How to obtain and measure sustainability within project organization

- The Theewaterskloof Development Project

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Abstract

Theewaterskloof is a community with several faces. Situated right outside Cape Town, South Africa, the community of Theewaterskloof is distinguished by a low socio-economic standard. Housing and jobs are the main issues that concern the inhabitants of Theewaterskloof. Since 2004 the Theewaterskloof Development Project is run by students’ and by the Theewaterskloof Development Project Organization. The overall project aims are Service-Learning for students and sustainable rural community development, which in turn should result in increased entrepreneurship, work opportunities and self-sufficiency for the inhabitants in Theewaterskloof.

With the complex conditions that characterize the project we found it very valuable to have a sustainable organization representing a strong base and clear concept. We came to understand that the power and motivation to make changes within the organization lies within the organization itself. With this in mind we began researching the project by interviewing involved parties and observing the project in field. The first conclusion we made was that the aims of the Theewaterskloof Development Project in theory and practice were not coherent. We then came to focus on areas within the organization that we perceived to be complex. As a result four themes were identified and processed; 1) Communication, cohesion and will to co-operate, 2) Project office, administration, organization and project management, 3) Enjoyable work assignments, the importance of every person involved and clearer vision on what every person is contributing with, and 4) Clear vision and aim, clarify the purpose of the whole project and clarify the approach to reach the aims. To simplify the themes and make them more applicable we came to our second conclusion; the need of finding a suitable approach for transforming the themes into normative principles. This approach is presented as the Seven Step Approach in which the results are four normative principles; Communication, Project management, Motivation and Strategy, all important for a sustainable organization and the further development of the project.

As a final outcome we produced a guide with the base of the Seven Step Approach suited to fit the needs and conditions of Theewaterskloof Development Project. The guide has the purpose of assisting the project organization in achieving the principles to better reach the aims of the project.
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1. Introduction

1.1 Context for the study

Through a scholarship, Minor Field Studies and SIDA, we were given the opportunity to undertake a field study in a developing country. With the help of contacts and a project plan we decided to go to South Africa and study the Theewaterskloof Development Project, from here on also referred to as the TWK Project. Together with Merle McOmbring-Hodges, Director of International Affairs at CPUT and Abraham Oliver, Field Coordinator for the Theewaterskloof Development Project, we were able to establish a network with people involved and observe the project to further expand our knowledge within the area of social sustainability and project organization.

During our ten week stay we made several observations about the project that later led to assumptions. The most noteworthy observation was that the project does not seem to have been evaluated properly. This led to a proposal from us to do research that could be helpful for the project organization. The proposal was discussed between Merle McOmbring-Hodges and Ben Bartels, Director of the International Affairs at HAN, and resulted in collaboration between the students (us) and the two universities.

In theory, meaning in the project plan of the TWK Project, the project has well-formulated goals. The TWK Project has a number of positive aspects for example; engaged people, motivated students and a clearly defined project plan. But in reality there are areas of the project that are not functioning in line with the project and its goals.

One important field in our current education concerns project management and organization in sustainable urban projects. Hence we found it relevant to study a physical project to obtain greater value and deeper knowledge in relation to our education. The Theewaterskloof Development Project suited our requests of what we wanted to study and at the same time we had the opportunity to do research that could be useful for the organization and management of the project. We believe that our thesis will contribute to the structure of the project organization and elucidate aspects that need to be considered and improved to achieve the intended goals expressed for the project.

1.2 Purpose

The purpose of the thesis is to investigate which important principles should be indicative for the organization of the Theewaterskloof Development Project to better achieve the objectives set out and for the further development of the project. The conclusions gained from this will lead to the development of a guide containing the principles that we think are important for the further development of the TWK Project and its potential to reach a higher sustainability.

The choice of important principles is based on the areas that identified to be complex and that need to be developed for the project organization of the TWK Project to better achieve the stated goals. The purpose of the guide is, in turn, that it will function as a continuous follow up for the TWK Project. By that, it will be used as a tool to clarify that the correct goal and focus is being maintained and that the purpose of the project will be achieved. The guide should be a manageable tool for the project organization to implement within the project.
1.3 Problem Formulation

Early in the field study we got clear indications that results and goals do not correspond well in the TWK Project. Through interviews with involved stakeholders we have been able to prove this statement. From the discrepancy between the results in practice and the goals in theory we reckoned it pertinent to investigate which factors could be the reason that the stated aims for the TWK Project are not achieved. Our purpose is to investigate which important principles need to be highlighted for the project organization in the Theewaterskloof Development Project; by that we hope to make a contribution to the project in terms of meeting the project’s objectives and thereby working in a sustainable direction.

The complex areas will be developed into normative principles that can be located both in the project organization and in the TWK Project in general. The outcome of the thesis will however be addressed to the project organization. The aim of the guide is that it is supposed to be used continuously in field to better achieve the stated objectives for the TWK Project. The guide should be applied as a support to the project organization to allow them to see which resources should be inducted, to later contribute with substantial change where it is needed.

1.4 Research Questions

Based on the purpose and the problem clarification, the principal questions of the thesis and research are:

\[
\text{Which normative principles should be indicative for the development of the Theewaterskloof development project?}
\]

\[
\text{How could these normative principles be measured in practice?}
\]

For the stated questions to be answered, we found that two sub-questions needed to be answered:

\[
\text{How can the approach of normative principles be visualized?}
\]

\[
\text{Which strategy should be used to rephrase these normative principles to actual arrangements for the organization of the TWK Project?}
\]

1.5 Disposition

In chapter 2 the methods chosen for the collection of data, are presented. Since the empiricism in this thesis is mainly based on interviews the method chapter will process the approach and choice of interview forms. Also the choice of literature, and to some extent, the execution of the field studies will be presented here.

In the introductory part of the theory, chapter 3, the terms that are of relevance for the thesis, and the choice of subjects, are defined. These definitions will be linked to current theory and will clarify and strengthen the choice of how the terms are being used and referred to in the thesis.
Chapter 4 will process the TWK Project and the aspects of the project that we find important for this thesis. This includes the background to the emergence of the project, the current status of the project, involved partners and organizational construction, and the relationship between the project and the Integrated Development Plan (IDP) of the municipality. Of importance in this part is also to clarify the aim and expectations of the project since this constitutes the foundation to our problem.

In the discoursed part, theory and empiricism that has been presented in the introductory part will be discussed more thoroughly. After having presented theory within areas such as municipality, project organization, service-learning and rural community development the material that have originated from the interviews, which took place during and after the field study, will be presented. In the analysis the theory and empiricism will be linked together in a discussion that will lead to our conclusion, where the questions are answered. The conclusion will result in a standpoint on which normative principles we consider need to be processed for the organization of the TWK Project to achieve more sustainable objectives.

In the conclusion the normative principles will be put together to form a guide that can be used as a follow up tool for the partners involved in the TWK Project. The intention of the guide is to give an indication of whether the principles are followed in a functional manner, thereby allowing the vision and focus of the project to be maintained. The final conclusions and guide will thereby present the answers to our questions.

1.6 Delimitations

As one delimitation for the thesis, we have chosen to treat only those aspects we consider important in the process of the TWK Project until the student-based projects are supposed to be handed over to the municipality or community members. This delimitation is simply made since there has not been that many handovers of the student-based projects to the municipality or community members. The delimitation is also made on the basis that we were unable to study important aspects during and after handover of projects and also depending on limited time for our research. Regarding the student-based projects we will only use these as references in the thesis and therefore not describe them in their entity. Each and every one of the student-based projects is extensive in their own construction and when it comes to which people and aspects that is included in them.

Concerning the project organization, the organizational construction of it is too complex for an equitable explanation in this particular thesis. The thesis will not discuss in depth the areas that we consider functions fully today in the TWK Project. We are aware of the fact that several important normative principles could be identified for the TWK Project. The selection of principles in this thesis will primarily be chosen from the complex areas of the project. The decision is made on the basis that we believe the partners in the project would find it more valuable to receive input on what could be improved than to find out what is already functioning.

No interviews were made with community members in Theewaterskloof. The choice not to interview this group is due to that they are not a target group we wish to focus our thesis towards. We will refer to the community members through the interviews we have done with others involved in the TWK Project, and their opinions on the community members’ involvement. However, we realize this will not reflect the community members direct opinions about the project.
2. Method

For the thesis we used three different methods for our research. Each section describes the procedure used for the specific method. Field study observations and interviews follow under the general term ”participant observation”, which is stated by several researchers in the field concerning the use of methods, according to Margot Ely (1993) in Kvalitativ forskningsmetodik i praktiken – cirklar inom cirklar. What characterizes the term participant observation is that it covers a broad spectrum of participants and that it demands a shift of attention for the researchers of the study, which is stated by Spradley (1980) in Ely (1993). However, most often the term is used to indicate only one method. (Ely 1993) This thesis will process the term as meaning direct observations and interviews. The choice is made up on a reflection stated by Lofland and Lofland (1984) through Ely (1993); classic participant observation, interconnects watching, listening, contemplation and questioning. Ely (1993) refers to Spradley (1980) who says that participant observation is a method most people can relate to more or less in the daily life. This is with regard to the common sense of adopting behavior and imitating others in a foreign context. Parallel to this adaptation people seem to forget to reflect up on the social situations they are facing. The difference between a daily life observer and a researcher is that the researcher allows interpreting a situation and what significance other participants will likely attribute to it. Hence the researcher pays attention to the cultural context in a person’s behavior or through what is being observed. Spradley (1980) contemplates about the role as a participant observer and states that it varies from one social situation to another. Spradley (1980) means that researchers both want to participate and regard themselves and others at the same time. Participant observation is therefore a more normal state of mind that we as researchers in this field study can adapt to, and by that, this is how we carried out the study. (Ely 1993)

During the early stage of the field study we reckoned the complexity of the project and the extent and richness regarding those involved and the relations between their roles. To gain a better understanding we started our research with a wide focus in order to determine which aspects were interesting for us to move forward with. Hence, there was a concentration around certain aspects of the project as the research further progressed. Particular focus was made and developed during interviews. Ely (1993) refers to this, a switch between stages in the participant observation, as to expand the knowledge.

Objectivity

Regarding objectivity, we are fully aware that our research and thesis may contain traces of subjectivity. This is due to that a researcher never fully can be able to not make judgments during an observation or in research (Ely 1993). With this in mind, we have throughout the field study tried to be aware of this and remained as objective as possible.

One important reason for making objectivity an issue is that it is a researcher’s dilemma in every observation. In our case this dilemma was also made an issue due to the fact that we had a supervisor in field, Abraham Oliver, which at the same time was the Field Coordinator of the TWK Project. Due to Oliver’s dual role towards us it made our relation a bit more complex than Oliver only being Field Coordinator. This complexity may have influenced the interview responses made by Oliver.
2.1 Field Study Observations

Two more structured observations took place on the 9th and 10th of March 2010 together with our practical supervisor, Abraham Oliver, Field Coordinator at the TWK Project Office at CPUT. As a Field Coordinator Oliver looks at how the projects are proceeding by doing site visits. We had the opportunity to come along for two days and visited both the community of Grabouw and Genadendal. The field study observations gave us an opportunity to be introduced to people involved. On our visit to Genadendal we met with Lizelle Duminy Site Coordinator in Genadendal with surroundings, from here on referred to as Genadendal. We had the opportunity to see some different student-based projects, for example Sports for All project, and some projects that had been initiated by the community members, for example Bure help Bure, a neighbor watch project. The students and other people involved in the projects told us about their roles in the TWK Project and which plans they had on how to take the project forward. The students had just been in field for some weeks when we met with them.

On our second day of field studies Oliver took us to Grabouw, where most of the student-based projects are situated. We meet Paddy Damon, Site Coordinator for the students in Grabouw. As the day before, Oliver visited the projects together with the Site Coordinator to look at the progressions of the projects. During our field study in Grabouw we had the possibility to see a couple of school projects where students were involved. We also got to meet some of the Sports for All students in Grabouw (the Sports for All project is initiated in both Genadendal and Grabouw).

The two introductory visits to Theewaterskloof gave us an overview of the project and the student-based projects. From the meetings with the students in field we gained a clearer perception on what the general and intended aim of the projects were. The field studies gave us opportunity to exchange contact details with some of the students for further interviews and discussions. Another important aspect of the field studies was to witness the interaction between students, supervisors and Field Coordinator. That was helpful in trying to understand the distinctions between roles and how the TWK Project organizes people and staff involved. The field study observations also gave us as researchers an opportunity to ask questions in a way that is less structured than the method for interview.

After seeing some of the different student-based projects and meeting the students and others involved such as supervisors, Field Coordinator and community members, we considered ourselves to have enough knowledge about the TWK Project to start preparing interview questions that would work in a general context.

2.2 Interviews

One of the main methods used in the field study were qualitative interviews. Qualitative methods can be compared against quantitative methods. In the latter the focus for the researcher is to collect empirical data to be statistically summarized. The quantitative method model is often used when studying large populations (www.ne.se, a). The qualitative interview methods, on the other hand, allow the researcher to collect data and analyze this parallel through the process.
The method is a common approach to social sciences. The method allows the researcher to try and capture the actions of the person involved, as well as the meaning of these actions (www.ne.se, b).

The communication and exchange of information in the Theewaterskloof Development Project are very important focuses for our thesis. With reference to the statements above communication is not only about what people say but also what they do not say, what they can elaborate from an answer, what they do, how they act and how they respond to questions or discussions. We believe that a lot of valuable information about the communication and understanding of the concept of the TWK Project can be found behind the words being said and the questions being answered. Supplementary questions have shown to be very important in the interviews and hence gradually increased during the interviews. Supplementary questions would not have been possible when using quantitative methods.

