

**THE IMPACT OF COMMUNITY DEVELOPMENT PROJECTS ON LIVELIHOODS
IN THE LEPELLE-NKUMPI MUNICIPALITY OF THE LIMPOPO PROVINCE,
SOUTH AFRICA.**

by

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RESEARCH MINI DISSERTATION

Submitted in fulfilment of the requirements for the degree of

MASTER OF DEVELOPMENT, PLANNING AND MANAGEMENT

in the

FACULTY OF MANAGEMENT AND LAW

at the

TURFLOOP GRADUATE SCHOOL OF LEADERSHIP

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2022

DECLARATION

I declare that **THE IMPACT OF COMMUNITY DEVELOPMENT PROJECTS ON LIVELIHOODS IN THE LEPELLE-NKUMPI MUNICIPALITY OF THE LIMPOPO PROVINCE, SOUTH AFRICA** is my work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other institution.

.....
Moraba Laticia Tlou

.....
Date

ACKNOWLEDGEMENTS

This work would not have been possible without the contribution of the following persons and my heartfelt gratitude for their respective contribution:

- To God Almighty, for giving me strength when I have lost hope in my studies.
- To my supervisor, Prof. T Moyo, special appreciation and thanks you for guidance, encouragement and support through my studies. Your motivation manifested through my studies, indeed you're a rare jewel.
- To Makotse Women's Club, Trinity Day Care Centre and Tjiane Drop in Centre, for your kindness and humility in particular, Ms Mokgadi Legodi, Ms Megdeline Pila, Ms Ireen Khuto and all respondents who unreservedly participated during the interviews.
- My fiancé, Masilo Albert Kgonyane, Thank you so much for your unconditional love, support and encouragement.
- To my son, Thato Moraba, for always tracking the progress of my studies.
- To my late grandfather, Sondag John Moraba, thank you for loving me.
- To my colleague and friend, Tshephiso Koma, for believing in me and supporting me.
- To my classmates, Faith Tsakani Hongwane, Jafta Mathebula and Maureen Matlala for your support.
- To Rev. Dr. Lutz Ackermann for editing the manuscript.

Key words: Development, community development, inclusive development, sustainable development, livelihoods.

LIST OF ABBREVIATIONS

AIDS – Acquired Immuno-Deficiency Syndrome

ASGISA – Accelerated and Shared Growth Initiative for South Africa

CDM – Capricorn District Municipality

CED – Community Economic Development

DIC – Drop in Centre

ECD – Early Childhood Development

FAO – Food and Agriculture Organisation

FBOs – Faith Based Organizations

GEAR – Growth, Employment and Redistribution

HIV – Human Immunodeficiency Virus

IDP – Integrated Development Plan

ILO – International Labor Organization

LEDA – Limpopo Economic Development Agency

NDP – National Development Plan

NGOs – Non-Governmental Organizations

NPO – Non-Profit Organization

PRA – Participatory Rural Appraisal

RDP – Reconstruction and Development Programme

RRA – Rapid Rural Appraisal

RSA – Republic of South Africa

SASSA – South African Social Security Agency

SLF – Sustainable Livelihoods Framework

TVET – Technical Vocational Education and Training

UK – United Kingdom

US – United States

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1. CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1. INTRODUCTION

Poverty, unemployment and inequality remains a major challenge in many underdeveloped and developed countries. Whereas most developed countries such as the United States (US) and United Kingdom (UK) have neighbourhoods and areas with high rates of poverty and crimes. Even under-developed countries still face the same challenges that are found in developed countries. Therefore, community development can be applicable whether a country is developed or under-developed. Underdevelopment exists even in developed countries. Community development is globally used as a strategy to address challenges of under-development whether in a big city in the US or in the UK. But it is predominantly used in under-developed countries such as African countries where the prevalence of poverty, unemployment and inequality is widespread. This is the most common strategy that municipalities are using.

Over fifty years ago in America, a balance and measure of anti-poverty programs has made possible an important development in the fight against poverty, which also included extensive adjustment on their finance and administration. It was the obligation of the federal government to provide funding to the new entitlement programs which include Food Stamps ,Medical Aid and Legal Services (Lawrence, Berger, & Magnuson 2018: 1-2). Also, the UK is one of the countries which has got a solid history of community development and community-led activity where communities in low income participate as volunteers through mutual exchange activities, ownership and management of community assets. The four types of community-led approaches that are implemented in the local communities are through, voluntary action, community organising, social action and community economic development. Even though the government is not supporting these activities, there is an interest group of policymakers to deliver and meet the needs of the communities (Crisp, McCarthy, Parr, & Pearson 2016:1). It is important for the communities to depend on their own resources rather than on the government for them to define their own development. De Beer and Swanepoel (2013:2) say that in India, early development approaches encourage an integrated approach through the use of indigenous resources rather than government resources.

In South African context, the high rate of unemployment contributes significantly towards poverty and inequality. In Africa, South Africa is ranked the third highest after Namibia and the Seychelles with respect to its Gini-coefficient (Keeton 2014:26). Since 1994, the South African government has introduced and implemented different policies to address these challenges. Such policies includes amongst others; the Reconstruction and Development Programme (RDP) of the early 1990s; the Growth, Employment and Redistribution (GEAR) strategy of 1996; and the Accelerated and Shared Growth Initiative for South Africa (ASGISA) in 2005. Recently, the National Development Plan (NDP) Vision 2030, has been presented as the long-term socio-economic development roadmap. Through these strategies, the intention of reducing poverty and inequalities still remains unaddressed. This might be addressed by the understanding and adoption of strategies which households use for survival and improvement of their incomes (Mathebula, Molokomme, Jonas, & Nhemachena 2017:1). Community development is the key to socio-economic development on the municipal or local level as development is taking place at grassroots level and that the main role players are ordinary and poor people.

The challenges identified in the Lepelle-Nkumpi Integrated Development Plan (IDP: 2018/19) are that the unemployment rate amongst youths is high. This means that there is a lack of opportunities for young people to actively participate in the economy of the municipality and a lack of funding or financial support and institutions. There is no interest by the commercial banks to financially support the local development as the areas are registered under the state and traditional authorities, rather than owned by individuals. There is also a lack of skills: the majority of those who are active in the economy have inadequate basic skills as they did not complete their secondary education and some depend on the job training. Furthermore, there is a lack of water and other infrastructure: the municipality is dominated by rural areas where they do not have access to water nor to proper roads. All this has also led to difficulties in accessing markets. As a result, a majority of people are migrating to urban areas in order to have access to basic services and better opportunities.

Public and private partnerships; and independent living is possible in community development when all the stakeholders are involved. Public sectors include all three

spheres of government. Private sectors include industry and the mining sector. The Non-government sectors include non-profit organisations and community-based sectors include the organisation initiated within communities (Swanepoel & de Beer 2016:2728).

1.2. BACKGROUND OF STUDY

Traditionally, community development projects have a habit of being unsuccessful due to factors such as inadequate participation from local residents; and a lack in capacity to implement these projects. In the past, the following were identified as reasons of not implementing community development projects successfully: little participation from community members and incapacity to implement projects. In explaining this further, the concern includes the policies on sustainable community development which have always been unclear, difficult and broad to implement.

Therefore, the impacts resulting from community development projects on livelihoods of beneficiaries and their sustainability is not well understood. The need to understand poverty and development needs requires a proper guidance of a theory that will integrate all development activities in order to reduce poverty. In this study, the Sustainable Livelihoods Framework will be adopted as such a theory, because of its comprehensive level of explanation of poverty and development. Planning; analysing development activities requires a suitable tool (Petersen & Pedersen 2010:3).

1.3. PROBLEM STATEMENT

Lepelle-Nkumpi as a rural municipality is facing developmental challenges. As a result, a number of community development projects have been initiated. However, communities have been experiencing high numbers of unemployment, high dependency on social grants and a lack of skills development in the vulnerable groups as outlined in the 2018/2019 IDP.

Many communities has been implementing community projects as a device for their own form of development, there is no tangible indication showing on the usefulness in sustaining the livelihoods of the society. Municipalities implement various development projects in order to fulfil their developmental mandate, which makes it difficult to have access of information on their impact to communities. An inadequate fact about

acquisition of assets and social capital by beneficiaries' does not show how far the project has achieved or not (Letsoalo 2019:110).

Mazibuko (2017:1) cited Burkey (1993:56) who said that the involvement of other stakeholders, who provides technical support to these community projects, must be able to allow the beneficiaries to be active role players in the development processes. Although partaking in community development projects is voluntary, one of the key strategies is to lead to empowerment and self-sufficiency which is not yet measured.

1.4. PURPOSE OF THE STUDY

1.4.1. The aim of the study

The aim of the study was to analyse the impacts of community development projects on livelihoods of beneficiaries in Lepelle-Nkumpi Municipality, Limpopo Province.

1.4.2. Research objectives

The objectives of the study are:

- ❖ To assess different types of community development projects that are being implemented by the municipality.
- ❖ To analyse how community development projects impacts the livelihoods of beneficiaries in the municipality.
- ❖ To propose appropriate strategies that may arise from the study, and to make appropriate recommendation to the municipality.

1.5. RESEARCH QUESTION

- ❖ What are community development projects and the kind of activities involved in these projects?
- ❖ What is the developmental impact of the projects?
- ❖ What kinds of strategies are required to deal with any issues that arise from the study?

1.6. CURRENT DISCOURSE ON THE SUBJECT OF INVESTIGATION

The following are some of the current debates on the topic. Firstly, difficulties of socioeconomic nature are mentioned by Shava & Thakathi (2016:368). “The Department of Social Development, as the principal implementer of community development programs in Sakhisizwe Local Municipality, was financially crippled due to the municipality's failure to provide enough development financing. The Department was compelled to redirect monies intended for community development initiatives to improve medical services, which resulted in lower investment towards community development.

Secondly, there is the need to improve one's skill set. Community development is confronted with significant obstacles of skills shortages and cadre deployment, particularly in areas where development programs are politicized. Such intricacy necessitates a paradigm shift in political circles, where community development should be supported universally and community development initiative leaders should be chosen on merit rather than political considerations, which is a necessity for achieving an efficient developmental local government (Shava & Thakathi 2016:369).

And finally, infrastructure needs to be improved. This is due to that the success of community development as part of government measures to alleviate poverty and provide jobs is dependent on proper infrastructure that supports numerous developmental programs (Shava & Thakathi 2016:370). Lack of transportation and water, for example, has a negative impact on the success of community development efforts.

1.7. DEFINITIONS OF KEY CONCEPTS

Development

The Rural Development Plan (2016:25) defines development as a process of integration of economic, spatial, social, institutional, environmental, fiscal, and other plans and strategies to enable the best allocation and exploitation of scarce resources within and across sectors, geographical areas, and local and provincial government jurisdiction, in a way that supports long-term progress, equity, and, in particular, the empowerment of the poor and disenfranchised, but not exclusively.

According to Coetzee (2001:120) development refers to the positive movement from a bad situation to a better situation which must lead to social improvement; broadening people's options for learning and having access to resources for a reasonable quality of living.

Community development

Community development is the process by which community members come together to take collaborative action and develop solutions to common problems (UNDP 2014). In addition, community development is a good thing that actively improves the quality of life of low-income residents, and communities are defined as neighborhoods or multiple regions (Ferguson & Dicksens 1998: 5).

Inclusive development

Inclusive development is defined as an effort that inflicts change in the well-being of the community, social and environmental sustainability, and empowerment of marginalized people, sectors and countries in the social, political and economic world (Gupta, Pouw, & Ros-Tonen 2015:545). Inclusive development is a flexible learning process that adapts to new threats of marginalization and exclusion.

Inclusiveness emphasizes on the poorest in terms of income, most vulnerable (age, sex, and location), and most marginalized or disadvantaged (class, group, and faith) people (Rauniyar & Kanbur, 2009: 455 cited in Gupta, Pouw, & Ros-Tonen 2015:546).

Sustainable development

De Beer and Swanepoel (2016:71) defined sustainable development as a development that satisfies the current generation's wants without jeopardizing future generations' ability to meet their own.

Livelihoods

Chambers and Conwey (1992:6) define livelihoods based on the definition of the World Commission on Environment and Management as follows: "A livelihood encompasses the capacities, assets (both material and social resources), and activities required for a means of subsistence". Livelihoods are sustainable if they can withstand and recover

from pressures and shocks while maintaining or strengthening their skills and assets without jeopardizing their natural resource base.

1.8. ETHICAL ISSUES

Ethical consideration

Kumar (2011:283) states that initiating harm to people, breaking of confidentiality and wrongful use of information are considered to be unethical ways when conducting a study. Ethics are guidelines or principles that govern a particular discipline, profession, department or organisation to maintain correct conduct. The ethics are considered important in the research and the researcher will apply the following ethical rules in the study.

(i) Permission to conduct the study

Permission to conduct the study was requested from the Turfloop Graduate School of Leadership Research and Ethics Committee before commencement. To ensure ethical consideration, the researcher has also requested permission to conduct her study from the local municipality. Letters of request have been submitted to the municipality and traditional authorities.

(ii) Dignity and standard of care

Hesse-Biber (2016:67) says that many of the ethical principles and guidelines have been developed so as to uphold the people's rights such as the right to know, privacy, the dignity rights, confidentiality, protection from harm and the right to self-determination of all the participants were protected by the researcher. A series of international laws and conventions on human rights lay down and formalise the need for respect for personal integrity and human dignity universally.

This means that even in research, these rights and respect for human dignity are not something that can be set aside in order to satisfy a quest for knowledge or for other reasons. Therefore, the focus is on ensuring that all people involved in the research are protected from all types of harm, whether social, physical or psychological, that may result from participation in the research project. The researcher will ensure that all participants are treated the same way without being biased. Vilma (2018:28) defines beneficence

which refers to the researcher's kindness towards participants in order to protect them against ill-treatment. The researcher will act in a noble way concerning the systematic research processes.

(iii) Fair selection of participants

According to Rahman (2015:37), fair selection is divided into three aspects, namely selection, recruitment and retaining enrolled subject. For this research the participants will be a heterogeneous group, because community development projects consist of people of both genders. Community development projects were selected in terms of project type to endure fairness and equal participation of all.

(iv) Honesty and respect

Respect implies that we acknowledge that everyone has the right and ability to make their own choices. Therefore, participants were informed that the interview was part of a master's degree research and that the results were used for academic purposes only. Publishing the work will not reveal the names of the participants. Hence researcher treated all participants with respect and dignity throughout the study.

(v) Informed consent

Creswell (2014: 114) states that participants should not be forced to sign the informed consent form by the researcher when collecting consent for a study. The researcher must inform the participants about the investigation's purpose, goal, and objectives, as well as the potential benefits, drawbacks, and risks to which respondents may be exposed, so that they can make an informed decision about whether or not to participate in the study. Consent forms were given to the participants as an indication that the participant was volunteering in the study.

(vi) Confidentiality and anonymity

Researchers must adopt real security precautions, such as storing secret data in a secure location with limited access and considering eliminating all information that could lead to personal identification (Sanjari, Bahramnezhad, Fomani, Shoghi & Cheraghi 2014:10). More so, the researcher needs to be conscious of circumstances where privacy could unintentionally be broken, for instance confidential discussion in a room that's not

protected or placing participants' identities on bills paid by secretarial subdivisions. The researcher should make an effort to safeguard that all research data are treated carefully and archived in the University Library or in the Municipality. The information has been archived to safeguard them and to avert harm from the participants.

The names of those who took part in the survey will remain anonymous. According to Bless et al. (2014:32), participants' information, in particular sensitive personal information should be protected and not shared with anybody other than the researchers. The researcher must ensure that sensitive evidence about the participants remains confidential and that their identifying particulars will not be required when the data are collected.

(vii) Dissemination of information

Information dissemination is at the forefront of this proposed research study. The researcher will send a copy of the manuscript to the participants and the community when the research is completed. The purpose is to notify participants and other stakeholders of the results of the investigation.

(viii) Safe keeping of records

The information of participants will be kept in a hard-drive and computer for safety purposes and confidentiality. It is the responsibility of the researcher to keep the records in a safe environment.

(viii) Harm or risk

The researcher guarded against any harm and threats during the study by ensuring that the participants are prepared to participate in the study. In regular cases, research participants are asked to disclose attitudes they feel are unpopular or demanding personal traits for instance welfare receipts, payments, low income and so on as divulging such information usually makes them feel threatened or uncomfortable (Kumar 2011:282).

Since harm can ensue during and after the interviews, a debriefing session was offered to the participants through professional social worker or psychologist. Babbie (2013:39) explains that debriefing comprises of conducting interviews to uncover issues that may

arise as a result of the study experience so that they can be addressed. This means that the researcher might possibly risk getting negative information about lack of support from the stakeholders.

1.9. SIGNIFICANCE OF THE STUDY

The study has benefited the interest of project members who are involved in such projects. They should be interested in knowing how the projects are performing in general in order for them to build on the successes and deal with any failures that may be identified. The researcher also thinks that the study may contribute to knowledge in terms of the unique experience of Lepelle-Nkumpi Municipality and its efforts to improve the livelihoods of its communities.

A number of stakeholders are likely to be interested in this study. Firstly, those who are promoting the projects through financial and technical support, for instance, the municipality, non-governmental organizations and other government departments that are involved, directly or indirectly. It is expected that the findings may inform them about what is going right or wrong so that they can adjust their strategies and actions as may be necessary.

1.10. LIMITATION OF THE STUDY

The study has been conducted using a quantitative research approach and probability sampling; the researcher has generalized the results as she was not able to conduct a study of all community development projects in the Lepelle-Nkumpi Municipality. The interpretation of the results will be limited to the community development projects. As such, no generalizations can be made for the whole of the Capricorn District Municipality or the Limpopo province as a whole.

1.11. CONCLUSION

In conclusion, community developments projects are the responsibility of the local government with the support of different stakeholders. Development of communities must be at grassroots level in order for it to be well implemented and for benefitting the poor. The local government is mandated by the constitution and guided by government policies such as the NDP 2030 to redress poverty in the most vulnerable rural communities. Local municipalities are facing different challenges of lack of skills and water and infrastructure.

Community development projects are there to alleviate poverty and empower women, youth and people with disabilities in communities.

1.12. OUTLINE OF THE STUDY

The study is structured into five chapters as follows:

CHAPTER ONE: INTRODUCTION AND BACKGROUND

The chapter presents the background of the study, focusing on community development projects and their role in development. It also introduces the study's aim and objectives and the key research questions that it seeks to answer.

CHAPTER TWO: LITERATURE REVIEW

The literature review chapter articulates the theoretical framework which guides the research. It also summarizes the existing state of knowledge on community development projects and their impact on development. The purpose of such an exercise is to identify any knowledge gaps with a view for locating the present study.

CHAPTER THREE: METHODOLOGY

This chapter describes and justifies the research paradigm and methods that are used in the research. It also identifies the target population and explains the sampling method and procedures. The chapter also explains the data collection and analysis methods, giving reasons as to why they were deemed to be suitable for the study.

CHAPTER FOUR: PRESENTATION AND INTERPRETATION OF FINDINGS

The main findings of the research are presented and interpreted in relation to the research objective and questions which the investigation is designed to address.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATION

The concluding remarks in this chapter are based on the study's findings. This is accomplished by providing a summary of the important findings and positioning the analysis to draw significant conclusions about the developmental impact of community development programs. The chapter ends with a discussion of the restrictions that were encountered both before and throughout the study process and that will help the future researchers on the same topic.

2. CHAPTER TWO: LITERATURE REVIEW

2.1. INTRODUCTION

The first chapter articulated the background of the study, contextualized the poverty issues in the Lepelle-Nkumpi Municipality, initiated a community problem statement, gave a rationale for undertaking the study and provided definitions of key concepts. This chapter explains the theoretical framework which describes the relationship between community development projects and community development. The adoption of such a framework is to guide the researcher in terms of data collection and analysis. The review also summarizes literature that have been carried out on the link between community projects and community development.

t. The purpose of the exercise is to identify any knowledge gaps in order to justify the current study. The chapter is structured into sections on theoretical framework, review of existing studies on the link between community development projects and development, emerging issues from literature and a summary of the chapter.

2.2 THEORETICAL FRAMEWORK

There are different theoretical approaches to the relationship between community development projects and development. These include the Basic Needs Approach, the Participatory Development Approach and the Sustainable Livelihood Framework. Each of these approaches is discussed in detail below.

2.2.1. The Basic Needs Approach is linked to community development project and development.

The concept of basic needs and the Basic Needs Approach to development are becoming more popular in the development discussion. A current fresh emphasis on them in development circles dates from the 1970s, and is partly a reaction to the emphasis on economic growth and other macro-economic development strategies that have dominated the discourse since the end of the Second World War, and which did not give a proper response to the poor's problems (Perto 1978: 1).

There is no universal definition of basic needs because there is no single language that describes the various elements. According to Petro (1978: 1), human needs are not only physical, but psychological, from a minimal list of food, shelter, clothing, and other things that humans simply need to survive. There is a wide range of meanings up to emphasis. It's also psychological, not absolute, but expanding like a growing savanna, though not finite, compared to what others enjoy in a particular society. Basic needs include not only raw materials, but also clean water and transportation, work, education, participation in decision making, leisure, human rights, democracy, equality and public services such as independence.

The basic needs approach recasts development goals to promote more fair income and resource distributions, local participation, and small-scale initiatives that employ socially and environmentally relevant technologies (Brohman 1996:204). This strategy, according to Rai (2002:62), "question[ed] the focus on growth and income as indicators of success, and put up an argument that seeing poverty as a problem that can be solved by earning higher wages is somewhat wrong." Amartya Sen, the 1998 Nobel Laureate in Economics (cited in Todaro & Smith 2009:16), asserted that "money and riches were not the ends in themselves, but the means by which others could achieve their goals."

One topic is about giving enough resources (money) to the organizations, while the other is about how they spend those resources. There are two different strategies under the first theme. One goal ('trickle down') is to create such high overall economic growths that even the poorest target groups gain adequately without the need for explicit redistributive policies. The alternative method is to shift the proportional distribution of income and wealth between rich and poor people (redistribution). Such redistribution can be achieved by transfer taxes and income benefits, by altering future investment patterns in order to boost the target group's output or consumption, or by redistributing existing productive assets, such as through land reform (Petro 1978:3).

2.2.2. Participatory Development Approaches are linked to community development projects and development

People's participation is not a new concept and has no single origin. The lack of public participation in development projects was first documented in the 1970s (Perez 1999:49), suggesting a gradual shift in the development paradigm. The paradigm shift requires that "top-down" or growth-oriented development models fail to meet expectations and that development approaches be tailored to regional conditions formed by sociocultural, economic and political realities. It arises from the recognition that there is. Stronger personal and social controls support project and program intervention (Brett 2003:20).

Prior to the paradigm shift, development plans were established on the basis of a predefined model in which the state or another development agency defined the orientations, the most relevant activities, and the manner in which these actions should be directed. Such a top-down, centralized and vertical approach provided no room for people to participate in decision-making processes. The outcomes of such initiatives were unsatisfactory, and the substantial resources invested in development projects and programs had little influence. The services provided did not always meet the demands of the local population or cultural norms, and in some cases, they aggravated the problem they were trying to remedy. In such circumstances, it seemed prudent to re-examine how development programs were created in order to take local people's needs and ambitions into account. As a result of this mind-set, participative approaches began to emerge (Mabita, Libati & Mulonda 2017:240).

