster Management programs initiated by the government and the international communities including donor agencies failed to be sustainable at local level after completion of project (Pandey and Okazaki, 2005: 2). It was indicated that the critical element of sustainable disaster management is communities' participation the activities. It was further indicated that the common elements of community involvement are partnership, participation, empowerment and ownership by local people. People should own problems, consequences and challenges of any mitigation and preparedness initiative, it is necessary to take people's involvement further into policy and strategy (Pandey and Okazaki, 2005: 2).

The top-down and command-and-control approaches used to manage consequences of disasters failed due to the fact that communities, as the primary stakeholders and recipients of the direct impact of disaster, were not given the chance to participate in the process of

decision making and implementation of activities. Community empowerment for disaster risk management projects demands their participation in risk assessment, mitigation planning, capacity building, participation in implementation and development of system for monitoring which ensures their stake (Pandey and Okazaki, 2005: 3). They further indicated that lack of community participation leads to the following results:

- Failures in meeting the appropriate and vital humanitarian needs.
- Unnecessary increase in requirement for external resources
- General dissatisfaction over performance.

According to SMARTE (2010: 1) community involvement is a very important aspect of revitalization for any community and indicated that without community buy-in, a project may never get off the ground or will not be accepted once it is completed. It was further indicated that community involvement should be used to generate not only ideas for revitalization projects and their implementation, but also ideas to further improve existing project features. Community members may have special issues or concerns that, if incorporated into a project at the outset, may help to reduce the likelihood of challenges to risk assessment results, and potential remediation or revitalization plans (SMARTE, 2010: 1).

3.4.1 Challenges of community involvement

SMARTE (2010: 1-2, 5) indicated the following as challenges for community involvement:

- Performing a community assessment in town without a master plan or preference for development options.
- Reaching consensus from diverse background and needs.
- Accommodating interests when feasible and within the goals of the project.
- Conducting community involvement or participating among the local residents, who have competing priorities/language barriers
- Building trust among various stakeholders
- Effectively conveying to local residents other stakeholders, involvement and support of the revitalisation project
- Educating residents about the goals of the project/process
- Communicating technical information in an easy to understand manner

- Identifying stakeholders that can represent a diverse constituency, and represent these constituencies at public meetings and planning session.

3.4.2 Reasons why community involvement is important

SMARTE (2010: 5) further indicated the following as reasons why community involvement is important:

- Identify overlooked local knowledge- community members may have useful information about the site's history, past land issues and associated contaminants
- Treamline efforts. Community members may have special issues or concerns that, if incorporated into a project at the outset, may help reduce the likelihood of challenges to risk assessment results, and potential remediation or revitalization plans.
- Gain acceptance. Community members who contribute to the revitalization planning process will better understand the process and will be more likely to support the project they have input in and thus create a sustainable

3.5 Government involvement in community-based projects

A historical, political and social analysis of the country is critical in addition to the usual economic analysis to carefully assess whether the government has capacity to support community- based development in a manner consistent with both upward commitment and downward accountability (Mansuri and Rao, 2004: 29). There should be commitment by the country to a cultural change in the institutional environment, which has to become more participatory, responsible and transparent, with downward accountability (Mansuri and Rao, 2004: 29).

Mutale Municipality IDP (2011/2012: 97) indicates that economic cluster projects will be funded by Government Department like the department of Agriculture and the department of Health and social development. It further indicated that the municipality together with Vhembe district Municipality will mobilize funds to provide funding for some projects in the area.

Ravhura (2010: 91) in his research indicated the importance of Municipality involvement in community projects as the factor that will improve sustainability of community-based

projects in Mutale Municipality and recommended that the municipality should appoint Local Economic Development (LED) manager to run community development projects on behalf of the community yet the community should be allowed to own the project.

In Tanzania the upgrading of low income settlement was initiated by the government and supported by the World Bank. The World Bank supported urban Sector engineering Project and the government of Tanzania developed a policy framework for Urban Management, service delivery and infrastructure investment and an implementation strategy (The World Bank, 2002: 7) the country assessment report indicated that the role of the central and city governments was redefined as follows:

- To encourage community groups to form associations and define their priority needs; mobilise local human and financial resources, seek technical advice and decide on affordable levels and standards of service provision, participate in infrastructure construction and accept management responsibilities for operations and maintenance.
- To encourage city and central government departments to provide the institutional framework to respond to such community participation which included the provision of technical and professional staff to design and supervise infrastructure construction, coordinate and fund trunk infrastructure provision and facilitate equitable cost recovery mechanism (World Bank, 2002: 8).

The government in Tanzania prepared a National Program Document consisting of the following interrelated elements to guide implementation strategy:

- Improve the capacity of the public sector institutions to implement the sustainable human settlement program through human resource development.
- Improve the management of urban land, access to affordable urban services and the living environment.
- Improve the quality and increase the quantity of affordable shelter.
- Stimulate economic growth and employment.

In Dar es Salaam, the city council was generally the generally the responsible agency for implementing upgrading initiatives and partners with donors to support initiatives. The three authorities in Dar es Salaam were responsible for the preparation and implementation of upgrading schemes and in other cities the city councils are implementing agencies and liaise

with other service providers, such as the ministry of water as required (World Bank, 2002: 11).

A futuristic analysis of the role of the project manager cannot be made without analyzing the environment in which he/she will be operating. It is probable that the impact of government on the lives of individual citizens will continue to increase, with environmental regulations increasing sharply. The government may well become heavily involved in the enforced recycling of non-renewable resources wherever it is possible (Kerzner: 1992; 948).

Internationally, it is likely that democracy will continue to decline in the world and the remaining democracies will become increasingly socialized. Much has been said about pollution of air and water, but these are relatively easy to clean up compared to the pollution of the land that has taken place. It is entirely likely that vast project teams will be necessary to clean up the damage that has been done to the land, and that these project teams will involve the resources of business and government jointly (Kerzner: 1992; 948).

3.5.1 Project management environment with reference to Middle East

In an attempt to understand the constraints under which Middle East projects are managed, one must briefly examine the political economic environment:

3.5.1.1 Political climate

Although the Middle East appears to the casual observer as a homogeneous area, there is a deep ideological gap between the socialist and capitalist camps. Iraq, with its wide-ranging state capitalism, stands near one end of the spectrum, while the ultraconservative Saudi Arabia stands at the other.

3.5.1.2 Economic development

Private enterprise is as important as impetus to industrialization in the Arab world as it is in the west. When it comes to large-scale projects, however, both the socialist and capitalist, government play a key role. It is only because the governments in these countries command the financial and other resources such projects require.

Middle Eastern governments speak of development plans and targets for takeoff into self-sustained growth. The rich countries have budgets for financing sound projects, while the

poor ones have been successful in securing loans and credit when they have been able to justify the economic feasibility of their projects (Kerzner: 1992; 933).

3.5.2 Benefits of government involvement

According to Haider (2009: 14) government involvement has benefits which are as follows:

- It contributes to the success of community approaches.
- Traditional leaders and government authorities that are excluded from community-based approaches may become obstacles to their successful implementation.
- Involving government dampen resistance and lead to support for such activities
- Linking community-based projects to government policies and institutions can extend the reach of such projects and their sustainability.

3.5.3 Risks of government involvement

Haider (2009: 14) further indicated the following risks of government involvement:

- Community-based projects become a part of government bureaucracy rather than an innovative and participatory community approach.
- Government interference in decision making process may undermine community empowerment.

3.6 Communication

According to Smith and Cronje, 1999: 409) communication can be defined as a message conveyed by a sender to a recipient(s) either verbally or non-verbally, with regard to activities, management tasks and or relationships. Communication is further defined as the transfer of message that is both received and understood (Goetsch and Davids, 2010: 235).

The figure below clearly illustrates the definition of communication according to Goetsch and Davids.

Massage received → Communication ← Message understood
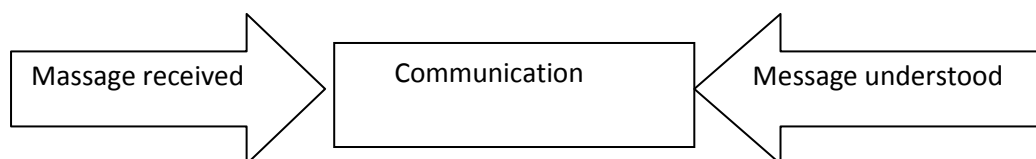
Figure 3.1 Communication

According to Magano (2008:25) communication was one aspect highly emphasised as important in enhancing teamwork and successful running of projects. Magano (2008: 26) further outlined that information sharing as part of communication is very important in the sense that it could keep all members abreast of the progress in the project. Nzau-Muteta et al (2005: 7) revealed that insufficient communication on project activities and between local services and their representation at communal level was a constraint in collaborating with the local technical services of the state.

According to Centre line solutions Incorporated (2004: 11) poor communication lead to team members not having information needed in time when it is needed, issues of change do not get escalated and project reporting is sluggish. This is due to the fact that the project communication plan was not completed and it does not have enough details.

Project communication plan describes how the project manager will keep information flowing during the project and should describe meetings and reports to management, stakeholders and client (Richman, 2011: 112-113). According Muavha (2008: 45) effective communication is crucial effective desirable and sustainable results, as poor communication often lead to chaos and uncertainty. In order to participate meaningful the community needs to be fully informed and able to transmit their views, wishes and interests and it was emphasised that the communication process has to be in place from the start of the project to enhance inclusive decision making (Kotze, 1997: 38) He further indicated that to secure informed planning and decision making the community should have access to free flow of information.

In community Based Disaster Management (CBDM), community empowerment and communication help to achieve sustainability (Pandey and Okazaki, 2005: 7). They further indicated that transparency of activities and dissemination of knowledge and information encourages people's participation in activities. Empowerment in the absence of access to information for informed decision-making, and training and capacity building to develop the skills necessary for effective action can result in disillusionment of beneficiaries (Haider, 2009: 10)

Management must create communication channels to improve understanding and internal liaison because of the following:

- it promotes the required healthy relationship between the management and the workers;

- brings management and workers together into unity and coordinates all activities of the organisation;

- affords all workers the opportunity to make known to management their expectations and grievances;

- promotes the flow of information which makes sound decision making and

- Makes for favourable attitudes and relationship towards employees.

3.6.1 Communication problems as a barrier to effective team building

According to Kerzner (1992: 264) the project leader should devote considerable time communicating with individual team members about their needs and concerns. The leader should provide timely sessions to encourage communications among individual team contributors. Kerzner further outlined the following tools for enhancing communication:

- Status meetings,
- Reviews,
- Schedules,
- Reporting systems and
- Collocation

Community Development Corporations in Milwaukee, Dallas, and Philadelphia failed due to communication problems. Community Development Corporation of Wisconsin (CDCW) failed because the executive director was reluctant to share the organisation's financial problems with either the board or the city for fear of scaring major funders. The Oak Cliff Development Corporation (OCDC) in Dallas failed due to the fact that the executive director did not communicate well with political leaders, particularly local city council representative. Even in Portland CDC's communication between funders and CDC's hindered the success of projects (Rohe et al, 2003: 47).

3.6.2 Root causes of poor communication

Dyer (2005-2012: 1-2) in his article outlined the following as the root causes of poor communication:

- Fear. Fear makes team members feel the need to protect their own interest and not to become open.

- Misaligned expectations. Is when team members have different expectations on how things are supposed to work?

- Confusion. Chaos break out when members are confuse

- Loss of momentum. When the project is behind schedule communication tends to finger pointing which causes loss of momentum.