The Theewaterskloof Project consists of a collaboration of five partners and several students. To understand their different roles and perspectives on the TWK Project we have found it important to interview at least one representative from each organization. For the purpose of the thesis qualitative interview methods have been very valuable in giving a global and inclusive perspective.

In total nine semi-structured vis-à-vis interviews with various people involved in the TWK Project took place (see Appendix 1). For this we used the same approach during all interviews: before an interview meeting we prepared a number of general questions and e-mailed it to the person concerned. By the time of the interview we would have the opportunity to develop the general questions more specifically appropriate to the person interviewed. From each interview new knowledge and interesting aspects were received from the interviewee and this made the foundation on which the next interview was put together. This way of interviewing we considered a necessity for our qualitative interview methods. During the interviews one of us was asking the question and the other one was writing down the answers. The semi-structured interviews lasted between 1 ½ hour to 2 hours. Each interviewed person has had the possibility to read and comment their personal interview retrospectively to avoid misunderstandings. Two of the interviews consisted of two and three persons. We are aware of that this could have led to one of the interviewees taking command of the discussion. In the thesis the answers of these interviews will however be referred to the whole group.

We also conducted nine interviews via e-mail with persons we were unable to meet face-to-face. The e-mail interviews were structured interviews containing general questions with the possibility for the responder to develop each question. With a written interview we had to be dependent on the interviewee to understand our questions, as well as the purpose of them.

The time period for preparing and conducting the interviews was between March and May 2010. Each person who has been interviewed has been given the opportunity to express their own subjective opinion on the TWK Project and to be anonymous in the thesis. By offering anonymity we hoped to gain mutual trust during the interviews and find answers to as many of our questions as possible.
2.3 Literature

To put the study into context we have immersed ourselves in literature about important terms for the outcome and information retrieval about definitions used in the thesis. The literature consists of printed sources and Internet sources. For the clarification of the main subject of our thesis; research on normative principles, characteristics and indicators, we are mainly using three printed sources.

Ove Karlsson is the author of *Utvärdering - mer än metod* (1999). In this publication, Karlsson tries to clarify the concept of evaluation by seeking answers to questions such as: Why evaluate, what knowledge is requested, how the judgment should be done and towards what criteria, and how the evaluation will come into use. Karlsson (1999) is also clarifying the difference between evaluation, follow up and research, where the latter concept is the role we are seeing ourselves take against the TWK Project and its partners (Karlsson 1999). We will therefore mainly discuss our relation to the concept of research and our relation to the TWK Project in the role of researchers.

Also *Sustainability Indicators, measuring the immeasurable* is written by Simon Bell and Stephen Morse (2008) will be used for this thesis. Bell is a lecturer at the Open University in United Kingdom (distance learning university) (www.open.ac). He is also Director of the Bayswater Institute in London which is working with helping organizations integrate “human and social considerations with economic, structural and technical ones” in their daily work (www.bayswaterinst.org). Morse is Reader in development studies at the University of Reading in UK. The authors try to clear up the definitions of sustainability and indicators and seek answers to how it is possible to measure whether sustainability is really maintained. The authors give examples of different methods of measuring sustainability used in the different areas of sustainability, where these are most applicable and the pros and cons of the methods. (Bell and Morse 2008) Since we are trying to clear up and develop the concept of sustainability and methods for measuring this, we will present aspects of this book to give examples on valuable thoughts on sustainability and indicators.

The Western Australian Council of Social Service (WACOSS) is a non-government organization whose aim is to “improve the quality of life of people disadvantaged by the inequities of the society in Australia” (www.wacoss.org.au). One of their research reports is called the Housing and Sustainable Communities Indicators Project by Leanne Baron and Erin Gauntlett (2002). The report WACOSS tries to develop main criteria for a socially well-functioning society. The report actualizes the method for reaching the conclusions on which criteria that are most important by presenting models and charts that are developing both the main criteria - or principles - and their characteristics. (Baron and Gauntlett 2002) We are using the WACOSS report in this thesis because of their very clear method of developing principles and clarify characteristics, and because their way of doing this is similar to our own thoughts on how to develop our normative principles.
3. Theory

This chapter consists of two parts; definitions and main theory. The first part clarifies and explains the different terms used, for a continuous understanding throughout the thesis. The second part clarifies different theories that act as the base of analysis and conclusion.

3.1 Definitions

3.1.1 Project

In the article *Critical Success Factors in Effective Project implementation* (1987) by J.K Pinto and D.P Slevin the following is stated about the term “project” (Pinto and Slevin 1987: 3):

> A project is an organization of people dedicated to a specific purpose or objective. Projects generally involve large, expensive, unique, or high risk undertakings which have to be completed by a certain date, for a certain amount of money, within some expected level of performance. At a minimum, all projects need to have well defined objectives and sufficient resources to carry out all the required tasks.

Pinto and Slevin also refer to the authors, Cleland and Kerzner (A Project Management Dictionary of Terms 1998), who says that: “[A project is] A combination of human and nonhuman resources pulled together in a temporary organization to achieve a specified purpose” (Pinto and Slevin 1987: 3). From these two explanations of the term “project” Pinto and Slevin summarize project to be something that is characterized by: “A defined beginning and end (specified time to completion), a preordained goal, a specific, preordained goal or set of goals, a series of complex or interrelated activities and a limited budget” (Pinto and Slevin 1987: 3) In relation to Theewaterskloof Development Project it is important to understand the meaning of working in terms of a project. In the article *The Project Excellence Model* (2003) by E. Westerveld, it is stated that project organization differs a lot compared to a traditional, more permanent organization. Every project is in its own way unique and has an outlined finishing date whereas a traditional organization is directed towards continuity and long term growth. They differ in the way that a project is aiming at reaching a certain goal and therefore needs other models than the ones that is used for traditional organizations. (Westerveld 2003)

3.1.2 Normative principles, characteristics and indicators

When working in projects it is important to have clear goals for everyone involved. In a project organization like the one of TWK Project, where five different partners are involved, it can be assumed that the goals could be even more difficult to agree upon. To achieve the goals many other aspects of projects and project processes are important. This thesis refers to these other aspects – the internal goals for the partners’ cooperation – as normative principles. The WACOSS report states that principles are designed to capture the goals of a system. Hence, principles should be visionary statements that describe a good and vibrant system now and in the future, according to WACOSS. (WACOSS 2002) Based on this, the developed principles are perceived as assisting tools for the TWK Project organization to better achieve their goals. The normative principles are by that, the “goals to achieve the main goal”.
To be able to investigate if and how these normative principles are being acknowledged and met, some sort of evaluation or set of criteria must be set up. These measurement tools are referred to as indicator in this thesis. The indicator is a measurement tool that will show whether the normative principles have been achieved. (Bell and Morse 2008)

For all of this to be clear, it is also necessary to acknowledge the way to achieve the principles. This approach of finding success factors that guides the reader to a principle is being referred to as characteristics. Characteristics contribute to ensuring that a principle is being obliged in a system or a project – hence, achieving the main goal. In the thesis this is approached the other way around. By first acknowledging a complex area and finding aspects of this that does not work, and by saying that this is something that should be working, characteristics can be identified that will lead to the principle.

Since the characteristic should describe the principle it is also important to stress that characteristics for a specific principle are only relevant and legitimate if the normative principle could be achieved. Here is where the indicator is necessary: by measuring and investigating the approach it is possible to see if the normative principle is being achieved and thereby also if a characteristic has been found. This will be developed and clarified later on.

In the Theewaterskloof Project, some normative principles will be pointed out for how the project organization can be improved and thereby improve the project in whole. Following, some indicators will be suggested for how to acknowledge if these principles are being achieved. In the forthcoming theory chapters, the thesis will refer to theory that deals with normative principles, characteristics and indicators.

3.1.3 Municipality

The term “municipality” is in this thesis referring to the definition “the governing body of a municipality” (www.merriam-webster.com, a). In the thesis the term is therefore used when talking about the local government in Theewaterskloof, i.e. the office where the people that are the employed decision makers are working. In Theewaterskloof, the different villages have their own offices but the municipality office for Theewaterskloof in general, is placed in Grabouw. (Interview, Liebenberg) It is important to clarify the difference between the term municipality and the term community since they can be confused with each other when they in reality are representing two totally different stakeholders in the Theewaterskloof Development Project.

3.1.4 Community

The term “community” can be defined in several different ways depending on in which context it is used. In some aspects the term refers to a group of people, independent of where they are living, that for example share a common economical, social or political interest. (www.merriam-webster.com b) The term community is not necessarily referring to the political society, meaning the municipality. WACOSS defines the term by referring to a geographically distinct area but also as community being something that exists within that community. (WACOSS 2002)
The term community will be used when referring to a group of people that are living or are active within the same area. Community is by that referring to the people within Theewaterskloof and to the people within the different villages in Theewaterskloof (Grabouw, Genadendal, Botrivier etc.).

### 3.1.5 The TWK Project and the student-based projects

The thesis differentiates between the TWK Project and the student-based projects. Theewaterskloof Development Project, TWK Project or “the project” in singular are referring to the overall Theewaterskloof Development Project, meaning the organization that is driven by the five partners involved.

When “projects” in plural is used it refers to the student-based projects that are initiated or driven by the students in the communities of Theewaterskloof. These projects are mentioned as student-based projects until the handover to the municipality or community. TWK Projects, TWK student-based projects, student-based projects or “the projects” are all terms that are referring to the student-based projects. It is important to point this out since the Theewaterskloof Development Project is managed by the five partners and the project office, and the student-based projects are mostly managed by the students - although they are initiated in discussion with the partners.

### 3.1.6 Service-Learning

Service-Learning is part of the two-folded focus of the TWK Project and it is relevant to explain the meaning of it throughout the thesis for a better understanding. A general description of the concept of Service-Learning is that it combines theory with practice and can be seen as a pedagogical practice and a theoretical orientation which Dan W Butin reflects about in Service-Learning in higher Education: Critical Issues and Directions (2005). Another definition of Service-Learning is that it is a strategy of learning and teaching with the intention of integrating meaningful community service where instruction and reflection is important parts for enrichment of the experience and strengthen communities. Service-Learning is carried out by students as a service to a community, were both student and community is supposed to be encouraged by it. When the students practice and participate in their projects for community service they are seeing and meeting the needs of the community while at the same time improving their own self-esteem and sense of civic responsibility. (www.servicelearning.org)

To clarify the link to Theewaterskloof Development Project HAN University describes Service-Learning and the effects of it as follows: “through service-learning, students and staff of the partnership work to develop capacity and empower the communities to become self-reliant and transition ownership of projects to the communities and local stakeholders” (www.han.nl, a).

### 3.1.7 Rural Community Development

Rural Community Development makes up the second part of the focus of the TWK Project. Community Development can be explained as a process of strengthening a community internally and develop the community towards its full potential (www.sil.org).
The Dutch University, HAN, describes Community Development as follows: “Community Development is the process of people working together on a local level to improve the economic, social, cultural and environmental conditions in a community. This process includes the conception of ideas as well as the planning and implementation of projects to improve the living standards of people in those communities.” (www.han.nl, b) Aspects of Community Development can be referred to as capacity building, citizen participation, consensus building, problem solving, visioning and action planning. Community Development is organized and supported through partnerships of private, public and nonprofit sectors that are created to promote activities such as business development, cooperative development and housing construction.

Rural Community Development is, together with Service-Learning, one of the two main goals for the Theewaterskloof Development Project. The activities that are carried out are focused to make a difference for the social and economic development in the rural areas of Theewaterskloof. The outcome of the TWK Project is to develop small businesses for increased self-sufficient and increased support of families. (www.han.nl, a)

3.1.8 Sustainability / Sustainable Development

Sustainable Development became known to the world mostly through The UN Conference on Environment and Development (more known as the “Earth Summit”) in Rio de Janeiro, Brazil in 1992. The Earth Summit acknowledged the report of the Brundtland Commission from 1980, which is now known as the Agenda 21 (www.earthsummit2002.org).

From this, sustainable development could be explained as working with challenges that need to be dealt with to improve living conditions for everybody living on this planet. This also means improving the living conditions today as well as securing these conditions for future generations. Among these challenges were areas such as; poverty, ill health, ecological impacts and economical imbalance. (www.un.org) These different aspects and challenges are divided into three main perspectives of sustainable development: economical, ecological and social sustainability (www.eoearth.org). The definition has a direct connection to the TWK Project because the project aims to promote sustainable development. Sustainability has an indirect relation to the thesis and guide due to that the outcome of it should work in a sustainable direction.

Based on the authors’ knowledge about sustainability and sustainable development, perception is that the project mainly focuses on social sustainability, where economical and ecological aspects are not dealt with significantly. WACOSS define social sustainability as the following (WACOSS 2002):

Social sustainability occurs when the formal and informal
• processes;
• systems;
• structures; and
• relationships
actively support the capacity of current and future generations to create healthy and livable communities.
3.2 Main theories

This chapter will address the overarching theories about the topics and keywords that are of importance to the thesis.

3.2.1 Research and evaluation

This chapter will clarify which role the authors (we) as researchers believe have towards the project and this thesis. The conclusions of the purpose of the thesis, normative principles that should be indicative for the Theewaterskloof Development Project, will result in a development of a guide that can indicate how the project can proceed in the right direction and keep its focus. The evaluation and the implementation of the guide is deliberatively left out to another part within the organization, tentatively assigned to a Project Manager. Hence, the authors cannot be considered as researchers of the further development of the TWK Project. The authors of the thesis are, however, doing research on how to evaluate certain areas of the TWK Project - thus the authors can be referred to as researchers.

