

'Proudly Nkomazian'

**Report of an Evaluation Study of the Themba lethu-Thuthuka-Uplands (TTU) Pilot Project
(2004-2006)**

**~A Joint Initiative of the Themba lethu Home-Based Care Programme (THBC), the Institute of Social Ecology (ISE)
and Uplands College ~**

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Jan Beeton

31 August 2006

Executive summary

The TTU Project – A Singular Pilot Project for Youth Managing Their Past and Present towards a Sustainable Future

Under the visionary guidance of Dr Lynn Hurry, Director of the Institute of Social Ecology (ISE), the Themba lethu Home Based Care Programme has engaged in a pilot project of note for effective rural youth development in the remote Nkomazi region of Mpumalanga. Between April 2004 and June 2006, the TTU project was a highly innovative pilot based on the belief that, by harnessing the natural and human resources of the region, the young people and the wider community could develop further economically and socially, as well as sustainably, in the future.

The project community further believed that, by utilising the resources of the area responsibly, the conservation of the environment could be assured, and the youth could create employment and a positive lifestyle for themselves by starting up and growing a range of natural resource-based and eco-businesses appropriate for the ecology of the area.

The TTU project was established as an integral part of the Themba lethu Home Based Care Programme, an NGO active in the area since 1999 providing urgently needed services in a community seriously affected by the HIV-AIDS pandemic. The CEO, Ms Sally McKibbin and her sister, Ms Heather McKibbin, a development consultant working on the project, as well as the Project Manager, Ms Kim Ramm, have, however, lived and worked in the community for a lot longer than this. They have brought to the TTU project a depth of community knowledge and range of experience that have enhanced its chances of success significantly.

Dr Lynn Hurry of ISE has an in-depth knowledge and understanding of the local ecology, and of the community of the area, with some 20 years experience of environment conservation and sustainability, utilising natural resources to provide socio-economic opportunities for rural communities. Uplands College has developed a special mission of outreach to the disadvantaged schools in the communities around it concerning the natural resources of the region. It follows a school curriculum of environment conservation and responsible utilisation of natural resources with its own learners, as well as with those from local disadvantaged schools.

THBC has created a *Youth in Action* project as part of its work, developing a team of capable young people who work to eradicate HIV and AIDS in the villages of the Nkomazi region. YIA adopted the TTU project as a poverty alleviation and income-generating project for the youth of the region. One of the most effective means of combating the HIV-AIDS pandemic is to eradicate poverty, providing gainful employment for, and positive living by, young people, thereby tackling the lifestyle, social and health causes and consequences of the disease.

Over the last two years, with funding provided by SSACI, the TTU project has researched and developed a range of youth eco-businesses, bringing training, leadership, skills and capacity to the youth of the region, and providing them with opportunities for sustainable employment. Eco-businesses have been developed in six main activities: eco-tourism, the performing arts, arts and crafts, marula products, mushroom growing and bee-keeping. Natural resource based business activities have been defined to include the human resource, bringing traditional and indigenous talent into the arena of eco-, (rather than natural resource based) business start-up.

The Key Results

The project was due for summative (post project) evaluation in July 2006 to determine the success of the pilot, the results achieved, and the effectiveness of the funding provided over the two-year period. In the evaluator's view, the project has succeeded well in achieving the short-term outcomes it set itself in this time. The project team has laid the beginnings of an effective foundation on which to build in the future. It has also succeeded in beginning to light a way for other rural development initiatives in South Africa to explore to find workable solutions to the complex and difficult challenges of the effective development of rural communities. Such communities continue to suffer from, and struggle with, a myriad of seemingly overwhelming problems and enormous challenges relating to a lack of education, training and infrastructure, health, poverty, and unemployment of continuing alarming proportions. After one year in 2004 of engaging in scoping activities, planning, leadership capacity development and extensive technical and business training, the pilot project has succeeded in training over 80 youth. In its second year, it established 20 small enterprises in the six eco-activities targeted, as well as providing self-employment opportunities, and gainful and sustainable work, initially for some 68 young people.

It has also built a corps of specialist private and government trainers and mentors, youth eco-business coordinators and mentors, as well as attracted on-going and committed support from a range of specialist and skilled volunteers from within South Africa and internationally from the Netherlands, Germany and the USA. Two of the eco-businesses were registered as private companies, with shareholdings for their youth members.