In the 1970s and 1980s, there was a change away from encouraging participation and toward establishing strategies and methodologies that included disadvantaged viewpoints, voices, and resources. This stemmed from a desire to move away from cost-prohibitive survey questions and toward more cost-effective learning methodologies that might incorporate local technical skills (Chambers 1994a:953).

There is no single definition of participation in development. Different scholars define participation based on what has been observed and how they perceive it in practice. Participation is a process by which people, especially the disadvantaged influence decisions

that affect them (World Bank 2002), as opposed to one where decisions are imposed on them by hierarchical outside agencies as presented by a theorist.

The focus on involvement in development (which began in the mid-1980s) was a reaction to large-scale “top-down” investment programs and the social costs of structural adjustment, according to Mansuri and Rao (2012:3). Economists such as Sen and Ostrom argued strongly for a more bottom-up and deliberative view of development, allowing communities' "common sense" and "social capital" to play a prominent role in decisions that affect them. Their research has sparked increased interest in community-based development, decentralization, and donor and government participation. The argument is in support of a bottom-up approach to development as it emphasizes the involvement of local communities rather than relying on experts for community development projects and solutions as opposed to the Basic Needs Approach.

Local people can be empowered through participation because it allows them to be in charge of investigations, generates a sense of ownership of the development process, and puts them in a strong position to select, determine, and control their priorities for action (Chambers, 1994b:1253). This can be accomplished if locals are placed in a position to negotiate and engage with local authority holders, allowing them to make legally binding decisions, as Arnstein (1969:221) suggest. Empowerment is created through capabilities such as engaging, negotiating and making of necessary decisions, in this will entail that power and control over the project will be a disadvantage (Arnstein, 1969:223).

Chambers (1994b: 1257) supports this claim, stating that a participatory approach is effective and efficient. Jones & Speech (2001:17-18) is skeptical of this process and argue that participation is temporal and spatial. It is influenced by the time and space in which participatory activities take place. This determines whether certain subgroups of the population or community, such as women and children, are included or excluded from the process. In addition, participation helps achieve sustainability goals that are essential for long-term growth (Oakley 1991:94).

Build local skills, improve sustainability by allowing locals to manage, collect, organize, analyze and plan intervention agendas through Participatory Rural Appraise (Chambers, 1994b: 1259). As a result, participation promotes diversity and creativity (Chambers, 1994b: 1259), allowing locals to own and share information, thereby increasing the long-term feasibility of the project or program and the participation process itself. Finally, community involvement helps the community see the project as its own project rather than the executing agency, and projects and programs can fail if funding is scarce or the implementing agency's budget is exhausted.

Ambrose, Etim and Mgbe (2016:75) highlight Okpala's (2008:162) emphasis on the importance of community members' involvement. As a result, the purpose of doing projects is not only to address people's immediate needs, but also to provide long-term value to residents in order to reduce population drift and poverty. According to Ozor and Nwankwo (2008: 73), the success of a community development project is dependent on effective community engagement, among other things. When people completely participate in initiatives, they tend to take ownership of them and jealously guide them to ensure their success.

2.2.3. Sustainable Livelihood Framework

Authors like Scoones, Chambers and Conway embrace the use of Sustainable Livelihoods Frame (SLF) with its comprehensive approach and its conceptualization of development. The SLF is applicable to a variety of local situations due to its flexible design and flexibility to modification. Prior to any development effort, the SLF could be used as an analytical tool to identify development priorities and new activities. The SLF can also be used as a checklist or a way of organising ideas, or as part of a livelihood analysis to assess how development programs 'fit' into the poor's lives (Kollmair & Gamper 2002:9). The SLF emphasizes the need of assisting ordinary people and communities by building and maintaining an adequate "asset base" that allows them to pro-actively identify, define, and apply specific solutions for coping with their poverty, vulnerability, and challenges.

There are many different approaches that can be used to assess the developmental impact of community development projects such as the Basic Needs Approach, and the

Participatory Development Approach. Therefore, in order to assess the developmental impact of community development projects in improving the livelihood of communities, the SLF will be used in this study because it is comprehensive, it leads to sustainability intervention through employment, empowerment, poverty alleviation, inequalities, assets based, participation, and access to services, household income, and livelihood. Unlike other approaches that look into access to services and intervention by the government, SLF consider all structures and policies that will lead to development.

According to Chambers and Conway (2002:7), a livelihood is "participation in a variety of activities that, at times, neither require a formal agreement nor are limited to a certain trade" .Money may or may not have a role in one's livelihood. This is something that all jobs have. Self-contained and self-directed livelihoods they are based on profits from jobs as well as earnings from assets and benefits.' Chambers and Conway (2002:7) define a livelihood as the capabilities, assets (stores, resources, claims, and access), and activities required for survival. Carney (2008:4) claims that if a livelihood can cope with and recover from stress and shocks, it can sustain or improve its performance. A livelihood, according to Chambers and Conway (2002:7), consists of the capabilities, assets (stores, resources, claims, and access), and activities necessary for survival. According to Carney (2008: 4), livelihoods manage and recover from stress and shock, maintain or improve their skills and assets, provide sustainable livelihoods for the next generation, and to other livelihoods in the community and in the short term. Long term at the global level if it can bring net profit.

Therefore, livelihood includes everything that helps people survive and builds their wellbeing and security on top of it. A sustainable livelihood approach is a way to think about the goals, scope, and priorities of development efforts. It is based on a growing understanding of how poor and vulnerable people live their lives and the role of policies and institutions. It helps develop human-centered, responsive, participatory, multifaceted, dynamic and long-term development initiatives in collaboration with the public and private sectors.

A sustainable living framework makes it easy to identify realistic goals for an activity based on the views and interests of stakeholders, but it is not a panacea. Participatory development, sector-wide initiatives, and integrated rural development will not be replaced. On the contrary, the connection between people and the wider potential environment influences the outcome of livelihood projects. It emphasizes the potential inherent in people in terms of skills, social networks, physical and financial resources, and ability to influence critical organizations.

Sustainable livelihood frameworks help organize and explain variables that limit opportunities for improving livelihoods. One of the basic concepts is that each household has different access to livelihoods. It aims to improve strategies for sustainable livelihoods. The lives of the poor consist of a series of compromises and choices.

Health, nutrition, education, knowledge and skills, work capacity and flexibility are examples of human capital. Social capital includes networks and connections (sponsorship, neighbors, kinship, etc.), trust and mutual understanding and support, formal and informal groups, shared values and behavior, common rules and sanctions, and collective representation. Includes decision-making mechanisms and leadership.

Natural capital includes land and products, water and fishery resources, trees and forest products, wildlife, wild food and textiles, biodiversity and environmental services. Transportation, roads, cars, safe shelters and buildings, water supply and sanitation, energy and communications, and tools and technology, and, for example, physical capital is an example of infrastructure (tools and equipment for production, seeds, fertilizer, Agricultural chemicals, traditional techniques). Financial capital includes savings, loans and debt (both formal and informal), remittances, pensions and wages.

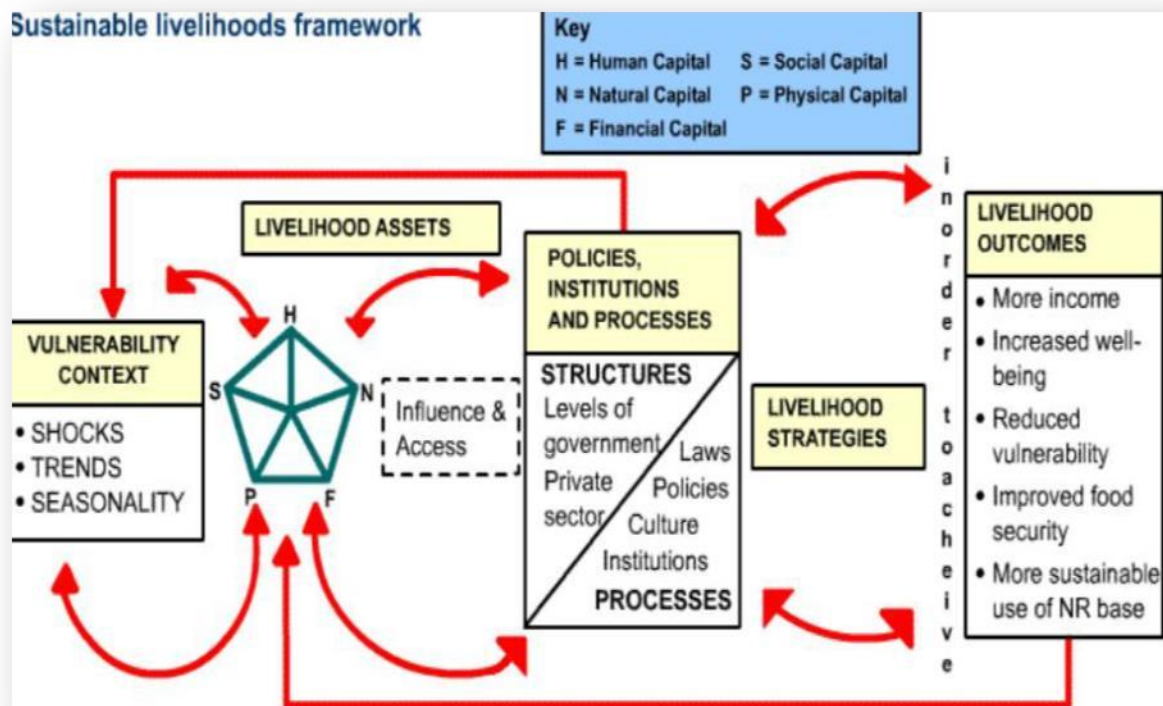


Figure 1.1: The Sustainable Livelihoods Framework (SL Framework) Source: Scoones (1998:7).

2.3. THE IMPACT OF COMMUNITY DEVELOPMENT PROJECTS IN RELATION TO DEVELOPMENT.

There is a lack of research on the impact of community development projects. While community initiatives have become an important tool for development in many South African regions, Letsoalo concludes that evidence does not suggest that they have effectively protected the livelihoods of the community (2018: 635). He further argues that the long-term community development initiative should ideally have a positive impact not only on the people who participate, but on the community as a whole.

If development can be positive or negative, then development is just a form of change. In the context of the development of the Church, we talk about some useful improvements. As a result, successful community development requires appropriate change among people in a particular region. This does not mean that community development never has

negative consequences, it certainly isn't! Most of the social changes of any kind have a negative effect. Development can have both positive and negative impacts on people, depending on the impact of each community (Phil 2016: 9).

According to the International Labor Organization (2015:2), employment and livelihoods change as countries grow and develop their labour markets. The rate and amount of poverty alleviation, the inclusivity of growth, and its long-term viability are all influenced by how they change. The changing of the structure of production and employment is one of the most basic changes brought about by development. The majority of people in developing countries live and work in rural areas, where agriculture is the primary source of income.

The size and productivity of the land and the work unit are usually insufficient to sustain a sufficient income. Although formal employment ties increase, informal labour in small scale services and commerce often stays important, well into the development process. Shifting labour between sectors can result in huge increases in overall productivity and revenue, while increasing agricultural production can also result in significant development gains.

According to Machete et al. (2004: 4) Agriculture accounts for the majority of household income, accounting for more than 40% of total household income. Pensions, remittances, wages and family businesses are examples of non-agricultural income. Home gardens are gaining increasing support, especially in suburbs and metropolitan areas where moderate vegetable growing areas can make a significant contribution to livelihoods and nutritional standards. Poultry farming is also important for the development of communities and the improvement of people's lives across the country (Rainbow Chicken 2013: 17). Chicken has been shown to be a livelihood strategy because it supplies the human body with protein and is relatively quick source of income.

Chickens are raised as a source of income and for consumption in rural households (Natukunda, Kugonza & Kyarisiima 2011). Other authors suggest that with good governance, poultry projects can help reduce unemployment in rural areas (Gue`ye 2000: 17; Iqbal & Pampori 2008: 45). The purpose of generating income and profit raising

indigenous chicken is considered an option (Natukunda et al 2011). However, according to Meena Singh and Shivhare (2012:55), the profit is insufficient, implying that while these projects are viable, their impact on community livelihood will be little or slow. Moreki, Dikeme, and Poroga (2012) agrees with Meena et al, stating that the poultry market is booming because hens are utilized in healing rituals, resulting in increased demand but poor profit.

2.3.1. Empirical evidence on the impact community development projects and development

Meeting basic necessities, such as providing food through foodbanks, and enhancing employability or allowing access to paid job are only some of the ways that voluntary engagement can help people out of poverty. It may also help to alleviate non-material forms of poverty by increasing social involvement and decreasing isolation, as well as improving individual outcomes linked to poverty, such as poor health and well-being (Crisp et al. 2016:9). According to the Republic of South Africa (RSA) Connected Communities Project (RSA 2015), "these outcomes suggest that community members may have a common social value or 'dividend'."

The failure of large-scale, top-down, community-based initiatives to mitigate poverty and other forms of disadvantage in the target area in the 1980s and 1990s was partly in response to new interest in regional economic development. (Scofield, 2002:329). On the contrary, it creates sustainable and cyclical income, provides local jobs to disadvantaged groups, promotes local autonomous business forms, closes gaps created by the withdrawal of the private sector, and much more. Benefits of the joint venture (Evans 2007: 384; Varady, Kleinhans & van Ham, 2015:254). After the financial crisis of 2007 /2008, there was growing interest in how local government companies could contribute to revitalization in the face of "austerity" and cuts in government services and financial resources (Varady et al 2015:254).

As described by Crips et al (2016: 23), neighbourhood entrepreneurship refers to community based types of social enterprises that are not explicitly focused on asset acquisition or management. The Single Regeneration Budget, European Regional Development Fund programs, Phoenix Development Fund, and, more recently, the

current Community Economic Development (CED) Programme are among the initiatives involved. They've all offered formal government assistance to local businesses. It could, for example, reduce the social isolation associated with poverty if opportunities for nonmaterial interaction were provided. It is worth noting, however, that this review's focus is on poverty-related effects and does not cover all indicators of success.

In economic terms, neighbourhood regeneration has been promoted as a means to support neighbour enterprises. As a result, this could have a variety of effects on poverty. Raising household incomes, for example, by giving more jobs or income created through community enterprise, could alleviate material poverty while also providing goods and services that communities lack (North, Smallbone, Lyon, & Potts 2003). However, new jobs gained by poor households are likely to have the most direct influence on material manifestations of poverty. Church and Elster's (2002:55) analysis of a variety of neighbourhood enterprise programs with a focus on environmental sustainability found good economic consequences in low-income neighbourhoods, including job creation and training opportunities, albeit on a small scale.

Various studies of neighbourhood business projects focusing on environmental sustainability report positive economic implications, including job creation and training opportunities in low-income areas, albeit on a small scale (Church and Elster, 2002:58). At the same time, there are conflicting data showing the level of job creation and whether these jobs are being handed over to low-income households, and if so, whether they are of sufficient quality to combat poverty. In general, neighbours often do a better job of hiring locals than for-profit companies that hire locals (Armstrong, Kehrer, Wells, & Wood, 2001:675).

2.3.2. An example of Community Development Projects in the Lepelle-Nkumpi Municipality that has a negative impact on livelihoods.

Mamaolo's farms supply vegetables such as spinach, tomatoes, cabbage, beetroot and onions, and the Mbao Poultry Project is reportedly buying and selling chickens to the area. Matabasa's Arts and Culture Tourism Project contributes to the protection of culture. Traditional symbols, cultural dance, cultural necklaces, bracelets, garment sewing, visual arts and handicrafts are part of the initiative. The project will increase income by selling

cultural properties and collecting admission fees from visitors and communities. The majority of participants stated that they were hired without a contract and worked for more than 10 years (Letsoalo 2018: 638).

According to Letsoalo (2018:638), the participants stated that the programs did not help them develop their capacities and competencies. The majority of the participants earned less than R2000 per month, which was insufficient to support their households' demands or well-being. Since they started working on the project, all of the participants said they never bought anything with the money they earned. These data indicate that the initiatives had no positive influence on the participants' livelihoods in terms of income, competencies, empowerment, or assets. This was due to the fact that none of the three projects were generating enough revenue or profit.

2.4. EMERGING ISSUES FROM THE LITERATURE

The Basic Needs Approach was adopted based on the specification of the basic needs and standardised living conditions for a country or region with the intention to identify those groups or people who falls below the set standard, in order provide a concrete set of targets against the set objective to eradicate poverty (Perto 1978:4). However, the method was never about how to achieve the basic needs. Participatory development evolved as an alternative to top-down, linear development models, which frequently involved Northern 'experts' teaching Southern 'poor people' how to go about 'development'. But still, it dominated the terrain of community development to address the issues of powerlessness, decision making and empowerment.

According to Ashely and Carney (1999: 42) the sustainable Livelihood Framework is a tool devoted to poverty reduction and a focus to sustainable livelihood to the poor. The concept of 'sustainable livelihoods' (SL) is a method of looking at development. SL techniques are based on a set of key concepts, employ a variety of tools (including the SL Framework), and can be used in a variety of ways. For identifying projects or programs, Sustainable Livelihood techniques are useful. They promote comprehensive analysis, the integration of sectors / lessons, and the identification of complementary actions. Other techniques, on the other hand, are required for selecting among the enormous array of

potential entry sites in order to ensure that comprehensive analysis leads to well-targeted development effort. It is not essential to create a sustainable livelihood project or program in order to put sustainable livelihood principles into practice.

The impact of community development projects has both negative and positive impact on livelihoods. The successful implementation of community development depends on the participation and involvement of the local people. Development must be about the people themselves being able to make their own decisions based on the identified needs.

2.5. SUMMARY

People are the ones who encounter the day-to-day obstacles and reality around them, thus development does not happen in a vacuum. Poverty challenges are addressed through community development projects. They were created to empower individuals and inspire involvement by involving them in the process of change-making, allowing them to build a variety of skills, knowledge, and experiences. To ensure that community development programs maintain their balance, continuity, and long-term viability, both economic and individual growth must be given equal weight. In rural areas, the majority of self-help and women's groups are begun and developed by the community. The aim is to improve the livelihood of poor communities and strengthen their capacity.

3. CHAPTER THREE: RESEARCH METHODOLOGY

3.1. INTRODUCTION

Chapter 2 outlines the theoretical framework of existing research on the relationship between community development projects and development, and provides questions that arise from the literature. The term methodology is a broader term and includes methods. Methodology means understanding the entire research process. This includes its socio-organizational background, philosophical assumptions, ethical principles, and the political impact of new knowledge from research enterprise (Neuman 2014: 2).

Survey methods are a systematic way to solve specific structured planning questions. It takes into account the logic behind conducting the study. The objectives are why the research is conducted, how the research problem was defined, how the hypothesis was made, what data was collected, what specific method was used, and why the specific method is used to establish a work plan on what was used for analytical purposes.

The aim of this chapter is to present the work plan the researcher has used to answer the research problem. The chapter will look into the research paradigm, research design, research methods, geographical areas of the study, population, sample selection, data collection methods, data collection instrument, measures to ensure trustworthiness, process of data collection and analysis, limitations and ethical considerations.

3.2. RESEARCH PARADIGM

This research is anchored in the positivism paradigm. Positivists believe that, with appropriate measurement tools, scientists can objectively uncover absolute, undeniable truths about cause-and-effect relationships within the physical world and human experience (Leedy & Ormrod 2015:25). The perspective has been developed historically from the viewpoint of the natural sciences. The researcher has the responsibility to discover the specific nature of cause-and-effect relationships. Science is not the same as the common sense; therefore, research findings, though always based in rational thinking, can (and normally do) well go beyond common sense (sometimes seemingly even

contradict it). Thus, the researcher is able of researching a problem without influencing it or being influenced by it.

3.3. RESEARCH DESIGN

According to Bless, Smith, and Sithole (2014:66), study design is the strategy for discovering the nature of the link between variables. It can be thought of as the 'blueprint' for the research project that comes before the actual research (Mouton 2017:107). A researcher's study design is a step-by-step approach for answering questions in a valid, objective, accurate, and cost-effective manner. As a result, research design answers questions that will help you decide which path to go for your research.

A research design allows you to make decisions for yourself and communicate them to others about what study design you want to use, how you want to collect information from your respondents, how you want to select your respondents, how you want to analyze the data you collect, and how you want to communicate your findings. The study design selected was a non-experimental study using descriptive design techniques that focused on community development projects targeted by the Lepelle Nkumpi community. The researcher also considered relationships and data collection from beneficiaries and stakeholders involved in community development projects. Little information was available on Lepelle Nkumpi municipal community development projects, and this study provided a comprehensive approach to understanding the impact of community development on beneficiaries. By examining a sample of the population, researchers used a numerical or quantitative explanation of the style, attitude, or opinion of the population and generalize from the sample to the population using a structured interview method.

3.4. RESEARCH METHODS

Quantitative methods were used in the survey. According to Creswell (2014: 3), quantitative research is a way of studying relationships between variables to test objective theories. These variables can be monitored using tools. This allows you to examine numerical data using statistical techniques. Quantitative methods rely heavily on numbers and statistics when analyzing and interpreting the results extrapolated from the sample to the population.

According to Bless et al. (2014:16), the quantitative method heavily focuses on numbers and statistics in the analysis and interpretation of findings that are extrapolated from the sample to the population. Because the researcher seeks to quantify the influence of community development projects on livelihood through job creation, household income, and empowerment of disadvantaged groups, a quantitative technique was used for this study (youth, women and people with disabilities). The goal of the researcher is to develop results that can be generalized from a sample to the entire population. During the data collection process, the researcher's responsibility is to stay impartial or neutral.

3.5. GEOGRAPHICAL AREA OF THE STUDY

The Lepelle-Nkumpi Local Municipality is located in the Limpopo Province's central region, within the Capricorn District Municipality's southern section. The municipality is part of the Capricorn District municipality, and it is the district's smallest municipality, covering only 16 percent of the district's land area. Polokwane Local Municipality to the north, Mopani District Municipality to the east, Greater Sekhukhune District Municipality to the south, and Waterberg District Municipality to the west are the municipalities that surround the municipality. The municipality is 55 kilometres south of Polokwane City and the district municipality.

The municipality is dominated by rural areas and led by four traditional authorities namely Kgosi Kekana, Ledwaba, Mphahlele and Thobajane. It is divided into 30 wards, as outlined in the Integrated Development Plan (IDP 2018/19: 25). Lebowakgomo Township is amongst the wards and the most developing area in the district. The researcher identified Lepelle-Nkumpi Municipality for the study because rural communities are the most disadvantaged areas that need to be developed since they lack resources to develop themselves.

According to a community survey (2016), 71% of the population are young people under the age of 35 and 33% are young people, over matric, identifying the following issues among people over the age of 20. Surprisingly, 67% do not have matric or have graduated from school at the primary and secondary education level. Females are the

predominant gender with a high percentage of those who have not graduated from school or have a minimum education qualification.

Literacy rates have increased over the years which have led to the creation of employment opportunities for job seekers in the municipality. There are local vocational and nursing schools, vocational training in mines, and groups that qualify outside the community. These are the resources that the community uses to develop their skills. High levels of poverty exist in more than 15% of households without income. Finally, the unemployment rate is as high as 48% (IDP 2018/19: 29).