Karlsson (1999) differentiates between three types of evaluation that at the same time can cooperate: Evaluation, Follow-up and Research. Regarding research as a type of evaluation Karlsson says (Karlsson 1999: 19):

Evaluation and research have interfaces. Especially in cases where evaluator, in addition to rule on what is good and bad, is trying to indicate causes of problems and thus potential areas for action.

Further described is the difference and similarity between evaluation and research (Karlsson 1999: 20):

One difference is that research is not as tied to the scope of its investigation and evaluation. (…) The evaluator is therefore driven by its mission while the researcher (ideally) is controlled by what he / she considers as valuable to the issue of the research. (…) A similarity is that both types use the same methods for data collection and analysis.

Below is a table of comparison of evaluation and related activities (Karlsson 1999):

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Follow up</th>
<th>Development work</th>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who controls what should be evaluated?</td>
<td>Political and administrative decisions</td>
<td>Administrative decisions about embedded controls in the system</td>
<td>Changing needs identified by management and/or staff</td>
</tr>
<tr>
<td>2. What knowledge of interest and goal?</td>
<td>Ethical knowledge for assessment of qualifications, profits, development, learning</td>
<td>Instrumental knowledge and descriptions to control and be able to correct errors</td>
<td>Knowledge to help transform and achieve improvement</td>
</tr>
<tr>
<td>3. When is the problem/assignment updated?</td>
<td>Temporary, when deeper review of a question is needed</td>
<td>Continuous</td>
<td>Both continuous improvement and temporary as particular objects</td>
</tr>
<tr>
<td>4. How long is the research running?</td>
<td>Decided by the constituent</td>
<td>No time limit</td>
<td>Difference local/central development work. Decided by management, and staff</td>
</tr>
<tr>
<td>5. Which methods are being used?</td>
<td>Accepted methods and techniques</td>
<td>Embedded systems/routines in the operation</td>
<td>Trials and trying of new ideas. Participation by concerned</td>
</tr>
</tbody>
</table>
The role as researchers

Based on Karlsson’s theory about research, the authors shall prove claim on the role as researchers towards the project. To start with and in accordance to the chart above, the authors of the thesis were the initiators to this thesis and investigation. Knowledge which helps to understand, explain and transform, was of interest for the outcome of the thesis. The time frame for the thesis and investigation was entirely our decision. For the investigation accepted research methods and techniques are being used. According to the chart above, these statements makes the authors researchers. Parts of the approach are linked to the field of development work. However, the fields within research are found to be more predominant.

3.2.2 Normative principles, characteristics and indicators

Unlike what was declared in the part on concepts and definitions this chapter will explain in more detail the process for how to generate normative principles, characteristics and indicators according to introduced theories. For a better understanding and more general approach two different sources will be used, previously presented, to define the process on identifying principles, characteristics and indicators. The thesis will take into account that the results will have to be sustainable; therefore, the indicators will be examined as sustainable indicators. The first two sections will be dedicated to the problematic issues that arise when dealing with an organization that is supported by financial help from outside. The importance of sustainable projects will also be highlighted in which principles and indicators must seek the same direction. The main theories will be based on the WACOSS report (2002) and Bell and Morse’s Imagine Approach (2008). The two theories will be discussed further on in this chapter.

3.2.3 Alternative theories

There are other theories for identifying principles and indicators as well as measuring sustainability. Four of them will be mentioned shortly to raise awareness of other theories than the ones used for the context of this thesis; Maximum Sustainable Yield, AMOEBA, Cost-benefit analysis and Multi-Criteria analysis.

Maximum Sustainable Yield

Bell and Morse (2008) describes two tools for measuring and visualizing sustainability for determining if it is being achieved; Maximum Sustainable Yield (MSY) and the AMOEBA approach. Both concepts have originated from an ecological benchmark but could in some aspects be used on other areas of sustainable development. The MSY is referring to a smaller “individual” research area than the AMOEBA approach. There are some downsides with this tool, for example the authors highlights questions such as - if instead of measuring the MSY in relation to a time frame, what will the outcome be if it is measured in relation to previous generations. (Bell and Morse 2008)

AMOEBA

The AMOEBA approach is visualizing a circle to which certain collected species or individuals have a reference condition. The authors explain the outcome of the model as follows: “For each AMOEBA the sum of the gaps between the reference point and each of the arms is calculated.
The assumption is that the smaller this value, the closer the system is to sustainability.” (Bell and Morse 2008: 64). Criticism of the AMOEBA approach are, amongst others, that the tool is entirely based on numbers and does not give any idea on what is causing the changes in the outcome of it from one year to another. (Bell and Morse 2008)

**Cost-benefit analysis and Multi-criteria analysis**
Bell and Morse (2008) choose to separate the tools for measurement into projects in two main groups: Cost-benefit analysis (CBA) and Multi-criteria analysis (MCA). While the CBA method investigates and compares the costs and benefits to each other in financial terms, the MCA method could partly contain the CBA method but is also referring to both quantitative and qualitative methods. Both methods have their downsides; the CBA method can only see the economic benefits of a project, and the MCA method, although a far more flexible approach is negative in the aspect that it includes a lot of criteria. As a result of this, the question arises of who decides which criteria are most important for the final result. (Bell and Morse 2008)

### 3.2.4 Social sustainability

Further discussions of sustainability in relation to the context of Theewaterskloof community, a community with poor socioeconomic standard, will make use of the WACOSS report to expand the authors knowledge in the concept “sustainable communities”. The report Housing and Sustainable Communities Indicators Project (Stage one report – model of social sustainability) by Leanne Baron and Erin Gauntlett (2002) regards the issues on low income households and how to understand what the concept “sustainable communities” really means in Western Australia. The report presents a model for social sustainability that will answer two main questions that need to be answered: What are the characteristics of socially sustainable communities in Western Australia? What are the housing related indicators of socially sustainable communities in Western Australia?

**WACOSS model**

With the definition of community and social sustainability earlier mentioned by WACOSS the same organization presents a model on how a process of finding principles and characteristics for socially sustainable communities could look like (WACOSS 2002):

1. Socio-economic is referring to a formation of people from a social aspect, for example regarding labor markets or income and poverty (www.iser.essex.ac.uk)
The principles for social sustainability that WACOSS defines are chosen in relation to the term sustainable communities. The model for principles of social sustainability can be seen below (WACOSS 2002):

![Diagram of Social Sustainability with branches for Equity, Diversity, Quality of life, Interconnectedness, and Democracy & Governance]

The WACOSS example of a model for finding characteristics for socially sustainable communities then proceeds by presenting the general principles and the meaning of them together with characteristics for each principle. Characteristics are a development of the principle, describing in more detail the meaning of it. This means that the characteristics for the principle “Equity” look like this (WACOSS 2002):

<table>
<thead>
<tr>
<th>PRINCIPLES</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
</table>
| 1. Equity – the community provides equitable opportunities and outcomes for all its members particularly the poorest and most vulnerable members of the community. | • There is equal opportunity for all members.  
• There is equity for Indigenous people.  
• There is equity in relation to human rights.  
• There is equity in relation to disadvantaged members. |

Some concepts, for example employment and housing, have an important role for people in or in relation to the community which means that they may appear in characteristics for several different principles. WACOSS states that these recurrent characteristics should be seen as fundamental for the area being studied. (WACOSS 2002)

**Unequal conditions**

When talking about sustainability in institutions (referring to for example a government agency, aid agency or a non-governmental institution) instead of in communities, Bell and Morse (2008) points out two aspects that make the conditions a bit easier: the timescale is more defined and the spatial aspect is more limited in an institution. (Bell and Morse 2008) In a context where an institution (like the one mentioned in the text: the Organization for Co-operation and Development, OECD) supports a foreign country, sustainability could be described as follows (Bell and Morse 2008: 85):

The OECD (1989), focusing on development aid, considers development sustainable when the recipient country is willing and able to provide sufficient means and resources (financial, managerial, ecological and so on) for an aid activity after the donor has withdrawn his assistance.
The statement above makes it clear that much pressure is put on the recipient country and none on the financing institution. The authors mean that if sustainability should be achieved the institution must also be sustainable in its approach. Bell and Morse also say that it is within this area that discussions arise when it comes to sustainability and institutions: “the power differentials between donors and recipients” (Bell and Morse 2008: 86). The authors also put it as follows: “A reliance on constant injections of resource from donors could generate instability” (Bell and Morse 2008: 86). In recent years there has been a move on the global arena towards the view that the financiers should remove their constant economical input to instead try and achieve a long-lasting sustainable development and self-sufficiency. By taking these aspects into account it could also be said that finding indicators for institutional sustainability is not that hard. The question is, according to the authors, that if the indicators signify that changes need to be done that are not benefiting the institution or company it could be that the “correct” sustainability is not being achieved. (Bell and Morse 2008)

**Sustainability and projects**

Bell and Morse (2008) also highlight the aspect of sustainability in projects. A project is described as an object that is linked to an institution and has a clear time line, although it sometimes means that the financial support is the initial step. The project should be able to carry on for a long time after the financial support stops. The authors also discuss the financial question as follows (Bell and Morse 2008: 92):

Money is provided for finite periods of time and to achieve definable goals that can be monitored. This is nothing new, and in order to check whether the goals have been attained, the art and science or project evaluation and appraisal have been developed.

As described before, to understand and deal with sustainability in projects time and space need to be defined as well as which goals could be considered to compete with sustainability. What also needs to be considered is the relation between the founders/makers of the project and the ones that have contributed with the resources. As stated earlier, one goal for achieving sustainability could be to attain self-sufficiency. The question is how can these aspects be measured?

### 3.2.5 Sustainable Indicators – SIs

Bell and Morse (2008) describes an approach on how to generate indicators for measuring sustainability. A contemplation is held about these sustainable indicators, , that: it is equally important to measure as to understand what needs to be measured and how this could be used in the wider context of the system being measured. This includes choosing how many indicators to use for the information to become relevant. (Bell and Morse 2008)

Amongst other authors Bell and Morse refer to Harger and Meyer (1996) who describe a process for choosing SIs being dependent on the following characteristics: Simplicity, Scope (the SIs should cover the diversity of economical, social and environmental aspects, and overlap as little as possible), Quantification (the SIs should be measurable), Assessment (the SIs should allow trends with time to be determined), Sensitivity (the SIs should be sensitive to change) and Timeliness (the SIs should allow timely identification of trends).
The six characteristics can be perceived as guidelines for identifying relevant SIs. The further discussion leads to the presentation of the “Imaginary Approach”, an approach to measure and achieve sustainability.

### 3.2.6 The Imaginary Approach

The approach is described in five steps:

**Step 1: Identify the stakeholders and the system that is to be investigated.** The system gets identified by the stakeholders participating. Therefore it is important to let the right stakeholders participate in this process.

**Step 2: Identify the relevant SIs for the system.** The SIs should be discussed and developed between the stakeholders. This could be a challenge when it comes to the relevance of the SIs. The SIs have to be in the interest of the stakeholders but also have to be of high relevance for the system or project that is to be investigated.

**Step 3: Identify what the authors call the “band of equilibrium”, meaning the reference condition.** This means finding a way to approach the sustainability through the SIs in a model that can be applicable even on other similar projects and also that stakeholders without any deeper experience in sustainability aspects can apply and use them.

**Step 4: Develop the AMOEBA model, in a way that better suits the Imagine Approach for sustainability.** This means, according to the authors, to make it more of a holistic system that presents the system’s or project’s state from a sustainable point of view.

**Step 5: Develop the AMOEBA model over time, making it an AMOEBIC analysis.** This is to see how the project develops in reference to the sustainability factors.

Bell and Morse (2008) state that the Imagine Approach is just one way to investigate sustainability and the AMOEBA model is only one example of how SIs can be presented. However, the authors point out that regardless of which model or approach one may use, a sustainable system analysis such as the Imagine Approach should be done with involved and engaged stakeholders in all projects aiming for sustainability. (Bell and Morse 2008: 151)
3.2.7 Summary

Principles could be fairly subjective, but at the same time need to be in close relation to the project or organization that is being evaluated in terms of what is important and has to be prioritized. Based on personal knowledge, gained through the field study, the chosen principles will later on be argued on – the sustainable principles – that were identified. In the analysis the model from WACOSS will be exercised as a reference on finding characteristics for a socially sustainable organization based on the specific principles. The WACOSS report gives an overall picture that is helpful when dealing with principles and characteristics. To illustrate the chain - from the collected material based on the field study to the later developed model in regard to normative principles – it is important to illustrate the following process:

Complex area  ➔  Theme  ➔  Normative Principle

The illustration shows the process of turning a complex area into a normative principle in this thesis. A complex area is identified during the field study. The complex area is showing that there is great potential for improvement and is therefore made into a theme in the parts of empiricism and analysis. The analysis treats the theme in accordance with the model from WACOSS on how to find a normative principle.

Bell and Morse (2008) present sustainable indicators (SIs) as a tool for measuring. The SIs are chosen in relevance to the specific principles. As presented earlier, in accordance to Harger and Meyer (1996) the process for finding indicators should be based on six characteristics. The thesis aims at making the choice of indicators based on simple and quantitative characteristics. Bell and Morse’s Imaginary Approach is to be perceived as a more practical approach to the whole process: from identifying the system by the participation of the right stakeholders, to finding sustainable indicators, to conducting the AMOEB models with the Imaginary Approach from a sustainable point of view and finally making an analysis to be able to measure how a project develops.