Two other significant achievements, which may be considered spin offs of the project during this time, were the building of a curio and crafts shop on the project site, situated on a main tourist route between the Kruger National Park and Swaziland, selling the products of several of the eco-businesses to tourists passing by on buses.

And a tunnel-farming project (funded by The Rural Action Committee) was established at the Thembelethu site. During the period, the youth received two awards, one from the Mpumalanga provincial government (The Premier Youth Excellence Awards 2005: Entrepreneurship and Job creation category) and the other, the District Award for the Best Youth Group 2004. They also received a donation of R10 000 from TSB Plantations for their work in entrepreneurship and youth development.

Learning from the project

There were a number of learning points concerning the successes achieved by the project during its pilot phase. There was also learning about the challenges continuing to face the project in the future. The model it used is a very useful one. The pilot project started to meet the urgent needs of youth in the Nkomazi area by using what was available to it. The socio-economic problems facing the youth in the area were numerous. The project made use of some key resources to start to solve the problems. Some significant examples were:

- 1) There was a soundly established NGO in the area working to tackle the HIV-AIDs pandemic, which had a well-developed youth volunteer structure (YIA) that saw the potential of the pilot and adopted it as part of its existing work with community youth to build a positive lifestyle, primarily by means of engaging youth in eco-enterprise development. (Youth service learning was, therefore, a key resource for the project).
- 2) The Nkomazi area has an abundance of beautiful natural scenery, and a wide range of natural resources that could be utilised to develop eco-businesses.
- 3) There was an abundance of naturally talented and enthusiastic young people in the area, with indigenous skills, and leadership potential that could be drawn on to do something about the challenges.
- 4) The staff of the NGO had lived and worked in the area for many years and could bring a wealth of knowledge and experience of the communities there to the project. The pilot project was, therefore, well rooted in the community it served.
- 5) The concept of the project was well developed by an expert in the field of environment conservation and sustainability, who had been working with the sustainable use of natural resources for the socio-economic development of rural communities for many years. He was able to mobilise a range of skills and expertise to support the project.
- 6) There were skilled and relevant local training, and other, providers in the Lowveld area to support the project (from areas such as Nelspruit, Malelane and White River).
- 7) There were a number of skilled and enthusiastic international volunteers available to the project who worked willingly and without compensation.
- 8) The project manager appointed to manage the project from day to day was committed and eminently suitable for the job.
- 9) The partnership developed to lead and manage the project overall was a collaboration of like-minded, skilled and experienced individuals and organisations passionate about and dedicated to the field of rural youth development

- 10) The project partnered with an experienced and dedicated donor in the field of youth enterprise development in South Africa which was represented on the executive committee of the project, and got involved with providing training and advice at a practical level.

The evaluation study identified some key challenges, which continue to face the project, and made some recommendations about how it could be adapted or modified in the next phase to meet them:

- The longer-term strategy and planning (including marketing and fundraising) followed by the project would be a critical success factor for consolidating the achievements made in the pilot phase, and creating its capacity to grow in the future to provide employment for youth on a larger scale. Key questions in this regard relate to the mix and forms of businesses to be established, and the model of small business development to be followed concerning how businesses would develop from the incubation phase, and exit from the project (in order to 'sink or swim'). Related questions are how much, and what kinds of support (for example, further training and mentoring, finance and marketing), businesses established would continue to receive from the project, and for how long, and how the longer-term sustainability of the project would be secured in terms of issues like youth leadership and succession planning.
- There were some key issues for debate and resolution. The evaluation raised a question concerning whether the project should continue to pin its hopes primarily on the international tourism market with some of its activities, or whether it should focus much more on developing the businesses in terms of the local community economy as well. It would take time for the youth enterprisers to develop their talents and skills to be successfully competitive in the tourism sector.
- The path the project followed regarding some key internal areas would also determine its ultimate success, with issues such as organisation development and capacity in the future, staff and volunteer management, project performance measurement and impact assessment, as well as greater diversity in its governance and management structure and processes.

Introduction and background

1. The Pilot Project 2004-2006

The Thembaletu-Thuthuka-Uplands (TTU) Project was a joint pilot project between Thembaletu Home Based Care Programme, the Institute of Social Ecology and Uplands College. The project combined environmental sustainability with socio- economic growth for the youth of the Nkomazi region of Mpumalanga Province. The initiative rested on four legs:

1. Development education (the promotion of understandings of environmental sustainability in support of eco-business development)
2. Enterprise management education (enabling young enterprisers to develop economically sustainable businesses)

3. The selection of youth pilot small or micro businesses that had good potential as natural resource based and eco-enterprises
4. The development of regional middle management support for the eco-enterprises with regard to two concerns in particular: product identification and marketing

The primary objective of the project between 2004 and 2006 was to establish at least 30 youths from the Nkomazi district in productive employment in the range of eco-businesses established.