3.6. POPULATION

There are many scholars who have defined the term population. Breath et al. (2014: 164 & 394) supports this by defining the event, person, or object to which the research results apply. The population, sometimes referred to as the "target audience," is a group of elements that are the focus of the study. Meaning that the definition of population in social research does not necessarily mean people; it may be an organization (such as Non-Governmental Organization) or institution; it may also refer to college students and events, gender-based violence that took place in certain time or common places.

The population of the study consisted of participants who are direct beneficiaries of community development projects. The total number of registered community development projects in the Lepelle-Nkumpi Municipality is about 700; they mainly work in agriculture, poultry, Early Childhood Development, Drop-in Centres, bakery, and tourism to name few. In determining the sample frame, the researcher has asked for information about registered community development projects from the municipality in orders to have the correct target population.

The secondary population were participants who are indirectly involved in the community development projects but are knowledgeable and are experts in the field. They can explain this developmental impact and they provide support through establishment, implementation, and financial monitoring of these projects. The secondary population was selected as follows: municipal officials (Local Development Officials), Department of Agriculture and Department of Social Development Officials,

Limpopo Economic Development Agency (LEDA) Officials and Department of Education Officials were part of the population study as they monitor and provide funding to these projects. The total population of the study was 40 participants and the study design selected is a survey because the purpose of the study is to explore the relationship between the variables.

3.7. SAMPLE SELECTION

A sample is defined by Bless et al. (2014: 395) as a group of elements from the population that are considered representative of the population and are investigated to gain knowledge about the entire population. For this study, six projects with five beneficiaries (thirty) and ten officials from different institutions have been chosen as representative of the general population.

3.7.1. Sampling criteria

Mouton (2017:132) refers to sampling as the probability procedures which involve some form of random selection of elements from a target population. Bless et al. (2014:165) further say that although a sample is, by definition, a subset of the population, to be useful it must have all the properties of the population so as to be representative of the whole. The aim of sampling is to form something that is representative of the selected population that will be a target in the study.

Leedy and Ormrod (2015: 388) define non-probability sampling as a selection process in which some members of the population are more likely to be selected than others. In the unlikely sample, it may not be possible to explain some elements in detail because it is unlikely that a particular member will be included in such a sample. The advantage of this type of sampling is that it is not complicated, time consuming and costly, and suitable for a uniform population. This study takes a quantitative approach and therefore includes samples with no probability.

3.7.2. Sampling selection process

The researcher actively selected volunteers based on a set of precise characteristics that were deemed necessary, such as prior experience and knowledge of the research subject. Purposive sampling, according to Leedy and Ormrod (2015:183), is defined as

the selection of persons or other units for a specific goal. The researcher's judgment regarding the representative sample is used in the selection procedure.

For instance, in this study the sample consisted of those who are regarded as projects members and the officials who have knowledge about those projects. The inclusion of project manager assisted the researcher to have more information about the study and exclusion of some project from the study will be based on project homogeneity in terms of project activities or type.

The data from the municipality assisted the researcher to purposively sample those projects that are supported by the municipality. The researcher consulted the project managers and paid visits to the selected community development projects. As explained in the table by Krejcie and Morgan (1970), a population size of 700(N) would entail a sample of size of 248(s) participants to be representative of the population. A sample of that size would be too large given the time allocated to the mini-dissertation study. For those reasons the researcher purposively selected five community development projects, namely from agriculture, poultry, Early Childhood Development, Drop-in Centre and bakery. Each community development project was represented by one project manager, two female and two male project members which gives a total of five participants with the exception of agriculture as it happens to be the biggest community development project. Agriculture had ten participants which were representatives from two projects: two project managers, four female and four male project members. Thus, the sample size was 30 participants. The researcher used the criteria of age, gender and experiences when selecting participants.

The secondary population was purposively selected and there were 10 officials from the different institutions involved in community development projects. It was a heterogeneous group of populations that was purposively selected as its members are from various institutions. The study adopted purposive or judgmental sampling, as the researcher knows the population under the study.

3.8. DATA COLLECTION METHODS

This is one of the processes that play an important role in the numerical or statistical analysis. Data can be categorized in the manner in which they are collected. Features such as demographic and socioeconomic information should be considered as key information during data collection.

In quantitative research, the survey is used to collect data from the participants. The researcher is the one who directly contacts the participants personally, telephonically or via the mail. The advantage of this method is that the researcher is able to ask questions that are relevant, accurate and related to the research topic; however, it might take time and money (for travel). When the questions are probed by the researcher the survey is called structured interview. Any interaction between two or more people with a specific purpose to fulfil through face to face or person-to person is called an interview.

The data were collected from primary method as the instrument needs to be conducted physically with the participants. The researcher made arrangements through the project managers of the selected projects to secure appointment with the project members to establish a rapport. The agreement was reached after signing of consent forms for a date of interview. The interviews were conducted in the respective project sites of the participants, because it is a well-known environment to them and also to eliminate any intimidation. The researcher conducted the interview on her own, as it is expensive to hire assistant researchers. The study used structured interviews to interview the participants guided by a questionnaire to collect information.

3.8.1. Primary data

The data from the primary method was collected directly or indirectly from the participants through sources such as observation, survey and questionnaire, to name a few of them. It is called first-hand information as it is collected by the researcher herself. The features such as demographic and socio-economic information should be considered as key information during data collection.

3.9. DATA COLLECTION INSTRUMENT

The instrument that was used in this study was a questionnaire and the type of interview adopted was structured interviews. When developing structured interviews, a list of themes and questions is needed. When conducting a structured interview a structured question is asked by the interviewee, which is developed in advance by the researcher. The advantage of interviews is that they can be fairly reliable and also that they ensure that the participants understand the question. However, they can take a long time and be costly to be completed.

The following are the advantages and disadvantages of a questionnaire which was an instrument used in the study (Research in real life 2020:185-187):

Inexpensive- the researcher do not conduct face-face interview to the participants. It saves time as it can be administered by identified participants who are willing in a central place in the project. The expense is on making copies of a questionnaire and data. Speed- it has the quickest turnaround time when both the participants and interviewer are both available.

No probing- no one is there to help if emailed or mailed this implies that there is no time to provide clarity. Application is limited. It is limited to participants who are able to read and write meaning that it does not accommodate people with special needs such as children, elderly, etc.

3.9.1. Data to be collected

The questionnaire covered issues about the demographic information, income that the project members are receiving, their spending pattern and how the income has impacted on their lives, to name a few. Among the projects issues that were covered were in terms of transformation and development to the members and the community as a whole.

Amongst the issues to be addressed is job creation, empowerment of women, youth and people with disabilities and skills development of project members. The interview guide of

the stakeholders covered general information about the projects and the role they play in the running of the projects. As the stakeholders they are knowledgeable about their challenges and the effectiveness of the projects.

3.10. MEASURES TO ENSURE TRUSTWORTHINESS

Trustworthy means authentic, which need to be measured and has to be considered important in research. Even though validity and reliability are two different concepts, they are regarded as key instruments for evaluation in quantitative method.

3.10.1. Validity

Validity means a point in which a study is really measuring what is intended to measure. It addresses the question of “what is the instrument really measuring?” and “what is the meaning of the outcome?” There are five types of validity namely: contents analysis, criterion–related, construct, convergent and face-validity. The study adopted content validity because it uses relevant literature and sometimes involves other social scientist with expertise in the relevant research area to evaluate the content validity of their measuring instruments.

3.10.2. Reliability

Reliability is a measuring instrument that can assess the internal consistency and accuracy. The instrument is concerned with research outcomes and relates to the credibility of the outcomes. It is concerned with getting the same outcomes over and over, even at a different time and with a different researcher performing the measurement. There are different types of reliability: Test-retest, parallel-forms, internalconsistency split-halves and inter-rater. The study adopted split-halves reliability because if the respondents answer in the same way to the two themes it means high reliability is shown, and that means the instrument has high internal consistency.

3. 11. PROCESS OF DATA COLLECTION

3.11.1. Request for permission to conduct research

A request for permission to conduct research was made to the Lepelle-Nkumpi Municipality because it has the database of all projects and it is providing all services to the communities. The researcher has contacted and visited the selected projects for data collection. See the attached annexure A.

3. 12. DATA ANALYSIS

Data analysis and interpretation form the main part of the research. Data analysis is the process of consolidating data with the purpose of highlighting valuable information, making conclusion, providing strategies and making recommendation. So, data need to be analysed in order to answer the research question.

3.12.1. Data management

The raw data that have been collected have to be correctly and carefully stored. It is the responsibility of the researcher to safeguard and protect the data collected.

3.12.2. Method of data analysis

In a quantitative study, the data are usually analysed in terms of numbers. After organizing the raw data, the researcher can present them in many ways such as graphs and charts (bars, pies and other pictorial representations). The methods of quantitative data analysis usually use descriptive and inferential statistics. The descriptive statistics that are usually applied are: mean, median, mode, percentage frequency and range. It completely provides pure numbers. When interpreting the descriptive data, it will be presented well with the percentage showing on the gender and marital status of the respondents to give an example. The study has adopted a descriptive statistic as method of data analysis.

3.13. LIMITATIONS OF THE RESEARCH METHODOLOGY

The study was conducted using a quantitative research approach and non-probability sampling; the researcher generalized the results as she was not able to conduct a study to all community development projects in the Lepelle-Nkumpi Municipality. The interpretation of the results was limited to the community development projects. As such,

no generalizations can be made for the whole of Capricorn District Municipality or to the Limpopo Province as a whole. The projects members might be of the same certain age and of a particular gender who might provide same information. The stakeholders might not find enough time for the interview as they have busy schedules or even postpone the dates. Due to lack of resource and enough time from the participants, a pilot study was not conducted.

3. 14. ETHICAL CONSIDERATIONS

Ethics are guidelines or principles that govern a particular discipline, profession, department or organisation to maintain correct conduct. Ethics are considered important in the research and the researcher has applied the following ethics in the study. The following steps were undertaken to satisfy these ethical requirements:

(i) Permission to conduct the study

Prior to starting the study, the researchers applied to the Turfloop Leadership Research Ethics Board for permission to carry out the study. To ensure ethical considerations, the researcher applied to the community for permission to carry out her research. A formal notice has been submitted to the municipality.

(ii) Dignity and standard of care

Hesse-Biber (2016:67) says that many of the ethical principles and guidelines have been developed so as to uphold the people's rights such as the right to know, the right to privacy, the right to dignity, confidentiality, protection from harm and to self-determine. It is the responsibility of the researcher to protect rights of all participants

A series of international laws and conventions on human rights have laid down and formalised the need for respect for personal integrity and human dignity, universally. This means that even in research, these rights and respect for human dignity are not something that can be set aside in order to satisfy a quest for knowledge or for any other reasons. Therefore, the focus is on ensuring that all people involved in the research are protected from all types of harm, whether social, physical or psychological, that may result from participation in the research project. Researchers have confirmed that all

participants are treated equally and without prejudice. Researchers behaved nobly by following a systematic research process.

(iii) Fair selection of participants

According to Rahman (2015:37) fair selection is divided in to three aspects, namely selection, recruitment and retaining enrolled subject. For this research the participants were a heterogeneous group as community development projects consisting of male and female gender. Community development projects were selected in terms of project type to endure fairness and equal participation of all.

(iv) Honesty and respect

It is the researcher's role to be honest and respectful of the participants. Researchers explained to participants that the interview was part of a master's degree and the results were used only for scientific purposes. The possibility of publishing the work does not reveal the name. Throughout the research process, researchers treated all participants with respect and dignity.

(v) Informed consent

The researcher explained the aims and objectives of the study, for the participants to make an informed decision of participating or not participating in the study. As an indication the participant volunteered in the study. See attached annexure D

(vi) Confidentiality and anonymity

More so, the researcher needs to be conscious of circumstances where privacy could unintentionally be broken, for instance confidential discussion in a room that's not protected or placing participants' identities on bills paid by secretarial subdivisions. The researcher should make an effort to safeguard that all research data are treated careful and be archive in the university library or municipality. The information will be achieved to safe guard and harm to the participants.

The identities of the respondents have not been disclosed. Researchers have ensured that confidential information about participants remains confidential and that participant identification information is not required when collecting data. The declaration of consent

or letter signed by the participants to show his volunteer work and his identity was kept anonymous.

(vii) Dissemination of information

Information dissemination is at the forefront of this proposed research study. When the study is complete, the researcher will send a copy of the mini-paper to the participants and the community. The purpose is to notify participants and other stakeholders of the results of the investigation.

(viii) Safe keeping of records

The information of participants will be kept in a hard-drive and computer for safety purposes and confidentiality. It is the responsibility of the researcher to keep the records in a safe environment.

(viii) Harm or risk

The researcher guarded against harm and threats during the study by ensuring that the participants are prepared to participate in the study.

In regular cases, research participants are asked to disclose attitudes they feel are unpopular or demanding, personal data like for instance welfare receipts payments, low income and so on as divulging such information usually make them feel threatened or uncomfortable (Kumar 2011:282). Harm can be done during and after the interviews a debriefing session will be offered to the participants through professional social worker or psychologist. Possible risk means research might be the negative information about lack of support from the stakeholders.

3.15. SYNTHESIS OF CHAPTER THREE

From the methodological design the research was able to inform the research paradigm which is based on the positivist approach. It is founded on the philosophical approach which is known as logical position. It positions itself with the natural science methods in human behaviour. The research is measuring the relationship between variables. It is the role of the researcher to be objective in the study. This helped to have a better viewpoint of the study. The adopted philosophy informs the design, sample, type of collected data,

data analysis, data interpreted and variables. Meaning it follows a systematic and structured manner.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.1. INTRODUCTION

The research approach used in the study was provided in the third chapter. The research paradigm, research design, research methods, geographical areas of the study, population, sample selection, data collection methods, data collection instrument, measures to ensure trustworthiness, data collection and analysis process, limitations, and ethical considerations were all investigated. This chapter will present the research findings, as well as their analysis and interpretation. The goal is to offer a summary of the data gathered as well as a numerical analysis of the data. The data was manually analysed using a coding system and the Excel spreadsheet tool for pie chart and graph display.

The purpose of the research was to analyse the impact of community development projects on the livelihood of beneficiaries in Lepelle-Nkumpi Municipality, Limpopo Province. The researcher collected data from 30 beneficiaries of community development projects and 10 participants from a number of institutions involved with the projects. This chapter is structured into 3 sections which are demographics profile of participants, research objectives and questions and conclusion.

4.2. DEMOGRAPHIC PROFILES OF THE PARTICIPANTS

4.2.1. Gender

According to the survey, 70% of the participants were female and only 30% were male. It is evident that more women are involved in community development projects and they are the relevant target group to the study.

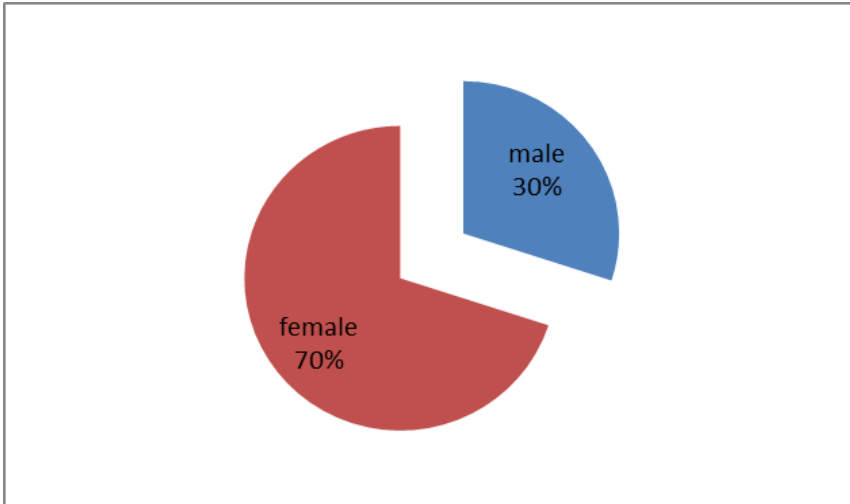


Figure 4.1 Gender of participants

4.2.2. Age

In terms of age, 50 percent (15) of the participants are between the ages of 36 and 59. This is closely followed by 43 percent (13) of those between the ages of 18 and 35 years old. The age group of 60 to 79 years old was the smallest, accounting for only 7% of the total (2). These data show that the middle aged, together with the adolescents, is the ones who are most involved in community projects. Older people make up the smallest number of people involved in the projects. The gender variation on the majority of participants being women aged 36-59 supports this finding.

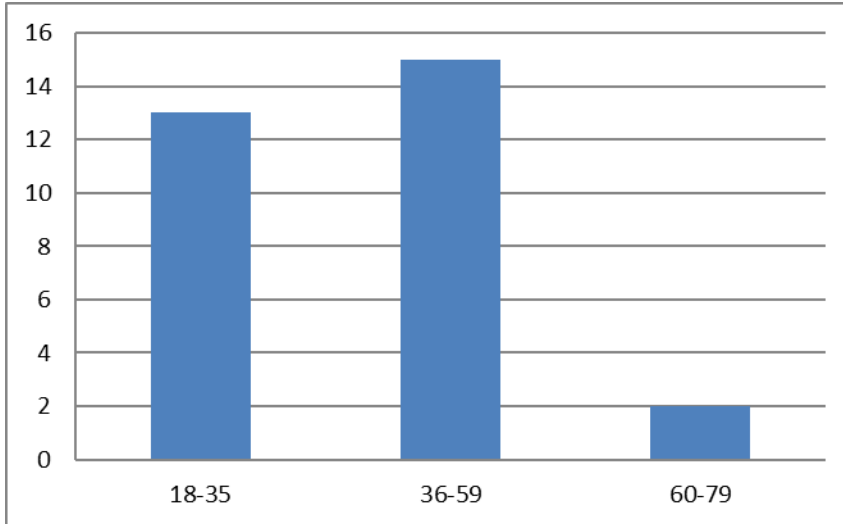


Figure 4.2 Age of the participants

4.2.3. Marital status

In terms of the marital status, 50 % were married, 47 % were single, only small proportion of three percent were widowed. This, combined with age and sex, implies that the majority of participants were married women in their forties and fifties. The results suggest that the married people are more active group than single and widows in the projects. It is supported by the variation on household size, which means that they have many extended family members to support.

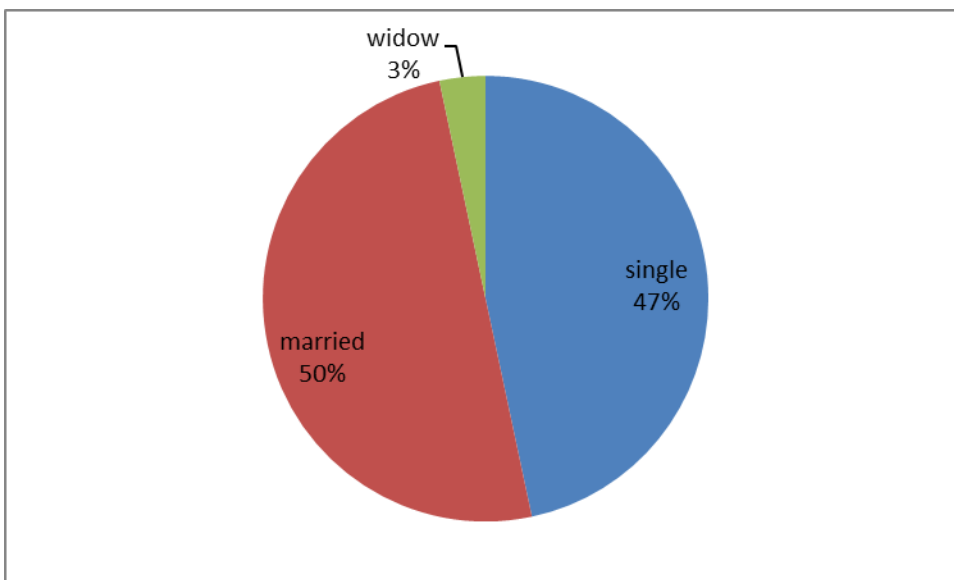


Figure 4.3 Marital statuses of the participants

4.2.4. Household size

In terms of family size, 36 percent (11) of families have four to six children. With more than seven dependents, the second largest share (30%) is found. The lowest percentage was 23 percent (7), which included one to three dependents, and the second lowest was 10 percent (3), which included no dependants. Because of socioeconomic difficulties like as unemployment, poverty, and HIV and AIDS, families live in extended family structures, according to the research.

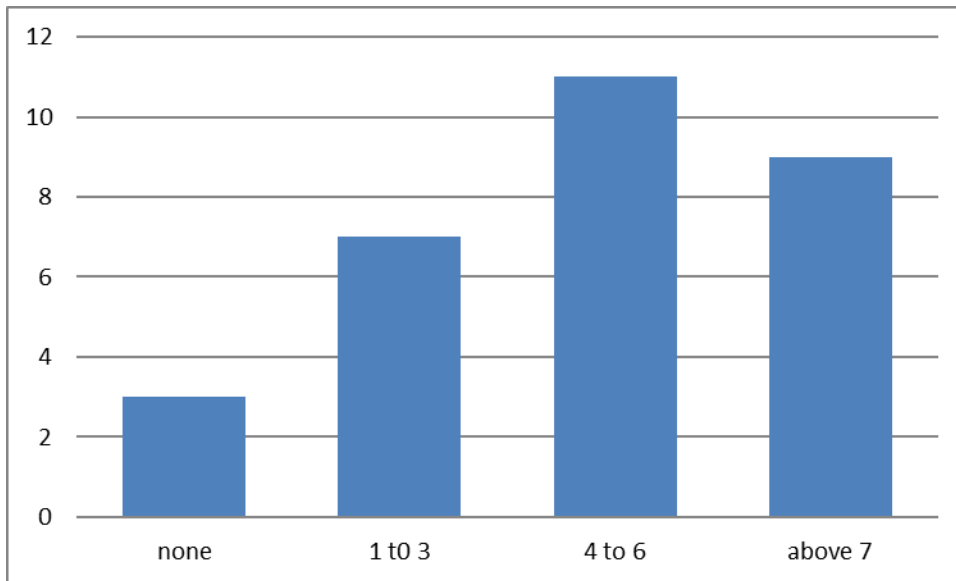


Figure 4.4 Household sizes of the participants

4.2.5. Source of income

Social grants are the primary source of income for 83 percent (25) of the participants. A group of 7% (2) has no other source of income except the project's stipend, while an equal amount receives a pension and 3% (1) receives spousal maintenance. These findings suggest that community development initiatives are an important source of income for many households. Because the respondents were reliant on the projects, it was critical to devise strategies to improve the projects' performance. According to the IDP (2018/19:63), the SA Social Security Agency (SASSA) pays 82828 grants monthly in the municipal area, indicating that a significant number of individuals rely on social assistance. According to Mazibuko (2017:70), women took part in these programs "to complement the merger social grant from the South African Social Security Agency

(SASSA)." According to census data, more than 79% of households have a monthly income of less than R3200 (self-sufficiency level) or no income at all. The fight against poverty is a top priority of the community and is addressed through various in-house sales programs and projects (IDP, 2016/21: 65) within the available resources.