- Dissatisfaction. Communication between the project team members will be strained when members are dissatisfied.

- Lack of commitment. The success of the project slack when members are not committed.

- Unconscious in competence. Inexperience people in a project can cause problems and must be mentored.

The Bull survey in 1998 also revealed that poor communication caused by communication breakdown causes failure of projects.

3.7 Access to and management of funds

In Mutale Municipality community based projects were funded by Government Departments and Non-Governmental Organisations e.g. Kumba resources (Mutale Municipality 2007 IDP: 44). The 2007 IDP (Mutale Municipality) indicates that most of the agricultural community based projects were funded by the department of Agriculture. It was further indicated that the Local Economic Development Department of the municipality was responsible for the mobilisation of funds for community based projects and Small, Medium and Macro Enterprises (SMME).

According to Naicker (2006: 15) 85% of SMME's use own savings as the main source of start-up capital and some of the SMME's obtained funds from financial institutions. Magano (2008: 36) outlined that funding is the element that could positively contribute to the success of the project and indicated that the financial need of the project should be reflected in both the planning and implementation proposals.

In measuring the success and failure of poverty alleviation projects, availability of project funding specially focusing on comparing the amount of money required to start the project with that received should be considered (Tshitangoni, Okorie and Francis, 2010: 1007). The

availability of continuous funding, transparency and faithfulness of members of management were also regarded as success factors of poverty alleviation projects (PAPs). Tshitangoni, et al, (2010: 1011) indicated that lack of basic business practices such as record keeping as well as poor business records impacted negatively to poverty alleviation projects and resulted from lack of training on business management skills.

An article by Duggan (1999-2012) stated that in order to maximise profitability and return on investment, project managers require a working knowledge of basic finance accounting concepts like coast benefit analysis, budgeting, break-even-analysis and forecasting.

According to Meredith and Mantel (1995: 45) the following financial factors may impact positively and or negatively on projects:

- Profitability, net present value of the investment;
- Impact on cash flows;
- Cash requirements;
- Time until break-even;
- Size of the investment required;
- Impact on seasonal and cyclical fluctuations;
- Cost of getting systems up to speed and
- Level of financial risks.

According to the World Bank (1999: 9) financial management brings together planning, budgeting, accounting, financial reporting, internal control, auditing, procurement, disbursement and the physical performance of the project with the aim of managing project resources properly and achieving the development objectives.

According to Ravhura (2010: 88) it is imperative that community development projects (CDPs) start with financial and indicated that community development projects at Mutale Municipality used funds for various purpose without the plan. Ravhura (2010: 88) further indicated that the financial plan would assist in eliminating the random usage of project money, which contributed to the mismanagement of funds.

It is important to establish protocols for the disbursement of funds, procurement, financial management and transparency (Haider, 209: 18). Haider further indicated that financial management training is required although efforts should be made to simplify bookkeeping.

The misuse of funds is a risk when financial management responsibilities are transferred to local communities that suffer weak capacity and training should be done alongside with procedures to ensure transparency which include the use of multiple local signatories for receipt of funds and procurement, the maintenance of financial records as well as public access to and regular inspections of these records (Haider, 2009: 19).

The World Bank (1999: 9) further indicated that financial management is a critical ingredient of project success and that sound project financial management provides the following:

- essential information needed by those who manage, implement and supervise projects, including government oversight agencies and financing institutions;
- the comfort needed by the borrower country, lender and donor community that funds have been used efficiently and for the purpose intended; and
- A deterrent to fraud and corruption, since it provides internal control and the ability to quickly identify unusual occurrences and deviations.

Most community approaches are financed through instalments, as opposed to once off large grants. Delays in payments create problems for programme management and can result in frustration, disillusionment and loss of support to beneficiaries and insufficient funding will have greater negative impact (Haider, 2009: 20).

3.7.1 Record keeping

The creation and maintenance of record is integral to the operation of the management system and there is an implicit assumption that records are being created and are available to support each stage of the management cycle. It was further indicated that records must be preserved and classified for easy access because they provide the paper trail on which the accounting system is based. Record must be created for each financial transaction (World Bank, 1999: 22).

3.8 Monitoring and evaluation

Once the project is approved, the project management plan becomes the basis for implementation, which involves both the execution process and the monitoring and controlling process. The project plan is the roadmap for execution (Richman, 2012: 119).

Many projects fail to sustain because their activities are not monitored. Therefore, community development projects should be monitored in order to establish the following:

- Monitor the progress of the projects;
- Identify the strength and weakness of the project;
- Compare with other community development projects;
- Check whether the work is costing too much and achieving too little;
- Projects monitoring are important aspects in the life of the projects (Ravhura, 2010: 81-82).

The approved project plan is the foundation for monitoring and tracking work in progress. The current baseline plan, plus information on current status, helps answer five crucial questions:

1. What work should be accomplished to date (in terms of time, resources, costs, and milestones)? That is, what is the project's planned condition?
2. What work has been accomplished to date? That is, what is the actual condition of the project?
3. Where is the project heading and when will it get there? That is, what is the forecast state of the project if we take no corrective actions?
4. What are the current and forecast variances in the project?
5. What, if anything, should be done?

Considering the following maxim: *The level at which you plan is the level at which you thereafter control!* If your work breakdown structure defines the project to three levels, you cannot monitor and control progress at any greater level of detail. If your project budget is merely a lump sum for each phase or stage, then you cannot capture cost information at the level of discrete work packages. The same holds true for labour hours, equipment, supplies, travel, and so on (Richman, 2012: 121).

3.9 Interpersonal skills

Interpersonal skills mean how we interact and respond with others through the days using communication and personal skills (Michaels, 2012: 1). Interpersonal skills include dealing with people, facing conflicts and persuading people. It also means being able to behave in a manner appropriate to the situation and to the person and group involved (Knipe, van der

Walt, Van Niekerk, Burger and Nell, 2010: 131). An interpersonal skill is referred to as soft skills and includes communication customer relations, selling and teamwork (Werner and DeSimone, 2009: 297). Human resources must be treated professionally and strictly in terms of labour legislation and the manager together with his employees need high level of interpersonal skills. They must be able to handle problems i.e. analysing and solving the problem (Eksteen *et al*, 2005: 332). One of the important aspects of management of any organisation is to understand people and be able to maintain good human relations, been flexible, humble, accessible, friendly and gracious and be able to give guidance and take decisions. The manager in charge with personnel must emphasize the satisfaction of the personnel, personnel development and organisational stability (Eksteen *et al*, 2005: 338-340). An article by Hoe (2002-2012: 2) outlined that personal problems is a failure factor of project management. Team members' problem can affect the schedule of project management. It was further indicated that de-motivation is a killer in project management and need the project manager to find the causes and take immediate action to motivate the team (Hoe, 2002-2012:1). In Mabula, a community garden kept running due to the reason that the level of motivation among members was very high and in Pepela lack of motivation among the youth was a problem for the success of a community garden (Maharjan *et al*, 2003: 3-3).

According to Project Management institute (2008: 240) the project manager capitalise on the strengths of project team members using appropriate interpersonal skills which cover mostly the following:

- **Leadership**

  Successful projects require strong leadership skills. It is important to communicate the vision and inspire the project team to achieve high performance.

- **Influencing**

  Since project managers often have little authority over their team members in a matrix environment, their ability to influence stakeholders on a timely basis is critical to project success.

  Key influencing skills include:

  ➢ Ability to be persuasive and clearly articulate points and positions,

- ➢ High level of active and effective listening skills,
- ➢ Consideration of the various perspectives in any situation, and
- ➢ Gathering relevant and critical information to address important issues and reach agreements.

- • **Effective decision making**

This involves the ability to negotiate and influence the organisation and the project management team. Guidelines for decision making include the following:

- ➢ Focus on goals to be served,
- ➢ Follow a decision-making process,
- ➢ Study the environmental factors,
- ➢ Develop personal qualities of the team members,
- ➢ Stimulate team creativity, and
- ➢ Manage opportunity and risk.

- • **Relationship-building skills**

Rothmann and Cooper (2008: 89) outlined relationship-building skills as follows:

- ➢ Self-disclosure and feedback – self-disclosure involves the individual sharing his or herself, thoughts, feelings and experiences with another individual and is necessary for effective communication and interpersonal relationship.
- ➢ Cooperation- means that individuals engage in joint action to accomplish a goal that both want and it contributes to teamwork in the organisation.
- ➢ Trust- It is constantly changing as individuals interact and individual who lack trust tend to overprotect themselves and their environment, withhold information and avoid risk taking.
- ➢ Intercultural sensitivity- it is necessary in order to understand that one's own preferred way of doing things is but one of several possible approaches, and those other cultures may have different perspectives and preferences. Individuals must demonstrate comfort with other cultures.
- ➢ Service orientation- Employees must have necessary customer service skills to interact effectively with clients.

> ➤ Self-presentation- The goal of self-presentation is for one to present himself or herself the way in which he or she would like to be thought of by the individual or group he or she is interacting with.

> ➤ Social influence – Persuasion and politics can be used to change others attitudes and behaviours. It is a process used to guide other people towards the adoption of an idea, attitude or action by rational and symbolic means. It is a problem solving strategy and relies on appeals rather than force.

3.10 Capacity building and skills development for project members

Many studies and investigations pointed lack of skills and low level of education as a factor that compromised the success of community projects. In community Based Disaster Management projects, the need for community training in accordance with the objectives of the project was identified among the key factors for enhancing sustainability (Pandey and Okazaki, 2005: 5). Pandey and Okazaki (2005: 7) further indicated that community based action plans and training improve community problem solving skills.

In Thailand, the Asian Centre for Tourism Planning and Poverty Reduction (2008: 7) established a capacity building program on community based tourism project with the aim of enhancing knowledge and understanding of local communities in developing community-based tourism projects through organising training courses for the local community. One of the outputs from training, in addition to knowledge and attitude changes, was that the community had a chance to do a SWOT analysis and was involved in setting a community vision, direction and plan (Asian Centre for Tourism and Poverty Reduction, 2008: 7).

According to Tshitangoni (2010: 1012) 27% of project members did not have any formal education which was critical in ensuring project sustainability because educated members may easily grasp and implement skills that they received during training. The community development support project established in Kayes and Koulikoro had as one of its objectives addressing high level of illiteracy affecting mainly women (Nzau-Muteta et al, 2005: 17).

Training is important in team development and includes actions designed to improve the skills, knowledge and competencies of the project team e.g. general management skills is important for team development (Knipe et al, 2010: 200). In the United States of America the

new Indian Education Centre was established to provide facilitator leadership training to the Native American communities in the field-based mode, with the capacity to link existing service delivery systems to resulting exemplary local projects to provide technical assistance (Miller, 1979: 1). The aims of the centre were to provide leadership development, to provide training for local community members, to provide technical assistance to local communities and to provide information and dissemination services. They main focus was to develop the capacity of local communities and the creation of employment.

3.11 Conclusion

The chapter reviewed the theoretical framework on projects focusing on community based projects and review the following important aspects: management, community involvement, government involvement, communication, access to and management of funds and monitoring and evaluation. Given the provided information from different scholars, it is clear on necessary procedures to be followed in order to plan and execute a project. In the search of alternative approaches to project management in community projects, some lessons may be drawn. These lessons indicate the need for local, democratic accountability and participation in decision-making processes and the fundamental need for social criteria in planning and executing the project.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

This chapter focused on the research method followed during the study. It included aspects such as the research methodology, research design, population and sample, data collection and data analysis.