With guidance of the above stated theory on Imaginary Approach the thesis will evolve to conduct its own model. The approach presented by Bell and Morse (2008) is applicable for this purpose on the development of a guide based on our model. Hence, seven steps are developed, suitable for the TWK Project and this thesis.

Step 1: Collect information through interviews and observations
Step 2: The choice of themes and the process of remaking them into principles
Step 3: Develop normative principles and underlying principles
Step 4: Find tools to measure the normative principles - indicators
Step 5: Clarify the outcome of the collected material - guide
Step 6: Stakeholders will inspect the material
Step 7: Stakeholders will practice the guide
4. Theewaterskloof Development Project

To give the object of our study – Theewaterskloof Development Project a wider description the following chapter gives an account for the background of the project as well as for the organization and current state and aim. The chapter also describes the TWK Integrated Development Plan; a document of great importance for the project. Finally it gives examples of some of the student based projects within the TWK Project. With this chapter the aim is to give the reader a deeper knowledge and understanding in the basic areas of what the Theewaterskloof Development Project is.

4.1 Background and the initialization of the Theewaterskloof Development Project

Theewaterskloof is a municipality situated east of Cape Town. Theewaterskloof consists of several villages, with Caledon being the capital (Information Booklet 2008/2009). Grabouw is however the largest town, with approximately 21 500 inhabitants, compared to Caledon’s 11 000 (www.twk.org.za, a). Theewaterskloof Development Project is, in a simplified form, consisting of several social projects based on initiative from the municipality of TWK and students in field. In a later stage the projects are run by the students, and sometimes in collaboration with community members. (Information Booklet 2008/2009)

The Theewaterskloof Development Project began as a collaboration between the University of Western Cape and the Theewaterskloof municipality in 2004. The project was a request from the municipality of Theewaterskloof, who asked UWC to put some of their students in the area to practice service-learning. (Information Booklet 2008/2009) The universities sent their students to the different villages in the Theewaterskloof municipality to initiate student-based projects or to take over already initiated student-based projects (Interview, Oliver, a). The collaboration has however grown wider than this and today the project includes not only Theewaterskloof and students but also Hogeschool of Arnhem and Nijmegen in Holland (HAN), Cape Peninsula University of Technology in Cape Town (CPUT) and the Elgin Learning Foundation (ELF) in Theewaterskloof (Information Booklet 2008/2009). Today the student-based projects in Theewaterskloof are mainly run by the Dutch students from HAN (McOmbring-Hodge, a). There are two main focuses for the collaboration: Service-Learning of senior students and Sustainable Rural Community Development. The villages involved today are Grabouw, Genadendal and Caledon. The student-based projects should be developed parallel to the communities’ needs and thus be owned by the Theewaterskloof municipality. After having matured in the hands of the students the full ownership and management of the student-based project in question is supposed to be handed over to the Theewaterskloof municipality. (Information Booklet 2008/2009)

In the TWK Project sustainability is mentioned as an important factor and goal. Sustainability means in this context, amongst others, entrepreneurial opportunities, job possibilities, knowledge exchange and improved living conditions. Service-Learning and Rural Community Development are key terms for the project and its vision.
The perspective described by HAN is that the TWK Project “eventually leads to self-reliance, empowerment and sustainability” (Brochure, Theewaterskloof – An International Community Development Project). The focus is two-folded which means that both students and community members should benefit from the project: students practice their education in service-learning and community members gain knowledge and entrepreneurial opportunities from the student-based projects (Information Booklet 2008/2009).

### 4.2 Organizational structure, roles and responsibilities

The organization within the Theewaterskloof Development Project is structured upon the involvement of five independent partners; Theewaterskloof municipality, HAN, CPUT, ELF and UWC. The different partners contribute to the project in different ways, since they all have different potentials for releasing resources to the project. It is stated that the partners should all contribute with an equal amount of money to the project. (Interview, McOmbring-Hodges, a) However, according to some sources, the financial contribution is not fulfilled by all partners. HAN is also contributing by letting their students run social projects in field. CPUT on the other hand contributes by managing the project of finance to see to that practical arrangements such as accommodation and transport are taken care of for the students. Theewaterskloof municipality is contributing by providing resources in form of office space and housing and ensuring the relevance of the projects through the Integrated Development Plan – IDP.

The project office located at CPUT consists of a Field Coordinator, Abraham Oliver, and a Project Officer, Faeza Davis. Employed within the project office are also two Site Coordinators that are working and living in Theewaterskloof; Paddy Damon, responsible for the students in Grabouw, and Lizelle Duminy, responsible for the students in Genadendal. The Field Coordinator is responsible for the general interaction within the TWK Project and for the progress of the projects. The Project Officer does the overall administration of the TWK Project, which means that together with the Site Coordinators ensure that “appropriate living conditions” are set for the students’ whole stay. Davis is also the one that keeps record of expenses and the budget. The Site Coordinators job includes to be available for the students when they have urgent problems or questions regarding, for example their accommodation or relations to people in the community that are involved in the project (Interviews with the mentioned employees February-March 2010). Field Coordinator, Project Officer and Site Coordinators are all employed through HAN together with Karin Benjamin. Benjamin is working in field in TWK to see that the HAN students’ interests and well-being is taken care of in the right way. Benjamin is considered to have direct contact with HAN instead of to the project office. (Interview, McOmbring-Hodge, b)

The TWK Project consists of a larger organization than just the project office. The organization also includes a board and an executive committee. The board meets once a year and is the organ taking final decisions in questions regarding the TWK Project. The executive committee meets on a more regular basis, whenever issues needs to be discussed, and serves on a more operational and planning level than the board. Both groups have representatives from all five partners. (Interview, McOmbring-Hodge, a)
Each student has a practical supervisor in South Africa and an academic supervisor in Holland. The supervisor in field should support the students with practical arrangements in close association to the students’ profession. They can also help out with questions concerning difficult issues that students face. The academic supervisors at HAN should assist the students with the process and the outcome of their field work and study. (Interview, Sports for All students)

4.3 Aim and expectations

In the booklet of the TWK Project the focus of the project is stated to be two-folded: Service-Learning and Sustainable Rural Community Development. Service-Learning is explained to be an equal exchange of both service and learning. For example when social students come to the area and set up social projects they can, by their experiences as university students, provide help and education to the community members. At the same time, the students are getting practical knowledge about the education that they are studying back home (Information Booklet 2008/2009). HAN University has stated the following about how they perceive the purpose of placing students in the Theewaterskloof Development Project (Brochure, Theewaterskloof – An International Community Development Project):

At the end of the project in 2010 the partners in the project will have realized a wide range of activities and programs focused on social and economic development and designed to foster empowerment, self-reliance and sustainability.

Sustainable Rural Community Development is explained to see that the establishment and ownership of the social projects is done in relation to, for instance, community members and organizations.

The term “human capital development” is also mentioned, meaning that there should be favorable conditions for the projects to be able to run without the students in field. (Information Booklet 2008/2009)

4.4 The present form of the Theewaterskloof Development Project

As this thesis was being composed the organization of the TWK Project was undergoing changes in terms of the structure. Today the project runs without a Project Manager both in field and in the project office which has been the case for quite a while. As indicated by the authors, the reason for not replacing this role is the ongoing discussions on making the TWK Project a more streamlined organization. Merle McOmbring-Hodges, Director at the Office for International Affairs at CPUT is the one who initiated the contact with the HAN University for the TWK Project. McOmbring-Hodges explains that this new streamlined organization could for example mean that there will be a project office in TWK instead of at CPUT, with someone employed that lives in the area, and with less people involved in general in the organization (Interview, McOmbring-Hodge, a). If the new project organization would be implemented this would probably happen in the fall of 2010 (Interview, McOmbring-Hodge, b).
4.5 Theewaterskloof Integrated Development Plan

The Theewaterskloof Integrated Development Plan (IDP) is an important document that ensures that the work within the municipality of Theewaterskloof is done according to what is agreed upon. In relation to the Theewaterskloof Development Project a primary objective is to synchronize the social projects with the IDP for greater community value. The Theewaterskloof Municipality IDP/Budget Review 2010/2011 describes The Integrated Development Plan as following (www.twk.org.za, b):

The Integrated Development Plan (IDP) is a product of the Integrated Development Planning Process. The IDP is a strategic planning instrument which guides and informs all planning, budgeting, management and decision making in the Municipality. Integrated Development Planning is a very interactive and participatory process which requires the involvement of a number of stakeholders. The IDP process provides forums where underlying issues within the Municipality are identified, and discussed in such detail that it allows for realistic costing.

In the IDP/Budget Review the following is stated about the process plan and the IDP (www.twk.org.za, b):

The Process Plan fulfills the role of a business plan or an operational framework for the IDP process. The process plan outlines the manner in which the IDP process will be undertaken to such extent that it indicates what has to happen when, the responsible person, where it will happen and who the stakeholders will be, and will also include a budget.

The IDP also focuses on the community members, and the document states that to increase the strategic planning capacity the Theewaterskloof Municipality uses a Ward Committee structure. This is helpful for spreading information and encouraging participation from the residents. Within the Theewaterskloof Municipal area there are twelve Wards located in the different villages. In some towns, like Grabouw, there are several wards. The Ward Committee structure is a link between the Municipality and the residents and assists in organizing public discussion and participation. The structure also monitors the implementation of the IDP in relation to a specific arrangement. (www.twk.org.za, b)

In the Theewaterskloof Development Information Booklet one of the primary objectives in the TWK Project is to “Add value through the service-learning to the existing rural community development initiatives and the Integrated Development Plan in the towns of the Theewaterskloof municipality” (Information Booklet 2008/2009).
4.6 Examples of student-based projects in Theewaterskloof

Students involved in the Theewaterskloof are mainly social workers and sports students. The social workers are for example working in schools to assist teachers in their daily work, or physiotherapists trying to communicate with the children in the schools, that often come from problematic families. The Sports for All students are both looking into sports during the schooldays and are also implementing “after school activities” which amongst others involves soccer training with the purpose to keep the children from the streets after the school day ends. (Field study observations, Genadendal 2010-03-09 and Grabouw 2010-03-10)

There are also students that are involved in projects which are implemented by the community members. Amongst these is the Bure help Bure project: a neighbor “watch” project that cares for the neighborhood in one of the villages and tries to make it a safer place to be. The Mind over Matter project is also one of these projects and the purpose is to look after mentally disabled people in the TWK community to see for their well-being by getting them activated and be a part of the community by for example doing work that suits their abilities. (Field study observations, Genadendal 2010-03-09 and Grabouw 2010-03-10)
5. Empiricism – outcomes from the field study

This chapter is based upon the material gained from the interviews and observations. Firstly, complex areas were observed in relation to the TWK Project. Secondly questions were developed around these areas to gain greater knowledge of whether the chosen areas were important for the project to function properly. From that, the themes of the thesis were found. Thus, the themes were sorted out and made into principles for the TWK Project. The prioritized themes found during the field study were recurring complex areas expressed from independent sources within the project and based the conclusions from observations in field and during interviews.

This chapter contains and presents the themes that were found interesting in relation to the interviews where these themes were brought to attention. A further discussion will be held in the analysis chapter.

5.1 Communication, cohesion and will to co-operate

One question asked all interviewees involved in the TWK Project concerned how they experienced and perceived the communication and cohesion within the project organization. Several of the interviewed have stated that the communication was deficient. To exemplify this, below are some of the answers in reference to the lack of communication.

Faeza Davis, administrator at the TWK Project office at CPUT, said that there are many problems with the communication and the collaboration between the partners are dependent on improved communication and interaction. Davis also said that she thinks the fact that the project office has moved around has had a huge impact on the communication, making it complex and inefficient (E-mail Interview, Davis).

Stan Wallace, Municipal Manager of Theewaterskloof community, also pointed out the inequality between the five partners. Wallace said that the largest contribution is coming from HAN and that an “institutional model” should be designed to support this relationship. Wallace does not evolve his ideas on this model any deeper. At the same time Wallace pointed out that all of the partners should be involved and cooperate in some way. Regarding if there are any repeated questions or problems in his work with the TWK Project he responded as follows (E-mail Interview, Wallace):

[...] We were not optimizing the potential of the project and that too many talk shops with little outcome were taking place and that we were wasting each other’s time by trying to creating structures that required the attendance of all parties where in fact a particular topic required the participation of two or three of the parties only – I believe that we have with the reviewed institutional model now addressed the issue.

The communication and information to the students coming to Theewaterskloof is also something that needs to be improved. Wallace also stated that the students need to be informed on what their projects should generate and what can be expected from the projects. There also needs to be more accurately evaluation done on the students’ performance. (E-mail Interview, Wallace)
Anton Liebenberg, Town Manager in Grabouw, said in his interview that communication and collaboration is lacking, for example; people do not attend meetings when they should. Liebenberg acknowledged that Theewaterskloof municipality as a partner in the TWK Project could do more for the project but considers this to partly depend on governmental and financial issues (Interview, Liebenberg). Stan Wallace said that he does not think that the community members are sufficiently informed but with progress reports this aspect will be improved in the future (E-mail Interview, Wallace).