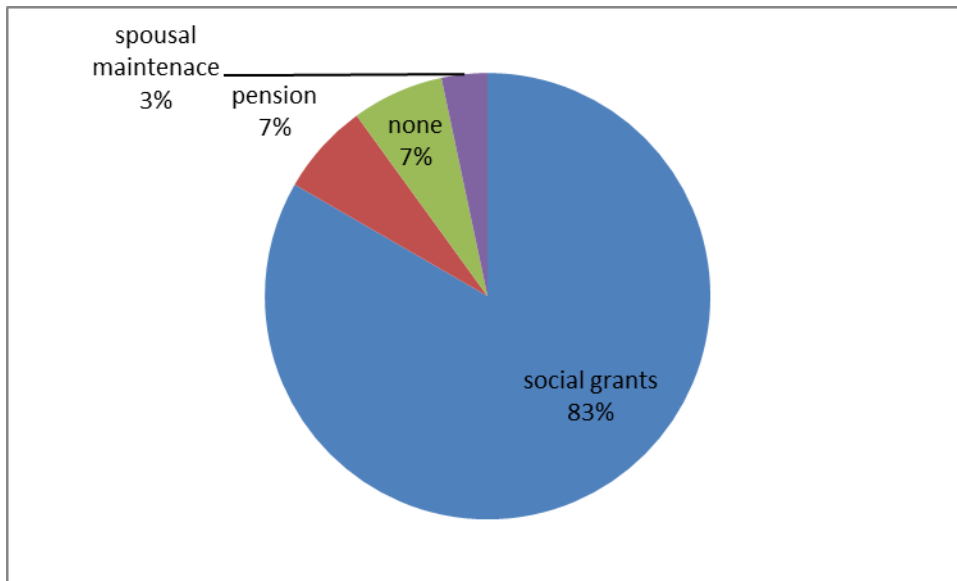


Figure 4.5 Sources of income of the participants

4.2.6. Level of education

Three percent (1) of the participant have never attended school, 47 % (14) have a primary and secondary level of education only; 27 % (8) had higher certificates or Diplomas and 23 % (7) only have grade 12. According to the IPD (2018-2019:27), only 33% of those aged 20 and up have matriculated or higher qualifications. The remaining 67 percent have not completed high school and have dropped out of basic or secondary education. Women's lack of access to information and technology, low income, limited education, and non-involvement in information communication technology are all impediments to community development projects (Shava and Thakhathi 2016:367). The finding is backed by gender diversity, which Mazibuko (2017:70) claims forces some women to drop out of school and marry young.

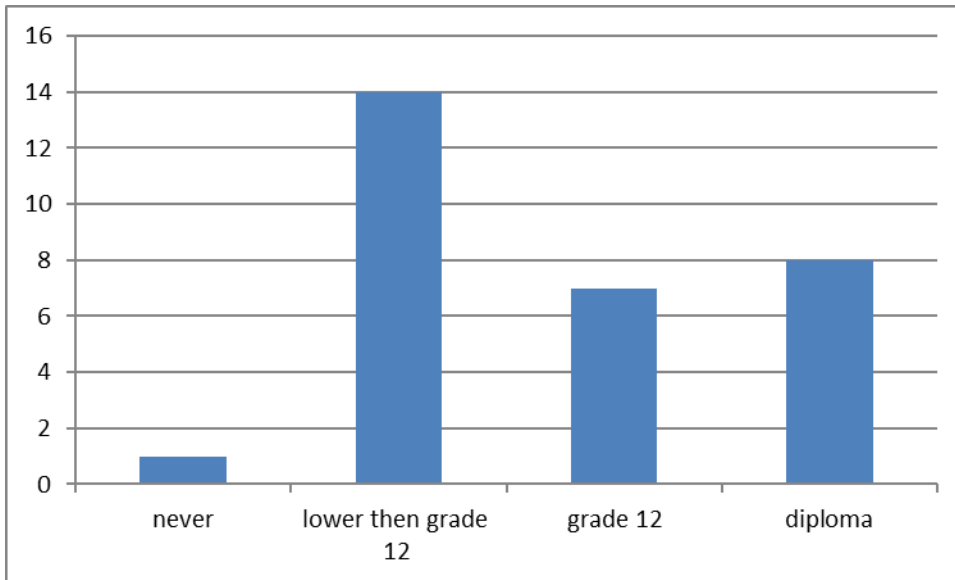


Figure 4.6 Level of education of the participants

4.2.7. Qualifications and skills

According to these figures, a large percentage of the projects members at 57% do not have any other qualifications or skills. The highest obtained training is on Early Childhood Development with 10%. Agriculture and Tailor making is at 7%, followed by Teaching and Information Technology at three percent. This lowest proportion of three is also found for Marketing, Child and Youth Care Worker, HIV and AIDS and Construction. This indicates that the majority of the respondents do not have any other skills.

According to the IDP (2016/2021:17-18), since the municipality is experiencing low level of education, there is a need to increase skills development programmes to communities, especially to the vulnerable groups, in order to address social problems such as unemployment, poverty and inequality. The finding is supported by the level of education where many do not have grade 12.

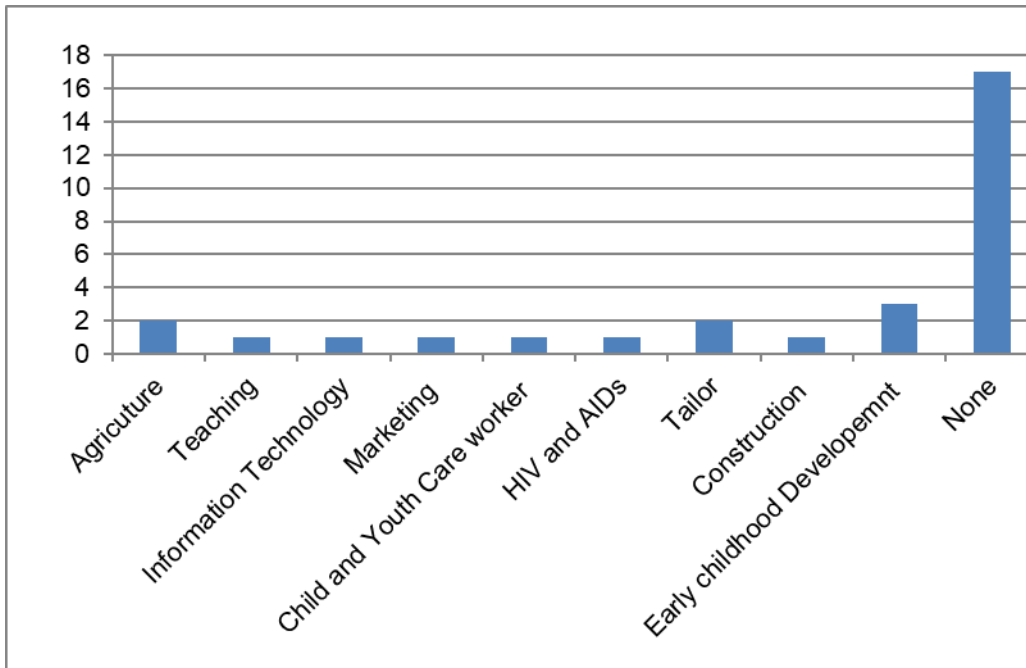


Figure 4.7 Qualifications and skills of the participants

4.2.8. Status of disabilities

According to the participants only three percent are living with disabilities. This, in turn, means that the majority of 97% does not have any disabilities. The finding indicates that people living with disabilities are included in the community development projects, though in less number. Forums such as Disability Forums are initiated in order to play an advocacy role in addressing the needs and rights of people with disabilities (IDP 2016/21:69).

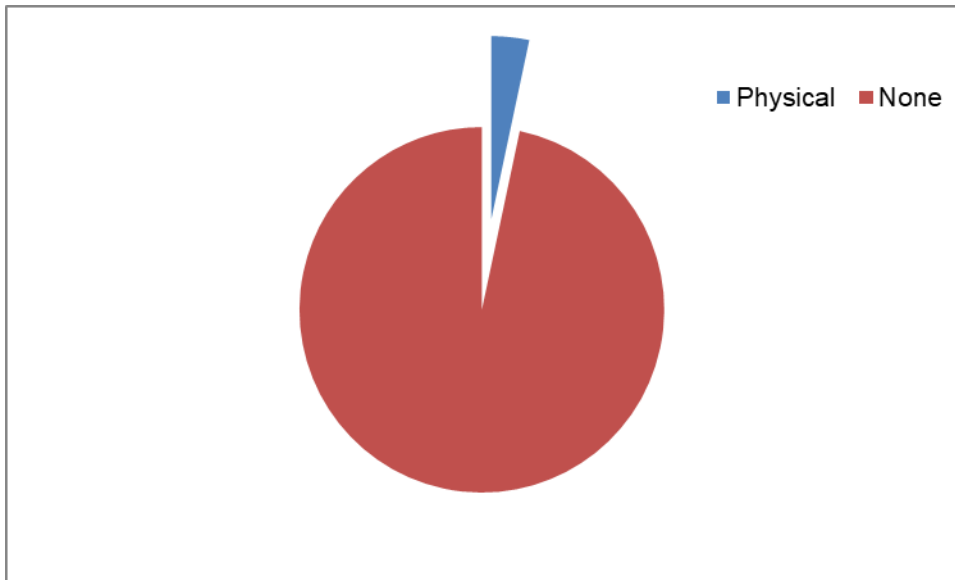


Figure 4.8 Status disabilities of the participants

4.3. FIRST RESEARCH OBJECTIVE

The study's initial goal was to determine the type and scope of the community development projects involved. The study topic was "What is the nature of the community development project and what sorts of activities are involved?" in order to attain the goal.

4.3.1. Nature of community development projects

The biggest proportion of the different kinds of projects implemented in Lepelle-Nkumpi Municipality is agriculture which are 200, Early Childhood Development (ECD), 184, Drop in Centre (DIC), 41, poultry, 80 followed by bakery, 5 (DSD 2016). These are presented in figure 4.9. According to the IDP (2016-2021:39) the agricultural sector is one of the most contributing sectors in the economic development within the municipality. The most commonly implemented agricultural sub-categories are horticulture and animal farming. Bakeries and poultry are among the smaller projects that are implemented in the municipality. Agriculture is becoming a more predominant sector in both production and manufacturing in developing countries. These are presented in Figure 4.10.

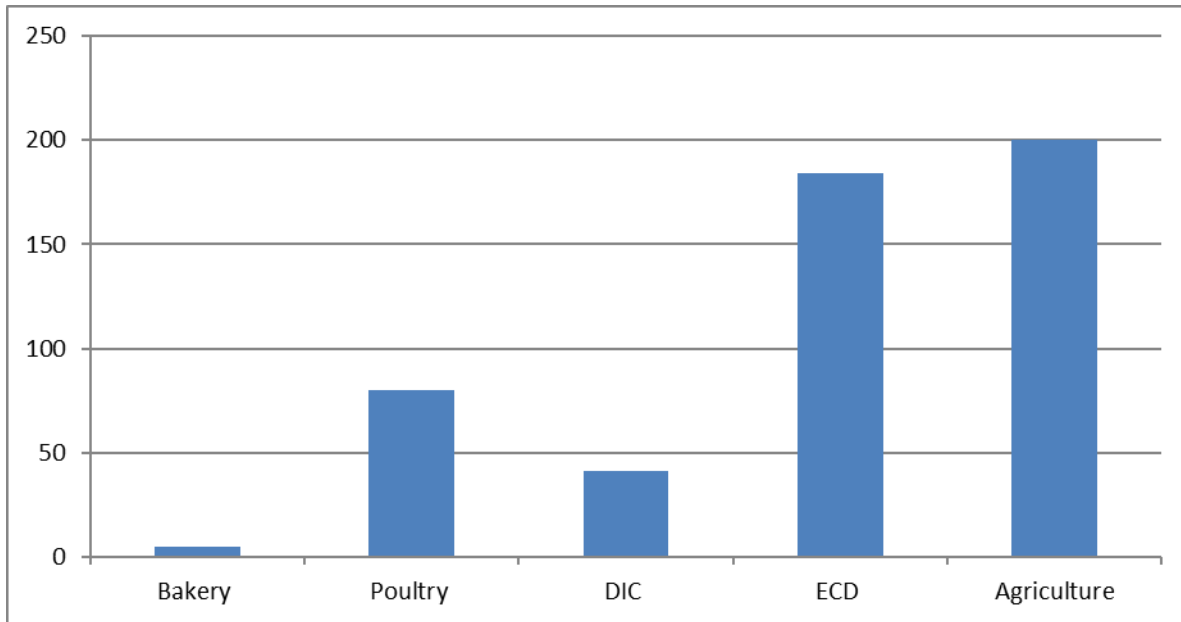


Figure 4.9 Kinds of community development projects in Lepelle-Nkumpi Municipality

4.3.2. Activities of the projects

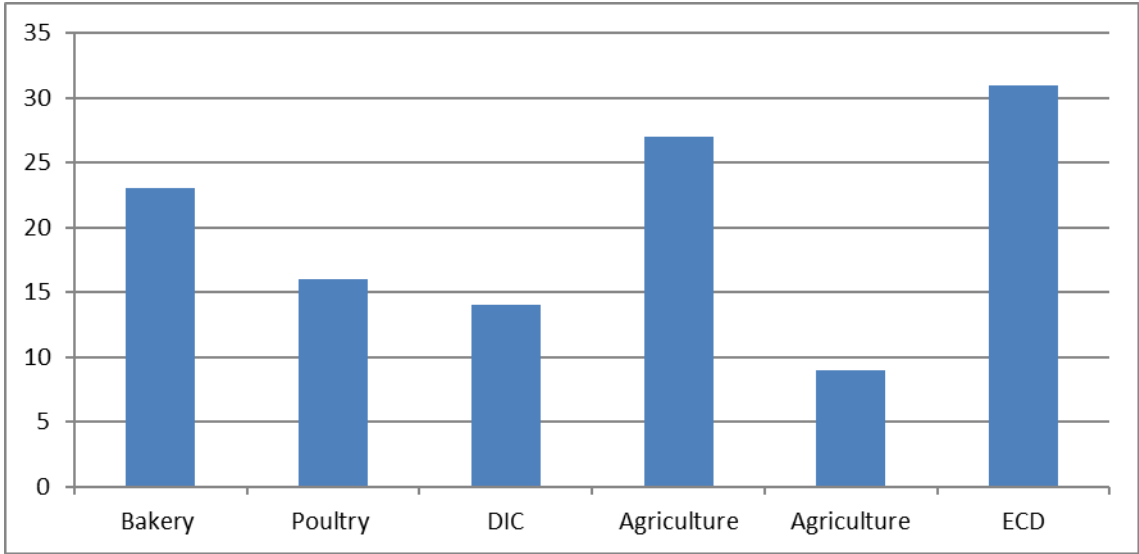
Some of the agricultural projects (2) sell vegetables and fruits, a bakery (1) bakes bread and scones and the poultry project (1) sell eggs and meat daily to the community. Early Childhood Development (1) provides holistic development of a child’s physical, emotional, cognitive and social needs and the Drop-in Centre (1) provides life skills and after school programmes to orphans and vulnerable children. The finding indicates that the community development projects are able to meet their objectives through the daily activities. This is a picture of agricultural project of Makotse Women’s Club.



Figure 4.10 A picture of tomato plants in one of the selected agricultural project

4.3.3. Years of existence

According to the bar graph below the longest established community development project is Early Childhood Development (ECD) with 31 years, two agricultural project 27 years, and 9 years, followed by poultry with 16 years and lastly the Drop-in Centre with 14 years in service. The findings indicate that the community development projects are providing developmental and relevant services to the communities. Development can have both positive and negative impact to people; depending on the developmental impact that community will experience (Phil, 2016: 9).



4.11 The years of existence of different community development projects

4.3.4. Reasons for project initiation

The proportion shows that 67% (4) were initiated in order to address issues of poverty and unemployment. This is followed by 17% (1) to address issues around child protection and education services and 17% (1) in educating community about HIV and AIDS. The finding indicates that there is a high rate of poverty and unemployment in communities which leads to communities initiating income generating projects. The apartheid system has left the current government with the responsibility of eradicating poverty, high unemployment and communicable diseases such as HIV and AIDS (Shave & Tahiti, 2016:363). The findings are supported by variation on household size where social problems such as unemployment, poverty and HIV and AIDS were identified.

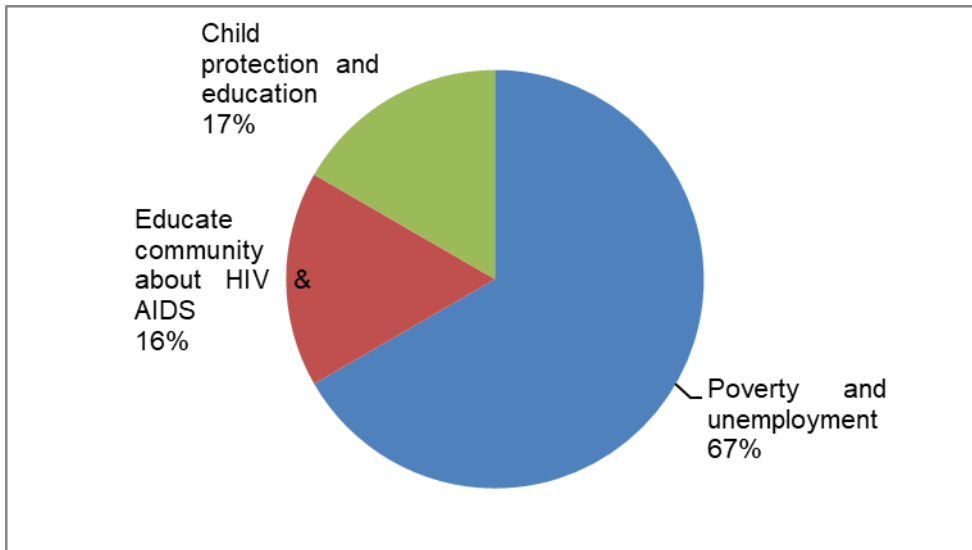


Figure 4.12 Reasons for initiating the project

4.3.5. Number of project members

A proportion of 24% (20) constitute membership in the bakery and 19% (16) in the Drop-in Centre (DIC). Followed by proportions of 18% (15), Early Childhood Development and 12% (10) for Poultry and a small proportion from Agriculture consist of 13% (11) and 14% (12) members respectively. The findings indicate that each project has got more than 5 members which means the project has the potential to grow. The variation is supported by the years of existence by the project, meaning the older the community development project becomes the more it grows.

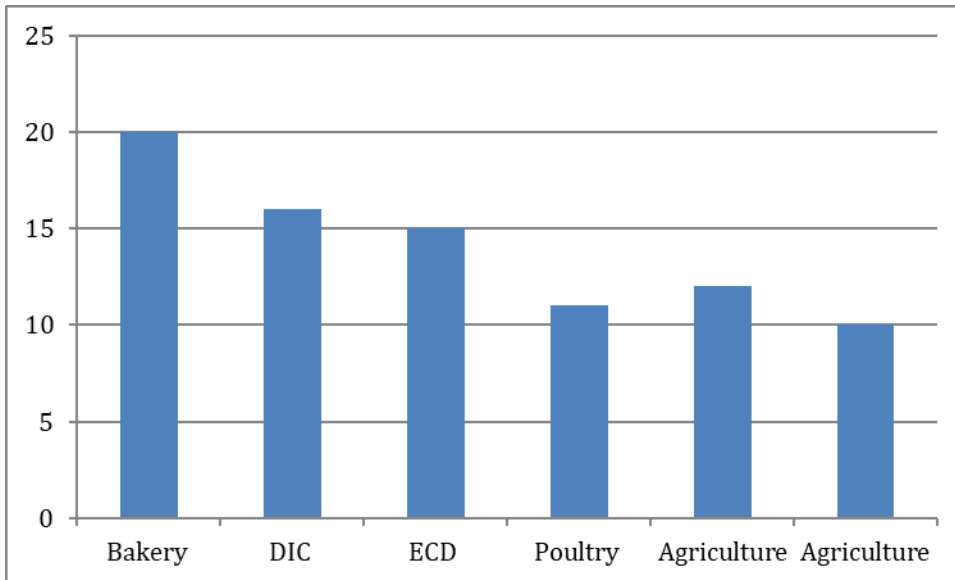


Figure 4.13 Number of membership per project

4.3.6. Members of the project living with disabilities

According to the participants one of the agriculture projects has 50% (3) people living with disabilities as a large proportion, followed by bakery 17% (1), Early Childhood Development 17% (1) and poultry 17% (1), while the Drop-in Centre and agriculture does not have a person living with disabilities. This finding indicates that some community development projects comply with the Employment Equity Act No 55, 1998.

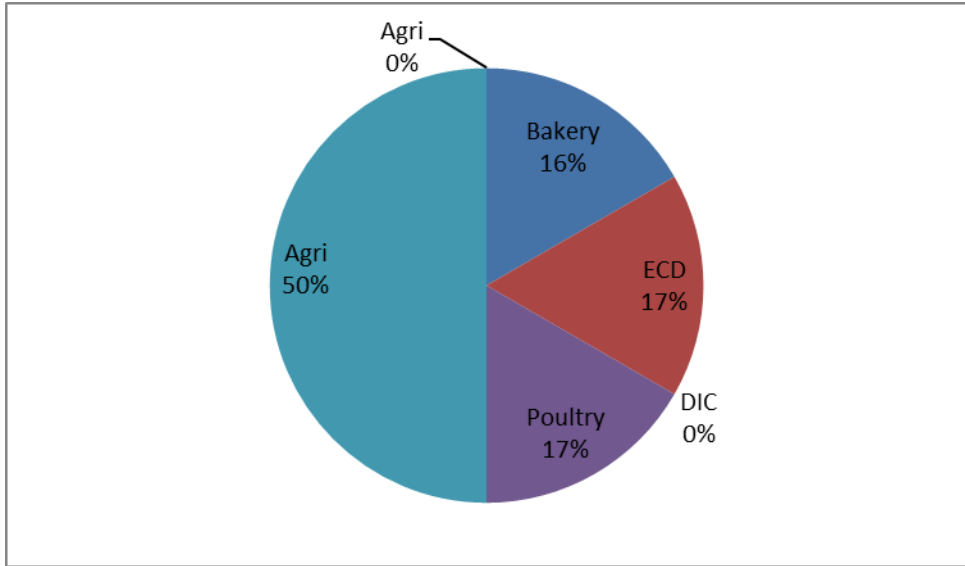


Figure 4.14 Membership of people living with disabilities

4.3.7. Involvement of the vulnerable groups in the decision making

A large proportion of 77% (23) responded that the vulnerable groups are not involved in the decision making of the projects while a smaller proportion of 23% (7) agree that they are involved. The finding indicates that involvement of vulnerable groups in community development projects can lead to the empowerment and development of women in a holistic dimension (Guinee, 2014:189). The variant is supported by sex of the participants which is dominantly female.