4.2 Research methodology

In this study, both qualitative and quantitative approaches were used for data collection and data analysis. Information and opinions was collected directly from individuals who participated in community projects and those who are responsible for community development. Some data were quantified and analysed statistically and thus statistically interpreted. According to Davis (2000: 301) qualitative research should not be viewed as a competitor to quantitative research but rather as a complement.

Numerical descriptions of things and their relationships were done in this study and more emphasis was placed on interpretation of respondents' views and opinions which provided the depth of understanding of the topic (Tewksbury, 2009: 38). An interview was undertaken with the councillors responsible for the area under study, community development workers, agricultural officials and social workers responsible for the area under investigation. This group of people was contacted and responded that they are responsible for assisting and monitoring progress of community-based projects in the area under investigation. The involvement of these people helps in getting relevant information for the development of the study.

4.2.1 Qualitative approach

According to Cresswell (2007: 37) qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of a research problem inquiring into the meaning individuals or groups ascribe to a social or human problem. It refers to an approach to the study of the world which seeks to describe and analyse the behaviour of humans from the point of view of those being studied (Mouton, 1983: 130). De Vos (1998: 148) defined qualitative research as a multi-perspective approach utilizing different qualitative techniques and data collection methods to analyse social interaction, aimed at the meanings that the subjects attach to it while Straus and Corbin (1990: 17)

defined qualitative research as any kind of research that produces findings not arrived at by means of statistical procedure or any means of quantification, it refers to research about a person life stories, behaviour, an organisation's functioning, social movements or interactions and relationships. Qualitative research has been found to be useful in identifying problem areas within profit and non-profit organisations and to investigate behaviours that are considered to be sensitive and socially undesirable.

According to McMillan and Schumacher (2010: 321-324) qualitative research has the following nine key characteristics:

1. *Natural setting*: behaviour is studied as it occurs naturally and there is no manipulation or control of behaviour or settings, nor are there any externally imposed constraints.
2. *Context sensitivity*: This is based on the belief that human actions are strongly influenced by the settings in which they occur and qualitative researchers want to have information directly from the source.
3. *Direct data collection*: The investigator as an observer in the setting that is being studied, either as the interviewer, the observer, or the person who studies artefacts and documents. Qualitative researchers want to have information directly from the settings, participants and documents.
4. *Rich narrative description*: Qualitative researchers approach a situation with the assumption that nothing is trivial and unimportant. Every detail that is recorded is thought to contribute to a better understanding of the behaviour.
5. *Process Orientation*: Qualitative look for the process by which behaviour occurs as well as explanation, not just the outcomes or products. It allows for conclusions that explain the reason for results.
6. *Inductive data analysis*: the data are gathered first and then synthesized inductively to generalization and the emphasis is on inductive reasoning.
7. *Participant perspective*: Researcher reconstructs reality from the standpoint of participant perspective, as the participants they are studying see it.
8. *Emergent design*: the qualitative researcher will begin the study with some idea about what data will be collected and procedures will be employed, but a full

account of the methods is done retrospectively after all the data have been collected. The design evolves and changes during studies.

9. *Complex of understanding and explanation*: Understanding and explanations are complex, with multiple perspectives.

During this study the researcher obtained information from participants themselves which helped him to explore the causes of failure of community based projects in the study area and develop guidelines on how community projects can be managed in future. This method was used to get at the inner experience of participants, to determine how meanings are formed through and in culture, and to discover rather than rest variables (Corbin and Strauss, 2008: 12). An interview will be conducted with departmental officials responsible for community development in the area. The results of the interview were recorded immediately during the interview and respondent were given an opportunity to read the results.

4.2.2 Quantitative approach

Quantitative approach refers to the collection of data through interviews, questionnaires and document analysis (Neuman (1994: 14). The researcher then interprets data in terms of statistics and number values. Quantitative designs are developed so that the data have a fair opportunity to show hypothesized relationships between different variables (MacMillan and Schumacher, 2010: 102). Neuman (1994: 14) indicated that the quantitative social approach includes the following:

- Statistical analysis; and
- Reliability

According to Creswell (2012: 13) quantitative research has the following major characteristics:

- Describing a research problem through a description of trends or a need for an explanation of the relationship among variables.
- Providing a major role for the literature through suggesting the research questions to be asked and justify the research problem and creating a need for the direction of the study.
- Creating purpose statement, research questions and hypotheses that are specific, narrow, measurable and observable.

- Collecting numeric data from a large number of people using instruments with present questions and responses.

- Analysing trends, comparing groups, or relating variables using statistical analysis, and interpreting results by comparing them with prior predictions and past research.

- Writing the research report using standard, fixed structures and evaluation criteria, and taking an objective, unbiased approach.

Quantitative research involves looking at amounts or quantities of one or more variables (Leedy and Ormrod, 2010: 94). Some data collected will be analysed statically in the form of graphs and tables.

4.3 Research design

Research designs are the specific procedures involved in the research: data collection, data analysis and report writing (Creswell, 2012: 20). This study used both qualitative and quantitative method which resulted into a mixed design. The core argument for a mixed design is that the combination of both forms of data provides a better understanding of the research problem than either qualitative or quantitative data by itself (Creswell, 2012: 22).

The study investigated participant's insight on the causes of failure and success of community based projects. The mixed method was used to understand the research problem better. The study was motivated by the general unsustainability of community development projects in the area understudy.

The study is exploratory because it involved investigating previous studies, getting information from knowledgeable individuals and informally investigating the situation through secondary data (Bless & Higson Smith, 1995: 42).

This method also has the advantage of increasing familiarity with the problem or opportunity and to clarify some key concepts connected with the research problem (Dane, 1990: 6).

4.4 Population and sample

4.4.1 Population

A population is a group of individuals who have the same characteristics and is further defined in quantitative research as a group of individuals with some common defining characteristics that the research can identify and study (Creswell, 2012: 142). According to Babbie (1992: 198) a population is that aggregation of elements from which the sample is actually selected. It is further explained as that group of people the researcher wants to draw conclusions. Quinlan (2011: 206) defines population as all individuals, items or units relevant to the study and comprised of individuals, groups, organisation, documents, campaigns, incidents and so on.

The population of the study composed of eleven community based projects established at the Folovhdwe area consisting of six villages. The table below indicates community projects established in the area and the ones included in the sample.

Table 4.1 Community projects and those included in the sample.

Village	Project	Sample (Selected according to criteria set in 4.4.2.1 below)
Folovhodwe	Brick Making project	
	Community Drop-in-Centre	Community Drop-in-Centre
Muswodi Tshisimani	Community bakery	Community Bakery
	Zwavhudi Brick Making	
	Community Tourism Project	Community Tourism project
	Community Drop-in-Centre	
Muswodi Dipeni	Sewing Project	Sewing project
	Brick Making Project	
	Community Garden	Community Garden
	Drop-in-centre	
Tshiungani II (Mabvete)	Brick Making project	Brick Making Project

The population also included community organisations responsible for community development like Civic structures, Community projects members, Ward councillors, Ward committee members, community development workers (CDW), agricultural officials in the area and social workers responsible for the development in the area under study.

4.4.2 Sample and sampling method

4.4.2.1 Sample

A sample is a subgroup of the target population that the researcher plans to study for generalising about the target population (Creswell, 2012: 142). In social research sampling refers to the systematic selection of the target group which represent the population being studied (Mouton, 1996: 132).

The following criteria were employed to select the sample from community- based projects in table 4.1:

- Each type of the project must be represented;
- In case of two projects available, last one to collapse was selected; and
- The availability of members to participate was also a consideration.

Projects in the sample column of the table above were selected using the above criteria.

From all these community projects five participants was selected and preference was given to committee members but every member had the right to participate. It gave the total of 30 projects members who will participate in the project. A further five members was selected from civic structures of villages of community projects under investigation which resulted in 15 civic members participating in the project and 10 members was selected from Ward committees. Two councillors, two social workers, one agricultural official and one CDW were included in the sample. The reason for their inclusion was that they are involved in the development of communities. This resulted in a total sample of 61 participants in the project.

4.4.2.2 Sampling method

Purposive sampling method was used in selecting participants in the project. According to Cooper and Schindler (2003: 201) In purposive sampling the researcher select people or sites who can best help him to understand the phenomenon (Creswell, 2012: 206) The inclusion

of the participants was based on the capacity of the participant to inform the research (Quinlan, 2011: 213).

Members sampled are key informants on the topic under investigation because people who were responsible for community development and project members were selected. The advantage of the sampling method is that the participants have knowledge about the topic and they can give reliable information which will help to reach objectives of the study.

4.5 Research instrument

The study used a questionnaire and interview as instruments to collect data in this study. According to Creswell (2012: 382) a questionnaire is a form used in the survey design that participants in the study complete and return to the researcher. The basic objective of a questionnaire is to obtain facts and opinions about a phenomenon from people who are informed on the particular issue (Babbie and Mouton, 2001: 233).

Questionnaires are important in a descriptive study because they give opportunity to the informants to indicate their feeling in writing (Bassey, 191: 85). The aim of using a questionnaire is often to survey a representative sample of the population so that one can make generalisation from responses of the respondents (Bless and Higson Smith, 1995: 107-108).

Questionnaires were structured to ensure that each respondent is asked the same simple, clear, concise and precise questions and to ensure that the responses made to those questions/issues are also simple, clear, concise and precise (Quinlan, 2011: 326). The researcher designed and distributed 45 questionnaires to respondents who participated in the study. The details of the questionnaires were explained to participant before so that they understand how to approach questionnaires and what is expected from them. The questionnaire gave the researcher the opportunity to get participant's view and experience on the topic under investigation.

Interviews were undertaken with departmental officials to get their views and opinions on the topic under investigation. According to Davis (2000: 305) interview is a personal interrogation in which the interviewer attempts to get the respondents to talk freely about the subject of interest. A focus group was used in this study. According to Davis (2000: 306) focus group uses a similar questioning format but more than one respondent participate in the

interview. The interview involved six departmental officials. It also helped in getting suggestions for the management of community projects in future.

4.6 Procedures for data collection

A structured questionnaire and interview were the instruments to be used for data collection in this study. Questionnaires were distributed to all participants in the study except departmental officials and collected for data analysis. Questionnaires were completed in the presence of the researcher thus face to face. An interview was conducted to get information and opinions from six departmental officials responsible for community development in the area under study.

4.7 Data analysis and interpretation

Data analysis is the process of systematically searching and arranging the interview transcript, field notes and other material that can be accumulated to increase understanding and to enable you to present what you have discovered to others (Creswell, 1994: 155).

According to Devos (1998: 336) analysis is a reasoning strategy with the objective of breaking down complex whole and resolving it into meaningful parts. Data interpretation was further defined as a process whereby recorded observations are used to describe events and test hypotheses (Dane, 1990: 156).

Descriptive statistics was used for analysing data from the respondents. A descriptive analysis includes describing the results through means, standard deviations and range of scores (Creswell, 2009: 228). Quinlan (2011: 480) further indicates that descriptive statistics is used to describe variables in the data such as gender, education, income, age, etc. Data was presented in tables as percentages.

Data analysed was presented in tables for simple and better understanding. Descriptive statistics help to summarize the overall trends or tendencies in your data, provide an understanding of how varied your scores might be and provide insight into where one score stands in comparison with others (Creswell, 2012: 183).

4.8 Limitations of the study

Problems that the researcher encountered in this study are as follows:

- Unwillingness of some project members to participate in the project.
- Lack of access to project documents like financial records, budgets and financial statements.
- Unavailability of some project members especially for collapsed projects.
- Character of some participant during the study affected progress of the project.
- Withdrawal of some project members during the study.
- The researcher's financial constraints hindered the development of the project.
- The level of education of participants also hindered the development of the study.