Lizelle Duminy is Site Coordinator for the students in Genadendal. Duminy stated in the interview that there is a lack of involvement from the community members’ side. The municipality hands out newsletters to community members but as long as these people are more focused on just getting shelter and food for the day, they do not really care about the projects. Duminy says that the community members need to gain greater knowledge and understanding of why the students are in Theewaterskloof and what they want to do while in field. (Interview, Duminy)

Merle McOmbring-Hodges said that one thing which needs to be clarified is each person’s role in the project. She said that there is a lack of clear role descriptions and that the roles and communication between the representatives at CPUT and HAN is very complex. As an example McOmbring-Hodges said that it is very hard to get hold of people and talk to the right person directly at HAN; you must for example first go through the academic employed at HAN when you want to get in touch with a student. Hence, McOmbring-Hodges pointed out that the organization is at the moment discussing the possibility to make the organization more streamlined, something that she thinks will be better for the project. From the interview it was also clear that she thought the management in the project should make up specific roles and role descriptions to prevent people from doing each others’ jobs. McOmbring-Hodges said that job descriptions along with documentation have to be written down and the job descriptions have to be communicated to everyone involved in the project. At the moment there is too much uncertainty in terms of what people are actually doing (McOmbring-Hodges, a).

Abraham Oliver, Field Coordinator at the project office at CPUT pinpointed communication as one of the key issues that needs to be dealt with. The project office needs to receive important information in time to be able to solve it. All partners do not always seem to cooperate in a good way. Abraham Oliver gave an example: There was a presentation on sustainable development at the Elgin Learning Foundation on the 25th of March 2010 in connection to the HAN delegation’s visit in Theewaterskloof. All the students were invited along with Karin Benjamin, the Site Coordinators and the HAN delegation. However, according to Abraham Oliver no one from the project office in Cape Town was informed about this presentation. This is one example in which communication was deficient. Oliver also said (Oliver, b):

There must be more openness and transparency to make it a better communication in the organization. You need to be clear which information that should be shared and not. If someone comes up with new ideas, it has to be shared with other partners.
5.2 Project office, administration, organization and project management

During the field study it was found important to understand how the project office and the project organization was structured and organized and what the different people involved in the project office were doing in the TWK Project. The people involved in the organization and the project office can be seen in appendix 2 and 3. Essentially, the project organization is referring to the five partners who are taking the decisions regarding the TWK Project and the project office is the office at CPUT in Cape Town which is playing the administrative role in the TWK Project.

Until recently, the project office consisted of Jaqui Scheepers, Project Manager, Abraham Oliver, Field Coordinator and Faeza Davis, Project Administrator. The organization also included the two Site Coordinators; Paddy Damon and Lizelle Duminy who both work in field in the locations of the student based projects. At the moment the Project Manager role is missing, since Jaqui Scheepers has moved to other duties within CPUT2. There are mixed opinions concerning the need for a new Project Manager. Regarding the question of whether there is a need for everyone involved in the TWK Project, Merle McOmbring-Hodges pointed out that the Project Manager’s work is still being done although the role is missing. Today the Field Coordinator and the HAN-representative are doing the work that is assigned to the Project Manager. She also suggests that a clearer description of the roles in the TWK Project could contribute to utilizing the people better. (McOmbring-Hodges, a) Faeza Davis on the other hand is of the opinion that the TWK Project definitely needs a Project Manager, but reasons of why a Project Manager is needed are not evolved in her statement (E-mail Interview, Davis). Ben Bartels is the Director of International Relations at the Faculty of Engineering at HAN University and the HAN-coordinator in the TWK Project. Bartels is of the same opinion as Davis and said in the interview that since the role of the project coordinator3 is missing “there is actually nobody who is doing the real organization, controlling, monitoring, communication etc. [...] I have to convince that this is a real frustration from our side” (E-mail Interview, Bartels).

McOmbring-Hodges stated in one interview that she thinks there should be one body managing the operation, not like the current organization with a board and an executive committee. She also thought that the organization needs to be more stream-lined, something that will happen if the Project Office moves to Theewaterskloof and is run in field. (McOmbring-Hodges, a) Anton Liebenberg is of the opinion that if the TWK Project should be able to operate correct there needs to be someone employed that should be situated in Theewaterskloof (Interview, Liebenberg). Ben Bartels said that he puts a lot of hope to the municipality to take more action in the project if/when they move the project office to Theewaterskloof (E-mail Interview, Bartels).

Ben Bartels mentioned the cooperation between the stakeholders to be deficient. Many people seem to see the project as run and managed by HAN which makes the workload uneven. Bartels meant that there have been repeated situations where assignments have been handed out between the partners but when they meet again nothing has actually been done. This is supported by the statement below (E-mail Interview, Bartels):

2 Jaqui is now, involved in the Service-Learning area of CPUT. Since this is also a focus within the TWK Project, she is in this way still partly involved in the project but not as a Project Manager.
3 From the interview from Ben Bartels, the project coordinator seems to be the same role as the Project Manager.
We had always to convince them (the other partners. Ed. note) that we are a partnership with possibilities and opportunities for all of us. [...] We have to be keen on the fact that all of us can offer contribution to the sustainable development in TWK.

The current structure of the organization and the people involved does not, as mentioned before, seem to be communicated and clarified to all parties. Students in the Care and Prepare project in Botrivier said that they are not fully clear about who does what in the Theewaterskloof Development Project and there has never been a presentation to introduce and explain the different roles of those involved to the students. On the other hand, these students do not think of this as a problem: when there is an issue that needs to be addressed they know who to contact. The students did point out however, that regarding the academic supervisors in Holland and the supervisors in Cape Town the communication is deficient. This is something that needs to be sorted out since the project would not work without both supervisors cooperating, according to the students. (Interview, Care and Prepare students)

In an interview with Sports for All students in Genadendal responsibilities and cooperation in the project and the student-based projects were discussed. For example one of the students pointed out that they had not been very involved with the municipality when working with the projects. According to these students the municipality wants a lot to happen “but they think that the students should do it and we want them to do it” (Interview, Sports for All students). These students also acknowledged the complexity in students never meeting in field in Theewaterskloof when it is time for the handover of the projects. If the students meet in field and have an overlapping period of time together this could improve the coordination of the projects (Interview, Sports for All students).

There seems to be some overall ambiguity and confusion regarding the roles of those involved in the Theewaterskloof Development Project. When doing the field study and the interviews it was found that Abraham Oliver’s role as a Field Coordinator and Karin Benjamin’s role as a HAN representative do not seem to be clearly defined to everybody.

When asking Oliver about his job description towards the students he said that it is to see to that their work is linked to their curriculum and to make sure the projects are working in a sustainable way. But Oliver also pointed out that his job description at the moment is a bit confusing because he has also taken over some of the Project Manager work since this role is missing. He admitted that there are some difficulties separating his and Benjamin’s roles, sometimes they seem to overlap. Karin Benjamin is working externally from the project office and, as a HAN representative, is supposed to look to the students’ well-being in field. Although, Oliver said that it is clear to him what they are supposed to do and how their roles separate but he does not think it is clear to the students. This might not be a problem for them (the students) but Oliver thought it is a problem to the project office. At the same time Oliver did not seem to be bothered about the overlapping roles saying that “If someone else is doing your job in a very good way, why would not this person be able to continue with this? And then I get more freedom to focus on other things”. (Interview, Oliver, b)

Oliver is also questioning the roles of the Site Coordinators in relation to the students. Too often it seems like the students want the Site Coordinators to help with practical stuff in their accommodations or in the areas that are beyond the Site Coordinators job descriptions (Interview, Oliver, b).
5.3 Developing and enjoyable work assignments, the importance of every person involved, clearer vision on what every person is contributing with

To make an organization effective one key factor that the authors, as researchers in development work, consider to be important is for everyone involved to be motivated and satisfied with their daily work. At the same time all partners and involved stakeholders need to know each other’s roles to be able to make use of the right knowledge and skills when solving problems or taking the project forward. Because of the complex structure of the Theewaterskloof Development Project and its organization an important aspect to clear out was the different roles of the involved stakeholders and what every partner is contributing with. In relation to this it was also important to understand the different roles of those involved in the project; what they saw as their roles and what they could contribute with.

As a couple of the interviewees have stressed, there is a problematic situation regarding the roles since the Project Manager disappeared from the project. Some of the interviewees have not explained why this role was so important but others have mentioned that the overall management and control is missing.

Another thing is the confusion regarding the different roles in the project office and in relation to external roles. As Abraham Oliver said there are times when his and Karin Benjamin’s work is overlapping. This does not seem to be a problem for Oliver but it is important to raise the aspect since this in some way acknowledges deficient role descriptions which in turn could be problematic for others involved in the project. (Interview, Oliver, b)

One important aspect that has been brought up during the interviews is the Site Coordinators’ roles and their involvement in the project. Abraham Oliver mentioned this during an interview, saying that he did not think that the students always knew when to contact the Site Coordinators. Lizelle Duminy and Paddy Damon are supposed to be the practical arrangers for the students when in field, since they are living in Theewaterskloof. But they are not supposed to be available day and night on all premises. For the next group of students Oliver thinks that this is something that needs to be clarified. (Interview, Oliver, b)

Regarding the Site Coordinators’ present work descriptions Abraham Oliver says that they could do much more for the project. He thinks that the Site Coordinators are doing an excellent job and they should be involved to a higher level. Oliver also believes this was actually agreed upon in one of the meetings that the partners had (Interview, Oliver, b). The Site Coordinators involvement in the project is also something that is being discussed during an interview with Merle McOmbring-Hodges. McOmbring-Hodges does not think that people involved are being utilized enough and refers to the Site Coordinators. According to her they should be used much more; they have the capacity and knowledge for it, but as for now, she says that they are just being utilized when students need transportation. (Interview, McOmbring-Hodges. b)

In an interview with the Sports for All students in Genadendal, the students said that those involved in the project know what the project is about.
But the project involves a lot of children participating and the students are questioning whether the parents of these children really know what the Sports for All project is about. If these parents and other stakeholders in the community gained better knowledge about the project perhaps there could be more people involved in the project. Overall there is also a problematic in the ambiguity of what the responsibilities for the students are. According to the Sports for All students in Genadendal, there are stakeholders that try to make the students do more than they are expected to. (Interview, Sports for All students) A student, who is running the After-School Project in Grabouw, says that there is also a problem in that the students do not seem to look for possibilities to make the projects sustainable. The students need to find someone that can proceed with the projects after the students leave Theewaterskloof. This student says that sustainability is to make the community members involved in the projects but the management of the project should lie in the hands of the municipality. (Interview, After School Project student)

Students from the Care and Prepare project say that the involvement of the community is a key factor for the student-based projects to be sustainable. A key factor for the Care and Prepare project is also to have a good relationship with the teachers at the school in Theewaterskloof where the Dutch students are working. This involves introducing the students to the staff of the school and introduce them to what the students are doing and why, and that the students are interested in the teachers and their work as well. (Interview, Care and Prepare students) The Sports for All students in Genadendal also say that the involvement of the community members is important but that it is very difficult to make it work. In general, when community members are involved in the projects they do it on a volunteering basis although having personal and urgent issues to deal with such as salaried jobs and food. (Interview, Sports for All students)

5.4 Clear vision and aim, clarify the purpose of the whole project and clarify the approach to reach the aims

During the interviews it was perceived that people in general did not have a clear understanding of the common vision and goal of the TWK Project. Since a common goal, according to the authors of the thesis, is a key component for a project to work properly it was found interesting to highlight these aspects some more.

Several groups of the interviewed students were asked to explain what sustainable development is, since this is mentioned as a basis component for the projects (Information Booklet 2008/2009). The Care and Prepare students in Botrivier says that there has been some introduction to the terms sustainable development for the students during their introduction week in Theewaterskloof but according to them the students in general do not have a clear perception of the term. These two students say that a presentation on sustainable development in an earlier stage of their stay would be good. But they also say that it should not be the first subject presented when arriving to Theewaterskloof. It would be better if the students learned about the term in a time where they will be able to connect it to their own projects. The Care and Prepare students in Botrivier gave their own perception on the term sustainable development as follows (Interview, Care and Prepare students):

It is about working towards a goal, a sustainable something. For that skills and knowledge is required. In the specific project it is also necessary to have social relationships in terms of the community.
As a student, one student says, it is important to know what the community want, not only the things that you as a student want or can. The students say that you have to show the community that you are there for them and by doing so create a mutual relationship. The students say that you can look at it through three perspectives; yourself as a student, the people you work with and a top and bottom perspective to show what is happening between each other.

The Sports for All Students in Genadendal say that they were introduced to the term sustainable development by their coordinator back in Holland and think that they have received enough information about it (Interview, Sports for All students). A student in the After School project, says that the Elgin Learning Foundation explained the term very well (on the presentation held the 25th of March, midway through the students’ stay), and that it is about Capacity Building, Partnership and Empowerment. (Interview, After School Project student)

The goal for achieving sustainable development in Theewaterskloof is, according to a student in Genadendal, to improve quality of life which in turn means for example good health and no poverty. The student says that the presentation at the Elgin Learning Foundation was the first information the student received on sustainable development. The reason why sustainable development is not working in the Theewaterskloof Development Project is because there is no structure in the organization of the project. The problem with the sustainability in the Theewaterskloof Development Project is that the municipality is not taking responsibility and action. (Interview, Student)

Addressing the importance of having a clear and common goal in the project, Stan Wallace says that (E-mail Interview, Wallace):

Specific goals, targets and outcomes need to be defined. The Project Plans also need to clearly define the scope and deliverables of the project. It should therefore in future be much easier to determine whether or not a HAN intervention has made a difference to the social conditions of the community. Social conditions could be anything like the challenges of the Youth, Crime, Drugs, Unemployment, Sport and Recreation etc. Non Municipal issues could relate to education and health

[...]

Again projects should become more outcome focused and skills transferring to the community and to officials of my Administration is critical. The ideal is to catch the community and the TWK to fish rather than to hand out fish. However in many ways it is more than an enabling project it is also a actual assistance and community service project. As I already said specific outcomes will in future (with the new project organization. Editors note) be set and after completion of the project we need to see the impact in other words it must be a more socially developed community after the completion of the project.