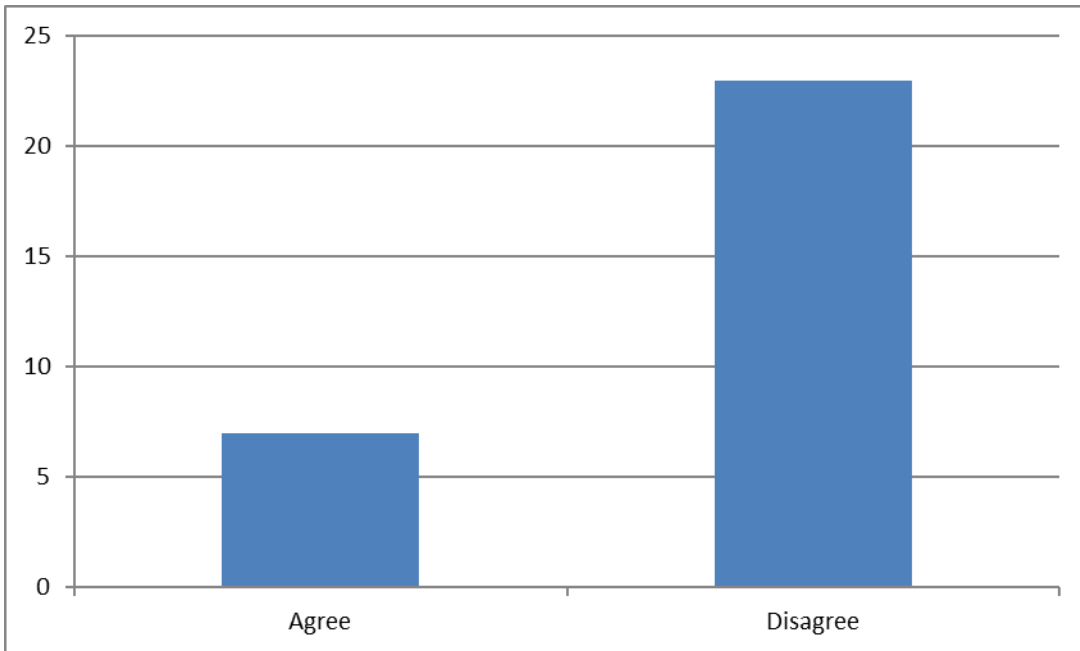


Figure 4.15 Involvement of the vulnerable groups in the decision making

4.3.8. Stakeholders involved in the establishment

According to the participants 100% (30) listed the stakeholders involved in the establishment of the community development projects as traditional leaders, government departments, municipality and community. The findings indicate that stakeholders are key role players in community development and they can provide financial and human resource towards development (Stellenbosch Municipality Community Development Strategy 2014/16:21 & 22).

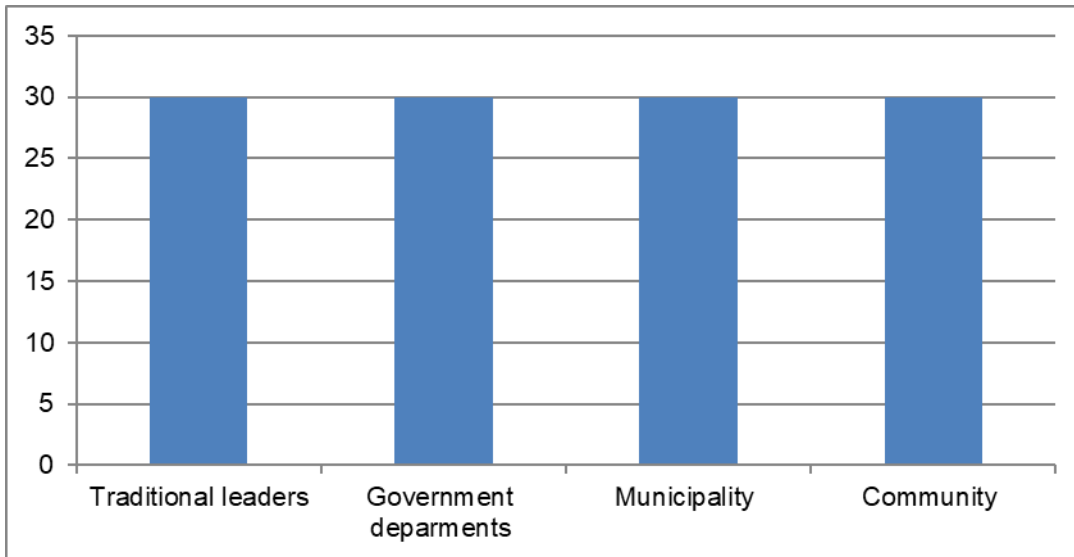


Figure 4.16 Stakeholders involved in the establishment of the community development project

4.3.9. Legality of the project

All community development projects are registered as Non-Profit Organization (NPO) with the Department of Social Development and they are active. This finding indicates that communities are able to achieve more collectively than individually. This is supported by the variant on stakeholders involved in the establishment of the project where it listed more than two stakeholders.

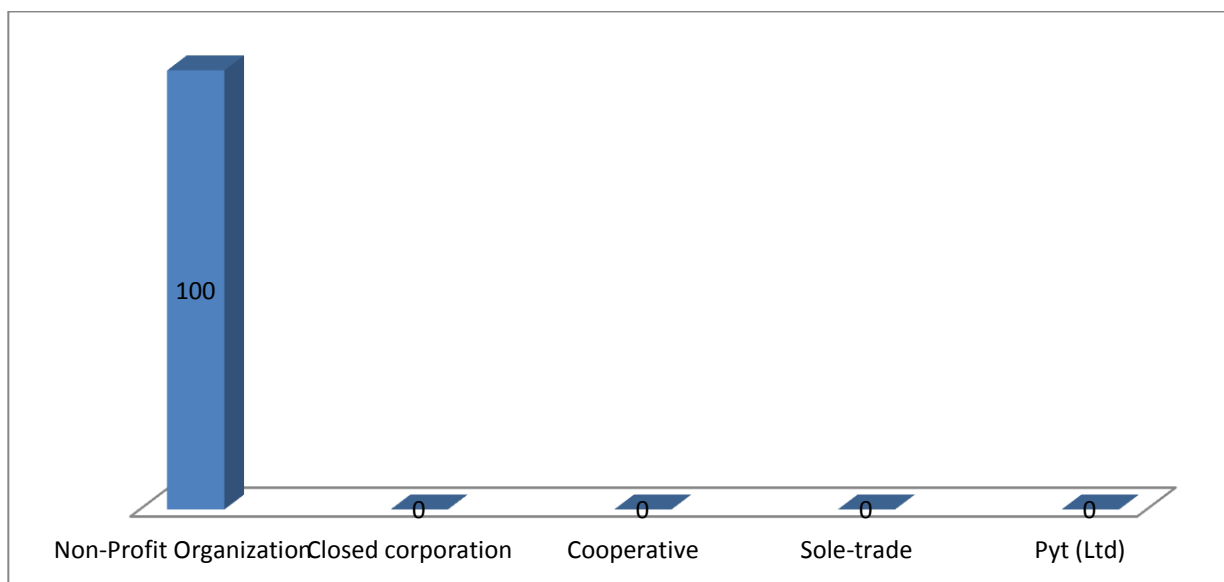


Figure 4.17 Legal form of each project

4.3.10. Land ownership of the project

The lands of the five projects are registered under the project names but the land is owned by the chief while Early Childhood Development only owns the land as it was bought from the local municipality. The findings indicate that the projects are community based and serve the interest of the community. The finding is supported by the variant on the stakeholders involved in the establishment of the community development project as they were provided with land to operate.

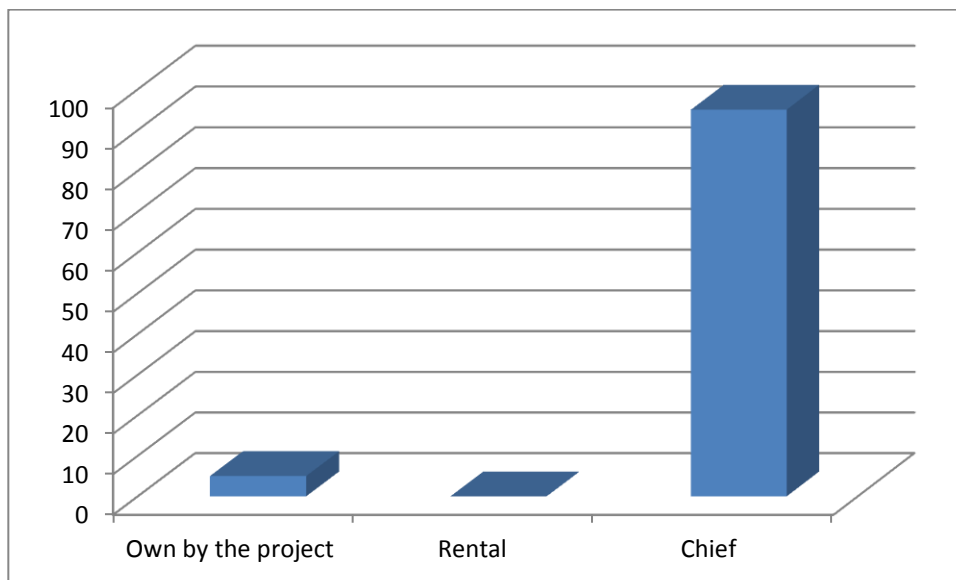


Figure 4.18 Status of land ownership by each project

4.3.11 Current status of community development project

According to the findings, all participants (30) say that the community development projects are operating on daily basis. The findings are supported by the project activities involve the daily activities, which the members of the project perform. The years of existence this explains the years that the project has been providing its services to the community.

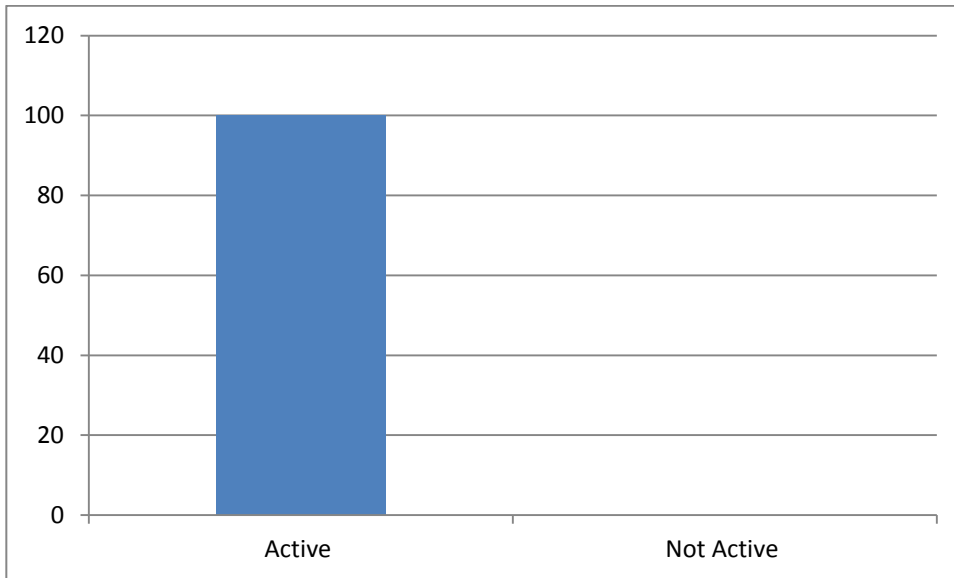


Figure 4.19 Status of each community development project

4.3.12. The day-to-day running of the project

In the findings, all (30) respondents said that the project coordinators are the ones responsible for maintaining and monitoring the project plans, arranging and attending meetings with stakeholders and managing and controlling the project resources. The findings indicate that the managing of the project is in the hands of the project coordinator with the participation of project members. Shava and Thakhati (2016:369) support the argument of Khumalo (2014) that lack of supervision and poor making of public laws can lead to poor monitoring and evaluation in the community development project.

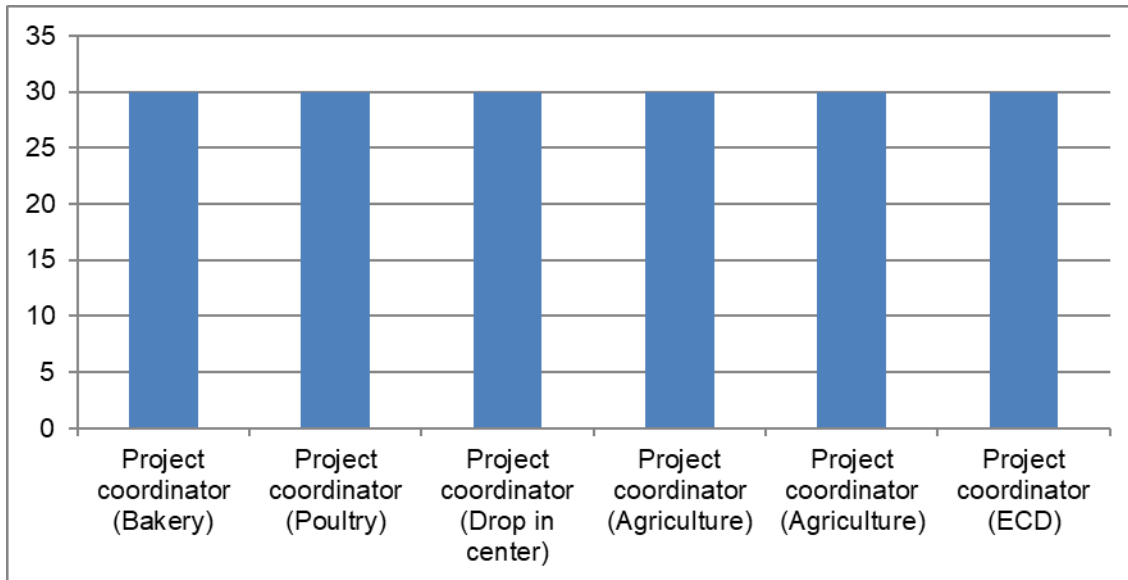


Figure 4.20 Management of each project

4.3.13. Challenges faced by the projects

According to the participants, the most often identified challenges in the community development projects are financial challenges (30%) and lack of skills (30%), followed by lack of operating equipment and lack of market (20% each). The findings, presented in figure 4.21, indicate financial challenges and lack of skills causes constraints to the growth of the project. Lack of operating equipment and lack of markets causes a slowdown in the production and lack of market causes delays in the branding of the products. Some of the challenges identified by Shava and Thakhati (2016:369) in the projects are managerial skills, issues around pricing, lack of business knowledge and lack of team-work and organizing. The variation that supports is on level of education as most of the project members have not finished grade 12.

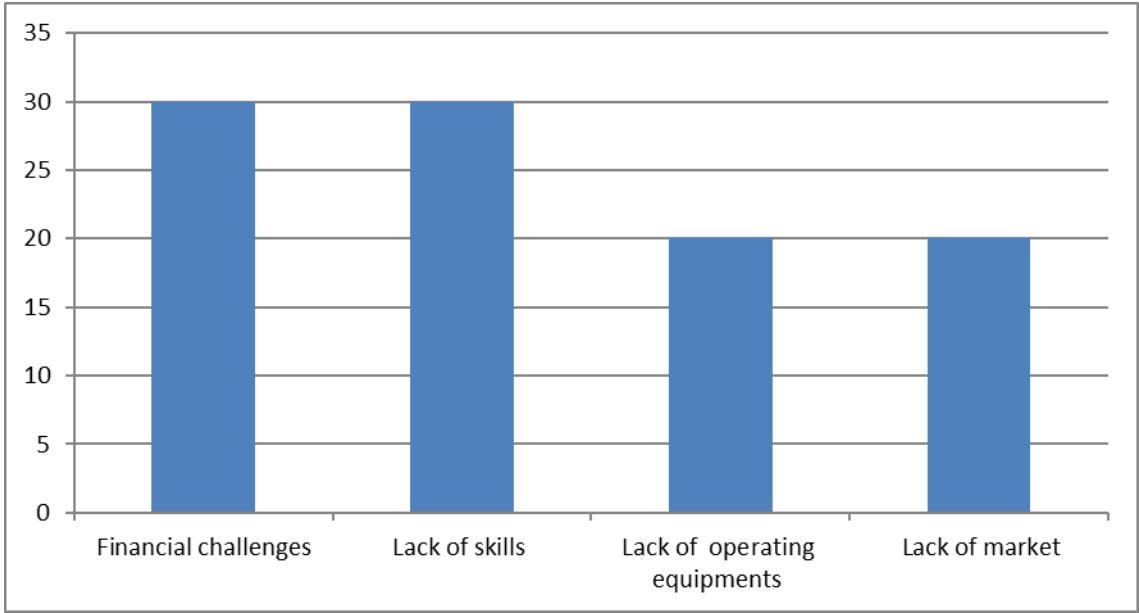


Figure 4.21 Challenges faced by the project

4.3.14. Funding

A large proportion of 76% of respondents said that funding of community development projects is from government departments. While a small proportion of 17% and 16% respectively is on contribution by members and donors. The findings indicate that government plays an economic role in ensuring that community development projects remain functional. The developmental approach to improve service delivery, promotes rural economic development and integrates social interventions and improves the living a standard of the population through sustainable development is adopted by the government (IDP 2016/20: 8).

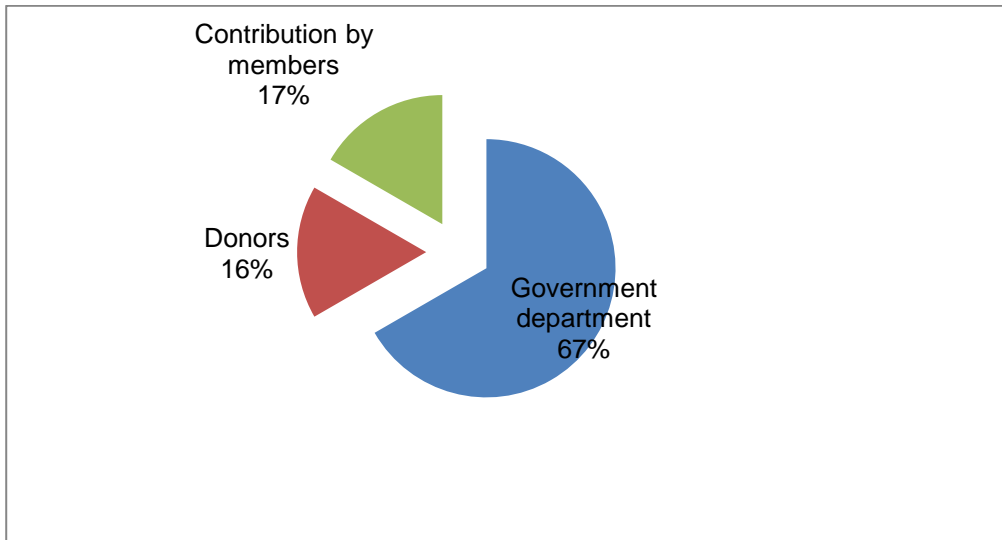


Figure 4.22 Funding of the community development projects

4.3.15. Financial committee

All respondents (30) have agreed that the community development projects have financial committees and they are actively involved in the project. This finding indicates the appropriate operation of finances by community development projects. The findings are supported by variant on the day-to-day running of the project about the involvement of the project management.

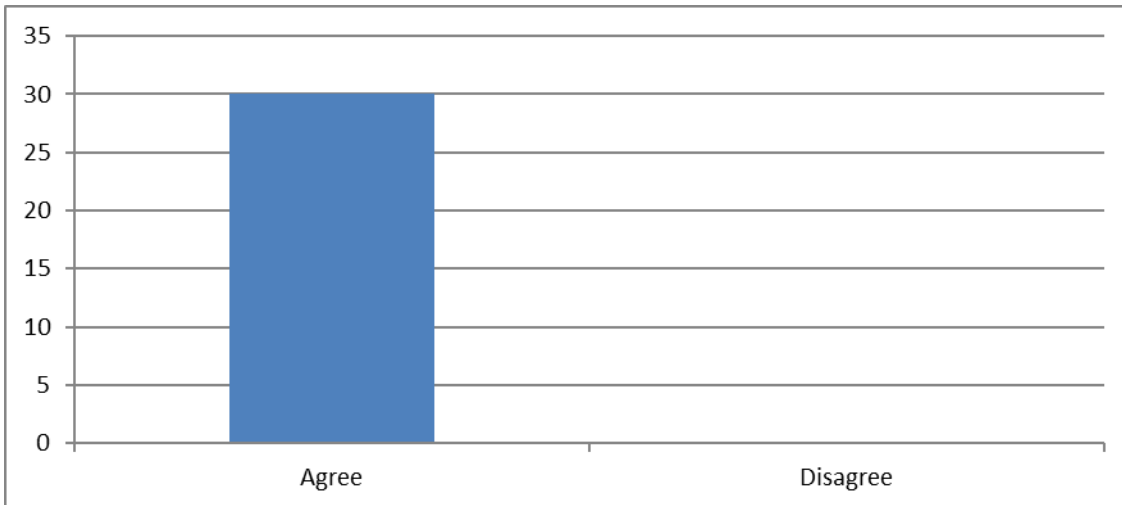


Figure 4.23 Financial committee of the community development projects

4.3.16. Community development project’s income

According to the respondents the community development project that has the largest amount of income is the Early Childhood Development (ECD) with an income of R10000 per month because they have about 150 children accessing the centre. Bakery and poultry have an amount between R6000-R9500 per month. Both agricultural projects have an amount in the range of R3000-R6000 per month. Lastly, the Drop-in centre has an amount between R500 and R3000 per month. These are presented in figure 4.24.

The findings indicate that the income from the ECD, bakery and poultry can more easily sustain them than those of the other community development projects. Some projects, like the drop-in centre and agriculture may need financial assistance. The findings are supported by the finance committee because without the committee they will be no accountability for the monies.

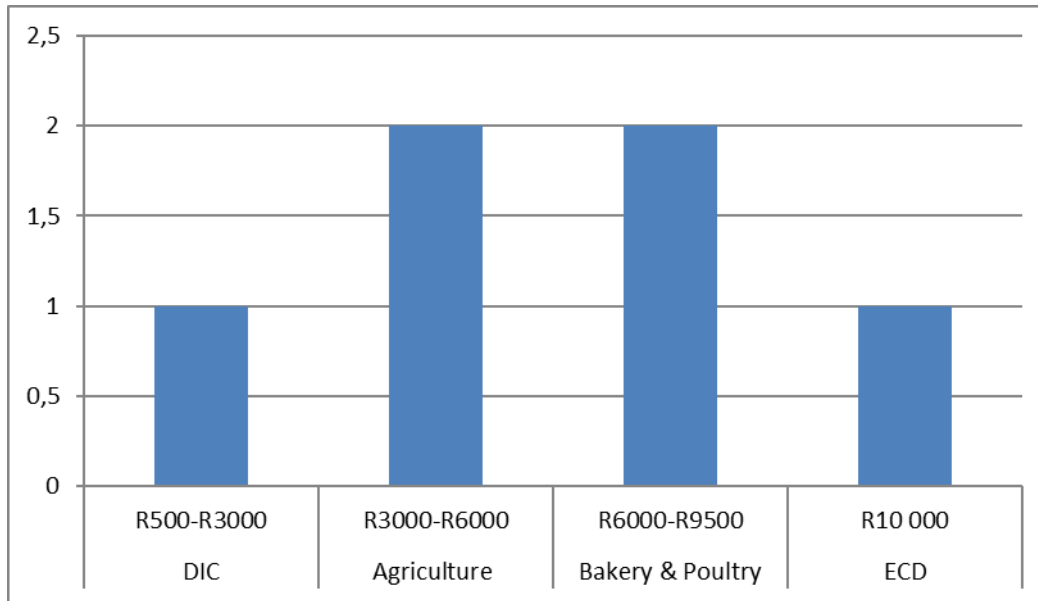


Figure 4.24 Income of each community development project

4.3.17. Project spending

A proportion of 45% of the project income is spent on personnel costs. A proportion of 30% is spent on equipment and 15% on administration. A small proportion of 5% is spent on the structure of the project. The findings indicate that a large proportion of the money is to safeguard the salaries of the project members as they cannot be fully functional without an income. The findings are supported by the variation on the household size as some members of the projects have more dependencies and on the household income, where most of what the project members receive as the income is from social grants.