4.9 Validity and reliability

4.9.1 Validity

Validity in research is the issue of how valid the research is, in other words, how logical, truthful, robust, sound, reasonable, meaningful and useful the research is (Quinlan, 2011: 42). As set by Quinlan (2011: 75) this research contributed to the knowledge because it involved participants who are directly involved in community development and project members. The validity of this research is evident because the researcher was strict in the research project. The same questionnaire was used throughout the research so that it measures what it is suppose to measure. Quinlan (2011: 335) further indicated that measurement of reliability refers to the degree to which the data collection methods, as they are designed, can accomplish what it is that they are designed to accomplish. The topic under investigation was fully represented in data gathering and all questions were relevant to the topic under study. Questionnaires were used by many researchers in their studies and proved to be reliable.

4.9.1.1 External validity

According to Creswell (2012: 303) external validity refers to the validity of the cause-and-effect relationship being generalized to other persons, settings, treatment variables and measures (Creswell, 2012: 306). A similar definition was used by Davis (2000: 143) when he defined external validity as the degree to which the study's results can be generalized across

population, settings, and similar conditions. Davis (2000: 144) outlined the following as threats to external validity:

- *Testing interaction*: because of artificial effects created by testing respondents, conclusions may not be reliably generalized to other situations.
- *Selection interaction:* the effects of the type of respondents have on study's results may limit its generalizability.
- *Setting interaction*: The artificial effects that are created by the specific setting of the study may not be replicable in other situations.

The results of this study apply to community projects established at Folovhodwe area and may not apply to other projects established in other areas but can serve as a guide to new and existing similar projects elsewhere.

4.9.1.2 Internal validity

Internal validity refers to the validity of inferences drawn about the cause and effect relationship between the independent and dependent variables (Creswell, 2012: 303). The study involved participants who were actively involved in community projects and those involved in community development. The researcher selected participants who were not involved in the same investigation before to avoid repetition of outcomes and ensure originality. The same instrument was used throughout the research so that valid data can be collected which will result in reliable results. The researcher visited each participant at home so that participants cannot influence each other during the study which avoided them from giving same response. In the case of participants withdrawing from the study the research replaced them with participants who are also involved in community projects and in community development. Creswell (2009: 163) regard the above as threat to internal validity.

4.9.2 Reliability

Reliability relates to the dependability of the research, to the degree to which the research can be repeated while obtaining consistent results (Quinlan, 2011: 42). Questionnaires were tested to determine whether they produce the same result again and again and proved reliable. Quinlan (2011: 336) indicated that the test and re-test method is also used as a means of estimating reliability.

4.10 Research ethics

The topic under investigation was discussed with participants before they participate in the study. It ensured that participants know exactly what is expected from them together with the costs and benefits before participating in the study. Smith (2003: 56) indicates that researchers must ensure that participants are clear on the fact that participation is voluntary. Participation in this study was voluntary and thus participants were free to take part or withdraw from the study. The purpose of the research and its duration was explained to participants. Information obtained through this investigation will be treated with high level of confidentiality. The data obtained in this study will not be used for any purpose other than to achieve the aims of this study and the results will be given or explained to participants. The study will make it a point that no participant is physically and mentally harmed during the study (Davis, 2000: 506). The information contained in this study is the exact information obtained from acknowledged sources and participants in the study. All sources used in this study were acknowledged and listed in the list of references. Confidentiality and privacy is a central tenet of every study (Smith, 2003: 56). Names of respondents will not be shared and disclosed to anyone. The rights of participants were duly respected in this study. Participants had direct contact with the researcher because data was collected face to face.

4.11 Conclusion

The chapter indicated the plan of the study and the methodology used and also how data was collected and analysed during the project. It also indicated how the researcher dealt with the issues of validity, reliability as well as research ethics.

CHAPTER 5: PRESENTATION OF RESULTS

5.1. Introduction

This chapter presents the results obtained from data collected through questionnaires and the interview conducted during the study. Information will be presented through the use of tables and information obtained through interviews will be presented the way it was collected from respondents. The total number of questionnaires issued to respondents was fifty five and six interview transcripts were also used to collect data from government officials.

Objectives of the study and questions in questionnaire (see Annexure 1) linked to the research objectives are as follows:

Table 5.1 Objectives

PRIMARY OBJECTIVE	SECONDARY OBJECTIVES	QUESTIONS IN QUESTIONNAIRE
To determine the reasons for failure of community-based projects.	Provide community developmental officials with guidelines of the role they must play in community-based projects.	Section B, 1-12 Section C, 1-6 Section D, 1-6 Section E, 1-9
	Provide strategies for the improvement and future development of community-based projects.	Section B, 13 Section C, 1-6 Section D, 1-6 Section E, 10

Data collection was both quantitative and qualitative therefore quantitative data will be presented first and then the qualitative data. Tables are used for the presentation of quantitative data.

5.2. Demographic information

Demographic information was divided into project members and non-project members. Demographic information of project members has more impact on community projects than of non-project members especially gender, age and the level of education. It led to the separation of demographic information.

Demographic information of project members

1. Age of project members

Table 5.2 Age of project members

Age level	Frequency	Percentage
0-35 years	5	17
36-50 years	20	66
51-65 years	5	17
Above 65 years	0	0
Total	30	100

Table 5.1 above indicates that the majority of project members were in the 36-50 year group and none in the above 65 year category.

2. Gender

Table 5.3 Gender of project members

Gender	Frequency	Percent
Male	3	10
Female	27	90
Total	30	100

Table 5.3 above indicates that most (90%) of the project members were female.

3. Level of education

Table 5.4 Level of education of project members

Level	Frequency	Percentage
No formal schooling	6	20
Grade 0-7	3	10
Grade 8-12	10	33
Above Grade 12	3	10
ABET (L1-2)	8	27
Total	30	100

Table 5.3 above indicates that 20% of project members did not attend school, 10% grade 0-7, 33% grade 8-12, 10% is above grade 12 and 27% attend ABET L1-L2.

Demographic information of non-project members

1. Gender of non-project members

Table 5.5 Gender of non-project members

	Frequency	Percent
Male	16	52%
Female	15	48%
Total	31	100%

Table 5.5 above indicates that most of the non-project members who participated in the study were male.

2. Age

Table 5.6 Age of non-project members

	Frequency	Percent
0 – 35	6	19%
36 – 50	23	74%
51 – 65	2	7%
Above 65	0	0%
Total	31	100%

Table 5.6 above indicates that the majority the non-project members who participated were in the 36-50 year age bracket.

3. Position in the household

Table 5.7 Position in the household

	Frequency	Percentage
Father	13	42%
Mother	15	48%
Other (Children)	3	10%
Total	31	100%

Table 5.7 above indicates that the mothers made up the largest group in the sample of non-project members.

5.3 Results pertaining to hypothesis

5.3.1. Management of community projects

Tables below indicate how project members view the management of community-based projects.

1. The project has a project manager responsible for managing the project.

Table 5.8 Availability of project manager

	Frequency	Percentage
Strongly agree	5	17%
Agree	8	27%
Not sure	1	3%
Disagree	9	30%
Strongly disagree	7	23%
Total	30	100%

Table 5.8 above indicates that the majority of respondents (53%) disagreed that projects have project managers responsible for managing the projects.

2. The project committee was established to control the project.

Table 5.9 Establishment of project committee

	Frequency	Percentage
Strongly agree	25	83%
Agree	5	17%
Not sure	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	30	100%

Table 5.9 above indicates that the majority of respondents (83%) of the respondents agreed that project committee was established to control the project.

3. The committee has the necessary skills to control the project.

Table 5.10 Skills of project committee members

	Frequency	Percentage
Strongly agree	5	17
Agree	12	40
Not sure	0	0
Disagree	7	23
Strongly	6	20
disagree	30	100
Total		

Table 5.10 above indicates that most agree (57%) that the committee has the necessary skills, whilst 43% disagree.

4. The management was working towards the realisation of the goals of the project.

Table 5.11 Realisation of goals

	Frequency	Percentage
Strongly agree	7	23.3
Agree	22	73.3
Not sure	0	0
Disagree	1	3.3
Strongly disagree	0	0
Total	30	100

In table 5.11 above the majority of the respondents (96.6) agree that the management was working towards the realisation of project goals.

5. The project manager or committee involved project members in decision making and project matters.

Table 5.12 Involvement of project members in decision making

	Frequency	Percent
Strongly agree	13	43
Agree	14	47
Not sure	0	0
Disagree	3	10
Strongly disagree	0	0
Total	30	100

Table 5.12 above indicates that the majority (90%) of respondents agree that project manager or committee involved project members in decision making and project matters.

5.3.2. Community involvement in project matters

1. The community was involved during initiation of the project.

Table 5.13 Community involvement during initiation of the project

	Frequency	Percentage
Strongly agree	21	70
Agree	5	17
Not sure	0	0
Disagree	3	10
Strongly disagree	1	3
Total	30	100

Table 5.13 above indicates that the majority (87%) of the respondents agree that the community was involved during project initiation.

2. The needs of the community were assessed during project initiation.

Table 5.14 Needs assessment

	Frequency	Percentage
Strongly agree	12	40
Agree	15	50
Not sure	0	0
Disagree	3	10
Strongly disagree	0	0
Total	30	100

Table 5.14 above indicates that the majority (90%) agreed that the needs of the community were assessed during initiation of the project.

3. The community has an opportunity to make inputs and suggestion during the project.

Table 5.15 Opportunity of community to make inputs

	Frequency	Percent
Strongly agree	3	10
Agree	15	50
Not sure	0	0
Disagree	10	33
Strongly disagree	2	7
Total	30	100

The majority (60%) of respondents agreed that the community has an opportunity to make inputs and suggestions during the project and only 40% disagreed in table 5.15 above.

4. The community get reports on the progress of the project.

Table 5.16 Progress reports to community

	Frequency	Percentage
Strongly agree	3	10
Agree	11	37
Not sure	0	0
Disagree	15	50
Strongly disagree	1	3
Total	30	100

The majority (53%) of respondents disagreed that community get reports on the progress of the project, whilst 47% agreed in table 5.16 above.

5. Community members are involved in project committee.

Table 5.17 Involvement of community members in project committees

	Frequency	Percentage
Strongly agree	6	20
Agree	12	40
Not sure	0	0
Disagree	5	17
Strongly disagree	7	23
Total	30	100

Table 5.17 above indicates that the majority (60%) of the respondents agreed that community members are involved in project committee, whilst 40% disagreed.

5.3.3 Government involvement in community projects

1. The government was involved in the initiation of the project.

Table 5.18 Government involvement during initiation of projects

	Frequency	Percentage
Strongly agree	7	23
Agree	9	30
Not sure	1	3.3
Disagree	6	20
Strongly disagree	7	23.3
Total	30	100

Table 5.18 above indicates that the majority (53%) agreed that the government was involved during the initiation of the project and 43.3% disagreed.

2. The government was involved during the planning of the project

Table 5.19 Government involvement during planning

	Frequency	Percentage
Strongly agree	4	13
Agree	14	47
Not sure	1	3
Disagree	6	20
Strongly disagree	5	17
Total	30	100

In table 5.19 above the majority (60%) of the respondents agreed and 37% disagreed that the government was involved during project planning.

3. The government provide assistance during the project.

Table 5.20 Government assistance during the project

	Frequency	Percentage
Strongly agree	2	7
Agree	13	43
Not sure	0	0
Disagree	8	27
Strongly disagree	7	23
Total	30	100

The respondents have no decisive opinion about government assistance.