Wallace also says that the two-folded focus should be maintained. The current funding of the project is made by HAN with the new project organization and the new project plan, he hopes that the municipality will be able to become the main sponsor of the project. This could lead to the municipality finding sponsors outside of the project to fund some of the student-based projects. (E-mail Interview, Wallace)
Abraham Oliver supports that the two-folded focus of service-learning and sustainable rural community development is implemented through the service-learning aspect: by telling students what the service-learning term means, the students understand that their projects should both develop their own skills and also be helpful for the community. However, Oliver says that he thinks the students benefit more from the project at the moment but that the two-folded focus is improving. (Interview, Oliver, b)

Merle McOmbring-Hodges also highlights the service-learning aspect as the important part to be able to make both focuses work. She stresses that the projects must have an ongoing involvement with the community members - not be “a quick fix by the students” (Interview, McOmbring-Hodge, a). This means that the community can not depend on the continuous arrival of students but instead must be able to run the projects themselves.

“Social entrepreneurship would have been a way for the members of the community to make themselves more financially independent” (Interview, McOmbring-Hodge, a).

Ben Bartels of HAN, when talking about the project goals, says that the contribution from HAN and the project organization is to offer human resources to the community. Therefore, the student-based projects should have clear targets and a clear start and end: the projects should be seen as temporary in that way, and need to be handed over to the community or municipality. In relation to this, Bartels acknowledges that there have been projects that have not really arisen from the need of the community. (E-mail Interview, Bartels)

There is also a problem in defining what the needs from the community actually are. Anton Liemberg highlighted this aspect during his interview by saying that there was a communication error between the municipality and the community. The municipality determines the overall needs of the municipality through the Integrated Development Plan (IDP). Liebenberg says that there is a frustration regarding this between the municipality and the community members. The highest requests of the community members are to get jobs and houses but Liebenberg says that this is not supposed to be taken care of by the municipality. The municipality could help create possibilities for this to happen though. It is important that the students, when they arrive at TWK, already have a program for what to do in field - and this program must come out of the IDP, says Liebenberg. (Interview, Liebenberg)

5.5 Positive outcomes of the Theewaterskloof Development Project

The good values of the TWK Project are important to emphasize and the areas that work to their full potential. It is important to give an overall inventory of the project. The TWK Project is a relevant project in what it is stated to be. In theory the project has clear goals in relation to the outcome. Within the project there is an information booklet with concise and clear information regarding the project and student-based projects. This information booklet is updated yearly. The organization is well aware of that the project office needs to be situated more locally than it is now and there are plans for this to happen. There is also a clear understanding that there needs to be a unifying force keeping the partners, students and other stakeholders up-to-date concerning the situation in field.
Another positive outcome of the TWK Project is that the students need to be living in the community where they are running their specific project. This leads to a widespread commitment and thereby motivation of several of those involved in the project. The main group that is motivated to run and succeed with the project is the students. During interviews awareness arouse that there are several involved parties who have a desire to create improved conditions for the project.

Although the organization is complex it also generates a good exchange in knowledge with three universities, a municipality and a foundation involved. A good outcome regarding the cooperation among the partners in the TWK Project is that South African students have the opportunity to go to Holland via scholarships provided by HAN.

Service-learning, part of the two-folded focus of the project is being well accomplished in a pure objective of the students participating. The conclusions from the interviews were that the students in general were very dedicated to their projects and that the exchange was very instructive for them and their education.
6. Analysis

6.1. Introduction to the analysis

In the beginning of the thesis the purpose of the outcome was presented as follows:

The purpose of the thesis is to investigate which important principles should be indicative for the organization of the Theewaterskloof Development Project to better achieve the objectives set out and for the further development of the project. The conclusions gained from this will lead to the development of a guide containing the principles that we think are important for the further development of the TWK Project and its potential to reach a higher sustainability.

The choice of important principles is based on the areas that identified to be complex and that need to be developed for the project organization of the TWK Project to better achieve the stated goals. The purpose of the guide is, in turn, that it will function as a continuous follow up for the TWK Project. By that, it will be used as a tool to clarify that the correct goal and focus is being maintained and that the purpose of the project will be achieved. The guide should be a manageable tool for the project organization to implement within the project.

To be able to approach this investigation and present a useful outcome from it, the following questions needed to be answered:

*Which normative principles should be indicative for the development of the Theewaterskloof development project?*

*How could these normative principles be measured in practice?*

*How can the approach of strategically important principles be visualized?*

*Which strategy should be used to rephrase these normative principles to actual arrangements for the TWK Project organization?*

What is set out to be desirable for the thesis is finding answers on how to make the Theewaterskloof Development Project sustainable in the way that the organization has stated it to be. What is indicated by the sentence above is that the TWK Project is not sustainable in its present form. The two-folded focus is, from the experiences in field, not being achieved equally.

To clarify, and as stated in the empiricism, the reader should know that there are areas within the project that are functioning today as well as there are areas that do not function to the same extent. The latter ones are emphasized, referred to as complex areas, since it is more interesting both studying this as researchers and for the project organization to find answers on how to improve these areas than to acknowledge areas that are already working. Hence, what is desirable is to find answers on how to make the complex areas to function more properly in the interest of the project and its future development in a sustainable direction.
Sustainability is in this context also something that needs to be clarified. The term is important for the thesis and the project since it is stated to be one of the main goals for the project. Sustainability is, in this thesis, referring to the ability of the project organization to achieve the stated goal and that the goal in itself should be continuous and long-standing. The TWK Project depends on students coming in field to implement social projects that in turn should improve the social conditions for the community members and their daily life. If these aspects, that are stated to be the main goals for the project, are not being achieved equally – then the sustainability is not being achieved.

The thesis will contribute with an approach that, from the empiricism and theory for the study, explains which areas and normative principles that are considered the need to be highlighted and improved in order for the TWK Project to keep its focus on its main goals and acting to be continuous and long-standing. The conclusions from this approach later develop into a guide for a more substantial approach on the improvement of these complex areas put in reality. The outcome from the study is a subjective discussion by the authors of this thesis. As understood, other researchers could have had an entirely different outcome from the same investigation and field study. These subjective discussions are therefore also being linked to theory on the subject that helps clarifying and strengthening the ideas of the thesis - at the same time there is a conscious awareness that there is theory that would not agree with the ideas if the thesis.

It is also of importance to point out that there are processes and models presented in the theory that will not be analyzed further. The AMOEBA approach, the Maximum Sustainable Yield and the Cost-Benefit analyze should be seen as examples on how to measure sustainability in its different areas but not as something that is suitable for our study. As mentioned in the theory these models are more suitable for measuring sustainability within the ecological or economical areas of sustainability.

6.2 The Seven Step Approach in theory

The Imagine Approach is a base and a reference in finding valuable ways of identifying the Seven Step Approach. One aim of the thesis was to create a model for finding principles and indicators, for being able to adapt it to the conditions of the specific project. The WACOSS report also acts as a reference model in the Seven Step Approach set out for the TWK Project.

The Seven Step Approach was conducted during the research process. Below is presented the steps in general, later on they are described in relation to our collected material (section 6.3).

Step 1: Collect information through interviews and observations
Process and interpret the material of the field study.

Step 2: The choice of themes and the process of adapting them to principles
The material highlighted as complex areas were areas that, during the interviews, either were pointed out by the interviewee as something the person experienced to be problematic, or something that the authors as researchers experienced as interesting according to the answers from the interviewee. From the interviews, there were internal discussions between the authors which areas considered should be brought to attention. These complex areas became the normative principles in the study.

Step 3: Develop normative principles and underlying principles
Based on the collected material, important normative principles for the specific project will be identified and presented. The principles will then be developed with underlying principles, also called characteristics.

**Step 4: Find tools to measure the normative principles - indicators**
Based on steps 2 and 3, step 4 is set to measure whether the normative principles and characteristics are being achieved, meaning to find sustainable indicators for the study.

**Step 5: Clarify the outcome of the collected material - guide**
Make the outcome more understandable to put it into practice. This means to develop the guide for the organization in the Theewaterskloof Development Project.
The two last steps will be in the management of the project organization:

**Step 6: Stakeholders will inspect the material**
The guide is handed over to stakeholders. Using the guide as a reference, the stakeholders have the opportunity to develop, adapt and refine the existing conditions in the project.

**Step 7: Practice the guide**
Put the above steps into practice.

### 6.3 Seven Step Approach in practice – identify principles, characteristics and indicators for Theewaterskloof Development Project

The following section presents our approach adapted specifically to the Theewaterskloof Project. The seven steps are, in this chapter, more detailed regarding the approach of finding and explaining principles, characteristics and indicators.

#### 6.3.1 Introduction to the Seven Step Approach

**Step 1: Collect information through interviews and observations**
After being introduced to the TWK Project and the student-based projects the interview material was formed, based on this initial knowledge of the project. The ambition with the interviews was to create a representative selection of people within the organization. The interview material partly contained the same questions during the interviews to see if the interviewees answered differently to the same questions. Also, the interview material somewhat differed depending on the interviewee and this person’s involvement in the project. Another factor contributing to this was the personal knowledge of the authors that gained about the project during the field study.

**Step 2: The choice of themes and the process of remaking them to principles**
The material highlighted as complex areas - and later on as important normative principles - where areas that during the interviews either were pointed out by the interviewees as something they experienced to be problematic, or something that the authors experienced as interesting according to the answers from the interviewees.
Based on the interviews there were internal discussions between the authors to clarify which ques-
tions that had become more interesting compared to others - a process used throughout the whole field study. From the discussions it was later on able to design new interview material that highlighted these aspects. If the answers and outcomes from the new questions and interviews were still interesting, and in the same time relevant for the outcome of the thesis, it was considered to have found a theme that needed to be brought to attention for supposed improvement.

**Step 3: Develop normative principles and underlying principles**

Recurring themes were identified in the interviews held with persons participating in the TWK Project. Themes that were repetitive were both of good and deficient character. The themes that were perceived to have deficient character by the participating interviewees we have interpreted as “complex areas”. We identified four complex areas of different variety: Communication, Project Management, Motivation and Strategy. All four are chosen in relation to the term project organization and each make up an important part for the organization of the TWK Project to be able to function and be sustainable.

For a deeper understanding of why these four were chosen we shall describe the complex areas in relation to the TWK Project and the importance they make for the TWK Project organization. The clarification of each complex area will lead us to develop the stated themes into normative principles – goals to achieve the main goal. Further on, the description of each normative principle will develop into underlying principles also called characteristics.

To clarify the characteristics each will be followed by a couple of questions which are to act as examples for a better description and understanding of the mentioned characteristic.

**6.3.2. Development of step 1, 2 and 3: Which normative principles should be indicative of the development of the Theewaterskloof Development Project?**

*1st normative principle - Communication*

The first complex area we encountered was the part of communication within the organization. A great deal of the interviews concerned aspects of communication that indicated a weakness. Communication is a wide definition of many aspects and therefore it is important to clarify what this thesis, in relation to the TWK Project, refers to regarding communication. The selection of aspects within communication is made up on theme questions that were covered during the interviews. These themes are mentioned in the empiricism in chapter 5. For example Ben Bartels sees the deficient communication being dependent on vague role descriptions and responsibilities (which could also belong to the theme “project management” for example, which is not a problem, the principles and themes could overlap in places). Stan Wallace said that there was a problem regarding that community members were not informed sufficiently. McOmbring-Hodges says that she finds the role descriptions and the communication between HAN and CPUT to be deficient.

Based on the outcome of the interviews, as described in the empiricism, we found and developed the following important characteristics as parts of communication: collaboration, information regarding roles and responsibilities, documentation and storage of it and transfer of knowledge. The same four characteristics also make up for the underlying principles of the main principle – communication.
The characteristics are developed as follows:

**Collaboration:** The project organization need to collaborate better in the project and between the partners meaning for example:
- Are all partners attending meetings?
- Are all partners fulfilling their assignments and in accordance to what has been agreed upon?
- Are all partners communicating with each other when needed?

**Information regarding roles and responsibilities:** All staff need to be clear on what their own roles and responsibilities are in the project and also need to be clear on each others roles and responsibilities.
- Do all people involved know their own role and responsibilities in the project?
- Do all people know each other’s roles and responsibilities in the project?
- Are people turning to the right employee when wanting to solve specific problems or questions?

**Documentation and storage of it:** The project organization needs to improve documentation and storage of it to be able to know what has been done so far and what needs to be done further on.
- Is there documentation available on the project?
- Are the documents up to date?
- Do the people involved have access to this documentation?

**Transfer of knowledge:** There needs to be an exchange of knowledge in the project since it is a collaboration between five different partners with specific knowledge and skills that are of importance for the project.
- Are the people involved sharing knowledge with each other?
- Are all people getting access to valuable knowledge in an effective way?
- Are decisions and agreements between partners being clarified and shared to concerned people?

The approach for reaching a decision on these conclusions could be visualized as follows:
2nd normative principle - Project Management
Together with communication, project management is an important theme that needs to work if the organization is trying to achieve internal sustainability. During the interviews we found that the project organization and the relationship between the five partners were complex.

Both Faeza Davis from CPUT and Ben Bartels from HAN believe that the role of the Project Manager is missing. This has led to a perception that the Field Manager and the HAN representative were doing the same tasks instead of effectively overlapping each other. McOmbring-Hodges from CPUT supports the proposal that the organization needs to be more stream-lined and simpler in its structure, a proposal that is already discussed within the organization. Both McOmbring-Hodges and Liebenberg see the positive aspects of someone from the project office to be situated in Theewaterskloof. HAN students point out the complexity in that the students never meet each other in field to hand over the projects. There seems to be overall confusion on the roles and who is doing what in the TWK Project.