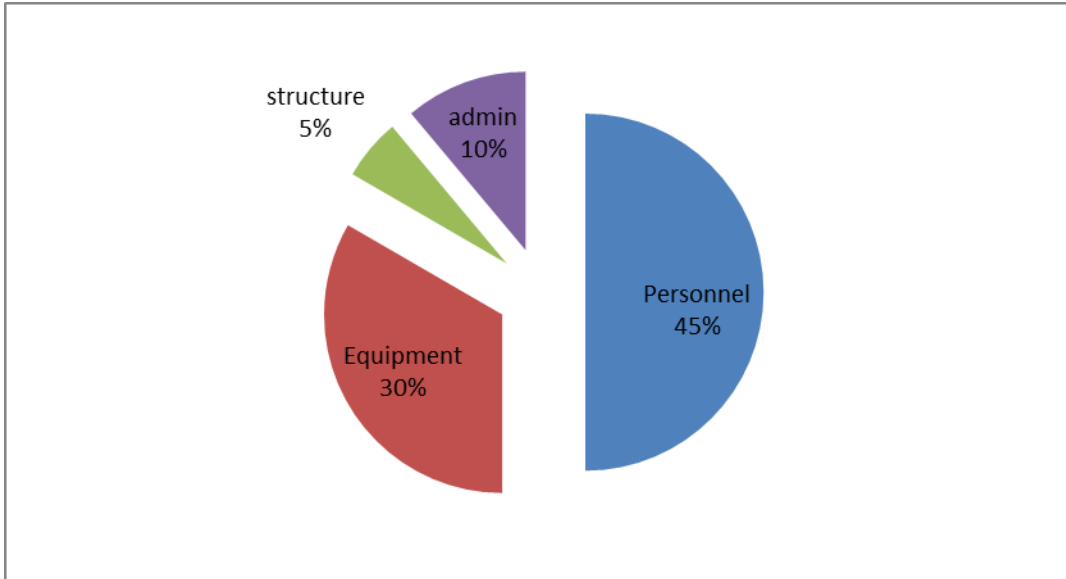


Figure 4.25 the spending pattern by community development projects

4. 3.18. Assets accumulation by the community development project

According to the participants 60% of the projects have buildings: the bakery project has a building with office, storeroom and kitchen. The Drop-in centre, has an offices, class rooms (also used as office after the school programme ends), play room and children’s and adult’s toilets. The ECD has an office, classrooms, children’s toilets and a play area. The poultry and agriculture projects have office space with storerooms.

A proportion of 30% goes to the working equipment of the projects. For the bakery, they have ovens, baking utensils, tables and chairs. Both the Drop-in centre and ECD have got tables and chairs, toys, utensils and stoves. The agriculture projects have gardening tools and a tank. The poultry project has got a cage and boiler. A small proportion of 10% is for gadgets of the projects. All the projects have computers or laptop, phone and printer. The findings indicate that the projects have been able to accumulate assets for the projects.



Figure 4.26 some of the assets accumulated in the projects

4.3.19. The level of crime on the project

According to the respondents, 93 % (28) says that the crime level in their project is very low and only a small number of 7% (2) experienced level of crime. However, crime rates are very high in the municipality, which needs suitable strategies and relevant awareness campaigns (IDP: 2016/21:65). This finding provides a resilient picture that the communities are able to protect their assets. This is one of the factors that motivate the community project to expand the projects.

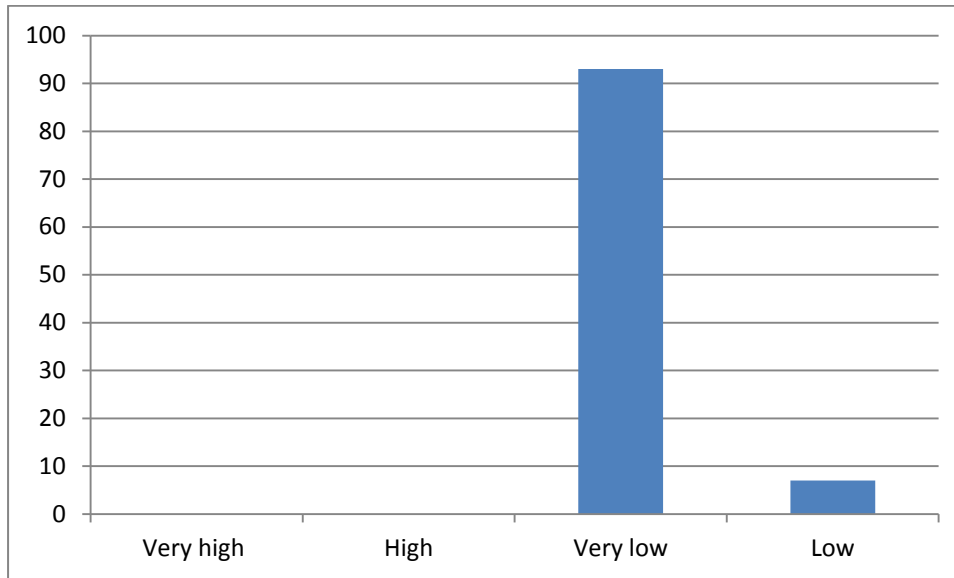


Figure 4.27 Level of crime on the project

4. 3.20. Interest by community members

A large proportion of 93% (28) responded positively about the interest in the project of the community members. A small proportion of 3% (1) is unsure and 3% (1) is negative about this, as some community members give project members some negative comments about the community project. This finding is supported by variant on involvement of stakeholders during the establishment of the project.

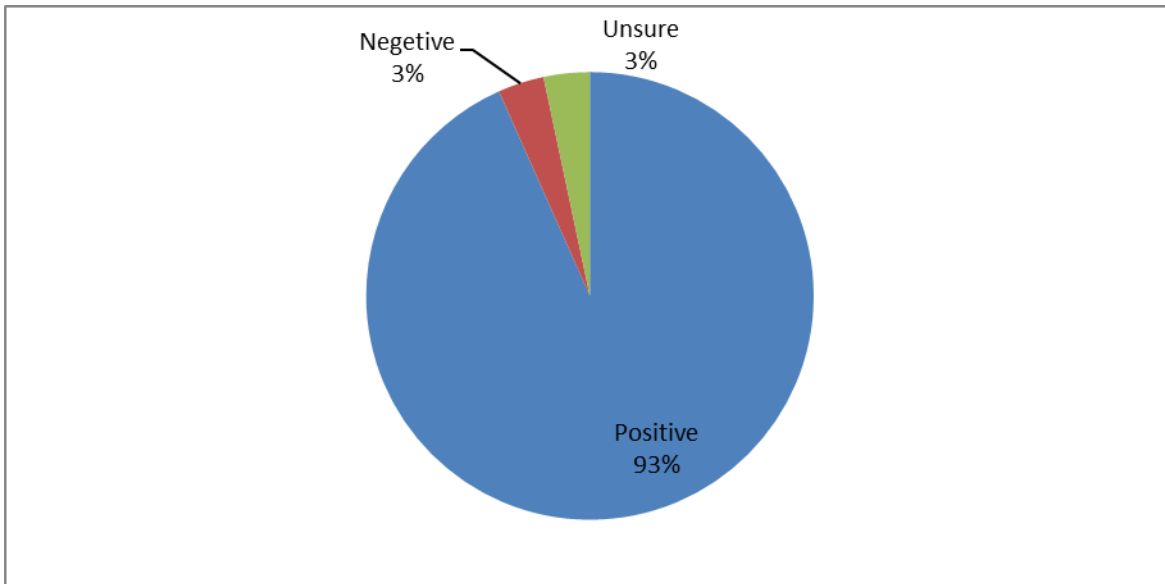


Figure 2.28 Interest by community members

4.3.21. Perception of community members about the project

According to most of the respondents, 93% (28) most community members have a positive perception of the project while 7% (2) are unsure about this, as they sometimes get negative views about community development projects. The findings indicate that community members benefit from the services the community development projects provide.

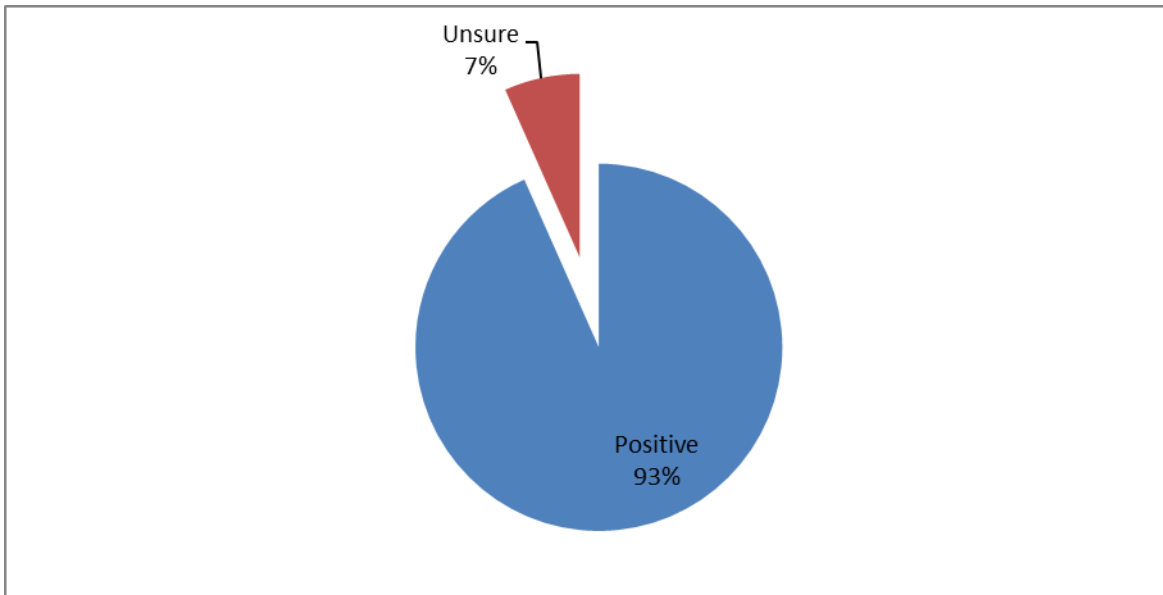


Figure 2.29 Perception of community members about the project

The research objective was partially achieved, as some of these community development projects are making small income namely DIC and agricultural project and one which have a potential to grow bigger, in particular bakery, poultry and ECD. However, they are able to achieve their daily activities and receive funding from government and donors. The main reason for initiation of the project was to create jobs and income to the poor families, yet the results of impacting on their livelihood is minimal. This results in participants not having a decent life and not meeting their social well-being.

Project members were able to accumulate assets which belong to the projects and they show high level of accountability of their monies. Most of the projects show that the members of the project lack skills which is caused by the level of education the project members have acquired.

4.4. SECOND RESEARCH OBJECTIVE

The second objective is to analyse how community development projects have impacted on livelihood of beneficiaries in the municipality. To achieve this objective, the research question was ‘what is the developmental impact of the projects’?

4.4.1. Years of service by members of the project

According to the participants 52% (15) have been project members for more than 10 years, followed by 27% (8) of them, who have spent 5-9 years in the project and a small proportion of 21% (7), who have been there for 1-4 years. This finding indicates the level of commitment by projects beneficiaries as the percentage rises with increase in years. The finding is supported by the variation on years of existence by the project which means that community development has been practiced for years in communities. This means that community development has been practiced for many years.

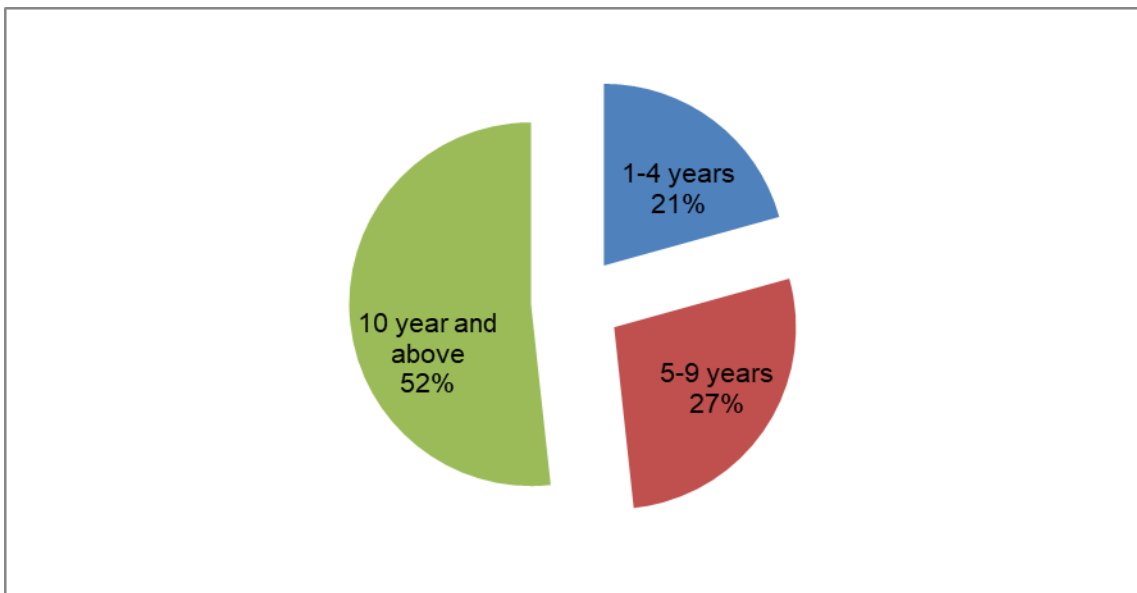


Figure 4.30 Years of service by members of the project

4.4.2. Training and development by members of the project

A proportion of 40% (8) have not attended any training. Only a proportion of 35% (7) attended sometimes. Lastly, a small percent of 25% (5) attend the training only once per year. These are presented in figure 4.31. The findings indicate that project members lack skills development which causes a gap in the development sector. The finding is supported by the variation about challenges faced by the project and lack of skills is presented as one of the challenge.

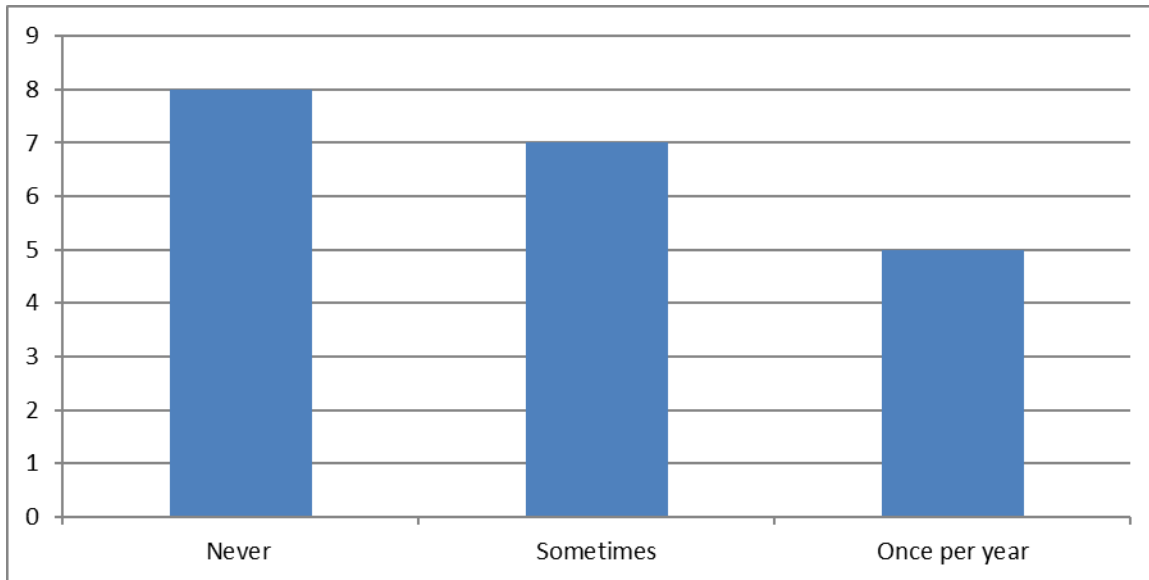


Figure 4. 31 Training and development by members of the project

4.4.3. Income of members of the projects

According to the findings, (5) members of the project from ECD receive an income of R1000 - R5000 per month. The members of the bakery (5) and poultry (5) projects receive an income between R500-R2000 per month. Agriculture members (10) receive an income from R500-R1200 per month. Lastly, the members of the drop-in centre project (5) receive an income from R500-R1000 per month. The finding indicates that due to high unemployment project members participate in community development to increase their income.

The finding is supported by many variations on the nature of the projects, whereby Early Childhood Development is one most practiced project in the municipality. One of the reasons for project initiation is to reduce poverty and unemployment, meaning that people need income. Variation on project spending and 45% is utilised for personnel. Findings revealed that many of the participants earned between R500 and R2000 and that is regarded as their monthly income. However, the findings mean that these projects are unable to satisfy their members as the income is not enough to meet the family needs.

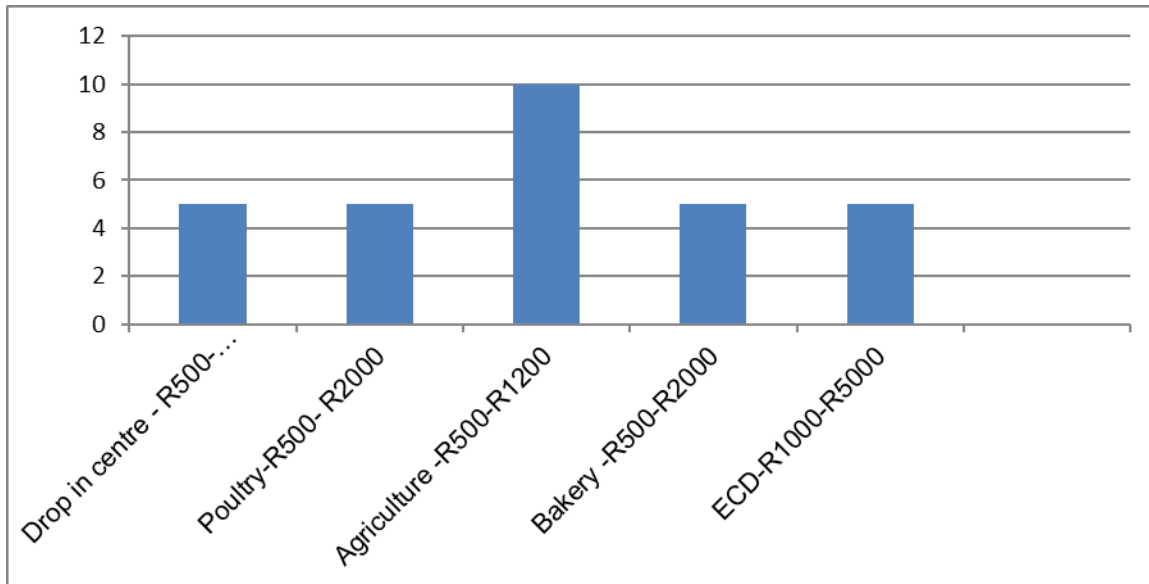


Figure 4.32 Income of members of the projects

4.4.4. Spending of the income by members of the project

Twenty eight (28) deponents spend the income of the grocery. Another proportion of twenty (20) spend on policies. Stokvels ten (10) and eight (8) on school fees were spent by the project members. A small proportion of four (4) spend on clothing. The findings indicate that most members of the project spend their income on food as a basic need. The findings indicate that most members of the project spend their income on food as a basic need though they are unable to invest in their social, human, tangible assets. The variation that support is household size where some of the project members have many dependents.

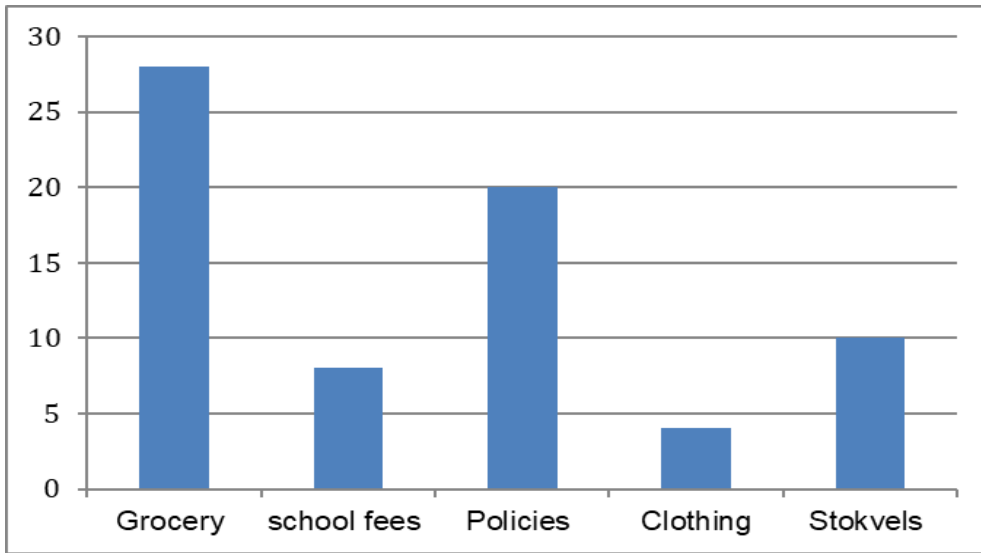


Figure 4.33 Spending pattern of the income by members of the project

4.4.5. Support by members of the project

A large proportion of 50% (15) participants were doing home visits to one another, some 33% (10) have formed social clubs within the project and 17% (5) received financial support from the project when they needed assistance. This finding indicates that community development projects can help to form social cohesion among members of the project. The variant that supports is the years of service by members of the project where most of them have been in the project for more than 5 years, during which they were able to form networks.