4. When there are challenges, the government is involved in addressing challenges.

Table 5.21 Government involvement in addressing challenges

	Frequency	Percent
Strongly agree	4	13.3
Agree	7	23.3
Not sure	0	0
Disagree	6	20
Strongly disagree	13	43.3
Total	30	100

Table 5.21 above indicated that most of the respondents (63.3) disagreed that the government is involved in addressing project challenges, whilst 36.7% agreed.

5. Government officials usually visit the project.

Table 5.22 Visit by government officials to projects

	Frequency	Percent
Strongly agree	4	13.3
Agree	9	30
Not sure	0	0
Disagree	10	33.3
Strongly disagree	7	23.3
Total	30	100

Table 5.22 above indicates that the majority (56.6%) disagreed that government officials usually visit the project whereas 43.3% disagreed.

5.3.4 Communication

1. Decisions taken are communicated to all involved in the project.

Table 5.23 Communication of decisions to project members

	Frequency	Percentage
Strongly agree	13	43.3
Agree	16	53.3
Not sure	0	0
Disagree	1	3.3
Strongly disagree	0	0
Total	30	100

Table 5.23 above indicates that the majority (96.6%) of the respondents agreed that decisions taken are communicated to all involved in the project.

2. The flow of information in the project is satisfactory.

Table 5.24 Flow of information

	Frequency	Percentage
Strongly agree	3	10
Agree	19	63
Not sure	0	0
Disagree	8	27
Strongly disagree	0	0
Total	30	100

Table 5.24 above indicates that the majority (73%) of the respondents agree that the flow of information in the project is satisfactory and only 27% disagreed.

3. Project members are given opportunity to give their views on the progress of the project.

Table 5.25 Opportunity of project members to give their views

	Frequency	Percentage
Strongly agree	9	30
Agree	20	67
Not sure	0	0
Disagree	1	3
Strongly disagree	0	0
Total	30	100

Table 5.25 above indicates that the majority (97%) of the respondents agreed that project members are given opportunity to give their views on the progress of the project.

4. Project meetings are held including all members.

Table 5.26 Involvement of project members during meetings

	Frequency	Percentage
Strongly agree	6	20
Agree	23	77
Not sure	0	0
Disagree	1	3
Strongly disagree	0	0
Total	30	100

Table 5.26 above indicates that the majority (97%) of the respondents agreed that project meetings are held including all members.

5. The progress of the project is communicated to the community.

Table 5.27 Communication of project progress to the community

	Frequency	Percentage
Strongly agree	2	7
Agree	9	30
Not sure	0	0
Disagree	13	43
Strongly disagree	6	20
Total	30	100

Table 5.27 above indicates that the majority (63%) of the respondent disagreed that the progress of the project is communicated to the community and 37% agreed.

5.3.5 Access to and management of funds

1. The project was funded by contribution from members.

Table 5.28 Financial contribution from project members

	Frequency	Percentage
Strongly agree	9	30
Agree	17	56.6
Not sure	0	0
Disagree	2	6.6
Strongly disagree	2	6.6
Total	30	100

Table 5.28 above indicates that the majority (86.6%) of the respondents agreed that project was funded by contribution from members.

2. The project obtained financial assistance from government departments.

Table 5.29 Financial assistance from government

	Frequency	Percentage
Strongly agree	2	6.6
Agree	18	60
Not sure	0	0
Disagree	5	16.6
Strongly disagree	5	16.6
Total	30	100

Table 5.29 above indicates that the majority (66.6%) of the respondents agreed that projects obtained financial assistance from the government and 33.2% disagreed.

3. The project obtained financial assistance from other financial institutions or non-governmental organisations (NGO'S).

Table 5.30 Financial assistance from NGO's

	Frequency	Percentage
Strongly agree	0	0
Agree	2	7
Not sure	0	0
Disagree	0	0
Strongly disagree	28	93
Total	30	100

Table 5.30 above indicates that the majority (93%) of the respondents disagreed that projects obtained financial assistance from other financial institutions or non-governmental organisations.

4. Funds received are recorded in project finance books.

Table 5.31 Recording

	Frequency	Percentage
Strongly agree	28	93
Agree	0	0
Not sure	0	0
Disagree	2	7
Strongly disagree	0	0
Total	30	100

Table 5.31 above indicates that the majority (93%) of the respondents strongly agreed and 7% disagreed that funds received are recorded in project finance books.

5. The project has a committee responsible for the control of funds.

Table 5.32 Availability of finance committee

	Frequency	Percentage
Strongly agree	1	3
Agree	21	70
Not sure	0	0
Disagree	6	20
Strongly disagree	2	7
Total	30	100

Table 5.32 above indicates that the majority (73%) of the respondents agreed that the project has a committee responsible for the control of funds and 27% disagreed.

6. Financial reports are prepared for the project.

Table 5.33 Preparation of financial reports

	Frequency	Percentage
Strongly agree	5	17
Agree	19	63
Not sure	2	7
Disagree	3	10
Strongly disagree	1	3
Total	30	100

Table 5.33 above indicates that the majority (80%) of the respondents agreed that financial reports are prepared for the project and 13% disagreed.

6. Financial reports are given to the notice of all stakeholders involved.

Table 5.34 Financial reports to all stakeholders

	Frequency	Percentage
Strongly agree	4	13
Agree	11	37
Not sure	1	3
Disagree	11	37
Strongly disagree	3	10
Total	30	100

Table 5.34 above indicates that respondents does not have decisive opinion on whether financial are given to the notice of all stakeholders involved.

5.3.6. Monitoring and evaluation

1. The project committee usually visit the project to monitor and evaluate its progress.

Table 5.35 Monitoring and evaluation by project committees

	Frequency	Percentage
Strongly agree	10	33.3
Agree	19	63.3
Not sure	0	0
Disagree	1	3.3
Strongly disagree	0	0
Total	30	100

Table 5.35 above indicates that the majority (96.6) of the respondents agreed that the project committee usually visit the project to monitor and evaluate its progress.

2. Departmental officials including ward committee members visit the project to check its progress.

Table 5.36 Visits by departmental officials to projects

	Frequency	Percentage
Strongly agree	1	3
Agree	13	43
Not sure	0	0
Disagree	8	27
Strongly disagree	8	27
Total	30	100

Table 5.36 above indicates that the majority (54%) of the respondents disagreed that departmental officials including ward committee members visit the project to check its progress and 46% agreed.

3. Community leaders and civic members usually visit the project to monitor and evaluate its progress and challenges.

Table 5.37 Monitoring and evaluation by community leaders

	Frequency	Percentage
Strongly agree	1	3.3
Agree	10	33.3
Not sure	0	0
Disagree	3	10
Strongly disagree	16	53.3
Total	30	100

Table 5.37 above indicates that the majority (63.3%) of the respondents disagreed that community leaders and civic members usually visit the project to monitor and evaluate progress and challenges and 36.6% agreed.

5.3.7 Interpersonal skills

1. There was strong relationship between project members.

Table 5.38 Relationship between members

	Frequency	Percentage
Strongly agree	7	23
Agree	14	47
Not sure	0	0
Disagree	9	30
Strongly disagree	0	0
Total	30	100

Table 5.38 above indicates that the majority (70%) of the respondents agreed there was strong relationship between project and 30% disagreed.

2. The project committee and leaders were motivating project members to work hard to achieve objectives and high performance.

Table 5.39 Motivation of project members by the project committee

	Frequency	Percentage
Strongly agree	6	20
Agree	24	80
Not sure	0	0
Disagree	0	0
Strongly disagree	0	0
Total	30	100

Table 5.39 above indicates that all respondents agreed that the project committee and leaders were motivating project members to work hard to achieve project objectives and high performance.

3. Relationship between project members and community was good.

Table 5.40 Relationship between project members and the community

	Frequency	Percentage
Strongly agree	5	16.6
Agree	20	66.6
Not sure	0	0
Disagree	5	16.6
Strongly disagree	0	0
Total	30	100

Table 5.40 above indicates that the majority (83.2%) of the respondents agreed that the relationship between project members and community was good.

4. Customers were treated with respect and dignity.

Table 5.41 Treatment of customers

	Frequency	Percentage
Strongly agree	7	23.3
Agree	18	60
Not sure	3	10
Disagree	1	3.3
Strongly disagree	1	3.3
Total	30	100

Table 5.41 above indicates that majority (83.3) of the respondents agreed that customers were treated with respect and dignity.

5.3.8 Capacity building and skills development.

1. Project members received training on the production of goods and services.

Table 5.42 Training on production

	Frequency	Percentage
Strongly agree	6	20
Agree	9	30
Not sure	0	0
Disagree	5	17
Strongly disagree	10	33
Total	30	100

Table 5.42 above indicates that the respondents have no decisive opinion on whether project members received training on the production of goods and services.

2. Project managers or leaders were trained in project leadership and management.

Table 5.43 Training in project leadership and management

	Frequency	Percentage
Strongly agree	1	3
Agree	5	17
Not sure	3	10
Disagree	11	37
Strongly disagree	10	33
Total	30	100

Table 5.43 above indicates that the majority (70%) of the respondents disagreed that project managers and leaders received training in project leadership and management and 30% agreed.

3. Workshops were done with project members to improve performance and production capacity.

Table 5.44 Availability of workshops

	Frequency	Percentage
Strongly agree	1	3.3
Agree	10	33.3
Not sure	0	0
Disagree	3	10
Strongly disagree	16	53.3
Total	30	100

Table 5.44 above indicates that the majority (63.3%) of the respondents disagreed that workshops were done to project members to improve performance and production capacity and 36.6% disagreed.

4. Project members were trained in customer relationship and handling.

Table 5.45 Training in customer relationship and handling

	Frequency	Percentage
Strongly agree	0	0
Agree	9	30
Not sure	0	0
Disagree	8	27
Strongly disagree	13	43
Total	30	100

Table 5.45 above indicates that the majority (70%) of the respondents disagreed that project members were trained in customer relationship and handling whereas 30% agreed.

5. Project members were trained in managing and handling project finances.

Table 5.46 Training in financial management

	Frequency	Percentage
Strongly agree	1	3.3
Agree	12	40
Not sure	1	3.3
Disagree	4	13.3
Strongly disagree	12	40
Total	30	100

Table 5.46 above indicates that the majority (53.3%) of the respondents disagreed that project members were trained in managing and handling project finances and 43.3% agreed.

5.3.9. The following are issues mentioned by project members during the study:

Government must assist projects until they become financially independent.

The government should mobilise funds for community projects

Resources and equipments must be provided for community projects

Members must be committed and not just leave projects

Members who leave projects claimed money from projects.1

Community leaders must take part in resolving problems in community projects

Workshops must be always done for project members.

Community leaders must always visit community projects

Members expect to receive salaries or share money before projects accumulate enough money.

Members must be trained on all aspects of project management.

Community disputes projects due to lack of consultation.

Communities must be involved to identify beneficiaries of community projects.

Government must be fully involved in the establishment of community-based projects.

The information below was obtained from non-project members who are civic members and ward committee members.

Civic members

1. Where you involved during the formation of the project?

Table 5.46 Involvement during formation of projects

	Frequency	Percentage
Yes	5	33
No	10	67
Total	15	100

Table 5.46 above indicates that 33% of civic members agreed that they were involved and 67% said they were not involved during the formation of the project.