2. 'The Wild Frontier'

Nkomazi forms the eastern region section of the Lowveld area of Mpumalanga and consists of a wedge of land between Kruger National Park to the north, Mozambique to the east, Swaziland to the south and other Mpumalanga local municipalities to the west. As part of its overall plan of improving tourism throughout the province, the Mpumalanga Tourism Authority named the area the 'Wild Frontier'. The population is approaching some 800,000 people. (Population counts all residents, but does not account for undeclared migration flows, such as from neighbouring Mozambique). The population around Nkomazi is very young. Young people aged 19 and under account for 54%. Nkomazi falls under the Ehlanzeni District Municipality and accounts for about 6% of the Mpumalanga economy. The Maputo Corridor traverses the area and has a significant economic influence on the area. Nevertheless, unemployment and poverty are eminent problems. The unemployment rate is about 50%, much more than the national rate.

The Human Development Index (HDI) is approximately 0.66% worse than the national average. The average dependency ratio is 6.8 (meaning that at least 6.8 persons depend on the income of every one person employed). The majority of households earn less than R1000 per month - far below the national average. The region combines two areas with hugely different characteristics, both economically and socially. The southern section has a typical rural underdeveloped character with poverty, massive unemployment and a general lack of development catalysts. The northern section is a successful agricultural area with well-developed infrastructure and human skills. The Nkomazi economy largely comprises government, community and personal services, followed by agriculture (mainly sugar milling and the processing of citrus concentrates).

Potential for tourism exists in the southern area where there is a strong traditional culture, and throughout the Lowveld of the municipal area, which offers the tourist a unique African experience through a number of wild reserves. (*Source of information: Small Enterprise and Human Development: Economic Profile of Mpumalanga and Nkomazi Municipality (website information)*)

In a discussion held by the evaluator with the project Executive Committee, the following additional information emerged about the area:

- It is a melting pot of traditional and modern cultures, languages and people in cross-border areas, with high HIV rates of infection (plus 50%)
- It has 'rural townships' which are a blend of First and Third worlds
- Transport and communications are expensive affecting economies of scale at the village level
- There are continuing water supply problems (with a high rate of theft of water)
- The start up costs of a business and running a business are therefore much more expensive than elsewhere
- People are moving out of the area (brain drain)
- House building is, however, increasing, making use of death benefits received from HIV-AIDS, and by people in well-paying government jobs
- Most of the region is now electrified
- The majority of the population of the area is, however, stagnant and people find it hard to rise above the misery, but there are still large numbers of people immigrating from Mozambique and Swaziland

In an e-mail from Heather McKibbin, development consultant on the project, she pointed, however, to signs growth starting in the area. She said as follows, "It is important to bear in mind that the Nkomazi environment has developed significantly in the 2.5 years since TTU started. Inter alia, the infra-structure has developed; there is a vastly improved education system, with matriculants rapidly becoming of a better standard than they were. There is a lot more money around, the development of the sugar farms, better communication, expanded travelling, and vehicles purchased, and the establishment of shopping centres in Nkomazi and Malelane. These developments have given people a better understanding of the broader community than before".

The points made in the economic profile given of the area above, and in the discussion with EXCO and Heather, are important. They point to a juxtaposition of undeveloped, under-developed and developing dynamics, with a colourful rainbow of value systems emerging. It was crucial to understand and to work with this range of value systems, particularly in a development project such as TTU, which focused on the young, where much of the rapid and complex change is taking place. It must be remembered that youth are, at the end of the day, part of communities, not projects. Changing value systems, amidst rapid and complex development, will have an on-going impact on how a project such as this one is delivered and managed, not only for new youth coming into the project, but for those who were already there.

3. SSACI partnering with the pilot project

The Swiss-South African Co-operation Initiative (SSACI) is a South African development-finance agency funded by Swiss and South African companies. It is a unique public-private partnership between a development finance agency and ten private-sector corporations, aimed at promoting the social and economic development of South African youth. Its motto is "Masibambisane" (Zulu for "Let's co-operate") expressing the spirit of partnership in development that characterises SSACI's funding programme.