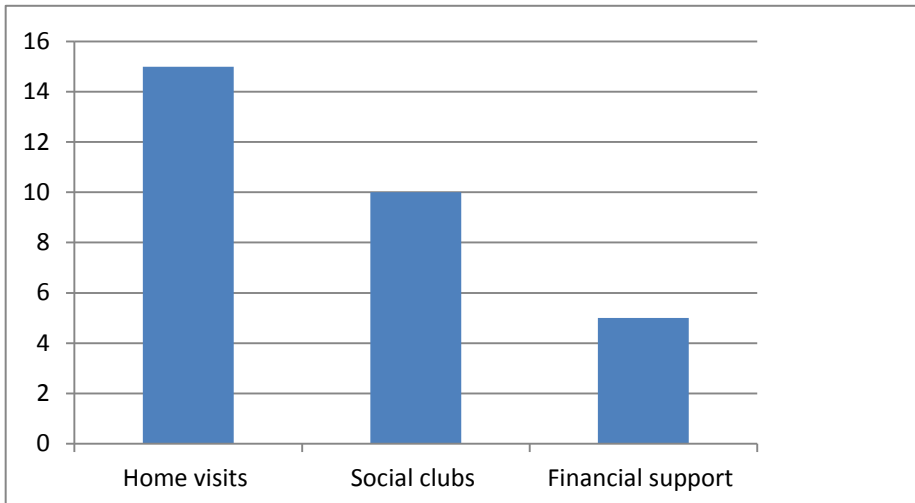


Figure 4.34 Support by members of the project

4.4.6. Benefits by members of the project

According to the participants twenty respondents (20) benefited by being employed permanently and they were able to receive income. A proportion of six (6) was empowered and lastly four (4) benefited by receiving educational and skills development. The findings indicate that community development projects are a vehicle for job creation and for sources of income. And some members of the project were able to gain skills development and empowerment. The variation that supports this is on qualification and skills some were able to gain skills from the services that the community development projects provide. Some members of the project were able to attend training for development and they were able to gain skills.

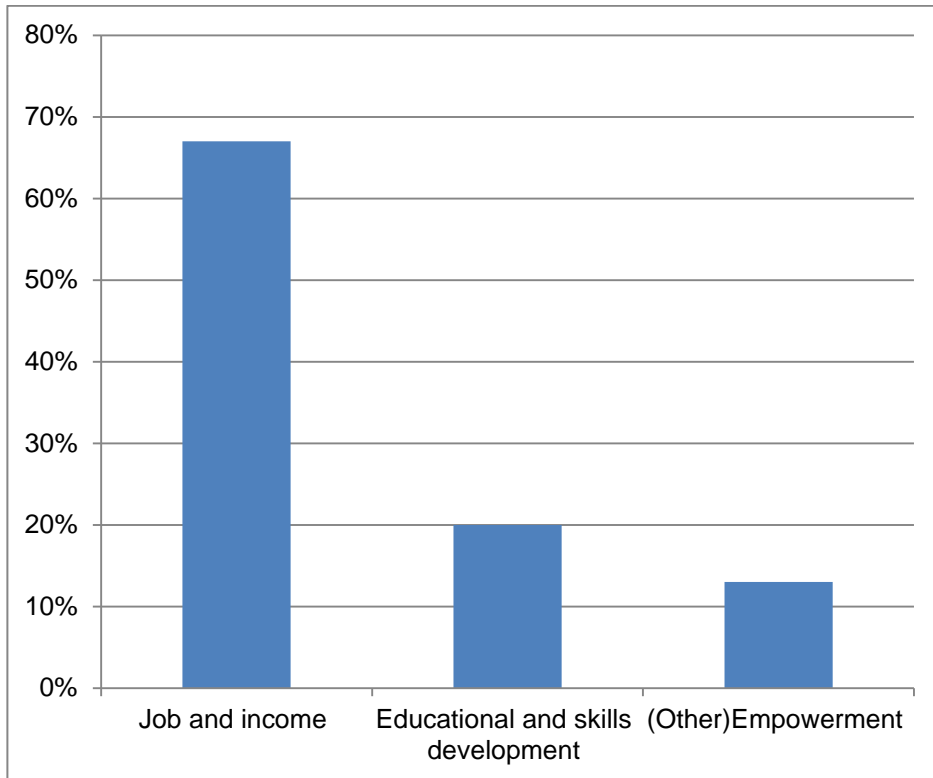


Figure 4.35 Benefits by members of the project

The research objective was partially achieved, though beneficiaries have been involved in the project for more than ten years of service. The income that they receive is mostly less than R2000 which is not enough to meet the needs of the beneficiaries. Even though, some of the beneficiaries feel empowered they still need more training to increase their knowledge and be able to empower other community members. Accumulation of assets remains one aspect which will not be achieved any time soon by beneficiaries as the income is utilised to meet the basic needs.

4.5. CONCLUSION

Developmental impact is broad as some of aspects were not achieved by the study. Community development projects must be adopted as intervention strategies in addressing unemployment and poverty. The local municipality must be seen as an active mediator between government and community in order to achieve a successful development.

CHAPTER 5 SUMMARY, RECOMMENDATIONS AND CONCLUSION

5.1. INTRODUCTION

The study analysed the impact of community development projects on the livelihood of beneficiaries in the Lepelle-Nkumpi Local Municipality, Limpopo Province. A rural local municipality like Lepelle-Nkumpi is no exception; the communities have been experiencing a number of challenges concerning high numbers of unemployment, high dependency on social grants and lack of skills development to the vulnerable groups. In response, community development projects have been initiated in order to address developmental challenges.

The objectives of the study were stated as

- to assess the nature of different types of community development projects that are being implemented by the municipality.
- to analyse how community development projects have impacted on the livelihood of beneficiaries in the municipality.
- and, lastly to propose appropriate strategies that may arise from the study, and then make appropriate recommendation to the municipality.

In line with the research objectives, key research questions were outlined as follows: what is the nature of the community development project and what kinds of activities are involved? What is the developmental impact of the projects? And what kinds of strategies are required to deal with any issues that arise.

The purpose of this chapter is to present the key findings of the study and to make specific recommendations based on the developmental impact of community development projects. It also identifies areas for future study. Then it concludes the work by highlighting limitations experienced before and during the research process. The chapter was structured as follows: synthesis of chapters, recommendations, areas for future research and conclusion.

5.2. SYNTHESIS OF CHAPTERS

The study is divided into five chapters. Chapter 1 provided the background to projects in Lepelle-Nkumpi Municipality. A reason for introduction of such projects was the poverty and unemployment that exists in the municipality. The chapter also introduced the study problem which was that community development projects were initiated in Lepelle-Nkumpi Municipality, due to the developmental challenges they are facing. It also stated the aim, objectives and research questions of the study.

Chapter 2 delivered the theoretical framework, a review of existing studies on the link between community development projects and development and lastly the issues emerged from literature.

Chapter 3 presented the research design and methodology, study area, population, sample, data collection methods, instruments, analysis and limitations and the ethical considerations which the study adopted in answering the research question.

Chapter 4 reported and interpreted the findings. These were organised around the three research objectives and three research questions that were presented in chapter 1.

Chapter 5 now presents the summary, conclusions and recommendations. In addressing the research problem, the objectives and questions of the study were presented as follows:

5.2.1. First research objective

The first objective of the study was to assess the nature and activities involved with the community development projects. To achieve the objective, the research question was “What is the nature of the community development project and what kinds of activities are involved?”

5.2.1.1. Nature of community development projects

According to the findings, agriculture forms the biggest proportion of the projects implemented followed by Early Childhood Development (ECD), Drop-in Centre (DIC), and then by poultry and bakery projects. The findings indicate that the agricultural projects

have more than five members which means the projects have the potential to grow and be able to employ more people. But the income received by agriculture members is not enough and it needs to increase so that it can be able to meet the requirements for a minimum wage. The income by the agricultural projects needs to improve, so that it can impact positively on their sustainability as presented by the findings. The findings on project spending's indicate that a large proportion of the money is to safeguard the salaries of the project members because projects such as agricultural projects, bakery and poultry were initiated to alleviate poverty and decrease unemployment.

The agriculture sector is one of the most important contributors to the municipality's economic development, according to the IDP (2016-2021:39). Horticulture and animal farming are the most widely used agricultural sub-categories. Agriculture is becoming a more important sector in emerging countries, both in terms of production and manufacture. According to Machete et al., the role of agriculture in the economy is well understood (2004:2). They argue that agriculture is the most successful technique for alleviating poverty because the majority of people in most developing nations live in rural areas and work in agriculture or agriculture-related activities. Furthermore, according to FAO (2004:12), agricultural expansion has a considerable and favourable influence on poverty, frequently far bigger than that of other economic sectors.

5.2.1.2. Activities of the projects

The findings indicate that the community development projects are able to meet their objectives through the daily activities such as, sales (of vegetables, fruit, bread, scones, eggs and meat), holistic development, and life skills and after school programmes. As such all the projects are operating on daily basis and because of their nature they also have to achieve the reasons for the initiation as revealed in the study.

The agricultural project and Early Childhood Development (ECD) are the longest existing projects according to the findings, which means that projects have impacted positively on the beneficiaries. The findings indicate that community development projects such as Early Childhood Development, bakery and poultry are performing well in terms of the project income; this implies that they are able to sustain themselves even if there is no funding. These projects need to be supported and encouraged as they show positive

progress that brings the solutions to the problems of poverty and unemployment in the municipality.

Some of community development projects that are operating in within the municipality are identified by Letsoalo (2019:638); Mamaolo crop farming is said to produce crops such as spinach, tomato, cabbage, beets, and onions. The Mbao poultry project, on the other hand, purchases, raises, and sells chickens to the community. Culture is preserved through the Mathabatha arts and cultural tourist enterprises. Subsistence is one of the dominating farming styles that are practiced for example vegetables, fruit, livestock, goats, and poultry (LED 2013:57).

5.2.2. Second research objective

The second objective was to analyse how community development projects have impacted on the livelihood of beneficiaries in the municipality. To achieve this objective, the research question was “what is the developmental impact of the projects”? In the study, the impact of community development projects was measured through indicators such as sex, age, marital status, source of income, education, membership of people living with disabilities and the involvement of vulnerable groups in decision making. The study’s main findings were the following:

5.2.2.1. Income of members of the projects

The study indicated that members of the projects participate in community development projects because they are unemployed and to increase their income even though mostly earn less than R2000 per month. The income that members of the project receive is not a satisfying income and it needs to be increased. This finding implies that the income has impacted negatively on the members of the projects because they are unable to meet their basic needs. Also, the reason for initiating the projects to alleviate poverty is not achieved by the project as the members will still remain in poverty even if they participate in the projects.

The research findings indicate that most of the participants who participated in the community development projects were female. The finding implies that women are the ones who are able to initiate projects. The highest participation in community projects comes from the middle age groups, followed by the youth and the older persons,

according to the findings. This finding highlights a negative aspect because the youth is a group that is experiencing high unemployment in the municipality. The results suggest that married women and men are more frequently members of the projects than widows and single men and women.

This implies that the community development projects have an impact on the married people (of all genders) because they have household responsibilities to fulfil. The findings indicate that families live in extended family structures because of social problems such as unemployment, poverty and HIV and AIDS. The findings imply that the Lepelle-Nkumpi Municipality needs to address the social problems that the communities are faced with. The study reveals that most of the participants derived their main source of income from social grants, others do not have any source of income and still others were receiving pension and spousal maintenance.

The findings imply that the community development projects were initiated for poverty alleviation and that the unemployed need to be supported by the municipality. The impact of the project is positive as those who did not have any income are able to receive an income. The findings indicate that most of the participants had primary and secondary education level only, followed by those who had certificate or diplomas and secondary education. But there are also participants who had never attended school. The findings imply that a negative aspect of the community development projects was that they have members with low level education.

This finding indicates that some community development projects have people living with disabilities in their projects. The projects which involve people living with disabilities have a positive impact while those excluding them have a negative impact. The finding indicates that vulnerable groups are involved in the decision making of in community development projects. The involvement of women in decision making within the community development projects impacted positively to the vulnerable groups as this led to empowerment.

Mazibuko (2017:82), in her study, discovered that most of the community members in Maqongqo were depending on social grants for survival. They said as they did not have any income, they had to participate in the gardening projects mainly for receiving a source

of income. Gue'ye (2000:17) and Iqbal and Pampori (2008:45) have suggested that the unemployment rate can be reduced in rural areas if poultry projects have good governance.

5.2.2.2 Benefits to members of the project

The vulnerable groups benefitted from participating in the projects as they are involved in the processes of decision making and they are able to accommodate people living with disabilities, according to the findings. The findings indicate that members of the projects benefitted from the community development projects through employment, empowerment and skills development. Yet, according to the findings of the study, the main challenge the projects are facing is a lack of finance and skills development. A successful impact was made on the members of the projects who did not have the educational background and skills in relation to their projects.

Through employment creation and skills training, projects help communities to maintain their livelihoods (Coles, Piterous, & Genus 2016:88). Scholars such as Muthuri, Moon & Idemudia (2012:44) suggest that in order to improve a community's long-term viability, governments and the private sector must engage in activities that build human capital (e.g., training for skills development, expanding the leadership base and developing an entrepreneurial spirit).

5.2.3. Third research objective

To propose appropriate strategies that may arise from the study, and then make appropriate recommendation to the municipality. The research question was “what kinds of strategies are required to deal with any issues that arise from the study”? The result on gender shows that more women are active participants in the community projects. From the study, the result shows that the stakeholders such as municipality and government who are involved in the establishment of the projects and also the funding of the community development projects are mostly from the government.

The intervention of the government to create employment through development initiatives such as farming and women cooperatives to reduce the persistent poverty must be through locally based production and industries to create jobs and plug economic

leakages (Shava and Thakathi 2016:364). Community development projects must be adopted as intervention strategies in addressing unemployment and poverty.

5.3. RECOMMENDATIONS

The following recommendations are made based of the findings of the study regarding developmental impact.

5.3.1. Stakeholders

The local municipality is the key stakeholder in community development. It is the role of the municipality to actively participate in order to have successful projects. Since the municipality is actively promoting these projects, it is recommended that the municipality should increase awareness around the importance of active member participation. It should also pursue the introduction of bursaries and skills development programmes specifically to those projects with youth, women and people living with disabilities. In fact, to the less performing community development projects, the municipality can make future support to be conditional on their full participation if they do not improve.

The responsibility of the municipality is to coordinate the network with other stakeholders such as provincial departments and the private sector in promoting community development. The recommendation is that the local municipality must emphasise on such partnerships because it is important to share resources, expertise, and talents with the vulnerable groups.

Community development must be able to sustain these communities in order to demonstrate growth and improvement within the project. The government departments who are currently funding the projects should consider making it conditional for projects to receive funding. One condition should be that each member contributes a certain percentage to the start-up cost which will serve as an investment to the members of the projects.

5.3.2. Members of the projects

The study shows that an income received by members of the projects is not enough to cover the needs of their households. The government must review its current funding model and increase funding for poverty alleviation projects to be sustainable. Some members of the projects were able to be employed permanently, be empowered and receive skills development from the projects, as the study indicates. In South Africa, the poor in the most vulnerable and marginalised communities need to be provided with opportunity for self-determination and economic empowerment through the use of community development projects.

5.4. AREAS FOR FUTURE RESEARCH

For further research the following possibilities are recommended, based on the findings and limitations of the current study.

In this study it was found that development is a broader term to be achieved as it has got many aspects to define. However, asset acquisition by members of the projects remains a thorny issue that needs to be researched further for better understanding. As presented in the study, the asset acquisition was only for community development projects. The role of stakeholders in development also needs further research in order to outline their roles individually. The time frame provided for the study was not enough to cover all developmental aspects and stakeholders who participate in development.

5.5. CONCLUSION

In conclusion, the aim of the study was to analyse the impact of community development projects on the livelihood of beneficiaries in the Lepelle-Nkumpi Municipality. The following are some of the challenges that communities are facing within the municipality: unemployment, dependency of social grants, and lack of skills development to the vulnerable groups. The objectives of the study were, to assess the nature of different types of community development projects that are being implemented by the municipality; to analyse how community development projects has impacted on the livelihood of

beneficiaries in the municipality, and, lastly, to propose appropriate strategies that may arise from the study and to make appropriate recommendation to the municipality.

This study's main findings are that community development projects we initiated in order to address unemployment, decrease social grants dependency and skills development to the vulnerable groups that are experienced in the municipality. Firstly, projects are initiated and operating, however many are unable to sustain themselves and provide enough income to the members of the projects this explains that their developmental needs are not met.

Secondly they were able to acquire assets for the projects and recruit people living with disabilities in the projects; this shows their strength and courage to those whom they provide support and services to. This means that developmental impact is partially met.

Thirdly, the findings indicate that members of the project lack skills development which causes a gap in the development sector. The municipality should focus on developing skills for the marginalised and vulnerable groups in order to close down the gap to have well empowered communities. This means that members of the project are not well empowered.

Then, it is recommended that the community development projects are being funded by government departments, the funding should continue in order for the projects to be able to meet the developmental impact for members of the projects as some impact from the projects side were met. The adoption of the Sustainable Livelihood Framework in this study was useful because it is able to provide a comprehensive assessment of human needs and also it helps to organize the limited enhanced livelihood options and explains how they interact.

The lessons drawn from this study are therefore recommended to the municipality as proposed strategies. The recommendations which arise from the study are as follows:

5.5.1. Importance of the project

Community development projects that make a significant impact are income generating projects such as poultry and bakery. Early Childhood Development (ECD's) is performing well, however agricultural projects need full support from the Department of

Agriculture and the municipality's investment as they have the potential to create jobs specifically to those with low educational level and without skills.

5.5.2. Investment in assets of community development projects

Assets accumulations by the projects present a high level of dedication and importance of their services. It is therefore that, sponsors must invest in other sections such as personnel and electronic gadgets for the projects to continue operating and not allow those building to become "white elephants." The change in the project can be physically observed over the assets that they accumulated.

5.5.3. Skills audit of members of the project

Community development projects are unable to provide formal training of their members. Their trainings must cover the type of their products and services, so that they can be empowered and improve on their products and services in order to attract potential sponsors who can be able to offer trainings.

5.5.4. Community development projects and corporates

It is time for income generating projects to improve on their marketing strategies and focus on making profit because, they have the potential to employ more people and be able to sustain them without any sponsorship if they operate under the umbrella of corporate class. This will also improve on the income that the members of the projects receive.

5.5.6. Maintenance and support of projects

Municipalities must protect the community development projects against economic crisis, so that they are able to sustain themselves and not depend on government departments for funding. Monitoring of public fiscal situations by municipalities will encourage accountability and adaptability by the projects.

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7. ANNEXURES

7.1. Annexure A



University of Limpopo
Faculty of Management and Law
OFFICE OF THE EXECUTIVE DEAN
Private Bag X1106, Sovenga, 0727, South Africa
Tel: (015) 268 2558, Fax: (015) 268 2873, Email: frikkie.ponelis@ul.ac.za

22 August 2019

Moraba L.T (200628988) MDEV
TURFLOOP GRADUATE SCHOOL OF LEADERSHIP
MASTERS OF DEVELOPMENT IN PLANNING AND MANAGEMENT (Course Work)

Dear Moraba L.T,

FACULTY APPROVAL OF PROPOSAL

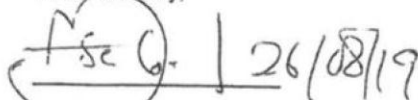
I have pleasure in informing you that your Masters proposal served at the Faculty Higher Degrees Committee meeting on **21 August 2019** and it was approved as follows:

"The Impact of Community Development Projects on Livelihoods in the Lepelle-Nkumpi Municipality of Limpopo, South Africa".

Note the following: The study

Ethical Clearance	Tick One
Requires no ethical clearance Proceed with the study	
Requires ethical clearance (Human) (TREC) (apply online) Proceed with the study only after receipt of ethical clearance certificate	✓
Requires ethical clearance (Animal) (AREC) Proceed with the study only after receipt of ethical clearance certificate	

Yours faithfully,


26/08/19

Prof. M.P. Sebola

Chairperson: Faculty Higher Degrees Committee

CC: Supervisor, Prof T Moyo, Acting Programme Manager, Mr M.B Njoko and Prof MX Lethoko, Acting Director of School.

7.2. Annexure B

Lepelle-Nkumpi Local Municipality

Private Bag X07

0745

13 May 2019

House No 8868

Extension 44

Re: Permission to conduct a study

Dear Municipal Manager

This letter serves as a requisition for permission to conduct a study at Lepelle-Nkumpi local municipality. Am Moraba Laticia Tlou, student no 200628988 a first year student at University Of Limpopo, Turfloop Graduate school of Leadership, studying Master in Development ,Planning and Management. The topic of the study is the impact of community development projects on livelihoods at Lepelle-Nkumpi Municipality, Limpopo province.

Part of my responsibilities to fulfil my studies is by conducting a study within the area of my choice. And also as part of ethical considerations, am requested to get permission from your office to conduct the study in your area in order to be held accountable for any unethical behavior that might happen during the study. Feel free to contact me for any clarity and more information about the study. My contact details: 082 0696 505.

Your positive response will be highly appreciated.

You're sincerely

Researcher

3. Annexure C



University of Limpopo
Department of Research Administration and Development
Private Bag X1105, Sovenga, 0727, South Africa
Tel: (015) 268 3035, Fax: (015) 268 2306, Email: anastasio.ngobe@ul.ac.za

TURFLOOP RESEARCH ETHICS COMMITTEE
ETHICS CLEARANCE CERTIFICATE

MEETING: 05 March 2020

PROJECT NUMBER: TREC/55/2020: PG

PROJECT:

Title: The Impact of Community Development Projects On Livelihoods In The Lepelle-Nkumpi Municipality of Limpopo, South Africa
Researcher: Moraba LT
Supervisor: Prof T Moya
Co-Supervisor/s: N/A
School: Turfloop Graduate School of Leadership
Degree: Master of Development Planning and Management

PROF P MASOKO
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Ethics Council, Registration Number: REC-0910811-091.

Note:

- I) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
- II) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application for Amendment form.
- III) PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Enabling solutions for Africa

7.4. Annexure D

Informed consent form

I _____,
agree of my free will to participate in this research topic, which focuses on the impact of community development project on livelihood in Lepelle-Nkumpi, Limpopo province. I understand that the information that I will share will be used for research purpose only and that nowhere will my identity be made known in any research report or publication. I am also aware of the fact that I can withdraw at any time during the study without incurring any consequence.

Signature of research participant

Date

7.5. Annexure E

The impact of Community Developments Project on livelihoods at Lepelle-Nkumpi Municipality, in the Limpopo province of South Africa.

This should take less than 90 minutes of your time. Please tick with an “X” in an appropriate box. You’re kindly requested to complete this questionnaire.