2. Was the community involved during project initiation?

Table 5.47 Community involvement during initiation of projects

	Frequency	Percentage
Yes	12	80
No	3	20
Total	15	100

Table 5.47 above indicates that 80% of civic members agreed and 20% disagreed that the community was involved during project initiation.

3. Are community leaders involved in project committee?

Table 5.48 Involvement of community leaders in project committees

	Frequency	Percentage
Yes	1	7
No	14	93
Total	15	100

Table 5.48 above indicates that 7% of civic members agreed and 93% disagreed that community leaders are involved in project committees.

4. Does the project benefit the community?

Table 5.49 Community benefit from projects

	Frequency	Percentage
Yes	15	100
No	0	0
Total	15	100

Table 5.49 above indicates that 100% of civic members agreed that projects benefit the community.

5. Do community leaders receive progress report from the project(s)?

Table 5.50 Progress reports to community leaders

	Frequency	Percentage
Yes	1	7
No	14	93
Total	15	100

Table 5.50 above indicates that 7% of civic members agreed and 93% disagreed that community leaders receive progress report from projects.

6. Do community leaders monitor the progress of the project(s)?

Table 5.51 Monitoring by community leaders

	Frequency	Percentage
Yes	1	7
No	14	93
Total	15	100

Table 5.51 above indicates that 7% of civic members agreed and 93% disagreed that community leaders monitor the progress of projects

Ward committee members

1. Where you involved during the formation of the project?

Table 5.52 Involvement of ward committee during formation

	Frequency	Percentage
Yes	0	0
No	10	100
Total	10	100

Table 5.52 above indicates that 100% of ward committees agreed that they were not involved during the formation of projects.

2. Was the community involved during project initiation?

Table 5.53 Community involvement during initiation of projects

	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 5.53 above indicates that 100% of ward committee members agreed that they get involved during project initiation.

3. Does the project provide for the needs of the community?

Table 5.54 Needs assessment

	Frequency	Percentage
Yes	10	100
No	0	0
Total	10	100

Table 5.54 above indicates that 100% of ward committee members agreed that projects provides for the need of communities.

4. Did the government provide training for the project members?

Table 5.55 Training of project members

	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

Table 5.55 above indicates that 80% of ward committee members agreed and 20% disagreed that the government provided training for project members.

5. Does the government monitor the progress of the project?

Table 5.56 Monitoring by Government

	Frequency	Percentage
Yes	8	80
No	2	20
Total	10	100

Table 5.56 above indicates that 80% of the ward committee members agreed and 20% disagreed that the government monitor progress of projects.

6. Does the government address project challenges, if they exist?

Table 5.57 Address of project challenges by Government

	Frequency	Percentage
Yes	0	0
No	10	100
Total	10	100

Table 5.57 above indicates that 100% of ward committee members disagreed that the government address project challenges if they exist.

Results of interview with councillors, CDW, social workers and agricultural officials.

Keys

Q= Question
Cllr1= First councillor
Cllr2= Second councillor
CDW= Community development worker
SW1= First social worker
SW2= Second social worker
Agri= Agricultural official

The interview with councillors revealed the following:

Q1: Do you get involved during the establishment of community-based projects?

Cllr1: Yes, I get involved and assist with ideas

Cllr2: As councillors we get involved

Q2: What is your role in community-based projects?

Cllr1: To advice beneficiaries, monitor, assist on how and where they can get funds. Make sure that poor people are benefiting from community projects.

Cllr2: To advise communities to establish community projects. To motivate members to work hard for the development of projects. To assist them with sources of funds and drawing business plans.

Q3: Do you think the right people are recruited to establish community-based projects?

Cllr1: Yes, in community projects, unemployed people and the poor are the targets.

Cllr2: No, only old people are involved in community-based projects which hamper the development of community-based projects. The level of education is low and members cannot read or write.

Q4: How do you view the management of community-based projects established in the area?

Cllr1: The management of community project need further training in management and they should be monitored.

Cllr2: They are poorly managed because they are not sustaining. Most of the projects in this area have collapsed.

Q5: How do you assist in the establishment and selection of project committees?

Cllr1: We advice on the fact that members who can read and write be elected in key positions of the committee. These people must be able to speak at least three official languages.

Cllr2: We advice that project committees must involve community leaders and not only project members. As councillors we also help in facilitating project committee selection meetings.

Q6: What kind of assistance do you offer community projects in mobilising funds?

Cllr1: Advice those in drawing business plans to send to financial institutions and government departments for funding. We also mobilise financial assistance from non-governmental organisations.

Cllr2: We give project members list of funders and assist them on how to apply for funds.

Q7: What is your view in the management of project finances by project members?

Cllr1: Project members manage project finances well but need further training. They also need assistance from people who have expertise in financial management.

Cllr2: Funds are also poorly managed because they do no help on the sustainability of community projects. Some project members get involved in mismanagement of funds.

Q8: How do you view the contribution of community-based projects established in this are?

Cllr1: They create jobs and reduce poverty. Projects assist people by providing goods near to where they are needed.

Cllr2: Presently they are contributing nothing because they are no longer producing and jobs created are not sustaining.

Q9: What do you think are the main challenges facing community-based projects in the area?

Cllr1: Enough funds are not available to start and support projects. The allocation of stands by the traditional authority is not enough because some projects need large stands. Equipments are also a problem for community-based projects. Project members pay themselves before getting enough money. Communication between project members is also a challenge. Some projects are started by people who cannot read and write.

Cllr2: Project members are not well trained. Project members are not trainable due to the level of education. Project members support their families using project money before the project become sustainable. Young people are not recruited for community –based projects. Equipments are not enough to sustain the life of projects. Agricultural projects are faced with a shortage of water. Members are leaving projects.

Q10: What are your suggestions in the establishment and management of community-based projects?

Cllr1: People must be motivated to contribute funds themselves. Workshops must be ongoing for community projects. Records must be audited. Duties must be divided because in some projects the chairperson and the secretary are responsible for everything. Project members must maintain their bank accounts. Good relationship must be maintained between the project and community structures.

Cllr2: Young people must be recruited for community projects. Enough funds must be made available for community-based projects to provide resources. The management of projects must involve youth who can be trained and able to apply acquired knowledge. Projects must be aware that projects are established to create jobs not to make them rich. Workshops must

be done to improve member's performance in production and management. People with skills from the community must be recruited to assist.

Interview with social workers revealed the following:

Q1: Do you get involved during the establishment of community-based projects?

SW1: Yes, especially drop-in-centres, crèches and other projects.

SW2: Yes, we get involved in community development projects.

Q2: What is your role in community-based projects?

SW1: Give advice to project members and give them stakeholders who can fund them. Monitor so that funds are well controlled and good quality is maintained.

SW2: Advice on the type of subject suitable for the area and mobilisation of funds. We also assist on where they can get funds.

Q3: Do you think the right people are recruited to establish community-based projects?

SW1: Only the traditional authorities and civics are responsible for selecting project members.

SW2: Poor people are recruited but projects do not include youth. Most of the members cannot read and write which affect management of projects especially finance management and recording.

Q4: How do you view the management of community projects established in the area?

SW1: Projects are well managed because reports are always submitted to the district.

SW2: Management does not include youth but is good because they seek advice when they fail or when there are difficulties.

Q5: How do you assist in the establishment and selection of project committees?

SW1: Advice project members to include all stakeholders from the community.

SW2: We facilitate the formation of project committees and indicate the importance and duties of committee members.

Q6: *What kind of assistance do you offer community projects in mobilising funds?*

SW1: Advice on the acquisition of funds and where they can get funds

SW2: We advise them on where to get funds. Assist them in writing business plans and request donation from financial institutions and non-governmental organisations.

Q7: What is your view on the management of project finances by project members?

SW1: Records are kept of money received and used in the project but some project members are accused of mismanaging project finances.

SW2: In project established in this area members are involved in mismanagement of project finances. Some transactions were not recorded. Some members were arrested for mismanagement of funds. There is no accountability in project finances.

Q8: How do you view the contribution of community-based projects established in the area?

SW1: Drop-in-centres contribute more in fighting malnutrition and reduce crime and also create jobs.

SW2: Job creation. Provides food at lower prices for the communities.

Q9: What do you think are the main challenges facing community-based projects in the area?

SW1: Lack of building (Drop-in-centres), lack of funds for food and building, project relies on donations from the community and other stakeholders and project members do not get salaries.

SW2: Training is very short for project members and is too theoretical. Project members do not have enough knowledge in the production of goods. In agricultural project water is a problem because there is no river and enough source of water. Projects do not include more youth.

Q10: What are your suggestions in the establishment of community projects in future?

SW1: Access to finance must be given to all community projects. Infrastructure must be provided by the government. Members must be well trained. Community leaders must be actively involved in the management of project.

SW2: Learnerships must be provided before the establishment of community projects. Youth must also be included in community projects. Community members who have knowledge and qualifications in finance management must be recruited to assist community projects. Social workers must be deployed to community projects until they become sustainable and stand independently. Project records must be monitored and controlled at all times.

Interview with the CDW revealed the following:

Q1: Do you get involved during the establishment of community-based projects?

CDW: Yes, all CDWs get involved in the establishment of projects

Q2: What is your role in community-based projects?

CDW: Assist in the selection of projects and monitor progress in community projects. Help in the application of funding.

Q3: Do you think the right people are recruited to establish community-based projects?

CDW: Yes, Poor people are selected but youth do not get involved. They do not take community projects as important to communities.

Q4: How do you view the management of community projects established in the area?

CDW: Management is good but have challenges like most of the project members are not educated which give them difficulties in recording.

Q5: How do you assist in the establishment and selection of project committees?

CDW: We advise them to include members who can read and write in committees. We advice them to look for people with knowledge from the community to assist in the committee.

Q6: What kind of assistance do you offer community projects in mobilising funds?

CDW: Give project members sources of funds or organisations that can assist them with funds. Submit business plans to funders on their behalf.

Q7: What is your view on the management of project finances by project members?

CDW: Funds are not properly managed because some project members get arrested for stealing money. Some records are not done and reports are not given to other project members.

Q8: How do you view the contribution of community-based projects established in the area?

CDW: They create jobs for poor people. Provide goods and services to communities.

Q9: What do you think are the main challenges facing community-based projects in the area?

CDW: Projects do not get enough funds to maintain them. Project members pay themselves before the project have enough money. Youth is not involved in projects and they do not have interest in community-based projects. Production and financial management is also a challenge. High number workers are leaving projects.

Q10: What are your suggestions in the establishment of community projects in future?

CDW: Young people must be motivated to participate in community projects. Monitoring must be intensified so that challenges can be addressed in time. Ongoing workshops must be conducted for project members to develop them. Members of the project must be made aware that projects must accumulate enough funds before they pay themselves. Civics must assist in resolving conflicts because they lead to members leaving community-based projects. The government must give projects enough funds.

Interview with the agricultural official revealed the following:

Q1: Do you get involved during the establishment of community-based projects?

Agri: Yes, we get involved in the establishment of agricultural projects.

Q2: What is your role in community-based projects?

Agri: We advise communities and project members on the type of crops to be planted in the type of soil they have. We also advice them on the marketing of crops and which crops are in demand in the market. We also provide information on where projects can get funds.

Q3: Do you think the right people are recruited to establish community-based projects?

Agri: No, because some members are leaving the projects. Members selected must all be committed to the development of the project.

Q4: How do you view the management of community projects established in the area?

Agri: Management needs to be strengthened because productivity in the project is not satisfactory. Progress in the project is very slow.

Q5: How do you assist in the establishment and selection of project committees?

Agri: This activity is done by the community

Q6: What kind of assistance do you offer community projects in mobilising funds?