The agency provided funding for the TTU pilot project in terms of its brief concerning the social and economic development of youth in South Africa, in this case in the Nkomazi region. Its expectations and interest in funding the TTU pilot project, however, went further, and can be summarised in a number of questions put to the evaluator by Ken Duncan, Manager, and Jayesh Bhana, Project Officer:

- Can youth be supported to remain at home in the rural areas productively?
- How can we best help rural youth to get into gainful employment?
- Can rural youth business development be successful?
- Can eco-business development provide employment and self-employment for youth on a large scale in rural areas?
- Can projects of this nature change the behaviour of youth and make a positive impact on the HIV-AIDS pandemic?

The evaluation study attempts to give some answers to these questions, as well as those outlined below.

4. The evaluation study commissioned by SSACI

A post project evaluation was agreed by all stakeholders to take place between July and August 2006, the end of the two-year funding period. The brief for the evaluation was to provide answers to four key questions required by SSACI. These questions are as follows:

- Did the stakeholders or partners do what they were required to do in terms of the contract?
- Was the pilot project done well?
- What has been the learning from the project, which could benefit the stakeholders and role-players in the future?
- Given this learning, how could the project be modified or changed in the future?
-

The evaluation aimed to provide not only an assessment of the project to date, but also to play a more developmental role for the future. (The evaluation brief is attached as **Appendix 1**). An independent development consultant from *Integrated Futures Ubumbano* (Ms Jan Beeton), was contracted to under-take the evaluation study and to compile a report of her findings and recommendations. The evaluation took place in three phases. After an initial familiarisation phase, during which a briefing session took place between the evaluator and SSACI, she conducted an initial review of project documentation provided and thereafter constructed an evaluation framework design, work-plan and timeframe to guide the evaluation. She also conducted an in-depth interview with Jayesh Bhana of SSACI, the project officer who worked with the project during the pilot phase.

In the second phase, she spent a week at the project site, conducting fieldwork research with the project partners, the young eco-business enterprisers, and a group of community members. She also visited a sample of the eco-businesses both on and off the project site. In the third phase, she spent two weeks analysing the information she had gathered, conducting further discussions with the project partners and others via e-mail correspondence, as well as a further review of documentation gathered whilst on the project visit. She then wrote a draft, and then a final report, after feedback had been received from the project partners. (The evaluation framework design is attached as **Appendix 2**).

The evaluation findings and recommendations

1. Was the mode of delivery of the project effective?

1.1 The project partnership: a three-way collaboration based on a common passion to assist the youth

The Institute of Social Ecology founded in 1999 and based in White River, under the visionary leadership of Director Dr Lynn Hurry, introduced the conceptual thinking on which the pilot project was founded and implemented over the last two years. The Institute of Social Ecology (ISE) was established to provide structural support for community based education /development programmes. The Institute promotes and provides appropriate, community based, socio-economic activity in the alleviation of poverty, with special reference to environmentally sound development, environmental management and the promotion of ecotourism.

The vision of the ISE is to work to promote effective community involvement in sustainable development, rooted in sound environmental management practices. Its mission is to create community-based activities that are both economically sound and environmentally sustainable. It carries out this work through its *Thutuka* ('creating wealth') programme, with Thuthuka-Thembalethu being the first pilot of this programme. Dr Hurry's engagement with the TTU project was focused on consultation in a number of areas: vision crafting, strategy planning and project leadership development by means of an Environment Management Education and Training Programme (EMET). He was also involved in the planning, selection and assessment of the eco-businesses and young enterprisers trained to manage and operate the eco-businesses. Dr Hurry is a member of the project Executive Committee and has had an on-going involvement with the project governance, planning and management, as well as the mentoring and support of the young enterprisers and their businesses.

The Thembalethu Home Based Care Programme was also established in 1999 and is based at Schoemansdal in Mpumalanga province, close to Malelane on the main route from Malelane to Swaziland (the border is just some 10kms away). It was established as a non-governmental organisation (NGO) in response to the HIV/AIDS pandemic in the Nkomazi region (in which Schoemansdal is situated). It operates directly in 22 villages in the region through 300 care-workers, with an approximate outreach of some 700 000 people. There is also an outreach programme into Swaziland and Mozambique (the border with Mozambique is also close to where the project is situated). The purpose of the organisation is to teach and equip people to take care of AIDS patients who are dying, to counsel traumatised families, take care of orphans, engage the youth in life changing programmes to combat HIV infection, and to empower the local community to become self-sufficient. The philosophy behind the organisation is to offer a holistic solution to the encroaching pandemic by introducing interventions that offer appealing quality programmes which will result in changed behaviour patterns particularly among the youth. The main activities of THBC are palliative care, counselling, and orphan care, health services, establishing and supporting the growth of home gardens (of which they are approximately 800 currently), burial services, awareness training, and food distribution. Thembalethu was responsible for the overall management and implementation of the TTU pilot project. Its focus with the project was to assist the youth of the region to obtain gainful employment, thereby contributing to the development of a positive lifestyle by the youth, as part of its efforts to combat the HIV/AIDS pandemic in the Nkomazi community.