Reference number: _____

Participant’s name: _____

Project name: _____

SECTION A: Demographic information

1. Sex

1.1 Male

1.2. Female

2. Age

2.1. < 18 years

2.2. 18 -35 years

2.3. 36-59 years

2.4. 60- 79 years

2.5. > 80 years

3. Marital status

3.1. Single

3.2. Married

3.3. Divorced

3.4. Widower

4. How big is your family?

4.1 No dependents

4.2. 1-3 members

4.3. 4-6 members

4.4 < 7 members

5. What is the source of your monthly income?

5. 1 Employed

5.2. Self employed

5.3. Social grants

5.4. Pension

5.5. None

6. How many people in the household are not attending school?

6.1. None

6.2. 1

6.3. 2

6.4. 3

6.5. > 4

7. What is your academic qualification?

7.1. Never attended school

7.2. Lower than Grade 12

7.3. Grade 12

7.4. Highest certificate and Diploma

7.5. Under graduate

7.6. Post graduate

8. Which of the following types of training have you obtained some qualification?

Response	Make an X
Agriculture	
Metal work	
Tailoring	
Business Management	
Entrepreneurship	
Construction	
Other (specify)	

9. Do you have any disabilities?

9.1. Yes

9.2. No

If yes specify

10. What type of project are you involved in

10.1. Agriculture

10.2. Construction

10.3. Retail

10.4. Tailoring

10.5. Poultry breeding

10.6. Livestock breeding

10.7. Crop farming

10.8. Other

If other please specify _____

SECTION B: Overview of the project

11. When was the project established?

11.1.1- 4 years

11.2. 5-9 years

11.3. 10-14 years

11.4.15- 19 years

11.5. >20 years

12. Were you involved in the project establishment?

12.1. Yes

12.2. No

13. How long have you been on the project?

13.1. 1- 4 years

13.2. 5- 9 years

13.3. 10- 14 years

13.4 15- 19 years

13.5. >20 years

14. Was the traditional authority involved in the establishment of the project?

14.1. Yes

14.2. No

If No, please explain _____

15. Was the community involved in the establishment?

15.1. Yes

15.2 No

If No, please explain _____

16. Who are the other stakeholders involved in the establishment?

16.1. Municipality

16.2. Government departments

16.3. Non- Governmental Organization

17. What is the type of the project?

17.1. Agricultural

17.2. Health

17.3. Production

17.4. Educational

17.5. Other (Specify)

If other, please specify _____

18. What is your occupational status in the project?

18.1. Project manager

18.2. Committee member

18.3. Employee

18.4. Other (Specify)

If other, please specify _____

19. Who owns the land of the project?

19. 1. Own by project

19.2. Rental

19.3. Other (Specify)

If other, please specify

20. How do you recruit your members?

20.1. Community meetings

20.2. Advertisement

20.3. Notices

20. 4. Hand picks a family member

21. How many project members are in the project?

21.1. 1- 4

21.2. 5-10

21.3. 11-14

21.4. 15- 20

21.5. > 20

22. What is the form of legal entity?

22.1. Non-Profit Organization

22.2. Closed corporation

22.3. Cooperative

22.4. Sole-trade

22.5. Pty (Ltd)

23. What is the current status of the project?

Response	Strongly agree	Agree	Not sure	Strongly disagree	Disagree
Active					
Not Active					

24. What type of challenges does project mostly face?

Response	Often	Sometimes	Never
Lack of inclusive participation by the members			
Lack of operating equipment's			
Lack of skills			
Financial challenges			

Other(Specify)			
-----------------	--	--	--

25. How long have you been involved in the projects?

25.1. 1-5 years

25.3. 5- 10 year

25.4.10-15 years

25.5. 15-20 years

25.6. >20 years

SECTION C: Impact of the project

26. How much is the income of the project?

26.1. R500- R2500

26.2. R3000- R5500

26.3. R6000- R9500

26.4. > R10 0000

27. What impact has the project made on the listed aspect?

Response	Make an X
Job creation	
Household income	
Empowerment	

Other	
-------	--

If other please specify _____

28. Are women and people with disabilities involved in the decision making of the project?

28.1. Yes

28.2. No

No, please explain _____

29. How many are they in leadership position?

29.1. 0

29.2. 1

29.2. 2

29.3. 3

29.4. 4

29.5. >5

30. Do they have influence when participating in the project?

30.1 Yes

30.2. No

31. Have they benefitted equal opportunities on job created?

31.1. Yes

31.2. No

32. Do they earn the equal income?

32.1 Yes

32.2. No

33. Rate how the project has performed in terms of the listed criteria

Response	Strongly agree	Agree	Not sure	Strongly disagree	Disagree
Job creation					
Income					
Empowerment					
All of the above					

34 .How often do you attend training development?

34.1. Monthly

34.2. Quarterly

34.3. Yearly

34.4. Never

35. How often do you attend training development on the following skills the project?

Response	Monthly	Quarterly	Yearly	Never
Project Management				
Record Keeping				
Financial Management				

36. Does the project have a finance committee?

36.1. Yes

36.2. No

If no, please explain

37. Where does the project get funding to perform project activities?

37.1. Contributions by the project members

37.2. Loan from banking institution

37.3. Government grants

37.4. Other

38. How does the project spend the money?

38.1. Assets

38.2. Equipment

38.3. Personnel

38.4 Structures

38.5. Food

39. Has the project accumulated any assets from the funding of the projects?

39.1. Yes

39.2. No

40. Has the project employed someone to assists in the project?

40.1 Yes

40.2. No

41. If yes, how many have the project employed?

41.1. 1

42.2. 2

42.3. 3

42.4. 4

42.5. 5

43. Have you employed persons with disabilities?

43.1. Yes

43.2. No

If no, please explain _____

44. How much do you earn monthly?

44.1. R1000- R3000

44.2. R4000-R6000

44.3. R7000-R10 000

44.4. Above R10 000

45. How often do you earn the income?

45.1. Monthly

45.2. Quarterly

45.3. Six monthly

46. Are you satisfied with the income received from the project?

46.1. Yes

46.2. No

47. If no, how much you need to sustain your life?

47.1. R11 000- R14 0000

47.2. R15 000- R20000

47.3. > R20000

48. How do you spend the income generated from the project?

48.1. Buy grocery for the family

48.2. Buy clothes for the family

48.3. Pay school fees

48.4. Pay rent for accommodation

48.5. All of the above

49. Since you were employed, did you accumulate assets from the income received from the project?

49.1. Yes

49.2. No

If yes, name them

50. What is the level of theft in your area?

Response	Very high	High	Very low	Low
Theft levels				

51. If high, does it discourage you to continue being involved in the project?

51. Yes

52.2. No

53. What is the level of interest towards the project in your family?

Response	Very high	High	Very low	Low
Interest levels				

54. What is the perception of community members towards the project?

Response	Very high	High	Very low	Low
Perception				

55. What is the level of support from the community on the project?

Response	Very high	High	Very low	Low
Support level				

56. What form of support does the project provide to its members?

56.1. Financial support

56.2. Home visits

56.3. Social clubs

56.4. All of the above

56.5. None

SECTION D. Future strategies to enhance impact

57. What form of support do stakeholders provide to the project?

57.1. Financial support

57.2. Training and development

57.3. Provision of assets

57.4. Other

If other, please specify _____

58. What is the level of involvement by the stakeholders in the project?

Response	Very high	High	Very low	Low
Level of involvement				

59. Where does the project get advice and guidance in implementing project activities?

59.1. 13.1. Municipality

59.2. Government departments

59.3. Non- Governmental Organization

Thank you for your time and participation in the study. Please, do not hesitate to contact me for any clarity and more information concerning the study.

7.6. Annexure F (Northern Sotho)

Lengwalo la go kgopela go tšea karolo ya nyakišišo le fomo ya tumelelo ya tlhalošo Lengwalo la go kgopela motšearolo go tšea karolo ya nyakišišo

Lefapha la Management and Law

Yunibesithi ya Limpopo

13 Mei 2019

Go motšearolo wa nyakišišo

Nyakišišo mabapi le “The impact of community developments project on livelihoods in Lepelle-Nkumpi, Limpopo Province”

Nyakišišo mabapi le “khuetšo ya projeke ya tlhabollo ya setšhaba ya lephelo seleteng sa Lepelle-Nkumpi, profenseng ya Limpopo”\Leina la ka ke Laticia Tlou Moraba, ke moithuti wa Masters lefapheng la Management and Law, yunibesithing ya Limpopo.

Bjalo ka ye nngwe ya dinyakwa tša thuto ye, ke tlamega go tsinkelela diphatišišo, gomme ke ka moo ke nyakišišago gore projeke ya tlhabollo ya setšhaba e huetša bjang lephelo,

Lebaka la gore ke dire dinyakišišo ka taba ye ke gore ga go na tshedimošo ya go kgotsofatša ka taba ye, ka gona ga se batho ba bantši ba ba nago le tshedimošo malebana le hlogo ye. Ka ge o na le maitemogelo malebana le se, ke go tšea bjalo ka matho yo e lego setsibi se se kago ba le tshedimošo ya go tlala seatla malebana le se. ka gona, ke nyaka go go utollela gore go tšea karolo ga gago nyakišišong ye go tla le eng (ge eba o dumela go tšea karolo).

Ge eba o dumela go tšea karolo, nka rata go ba le poledišano (interview) ye tee le wena, ka nako le lefelo tše di kgethilwego ke wena. Poledišano ye e ka se fete metsotso ye 90. Ge go kgonagala, re ka tla ra beakanya go ba le dipolelišano tše dingwe tše di kago latela. Ka nako ya poledišano ye, o tlo botšišwa dipotšišo tše di tšwelelago mo go lenaneopotšišo le le gatišitšwego fa:

Ke rata gore ke tle ke go fe tsebe ka nako ya dipoledišano tše, gomme ka gore go ka direga gore ke lebale tše dingwe tša tshedimošo yeo o tlogo e abelana le nna, nka rata (ka tumemelo ya gago) ga gatiša poledišano ye ka theipi. Ka morago ga poledišano ye, kgatišo ye e tlo ngwalollwa fase. Morago ga moo, tshedimošo ye e kago utolla gore o mang e tlo phumolwa, ka go realo, ga go motho yoo a kago tseba gore ke wena o abelanego ka tshedimošo yeo ka nako ya dipoledišano tša rena. Ye ngwe ya tshedimošo e tlo dirišwa ka gare ga sengwalwa sa dinyakišišo tše, gomme maina a gago a ka se tšweletšwe, ka gona, ga go motho yo a kago go tseba.

Tseba gore go tšea karolo gagago kega boithaopo, ka gona, o na le maloka a go gana go tšea karolo. Ga o gapeletšwe gore o tšee karolo projekeng ye ya dinyakišišo. Sephetho se o se tšeago, go dumela goba go gana, se ka se ame bokamoso bja gago.

Ge o dumela go tšea karolo, o sa ntše o na le tokelo ya go fetola mogopolo nako efe kapa efe, goba gona go ikgogela morago.

Ge eba ke ona gore tshedimošo ye o abelanego ka yona e go tlogela moya o le fase, gona o na le letšhogo ka tsela ye nngwe, ke na le maloka a go go romela go moeletši ge o dumela. O na le maloka a go botšiša dipotšišo nako efe kapa efe. Ge eba o na le dipotšišo malebana le thuto ye, hle, ikopanye le yunibsithi ya Limpopo, Turfloop

Graduate School of Leadership go: Tel: 015 268 4141. Tša ka dinomoro tša mogala ke: 082 0696 505.

Ge o dumela go tšea karolo, ke tla kgopela gore o saene fomo ye ya tumelelo ya tlhalošo

Wa gago

_____ (monyakišiši)

7.7. Annexure H

Ditlamorago tša Projeke ya Tlhabologo ya Setšhaba go maphelo a batho mo Masepaleng wa Lepelle-Nkumpi, mo profenseng ya Limpopo ka Afrika Borwa.

Se se tla tšea nako ya gago ye e ka bago ka fase ga metsotso ye 9. Laetša ka "X" ka lepokising la maleba. O kgopelwa go tlatša lenaneopotšišo le le latelago.

Nomoro ya tšhupo: _____

Leina la motšeakarolo: _____

Leina la Projeke : _____

KAROLO YA A : Tshedimošo ya demokrasi

1. Bong

1.1. Monna

1.2 Mosadi

2. Mengwaga

2.1 <mengwaga ye 18

2.2 18-35 ya mengwaga

2.3 36-59 ya mengwaga

2.4 60-79 ya mengwaga

2.5. >80 mengwaga

3. Tša lenyalo

3.1 Ga wa nyalwa

3.2 O nyetšwe

3.3 O hlakilwe

3.4 O mohlolo/mohlologadi

4. Lapa la gago ke le lekaakang?

4.1. Ga o na ba o ba fepago

4.2. Maloko a 1-3

4.3. Maloko a 4-6

4.4 >Maloko a 7

5. O hwetša kae mogolo wa kgwedi?

5.1. O a šoma

5.2. Ga o a itšhoma

5.3. O hwetša mphiwafela

5.4. O hwetša phenšene

5.5. Ga o na mogolo

6. Ke ba bakae ka mo lapeng ba sa tsenego sekolo?

6.1. Ga go yo a sa tsenego sekolo

6.2 1

6.3 2

6.4 3

6.5 >4

7. Dithuto tša gago ke dife?

7.1. Ga wa tsena sekolo

7.2. Ka fase ga Mphato wa 12

7.3. Mphato wa 12

7.4. Setifikeiti sa Godimo le dipoloma

7.5. Sealoga sa fasana

7.6. Sealoga sa godimo

8. O na le dithuto dife go mehuta ya ditlhallo tše di latelago?

Phetolo	Swaya ka X
Temo	
Mošomo wa ditshipi	
Mošomo wa go roka	
Taolo ya Kgwebo	
Botse bja Kgwebo	
Go a ago	
Tše dingwe	

9. O na le bogolofadi bjo itšego?

9.1.Ee

9.2. Aowa

Ge bo le gona hlaloša _____

10. O swaragane le projeke ya mohuta mang?

10.1. Temo

10.2. Go aga

10.3. Kgwebo

10.4. Go roka

10.5.Go tswadiša dikgogo

10.6. Go tswadiša diruiwa

10.7. Temo ya dibjalo

10.8. Tše dingwe

Ge e le tše dingwe hlaloša _____

KAROLO YA B: Kakaretšo ya projeke

11. Projeke e thomilwe neng?

11.1. 1-4 ya mengwaga

11.2. 5-9 ya mengwaga

11.3. 10-14 ya mengwaga

11.4. 15-19 ya mengwaga

11.5. > 20 mengwaga

12. O tšere karolo ge projeke e thongwa?

12.1. Ee

12.2. Aowa

13. Ke nako ye kaakang o swaragane le projeke?

13.1. 1-4 ya mengwaga

13.2. 5-9 ya mengwaga

13.3. 10-14 ya mengwaga

13.4. 15-19 ya mengwaga

13.5. >20 mengwaga

14. Na taolo ya setšo e ile ya tšea karolo ge projeke e thongwa?

14.1. Ee

14.2. Aowa

Ge e le aowa, hlaloša _____

15. Na setšhaba se tšere karolo ge projeke e thongwa?

15.1. Ee

15.2. Aowa

Ge e le aowa, hlaloša _____

16. Ke bomang ba bangwe bao ba nago le kgahlego go tiro ye?

16.1. Masepala

16.2. Dikgoro tša mmušo

16.3. Mekgatlo ye e sego ya mmušo

17. Projeke ye ke ya mohuta mang?

17.1. Ya temo

17.2. Ya maphelo

17.3. Ya tšweletšo

17.4. Ya thuto

17.5. Ye nngwe (Hlaloša)

Ge e le ye nngwe hlaloša _____

18. Maemo a gago a mošomo mo projekeng ke afe?

18.1. Molaodi wa projeke

18.2. Leloko la komiti

18.3. Mošomi

18.4. A mangwe(Hlaloša)

Ge e le a mangwe hlaloša _____

19. Mong wa naga ya projeke ke mang?

19.1. Ya projeke

19.2. E a rentiwa

19.3. Ye nngwe(Hlaloša)

Ge e le ye nngwe hlaloša _____

20. O hwetša maloko bjang?

20.1 Dikopano tša setšhaba

20.2 Dipapatšo

20.3. Ditsebišo

20.4. Go kgetha fela wa lapa

21. Ke maloko a makae ao a lego mo projekeng?

21.1 1-4

21.2. 5-10

21.3. 11-14

21.4. 15-20

21.5. >20

22. Na boemo bja semolalo bja tiro ye ke bofe?

22.1. Mokgatlo wo o sa dirego letseno

22.2. Tirišano ye e kwanetšwego

22.3. Tirišanommogo

22.4. Kgwebo-ka-botee

22.5. Pty(Ltd)

23. Na maemo a bjale a projeke ke afe?

Phetolo	Dumela kudu	Dumela	Ga ke na bonnete	Ganana kudu	Ganana
E a phela					
Ga e phele					

24. Na ke ditlhotlo dife tšeo projeke e lebanago natšo gantši?

Phetolo	Ga ntšhi	Nako ye ngwe	Le ga tee
Go se tšee karolo ga maloko			
Tlhokego ya didirišwa			
Go hloka bokgoni			
Ditlhotlo tša leago goba tšhomišano			

25. Ke lebaka le le kaakang o le mo projekeng?

25. 1. 1-5 ya mengwaga
- 25.2. 5-10 ya mengwaga
- 25.3. 10-15 ya mengwaga
- 25.4. 15-20 ya mengwaga
25. 5. >20 mengwaga

KAROLO YA C: Ditlamorago tša projeke

26. Letseno la projeke ke bokae?

26. 1. R500-R2500
- 26.2. R300-R5500
- 26.3. R600-RR9500
- 26.4. >R10 0000

27. Projeke e bile le ditlamorago dife go ntlha ye e filwego?

Phetolo	Swaya ka X
Tlholo ya mošomo	
Letseno la ka gae	
Matlafatšo	
Ye nngwe	

Ge e le ye nngwe hlaloša _____

28. Na basadi le bagolofadi ba a amega go tšeeng dipetho mo projekeng?

28.1. Ee

28.2. Aowa

Ge e le aowa, hlaloša _____

29. Ke ba ba kae ba ba lego mo go boetapele?

29.1. 0

29.2. 1

29.3. 2

29.4. 3

29.5. 4

29.6. >6

30. Na ba na le khuetšo ge ba tšea karolo mo projekeng?

30.1. Ee

30.2. Aowa

31. Na ba hweditše menyetla ya go lekana go mošomo wo o hlotšwego?

31.1. Ee

31.2. Aowa

32. Ba gola go lekana na?

32. 1. Ee

32.2. Aowa

33. Efa kelo ya gore projeke e šomile bjang go ya ka dintlha tše di latelago

Phetolo	Dumela kudu	Dumela	Ga ke na bonnete	Ganana kudu	Gana na
Tihlo lo ya mošomo					
Letseno					
Matlafatšo					

Ka moka tša ka godimo					
--------------------------	--	--	--	--	--

34. Na o tsenela tlhahlo gaka?

34.1. Ka kgwedi

34.2. Ka kotare

34.3. Ka ngwaga

34.4. Le gatee

35. Na o tsenela tlhahlo gaka go lebeletšwe mabokgoni a a latelago a projeke?

Phetolo	Ka kgwedi	Ka kotara	Ka ngwaga	Le gatee
Taolo ya projeke				
Go lota tshedimošo				
Taolo ya ditšhelete				

36. Na projeke e na le komiti ya ditšhelete?

36.1. Ee

36.2. Aowa

Ge e le aowa, hlaloša _____

37. Na projeke e hwetša thušo ya mašelang kae gore e kgone go dira mešongwana?

37.1. Ditefo ka maloko a projeke

37.2. Dikadimo go tšwa dipankeng

37.3. Mphiwafela wa mmušo

37.4. Tše dingwe

38. Projeke e šomiša mašeleng bjang?

38.1. Thoto

38.2. Didirišwa

38.3. Bašomi

38.4. Meago

38.5. Dijo

39. Na projeke e kgobokeditše thoto go tšwa go thušo ya mašeleng ya diprojeke?

39.1 .Ee

39.2. Aowa

40. Na projeke e thwetše motho go thuša mo go projeke?

40.1. Ee

40.2. Aowa

41. Ge e le Ee, ke ba bakae bao ba thwetšwego?

41.1. 1

41.2. 2

41.3 .3

41.4.4

41.5. 5

42. O thwetše batho bao ban ago le bogolofadi na?

42.1. Ee

42.2. Aowa

Ge e le aowa, hlaloša _____

43. O gola bokae ka kgwedi?

43.1. R1000-R3000

43.2. R4000-R6000

43.3. R7000-R10 000

43.4. Go feta R10 000

44. O gola gaka?

44.1. Ka kgwedi

44.2. Ka kotara

44.3. Ka kgweditshela

45. O kgotsofaditšwe ke mogolo wo o o hweditšego go tšwa projekeng na?

45.1. Ee

45.2 Aowa

46. Ge e le aowa, o nyaka bokae gore o kgone go phela?

46.1. R11 000-R14 000

46.2. R15 000- R 20 000

46.3.>R20 000

47. O šomiša tšhelete ye o e hweditšego go tšwa projekeng bjang?

47.1. Reka dinyakwa tša lapa

47.2. Rekela ba lapa diaparo

47.3. Lefela tšhelete ya sekolo

47.4. Lefela tšhelete ya bodulo

47.5. Ka moka tše tša ka godimo

48. Mola wa thwalwago, o kgobokeditše thoto go tšwa go mogolo wo o o hweditšego projekeng?

48.1. Ee

48.2. Aowa

Ge e le Ee, di bolele _____

49. Na bohodu ke bjo bokaakang lefelong la geno?

Phetolo	Bo godimo kudu	Bo godimo	Bo fase kudu	Bo fase
Maemo a bohodu				

50. Ge bo le godimo, e ka ba bo go hlohleletša go tšwela pele o le mo projekeng?

50.1 Ee

50.2 Aowa

51. Na kgahlego ya ba lapa la geno ke ye kaakang mo go projeke?

Phetolo	E godimo kudu	E godimo	E fase kudu	E fase
Maemo a kgahlego				

52. Na maloko a setšhaba a kwešiša projeke ye bjang?

Phetolo	E godimo kudu	E godimo	E fase kudu	E fase
Kwešišo				

53. Na maemo a thekgo yeo setšhaba se e fago projeke ke afe?

Phetolo	E godimo kudu	E godimo	E fase kudu	E fase
Maemo a thekgo				

54. Ke thekgo ya mohuta ofe yeo projeke e e fago maloko?

54.1. Thekgo ya mašelang

54.2. Diketelo ka magaeng

54.3. Dihlopha tša leago

54.4. Ka moka tša ka mo godimo

54.5. Ga e gona

KAROLO YA D: Maano ao a tlogo kaonafatša ditlamorago

55. Ke thekgo ya mohuta ofe ye bakgahlegi ba e fago projeke?

55.1. Thekgo ya mašelang

55.2. Tlhahlo le kgolo

55.3. Kabo ya thoto

55.4. Ye nngwe

Ge e le ye nngwe, hlaloša _____

56. Na maemo a go botšeakarolo ga bakgahlegi mo projekeng ke afe?

Phetolo	A godimo kudu	A godimo	A fase kudu	A fase
Maemo a botšeakarolo				

57. Na projeke e hwetša maele le tlhahlo ya go phethagatša mešongwana ya projeke kae?

57.1. Masepala

57.2. Dikgoro tša mmušo

57.3. Mekgatlo ye e sego ya mmušo

Re leboga nako le go tšea karolo ga gago mo thutong ye. Se dikadike go ikgokaganya le nna ge o nyaka tlhalošo le tshedimošo mabapi le thuto ye.

7.8. Annexure G (Letter from the editor)

Revd. Dr. Lutz Ackermann
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24 Oct 2021

TO WHOM IT MAY CONCERN

This is to confirm, that I, Dr Lutz Ackermann, have read the Research Thesis entitled

“THE IMPACT OF COMMUNITY DEVELOPMENT PROJECTS ON LIVELIHOODS IN
THE LEPELLE-NKUMPI MUNICIPALITY OF THE LIMPOPO PROVINCE, SOUTH
AFRICA.”

by Mrs **MORABA LATICIA TLOU**

(student number 200628988) and that I am satisfied with the quality of work she has produced in terms of structuring the document, in terms of style, grammar and spelling. Suggestions for suitable corrections and improvements have been made to the candidate.



(Rev. Dr. Lutz Ackermann)