Agri: We advise and give addresses of donors or people and organisations that fund projects

Q7: What is your view on the management of project finances by project members?

Agri: Financial records are kept but they are not satisfactory. There are sometimes cases of mismanagement of funds.

Q8: How do you view the contribution of community-based projects established in the area?

Agri: It provides fresh produce to the community and create jobs.

Q9: What do you think are the main challenges facing community-based projects in the area?

Agri: Projects members lack knowledge of crop production and needs a lot of training. Lack of funds hampers the development of community projects. The project stopped due to shortage of water for irrigation. Using borehole water is also a challenge because you do not know what will happen tomorrow. Members leave project. Members pay themselves before the project is independent.

Q10: What are your suggestions in the establishment of community projects in future?

Agri: Project members must receive proper training in the management of projects. The government must assist community-based projects until they become independent. Community leaders must play an active role in monitoring projects. Project members must commit themselves in the development of the project.

5.4 Summary of results

Data collected from the respondents revealed a lot of challenges facing community-based projects in the area under study. Most members of community-based projects are female within the age between thirty six and fifty years. The data also revealed that 57% of the project members' level of education is very low.

The management of community projects was also a challenge because 53% of the respondents indicated that projects do not have project managers. Poor management of community projects was also cited by the councillor in the area as a major challenge including management of finances. The data also shows that 53% of the respondents indicated that projects do not report progress to communities.

The government does not provide enough assistance because 50% of project members indicated that the government did not provide assistance during the project. Sixty three percent of the project members indicated that the government is not involved in addressing project challenges and fifty six percent indicated that government officials do not visit community-based projects. Sixty three percent of project members indicated that progress of projects is not communicated to communities.

No project obtained financial assistance from non-governmental organisations. It was indicated by 93% of project members. Interviews revealed that lack of funds hampered the development of community based projects. Lack of knowledge and commitment was also cited by project members as having a negative impact in community-based projects.

The data also revealed that project members left project and claimed to be given their share of money. Youth are not involved in community-based projects. The unavailability of workshops for skills development also challenged community based projects. Most finding will be detailed in the next chapter for discussion of data.

CHAPTER 6: DISCUSSION OF RESULTS

6.1 Introduction

The chapter focused on the discussion of the results with special emphasis on the demographic profile of respondents and discussion pertaining to hypothesis. This discussion also related the findings of the study with literature and compared findings with the previous findings. The objectives of this study are:

1. To determine the reasons for failure of community-based projects
2. To provide community development officials with guidelines of the role they must play in community projects.
3. Provide strategies for the improvement and future development of community-based projects.

6.2 Demographic profile of respondents

The study revealed that most of the project members are adult females between the ages of thirty six to forty years. This indicated that more youth and male people are not involved in community-based projects. This situation challenged the development of community projects because young people are trainable and can implement knowledge gained during training. The study shows that only 17% of the people working in community projects are youth. A study by Ravhura (2010: 82) indicates that lack of youth involvement in community-based projects contributed to un-sustainability of community development projects.

The level of education of the project members is low because most of them fall under no schooling, grade 0- 7 and ABET level 1-2. Many studies and investigations pointed the low level of education as a factor which impacted negatively in the development of community development projects. Most of the non-project members who participated in this study were male. The study further revealed that most non-project members who participated are between the age of 36 and 50 and resided in the area for more than 10 years. The respondents who participated in this study are directly and indirectly involved in the development of community-based projects and communities which was the target of the study.

6.3 Discussion pertaining to hypothesis

6.3.1 Management of community-based projects

The findings in respect of the management of community-based projects indicate that community projects are managed by the project committee established for that particular project. There was no manager responsible for managing project. The project committees are faced with a challenge of possessing necessary skills to manage the project successfully.

Departmental officials who participated in this study pointed out that management of community projects need training in management. A study by Ravhura (2010: 87) shows that poor management style of community development projects reached an unacceptable proportions and hampered sustainability of projects.

Poor project planning, lack of top management involvement, poor people management was cited by Pieterse (2001: 89) as factors that led to failure of information technology projects. Pietrese (2001: 90) further indicated that lack of lack of management and leadership is the major contributing factor to failure of IT projects.

In community projects investigated and those established in the area only the drop in centre at Folovhodwe and a community garden at Muswodi Dipeni are operating even though the community garden is waiting for the servicing of the borehole which was broken.

The un-sustainability of community projects in this area was caused by poor management as indicated by the results of the interview with councillors responsible for the development of the area. Like what Ravhura indicated in his study poor management is challenge facing project in Mutale Municipality. The experience gained in this study was that community-based project committees need intensive project management training to sustain the life of projects and jobs created.

6.3.2 Community involvement in community-based projects

The study revealed that community involvement is critical to the sustainability of community projects and programs implemented in communities. Community involvement is the key that ensure the understanding of needs of the people and make decisions that will meet those needs in the best possible way (Nempumbuluni, 2011: 99). Even though 13% of participants disagreed that communities were involved during initiation of projects, 87% agreed.

This confirms that the needs of communities were assessed during project initiation and planning of projects but also indicates that communities did not receive progress reports from community project. This was indicated by 53% of the participants in the study. Communities did not get enough chance to make inputs and suggestion during the project as was indicated by 37% of the participants.

The involvement of communities in project committees was also not satisfactory due to the fact that 40% of participants disagreed that community members were involved in project committees. There is low representation of youth in community-based projects. Ravhura (2010: 87) indicated the low representation of youth in community development projects as a cause of concern and further indicated that youth can be helpful in the community development projects at the level of bookkeeping, monitoring, marketing and management.

Kealy, Prothoroe, MacDonald and Vulpe (2006: 40) shows lack of consultation or failure to consult with and integrate the substantive and process views and management practices of local colleagues and stakeholders. They also indicated failure to adequately consult and build consensus among local partners and stakeholders in the community when projects are been planned and implemented as a challenge causing failure of community projects.

6.3.3 Government involvement in community-based projects

The findings of this study show that government was involved during planning of other projects and 43% of the participants indicated non-involvement of the government during planning and implementation of community projects. In addressing challenges facing community-based projects the majority of respondents thus 63% argued that the government does not attend and resolve project challenges.

Government officials do not usually visit community projects to monitor and evaluated progress. Departmental officials who participated in this study indicated their role in community-based projects as giving advices and assisting projects in mobilising funds. Ravhura (2010: 91) in his study cited that the municipality should appoint Local Economic Development (LED) manger to run community-based projects on behalf of communities. This result in the call of the government to be fully involved in community projects until they reach a stage where they can be independent.

6.3.4 Communication

The study shows that communication in community projects is satisfactory because participants who are project members agreed there was a good flow of information in projects. The only challenge is reporting the progress of the project to the community which is very important for development of community projects. Kealy, et al (2006: 40) indicated lack of communication of project goals as a factor which lead to failure of projects. Hodgson (2002: 121) outlined the lack of communication between managers and staff led to heightened fear levels and lack of trust as an issue which hampered change. This issue also affect community-based projects. The study also revealed that project members were given opportunity to give their views on the progress of the project.

6.3.5 Access to and management of funds.

Most projects established in the study area were funded by contribution from members and financial assistance from the government. It also shows that non-governmental organisations are not contributing enough or giving enough financial support to community-based projects. This was indicated by 93% of project members who participated in the study. Recording was indicated to be done in community projects, committees responsible for the control of were established but in some projects finance committees were not in place as indicated by 27% of the respondents.

The findings also revealed that financial reporting is a challenge for some community-based projects. It was indicated by 47% project members who participated in the study. The results of interviews with departmental officials showed that there are challenges in the management of project finances and suggested training in financial management. It also showed that some project members were involved in mismanagement of project finances.

They also pay themselves before projects are financially independent. Lack of budget for labourers leads to situation whereby projects fail to maintain their daily operations (Ravhura, 2010: 81). This led to project members involving themselves in mismanagement of funds. The results of the interview also showed lack of accountability in project finances and recording as a challenge to the life of community projects.

6.3.6 Monitoring and evaluation

The study shows that the project committee usually visit projects for monitoring and evaluation of the progress of projects. Community leaders and departmental officials are not doing enough in terms of monitoring and evaluation of the progress of projects. The results show that 54% of respondents disagreed that government officials monitor and evaluate projects progress.

Many projects in Mutale Municipality fail to sustain because their activities are not monitored which is the most important aspect in the life of the project (Ravhura, 2010: 82). Following interviews with departmental officials, it was suggested that monitoring must be intensified to keep projects on track and address challenges in time and community leaders must play an active role in monitoring projects.

6.3.7 Interpersonal skills

The results show that the relationship between project members is satisfactory because 70% of the respondents agreed that there was strong relationship between project members but 30% of the respondents showed lack of relationship as a challenge to community project.

Poor people management by the project manager, both in terms of managing the project team and in terms of communication to the project customer was cited as a main factor contributing to the failure of IT projects (Pieterse, 2001: 89). The results show that one of problem the facing community projects is that project members are leaving projects. A study by Magano (2008: 65) emphasized human element as a contributing factor to the success of every project. It was further indicated members should respect each other, love the project, and have patience, good communication and commitment (Magano, 2008: 65).

6.3.8 Capacity building and skills development (Training)

According to the results of the study lack of training in both production of goods and services, leadership and management, customer relationship and handling as well as managing and handling project finances. It also revealed that workshops are not conducted for project members to improve skills and their capacity.

Project workers should be empowered to acquire entrepreneurship skills in order for the community development projects to be sustainable especially focusing on bookkeeping,

project management, computer skills, financial management, marketing and fundraising (Ravhura, 2010: 82). The need for further training in project management and finance was emphasized in the study conducted by Magano (2008: 36).

The need for workshops was also emphasized. The results of this study showed that the level of education of project members is low and need to be improved. In order to implement plans and manage the project more effectively, further training is needed by project members (Magano, 2008: 36). Participants in the study identified the need of training as a tool that will enhance performance of projects and resulted in projects becoming sustainable.

6.4 Conclusion

The chapter discussed findings of the study on the causes of failure of community based projects established in the area. It looked at management, community involvement, government involvement, communication, Access to and management of project finances, interpersonal skills, monitoring and evaluation and capacity building. Respondents also suggested factors that hampered community projects in the area under study. This chapter discussed what respondents indentified as factors and problems that negatively affected the life of community-based projects. Most of community projects in this area were established in 2006 and did not achieve objectives. They collapsed before objectives set by project members were realised and resulted to loss of jobs created by projects.

CHAPTER 7: CONCLUSION AND RECOMMENDATIONS

7.1 Introduction

The purpose of this chapter is to summarize the findings and make conclusion on the reasons for failure of community-based projects as well as making recommendations and suggest or develop guidelines for the management of community projects in future. The area under investigation is faced with a challenge of failure of community-based projects.

7.2 Objective 1: Reasons for failure of community-based projects

Communities are faced with a challenge of managing community-based projects. These projects were established using funds contributed by members of the project and the government. In the area under study eleven community projects were established and only two projects are still functioning. Nine projects collapsed due to different reasons and led to the loss of jobs created by projects. The reasons for the establishment of community projects are job creation and the alleviation of poverty. Folovhodwe area is one of the poverty stricken areas in Mutale Municipality. An analysis of data obtained in this study revealed the following as the reasons for failure of community-based projects in the area:

- Lack of funds to finance the operations and to purchase resources required for the project.
- Poor management of project finances
- Members paid themselves before projects become financially independent.
- Project members were not committed and motivated and were leaving projects.
- Poor management of community-based project.
- Low level of education of project members.
- Lack of youth involvement in community-based projects
- Lack of monitoring and evaluation of community projects by government officials and community leaders.
- Lack of training and un-availability of workshops for project members
- Lack of involvement of the government in addressing project challenges.