Based on the outcome of the interviews, as described in the empiricism, we found and developed the following important characteristics as parts of project management: sufficient roles, managing role, office in field. These aspects also make up for underlying principles of the main principle – project management. The characteristics are being evolved as follows:

Sufficient roles: Some people in the project are doing much more than they are told while, at the same time, some people are doing each other’s work.
-Who is doing what and is it enough?
- Are people doing as much as possible in relation to their own premises?

Lack of managing role: At the moment there does not seem to be anyone who has a single responsibility for the organization or the project office.
- Who is the managing person for the organization at the moment?
- Does the project need a Project Manager?
- Who has the overall responsibility for the TWK Project?

No project office in field: A project office in field seems to be missing. An office in field could make concerns regarding the project more effective.
- Which practical obstacles are the reasons for the project office not to be in field in Theewaterskloof?
- How do people know that a project office in field would be better for the TWK Project?
- How would a project office in field affect the structure of the organization in a positive way?

The approach for reaching a decision on these conclusions could be visualized as follows:
**3rd normative principle – Motivation**

Motivation may not be perceived to be as large an area of complexity as communication and project management, but is important nonetheless. During the interviews we found motivation to be influencing more than one area of the TWK Project and the organization. One thing that seems to bother some of the interviewees in their own work in the TWK Project was the missing role of the Project Manager. It is however not clarified why this seems to be a problem. There also seems to be a problem regarding, as mentioned before, the ambiguity of the different roles of those involved. If these persons do not know who is supposed to do what and if people start to overlap each other’s work this could contribute to a lack of motivation for one’s own assignments. Another issue that has been discussed is the roles of the Site Coordinators. Oliver for example points out that the Site Coordinators’ roles need to be clarified and strengthened. McOmbring-Hodges agrees on this statement by saying that she thinks the people involved are not being utilized enough and gives the Site Coordinators as an example. Students are also pointing out involvement from the community as a key factor in the student based projects but the students are at the same time saying that this is sometimes difficult to achieve.

Based on the outcome of the interviews, as described in the empiricism, we found and developed the following important characteristics as parts of motivation: valuable work assignments, influence and authority to affect. These aspects also make up for underlying principles of the main principle – motivation. The characteristics are being evolved as follows:

**Valuable work assignments:** The project organization need to utilize people in the project better.
- Are those involved in the project feeling that they are contributing with their work?
- Could there be a bigger involvement from the community in the project?

**Support:** Human support for those involved in the project able to deal with employees every day work.
- Do people feel more motivated when there is an expressed role as somebody managing the project more locally?
- Do people feel that they have the support to be confidential when it is needed?

**Authority to affect:** The grade of authority and influence within the organization.
- Do people within the organization perceive that they have the influence to affect their work?

The approach for reaching a decision on these conclusions could be visualized as follows:
4th normative principle - Strategy

Strategy as a principle was, although not literally expressed as a problem during the interviews, something that we perceived as a complex area when processing the interview material. Amongst other things we noticed that there seemed to be confusion regarding what the real purpose and aim of the TWK Project is. There does not seem to have been a real introduction to the term sustainability, which in the information is stated as a key word for the project, for the students in field. Stan Wallace points out that it is of importance to define the goals, targets and outcomes to understand if a HAN intervention has made a difference to the social conditions in Theewaterskloof. Oliver says that he thinks that the project at the moment is benefitting the students more than the community members but at the same time he thinks that this aspect is being improved. Bartels says that the student based projects must have a clear start and end since they are supposed to contribute with temporary human resources. In the end there is also a problem in clarifying what the needs of the community members really are. The IDP, which the TWK Project is linked to, is formed by the municipality and cannot always ensure all the community members direct needs. Stan Wallace says that he hopes that the municipality in the future will be able to contribute more financially to the project in contrast to the current situation, in which the funding is mostly made by HAN.

Based on the outcome of the interviews, as described in the empiricism, we found and developed the following important characteristics as parts of strategy: clear target state/aim, pronounced approach/milestone, embedded conditions in every project plan and last but not least follow ups. These aspects also make up for the underlying principles of the main principle – strategy. The characteristics are developed as follows:

**Clear target state/aim:** The aim and state of the project needs to be more effectively communicated to those involved.

**Pronounced approach/milestone:** A more defined approach needs to be set out explaining how to achieve the outlined goals for the project within the organization.

**Embedded conditions in every student-based project plan:** To better achieve the goal of improved sustainable rural community development the organization need to emphasize the importance of making the project plans consist of certain conditions that makes the handover more realistic to the students.

**Follow ups:** Continuous follow ups help the organization to better keep focus on the objectives. Continuous follow-ups help the organization to be more flexible and can minimize the extent of changes when it is dealt with on a more regular basis.

The approach for reaching a decision on these conclusions could be visualized as follows:
6.3.3. Development of step 4: How could these normative principles be measured in practice?

As stated before, deficiencies were found concerning a couple of characteristics stated in the section above. To be able to understand the indicators suggested, the characteristics and the meaning of them first needs to be developed. The characteristics need to be investigated in greater depth which means that there has to be someone to ensure that the characteristics and the normative principle will be achieved. For this to be manageable, measurement tools are needed: in this thesis these are referred to as indicators. The indicators are based on the example questions in section 6.3.2, which in turn are based on the empiricism. The indicators will be used to measure if the characteristics stated are being improved. Below is examples of how these indicators could look in relation to the characteristics of the normative principles.

**Different tools for applying indicators:**

*Interview* – the evaluator gets a direct contact with the person involved and has the possibility to reflect on certain aspects that are not measurable through, for example, statistics.

*Documentation* – by reading the content of documents the evaluator can for example perceive which possibility stakeholders have to influence the project or how informed people are about the organization and the work they are involved in.

*Archiving* - by investigating the way documents are or are not archived and conserved, the evaluator can obtain an understanding of to what extent people involved have access to information concerning their work.

*Follow ups* – through follow ups, the evaluator has the possibility to, in an easy way, see whether there have been changes in certain areas of complexity from one period of time to another. This can in turn make the evaluator able to see if improvement or deterioration has been made. Interview answers may be seen as a base of doing follow ups.

*Protocol* – protocols are a tool for measurement that can, for example, document which people have attended certain meetings or what has been said during meetings. If a protocol has stated one thing, the evaluator could investigate how or if these statements have been fulfilled.

*Mail-correspondence* - if the evaluator is allowed access to or look into a person’s mail-correspondence, the evaluator could be able to see how flows of information or communication are working within the organization, to in turn understand who gets knowledge of what and who does not.

*Research* – through research, the evaluator could gain a greater knowledge on several of the areas mentioned above and how areas of complexity could be improved in a wider perspective. The research could also bring other areas to attention.
### 6.3.3.1 1st Normative Principle – Communication

<table>
<thead>
<tr>
<th>Principle</th>
<th>Characteristic</th>
<th>Indicator</th>
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</thead>
<tbody>
<tr>
<td>Communication</td>
<td>Collaboration: The project organization need to collaborate better in the project and between the partners.</td>
<td>- Protocols from meetings: Who was not there and why?</td>
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<tr>
<td></td>
<td></td>
<td>- Follow ups from meetings and mail-correspondences: What has been agreed upon, who has been assigned to solve the question/problem and has it been done on the agreed date? If not, why?</td>
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<tr>
<td></td>
<td></td>
<td>- Meetings and mail-correspondences: Are there unnecessary communication errors regarding for example people not talking directly with each other on problems or questions of importance?</td>
</tr>
<tr>
<td>Information regarding roles and responsibilities: All staff needs to be clear on what their own roles and responsibilities are in the project and have the need to be clear on each other’s roles and responsibilities.</td>
<td>- Archiving and documentation: Are there any documented role descriptions?</td>
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<tr>
<td></td>
<td></td>
<td>- Interviews and documentation: Have these been handed out to everyone involved?</td>
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<tr>
<td></td>
<td></td>
<td>- Documentation and follow ups: Have the role descriptions been updated continuously?</td>
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<tr>
<td></td>
<td></td>
<td>- Documentation and interviews: Are people in the project organization doing what they are supposed to regarding these descriptions? If not: Are they doing more? Or less?</td>
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<tr>
<td></td>
<td></td>
<td>- Interviews: Are all people clear on who to turn to regarding different questions or problems occurring in the project?</td>
</tr>
<tr>
<td>Documentation and storage offit: The project organization needs to improve documentation and storage as to be able to know what has been done so far and what needs to be done further on.</td>
<td>- Interviews: What has been documented and stored?</td>
<td></td>
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<td></td>
<td></td>
<td>- Interviews and documentation on role descriptions: Who is responsible to keep the documentation up to date? Is this being done?</td>
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<td>- Interviews and field study: Where are the documents kept? Do all people involved know this and have access to it?</td>
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<tr>
<td>Transfer of knowledge. There needs to be an exchange of knowledge in the project since it is a collaboration between five different partners with specific knowledge and skills that are of importance for the project.</td>
<td>- Interviews: How does the mail-correspondence work? When do people send out bulk mails and when do they send out information to single persons? On what premises do they make this decision?</td>
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<td>- How often is a “newsletter” or resembling document sent out to all involved? How often should it be sent out?</td>
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<td></td>
<td></td>
<td>- Interviews: Is there anyone responsible for the communication and exchange of knowledge? Who is doing follow-ups on whether every person involved has been updated with the latest information?</td>
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<td></td>
<td>- Research and interviews: Are there any joint communities (blog for example) that everyone have access to?</td>
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### 6.3.3.2 2nd Normative Principle - Project Management

<table>
<thead>
<tr>
<th>Principle</th>
<th>Characteristic</th>
<th>Indicator</th>
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</table>
| Project Management      | Sufficient roles: Some people in the project are doing much more than they are told when, at the same time, some people are doing each other's work. | - Documentation and archiving: Is there a document that clearly states each role within the organization?  
- Interviews: How do involved parties perceive their workload?  
- Interviews and research: Do people feel that they are doing unnecessary work? |
|                         | Lack of managing role: At the moment there does not seem to be anyone who has a single responsibility for the organization or the project office. | - Interviews: Is there a need of a Project Manager within the organization?  
- Interviews and research: Should a presumed Project Manager be part of an existing partner of the TWK Project organization? |
|                         | No project office in field: A project office in field seems to be missing. An office in field could make concerns regarding the project more effective. | - Interviews and research: Is there a need for a project office in field?  
- Interviews and research: Which are the positive outcomes from an office in field? |

### 6.3.3.3 3rd Normative Principle - Motivation

<table>
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<tr>
<th>Principle</th>
<th>Characteristic</th>
<th>Indicator</th>
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</table>
| Motivation | Valuable work assignments: The project organization need to utilize people in the project better. | - Interviews and follow ups: Is there a general factor of satisfaction between the employees and involved parties?  
- Interviews and follow ups: Are all important roles filled? Is someone missing?  
- Interviews and follow ups: Could there be a rearrangement of work assignment within the organization? |
|           | Support: Human support for those involved in the project able to deal with employees every day work. | - Documentation: Is there someone responsible for people's well being in their daily work?  
- Interviews and follow ups: Is there need of a person with knowledge on the subject of support and well being in a work related area?  
- Interviews and follow ups: Do people perceive that they are being motivated to reach the goals of the project by for example the Board of the TWK Project? |
|           | Authority to affect: The grade of authority and influence within the organization. | - Interviews: What influence can one have regarding their work assignment and the how it is carried out?  
- Interviews and follow ups: Are people being motivated to have influence on their work? |

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## 6.3.3.4 4th Normative Principle - Strategy

<table>
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<tr>
<th>Principle</th>
<th>Characteristic</th>
<th>Indicator</th>
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</table>
| Strategy        | Clear target state/main. The aim and state of the project needs to be better communicated to those involved. | - Interviews and follow ups: Are the persons involved clear about the aim and state of the TWK Project?  
- Documentation: How are aim and state communicated?  
- Documentation: Who is responsible for communicating the objectives and state within the organization and other involved parties? |
| Pronounced approach/milestone. A more defined approach needs to be set out about how to achieve the outcome goals for the project within the organization. | - Interviews and follow ups: Is the approach of reaching the goals within the project easy, understandable and realistic for those involved to assimilate?  
- Documentation: Are there public documents that present guidelines of the approach?  
- Documentation: Who is responsible for compiling and communicating the approach of TWK Project within the organization and other involved parties? |
| Embedded conditions in every student based project plan: To better achieve the goal of improved sustainable rural community development the organization need to emphasize the importance of making the project plans consist of certain conditions that make the handover more resilient to the students. | - Documentation: Who is responsible for informing and communicating that student based projects should include conditions for a future handover?  
- Documentation: Who is responsible for controlling that this is being complied?  
- Documentation and archiving: Is the information printed in the introduction material for the students? |
| Follow ups: Continuous follow ups help the organization better keep focus on what is set out to be achieved. Continuous follow ups help the organization to be more flexible and can minimize the extent of changes when it is dealt with on a more regular basis. | - Documentation and archiving: Is there material to do follow ups on a regular basis?  
- Documentation and follow ups. Who is responsible for making sure that this material is being collected and being handed to the right person/persons?  
- Research: Is there a need to bring someone in from the outside to do follow ups? |
7. Conclusions

On the basis of theory and analysis we have been able to study the underlying issues which form the basis for answering the crucial questions of the thesis. The first hypothesis we phrased was that the theory and practice of the TWK Project were not coherent. From this we formulated the two principal questions: Which normative principles should be indicative for the development of the Theewaterskloof Development Project? and How could these normative principles be measured in practice? For being able to answer the questions we came to a second assumption; the need of a suitable approach for measuring normative principles. We have considered the study from an organizational perspective given that we address this thesis to the TWK Project organization, which we consider being the primary target group.

The result and the following proposal in the thesis strives at providing the organization with the ability to make the stated objectives; rural community development and service-learning, continuous and long-standing. The approach of using principles, characteristics and indicators is chosen because it is a synoptic way of making an inventory of presumed complex areas within such a project. The result of this thesis culminates in the guide that more resolute treats the complex areas to be measurable.

The TWK Project has several positive outcomes already, thus has this specific study focused on areas that were indicated by the researchers (us) and emphasized by the interviewees as complex and less functional: 1) Communication, cohesion and will to co-operate, 2) Project office, administration, organization and project management, 3) Developing and enjoyable work assignments, the importance of every person involved, clearer vision on what every person is contributing with and 4) Clear vision and aim, clarify the purpose of the whole project and clarify the approach to reach the aims. The areas were then converted into four principles: 1) Communication, 2) Project Management, 3) Motivation and 4) Strategy. The choice of these four principles was based on the consideration that they are indicative for a more lean and sustainable project organization. With the help of theoretical framework we conducted our own Seven Step Approach to make the four principles, characteristics and indicators fully applicable in practice.

One major conclusion of the thesis is based on step 5 in the Seven Step Approach: to clarify the outcome of the collected material in a guide. We believe that indicators should be of different character to complement each other and improve the possibility to obtain the stated objectives. The two indicators; interviews and follow-ups, are tools that we consider to be more complex to develop for making content and outcome of them relevant. Therefore the guide will focus on measurement tools within these areas. The guide is visualized in the following chapter.
8. The Guide

8.1 Introduction

The analysis introduced and visualized the first four steps in our Seven Step Approach. For the approach to be achieved there are thus three steps left to introduce for the approach to be implemented. We will in this chapter clarify and present the meaning of the fifth step: the guide.

Step 5: *Clarify the outcome of the collected material – guide*
Make the outcome more understandable to allow it to be put into practice. This means developing the guide for the organization in the Theewaterskloof Development Project.

Steps five and six consists of the stakeholders receiving the material and being able to practice the guide. Thereby the seven steps will be achieved. What differentiates the approach from the guide is that the guide has more of a hands-on character due to its design as a ready-to-use document. The guide should be easy and understandable for those that practice it.

8.2 Suggestion on execution - Indicators in practice

Based on the Seven Step Approach presented in the analysis we have produced a proposal on what we believe would be an appropriate execution of measuring if principles have been achieved, i.e. a guide. This section consists of the four normative principles: Communication, Project Management, Motivation and Strategy, presented with two different indicators: Interviews and Follow-ups. The questions that are presented below should be seen as suggestions but they have, in this thesis, shown that they are to be prioritized.

The questions have been formed mostly through two types of answers: Yes/No answers or a 1-10 scale. The Yes/No answers indicate if the problem in question needs to be solved further. The scale is used to let the evaluated person develop their answers. Some of the questions that are to be answered by a scale could also be answered by simply stating yes or no. But we think that the two forms should both appear in the questions since the guide in this way gives a bit deeper knowledge of the evaluated person and the project without being too hard to understand and make use of.

At the end of each part we have sometimes left a couple of lines empty, for the evaluator to evolve further questions of relevance for the evaluation. The interview questions are to be answered by everyone in the project (employees, stakeholders, management etc.) but the follow-up questions are to be answered by the evaluator based on the information received in the interview questions.
8.2.1 Communication

Regarding the normative principle of communication the following questionnaire gives examples of questions for evaluating and measuring the specific area within the project. The questions are divided in relation to the use of the appropriate tool.

Interview questions

1. Do you know who to turn to regarding questions that, for example, lie outside of your area of expertise?
   (On a scale from 1 – 10 where 1 is Not at all and 10 is Extremely clear)

2. Do you think that other people know when to turn to you regarding questions that are within your area of expertise?
   (On a scale from 1 – 10 where 1 is Not at all and 10 is Extremely clear)

3. How clear are you of your own role description?
   (On a scale from 1 – 10 where 1 is Not at all and 10 is Extremely clear)

4. Do you feel that there is a good platform for information exchange within the project?
   (On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

5. Do you feel that you often take part of important information regarding the project?
   (On a scale from 1 – 10 where 10 is Not at all and 10 is Definitely)

6. How often do you feel that the agreed commitments from meetings are being met?
   (Assignments, dates and who to execute the assignment, stated during the meeting)
   (On a scale from 1 – 10 where 10 is Never and 10 is Always)

7. (To be evolved by the evaluator/s of the project)
Follow up questions

1. Based on the interview questions: Do people have an understanding of who to turn to regarding certain questions?

2. Based on the interview questions: Are people in general clear on what their roles are in the project?

3. Based on the interview questions: Is there a good and well-used platform for exchanging information about the project between the employees?

4. Based on the interview questions: Have the agreed commitments from meetings been done in time? (Look into assignments and dates after the date of execution)
   Yes   No

5. Based on the interview questions: Have the agreed commitments from meetings been achieved by the right person? (Who executed the assignment in the end etc.)
   Yes   No
8.2.2 Project Management

Regarding the normative principle of project management the following questionnaire gives examples of questions for evaluating and measuring the specific area within the project. The questions are divided in relation to the use of the appropriate tool.

Interview questions

1. How do you perceive your work load?
(On a scale from 1-10 where 1 is Inadequate, 5 is Ideal and 10 is Heavy)

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<th>Heavy</th>
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2. Is there a need of a Project Manager?
(Since this role does not exist at the moment)

Yes    No

3. Should a presumed Project Manager be one of the existing partners of the TWK Project organization?
(The project is cooperation between five stakeholders. The last Project Manager was linked to CPUT but paid for by HAN)

Yes    No

4. Do you feel that there is a need for a project office in field?

Yes    No

5. Do you see any positive outcomes from having a project office in field?
(Since there are plans on moving the project office to Theewaterskloof)

Yes    No

Explain why yes or no:

6. Have you had access to information regarding your role description?

Yes    No
Follow up questions

1. Based on the interview questions: Could there be a rearrangement of the work assignments within the organization?
(Based on how the work load is perceived by the parties involved)

   Yes           No

2. Based on the interview questions: Is there a general perception that there is a need for a Project Manager?

   Yes           No

3. Based on the interview questions: Who is perceived by those involved to be preferred as the Project Manager?


4. Based on the interview questions: What have the reactions and outcomes been like from those involved after the office has moved into field?
(Since it is most likely that the project will have an on-field office within a near future)


5. What were the stated aims and expectations from the organization when deciding on moving the project office on-field?


6. Did the move meet these aims and expectations?
(On a scale from 1 – 10 where 1 is *Not at all* and 10 is *Definitely*)

   Not at all 1                        Definitely 10

7. Based on the interview questions: Is there a document that states each role within the organization clearly?

   Yes           No
8. Is there someone looking into that these role descriptions are clarified and followed by everyone involved?

   Yes    No

9. Are all important roles filled within the TWK Project?
   (A role description makes it easy to document all roles within the organization and who is doing what)

   Yes    No
8.2.3 Motivation

Regarding the normative principle of motivation the following questionnaire gives examples of questions for evaluating and measuring the specific area within the project. The questions are divided in relation to the use of the appropriate tool.

Interview questions

1. How satisfied are you with your work assignments?
(On a scale from 1 – 1 is Not at all and 10 is Extremely)

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<th>Not at all</th>
<th>Extremely</th>
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2. Do you consider your work assignments relevant to your role and the description of it?
(On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

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<th>Definitely</th>
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3. Do you consider there to be a person in the TWK Project with knowledge and expertise that could support and help you to a greater well being at work?

Yes    No

4. Are you being motivated to reach the objectives of the project by superiors such as the Board of the TWK Project?
(On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

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<th>Definitely</th>
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5. Do you consider having influence regarding your work and how it is carried out?
(On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

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<th>Definitely</th>
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6. Are you being motivated to influence your own work and assignments?
(On a scale from 1 – 10 where 10 is Not at all and 10 is Definitely)

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<th>Definitely</th>
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7. (To be evolved by the evaluator/s of the project)
Follow up questions

1. Based on the interview questions: What is the general grade of satisfaction in the project organization based on the experiences of the employees? 
(On a scale from 1 – 10 where 1 is Not satisfied at all and 10 is Extremely satisfied)

<table>
<thead>
<tr>
<th>Not satisfied at all</th>
<th>Extremely satisfied</th>
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2. Based on the interview questions: Could there be a rearrangement of work assignments within the organization? 
(Based on how the work assignments are perceived by the employees)

Yes  No

3. Based on the interview questions: Are people being motivated to reach the goals of the project? 
(On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

<table>
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4. Based on the interview questions: Are people being motivated to have influence on and affect their work? 
(On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

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<th>Not at all</th>
<th>Definitely</th>
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</table>

5. (To be evolved by the evaluator/s of the project)
8.2.4 Strategy

Regarding the normative principle of strategy the following questionnaire gives examples of questions for evaluating and measuring the specific area within the project. The questions are divided in relation to the use of the appropriate tool.

Interview questions

1. **How well do you understand the state and goals of the TWK Project?**
   (On a scale from 1 – 10 where 1 is *Not at all* and 10 is *Extremely clear*)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Extremely clear</th>
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2. **Are you working towards the goal?** (This includes working to create conditions for reaching the goal)
   (On a scale from 1 – 10 where 1 is *Not at all* and 10 is *Definitely*)

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<tr>
<th>Not at all</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

3. **Do you consider the approach of reaching the goals within the project easy, understandable and realistic to assimilate?**

   Yes          No

If no, expand why:

________________________________________________________________________________________
Follow up questions

1. Based on the interview questions: Are the goals in general considered to be easy, understandable and realistic?
   (Based on interview material continuously follow the general understanding of the approach)
   (On a scale from 1 – 10 where 1 is Not at all and 10 is Definitely)

<table>
<thead>
<tr>
<th>Not at all</th>
<th>Definitely</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
</tr>
</tbody>
</table>

2. Should the general goals be more explicit than they are today?

   Yes         No

3. Based on the interview questions: Should the approach of reaching the goals within the project be more easy, understandable and realistic to assimilate?

   Yes         No
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Appendix 1

Description of the interviewees and their role in the TWK Project

Since some of the interviewees requested anonymity and others have not given us the preference how they would like to be mentioned in our thesis, we have decided to refer to such a person as a “source”. For the same reason, these people and their involvement in the TWK Project will not be clarified in this appendix either.

Project Office

- Abraham Oliver, Field Coordinator in the TWK Project, working at the project office at CPUT
- Faeza Davis, Project Administrator in the TWK Project, working at the project office at CPUT
- Lizelle Duminy, Site Coordinator in the TWK Project, working in Gendadendal with surroundings
- Paddy Damon, Site Coordinator in the TWK Project, working in Grabouw with surroundings

HAN

- Ben Bartels, Director of International Relations at the Faculty of Engineering at HAN, coordinator of the TWK Project for the HAN University
- Sports for All students
- Care and Prepare students
- After School student

CPUT

- Merle McOmbring-Hodges, Director of international affairs at the international office at CPUT, negotiate with all partners within the TWK Project

TWK

- Stan Wallace, municipal manager in Theewaterskloof
- Anton Liebenberg, municipal manager in Grabouw, Theewaterskloof
Appendix 2

Structure of the Project Organization in the Theewaterskloof Development Project

There is not only one body managing the operation in the Theewaterskloof Project. The different groups in the project organization have their different responsibilities as described in the chart below (Interview, McOmbring-Hodges, a):

**Board**
1. TWK Mayor
2. TWK Municipal Manager
3. UWC Vice-Rector (Academic)
4. CPUT Vice-Rector (Academic)
5. HAN Vice-President of the University Board
6. ELF Director
Secretary: TWK Project Coordinator

The decision-makers in the Theewaterskloof Development Project.

**Executive Committee**
1. TWK Town Manager, Grabouw
2. TWK Town Manager, Genadendal
3. UWC, Director of International Relations
4. HAN, Director of International Affairs
5. CPUT, Coordinator of International Affairs
6. ELF, Head of Department of Agriculture
7. TWK Project Coordinator
Secretary: TWK Project Administrator

The Executive Committee serves on a more operational and strategic planning area compared to the Board. Responsibility of the financial reports and the reports of the students. The E.C. gives permission on houses and other practical matters for the students.

**Student Project Forum**
1. TWK Project Coordinator
2. TWK Field Coordinator
3. Site-Coordinators, Grabouw and Genadendal
4. HAN Students
5. UWC Students
6. TWK Town Managers, Grabouw and Genadendal
Appendix 3

Structure of the Project Office in the Theewaterskloof Development Project

TWK Project Manager
(At the moment missing)

TWK Field Coordinator
Abraham Oliver

At the moment doing both field Coordinator and Project Manager assignments. For example visits TWK to see how the student-based projects are proceeding (Interview, Oliver, b)

TWK Administrator
Faeza Davis

Register the students; provide the students with appropriate living conditions for the whole duration of their stay. Keep record and track of all expenses made, budget updated spreadsheets, arrange and minute all meetings (E-mail Interview, Davis)

TWK Site Coordinator Grabouw
Paddy Damon

TWK Site Coordinator Genadendal
Lizelle Dumi