These challenges must be attended to during the establishment of community-based projects to avoid failure of community projects to be established in future.

7.3 Objective 2: Guidelines for community development officials

Following the results of the study the following recommendations and guidelines were made and should be considered in the establishment of community project in future:

➢ The government must support community projects until they become independent in such a way that they can operate and become sustainable on their own.

➢ Community involvement must be intensified in such a way that reports are always given to the communities as beneficiaries of the project.

➢ Good partnership between the community and the government should be made and maintained during planning and implementation of community-based project.

➢ People with necessary skills or expertise in project and financial management from communities should be recruited to serve in project committees.

➢ Youth must be motivated to participate in community-based projects

➢ Workshops must be on-going to empower project members with skills.

➢ Enough funds must be made available for community projects by the government.

➢ The mobilisation of funds should be primarily the role of the government.

➢ Community leaders must be actively involved in project committees.

➢ Monitoring must be intensified by community leaders and government officials.

➢ Government officials must be assigned to community projects and directly involved in the control of projects.

➢ Monthly progress reports must be demanded from government officials from projects assigned to them.

➢ Projects members must be made aware that projects are not established to make them rich and must be motivated to work hard for the growth of community projects

7.4 Objective 3: Strategies for establishment of community-based projects

Strategies suggested for the establishment of community-based projects in future are as follows:

- ➢ When selecting project members look for volunteers
- ➢ The community must design a contract that will be signed by project members to show commitment.
- ➢ Members who leave projects must forfeit their contributions
- ➢ Project committees must be selected by community leaders and involvement of youth must be compulsory.
- ➢ Communities themselves must raise funds to motivate project members (buying food parcels for project members)
- ➢ Community leader must be assigned responsibility to manage the project and report progress to the community.
- ➢ Requisitions for the use of project funds must be authorised by community leaders.
- ➢ Regular reports must be demanded from project members.
- ➢ Project members must sign performance agreement with the project committee and community leaders.

7.5 Conclusion

Community-based projects are used by communities, government departments and non-governmental organisations as a strategy for community development and job creation. In the area under study most of community projects failed to achieve objectives and collapsed. Others are struggling to survive and become sustainable. This study investigated the reasons for failure and unsustainability of these community-based projects and developed guidelines for the management of community projects in future. The use of project members, community members and government officials responsible for community development helped in the development of this study and the achievement of objectives.

7.6 Limitations of the study

The study was based in a rural environment of Folovhodwe area in Mutale Municipality in Limpopo. It is acknowledged that the other similar projects may have different characteristics. Yet the response rate and enthusiasm of responses add to the reliability and validity of the study.

7.4 Suggestions for future research

Further research can be undertaken to investigate the reasons for failure of community-based projects on a regional and national basis. This study forms a good baseline for future research.

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ANNEXURE 1 QUESTIONNAIRE AND RECORD SHEET FOR INTERVIEW

Research questionnaire

I, **Ndou Dzivhuluwani Norman** am a Masters student at the University of South Africa Under the supervision of **Professor Reńe Pellissier** in the school of Business Management. I am engaged in a research study entitled: **An investigation into the reasons for failure of community-based projects at Folovhodwe, Limpopo**

The objectives of the study are to determine the reasons for failure of community based projects, develop guidelines for the management of community projects and strategies for improvement and future development of community-based projects.

Questionnaire to be completed by respondents

NB. Information supplied by respondents in this questionnaire will be treated with high confidentiality and anonymity. The questionnaire will be completed in the presence of the researcher thus face to face. Respondents will be treated with high level of respect and dignity. Respondents have the right to participate and withdraw in the study.

Date ....

Village .... Municipality ....

Type of the project ....

A. DEMOGRAPHIC INFORMATION (To be completed by non- project members)

1. Gender: Male ☐   Female ☐

2. Age

0- 35 years   ☐

36- 50 years   ☐

51- 65 years   ☐

Above 65 years   ☐

3. Position in the household

Father   ☐   Mother☐   Other specify ....

4. Number of household members, specify ☐

5. Marital status

Single ☐   Married☐   Divorce☐   Widow ☐

6. Employment status

Unemployed ☐

Employed   ☐   specify type of employment

....

Pensioner   ☐

7. If employed, for how long were you working in the organisation? Years ☐   Months ☐

8. For how long were you residing in the area? Specify number of years ☐

Section B NB (To be completed by project members)

1. Age

   0- 35 years ☐

   36- 50 years ☐

   51- 65 years ☐

   Above 65 year ☐

2. Gender

   Male ☐   Female ☐

3. Indicate the level of education

   No formal schooling attended ☐

   Grade 0- 7   ☐

   ABET   ☐   Specify level.............................

   Grade 8- 12   ☐

    Above Grade 12 ☐

4. When was the project started? ....

5. Management of community projects

Please mark the most appropriate with an X

STATEMENT	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
The project has the project manager responsible for managing the project					
A project committee was established to control the project					
The committee has the necessary skills to control the project					
Management was working towards the realisation of the goals of the project					
The project manager or committee involved project members in decision making and project matters					

6. Community Involvement in project matters

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
The community was involved during initiation of the project					
The needs of the community were assessed during project initiation					
The community has an opportunity to make inputs and suggestions during the project					

	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
The community get reports on the progress of the project					
Community members are involved in project committee					

7. **Government involvement in community- based projects**

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
The government was involved during initiation of the project					
The government was involved during the planning of the project					
The government provide assistance during the project					
When there are challenges, the government is involved in addressing challenges					
Government officials usually visit the project					

8. **Communication**

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly Agree
Decisions taken are communicated to all involved in the project					
The flow of information in the project is satisfactory					
Project members are given opportunity to give their views on the progress of the project					
Project meetings are held including all members					
The progress of the project is communicated to the community					

9. **Access to and management of funds**

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
The project was funded by contribution from members					
The project obtained financial assistance from government departments					
The project obtained financial assistance from other financial institutions or non- governmental organisations (NGO's)					
Funds received are recorded in project					

finance books					
The project has a committee responsible for the control of funds					
Financial reports are prepared for the project.					
Financial reports are give to the notice of all stakeholders involved					

10. Monitoring and evaluation

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
The project committee usually visit the project to monitor and evaluate its progress					
Departmental officials including ward committee members visit the project to check its progress					
Community leaders and civic members usually visit the project to monitor and evaluate its progress and challenges					

11. Interpersonal skills

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
There was strong relationship between project members					
The project committee and leaders were motivating project members to work hard to achieve objectives and high performance					
Relationship between project members and the community was good					
Customers were treated with respect and dignity					

12. Capacity building and skills development

Please mark the most appropriate with an X

Statement	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Project members received training on the production of goods and services					
Project managers or leaders were trained on project leadership and management					
Workshops were done to project members to improve performance and production capacity					

Project members were trained in customer relationship and handling					
Project members were trained on managing and handling project finances					

13. Outline further suggestions and opinion important for community projects

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for your time and contribution. Good luck for the future.

Section C (To be completed by non-project members (Civic Members))

1. Where you involved during the formation of the project? Yes ☐   No ☐

2. Was the community involved during project initiation? Yes ☐   No ☐

3. Are community leaders involved in project committees? Yes ☐   No ☐

4. Does the project benefit the community? Yes ☐   No ☐   If yes
   specify...
   ....
   ....
   ....

5. Do community leaders receive progress report from the project(s)? Yes ☐ No ☐

6. Do community leaders monitor the progress of the project(s) Yes ☐   No ☐   If yes, how often,

....

Section D (Ward committee Members)

1. Where you involved during the formation of the project? Yes ☐   No ☐

2. Was the community involved during project initiation? Yes ☐   No ☐

3. Does the project provide for the needs of the community? Yes ☐   No ☐   If yes, specify

....

....

....

....

4. Did the government provide training for project members? Yes ☐   No ☐

5. Does the government monitor the progress of the project? Yes ☐   No ☐   If yes how often

....

....

....

6. Does the government address project challenges, if they exist? Yes ☐   No ☐

SECTION E (Interview guidelines for government officials which are Councillors, CDW's, Social workers and agricultural officials)

1. Do you get involved during the establishment of community-based projects?

2. What is your role in community-based project?

3. Do you think the right people are recruited to establish community-based projects?

4. How do you view the management of community project established in the area?

5. How do you assist in the establishment and selection of project committees?

6. What kind assistance do you offer community project in mobilising funds?

7. What is your view on the management of project finances by project members?

8. How do you view the contribution of community projects established in this area?

9. What do you think are the main challenges facing community projects in the area?

10. What are your suggestions in the establishment and management of community-projects in future?

Thanks for your time and contribution in the study. Wish you the best in your work.

RECORD SHEET FOR INTERVIEW

Record sheet for interview

SECTION E (Interview guidelines for government officials which are Councillors, CDW's, Social workers and agricultural officials)

1. Do you get involved during the establishment of community-based projects?
   _____

2. What is your role in community-based project?

   _____
   _____
   _____
   _____
   _____
   _____

3. Do you think the right people are recruited to establish community-based projects?

   _____
   _____
   _____

4. How do you view the management of community project established in the area?

   _____
   _____
   _____
   _____
   _____

5. How do you assist in the establishment and selection of project committees?

_____

_____

_____

_____

_____

6. What kind of assistance do you offer community project in mobilising funds?

_____

_____

_____

_____

_____

7. What is your view on the management of project finances by project members?

_____

_____

_____

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_____

8. How do you view the contribution of community projects established in this area?

_____

_____

_____

_____

_____

9. What do you think are the main challenges facing community projects in the area?

_____

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_____

10. What are your suggestions in the establishment and management of community-projects in future?

_____

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Thanks for your time and contribution in the study. Wish you the best in your work.
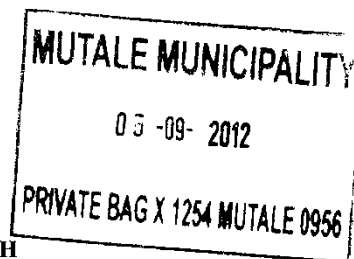
MUTALF MUNICIPALITY

NEW MUNICIPAL BUILDING
NEXT TO OLD MANENU BATTALION BUILDING
MUTALE TOWN
0956

PRIVATE BAG X1254
MUTALE 0956
TEL:027-15-967 9600
FAX:027-15-967 9677

A DEVELOPMENTAL MUNICIPALITY THAT ENSURES SUSTAINABLE, ECONOMIC GROWTH AND EQUITABLE SERVICE DELIVERY

Ref: 3/1/1
Enq: Corporate Services Manager
Date: 5 September 2012

UNIVERSITY OF SOUTH AFRICA
UNISA ARCADIA
PRETORIA

MUTALE MUNICIPALITY

0 3 -09- 2012

PRIVATE BAG X 1254 MUTALE 0956

RE: PERMISSION TO CONDUCT ACADEMIC RESEARCH

1. The above matter refers to your letter dated 01/08/ 2012

2. Mutale Municipality would like to grant Permission to MR Ndou Dzivhuluwani Norman (student no: 36960071) to conduct an Academic Research at Folovhodwe village within the jurisdiction of the Municipality.

3. Kindly note that upon completion we would like to receive a copy of the outcomes of the research.

We hope you find this in order.

NETSHANZHE T.G
MUNICIPAL MANAGER

ANNEXURE 3 MUTALE LOCALITY MAP