Youth in Action (YIA) was established in 2003 as a youth structure within THBC to give support to the HIV/AIDS prevention programme. The goal of YIA is to unite the Nkomazi youth from all 34 villages to work together and fight HIV and AIDS. In order to do this, the youth are being engaged in different development activities. They believe that if young people are provided with an infrastructure for positive living, they will take control and not become infected with HIV, hence their involvement with the TTU Project, which they believe offers a wide range of opportunities for the youth. YIA members carry out community outreach work, and worked as TTU project counsellors and mentors.

They also provided Desk Coordinators for the different TTU project eco-business activities. They are essentially volunteers, managing and carrying out project work at the implementation level. In return for their work, they received training and mentoring, a monthly stipend and two meals a day.

Uplands College is a private high school based in White River. It has a dedicated environmental education and outreach programme with its own dedicated director and staff. The mission of the programme is to be instrumental in transforming previously disadvantaged schools in the region into effective educational institutions, helping communities to rise to the challenge of poverty and unemployment, at the same time as achieving a high level of appreciation for the need for the sustainable use of natural resources. The vision of the Uplands Outreach Institute established as part of the College is to become widely known as a leading centre for outreach and environmental education programmes by providing an environmental education curriculum, together with outreach and other educational programmes for the Uplands schools, their outreach school partners and regional communities. Uplands College has been the lead agency on the project, with which SSACI has contracted for the donation of significant funding to establish the activities over the past two years. In terms of the contract with SSACI, Uplands was responsible for the receipt, management and disbursement of the project funding, and for producing updated budgets, financial statements and financial reports.

1.2 Project governance

In terms of the contract agreed between SSACI and Uplands College, an Executive Committee was established to comprise members from SSACI, Thembaletu, Uplands College YIA, as well as suitable community members. The functions of the Executive Committee were identified as the overall governance of the project to include oversight of the management, fiduciary responsibility for the funding and its expenditure (Uplands College), as well as financial management and control of the project (Uplands College).

1.3 Project management

It was also agreed that a project manager would be appointed to manage the project on a day-to-day basis. Overall management of the project would be the responsibility of a Management Committee comprising the Project Manager, the development consultant and two members of YIA.

1.4 Findings concerning the project mode of delivery

In the evaluator's view, nothing succeeds so well as passionate people working together in a co-operation of mutual commitment and interest. The stakes were high for both the parties themselves in terms of the results aimed at (for example, impact on the HIV-AIDS pandemic, poverty eradication, employment for youth, environment conservation and sustainability), and, even more importantly, for the people they aimed to benefit. In her opinion, the three-way partnership underpinning this pilot project was such a co-operation. The project partners' collaboration, based on its holistic approach to solving the socio-economic challenges of the youth in the area, and its commitment to using and sustaining the natural resources of the area responsibly, resulted in a pilot project which was well integrated within an NGO (THBC) soundly established over several years and well-known in its area of operation. All the people involved in the project, including the CEO of THBC, as well as the Project Manager and development consultant, live in the area and brought to their work on the project a rich experience and knowledge of the local community.

Effective community partnerships, extensive knowledge and experience regarding the local area and community, and an infrastructure already developed by the THBC programme, provided a sound foundation from which the pilot project was able to draw much of its strength and delivery effectiveness in a very short period of time. The pilot project was a rapidly growing effective part of a holistic approach to tackling the myriad of health, skills, social and employment challenges of the region.

Evidence gathered by the evaluator of this holistic approach was that many of the youth engaged in the pilot project had been vulnerable children and orphans drawn from the THBC programme. Furthermore, close links were established between project activities, such as food growing and processing, and the need for immune boosting foods in the region. A performing arts group established as one of the project eco-businesses, (in the belief that the human resource was a powerful natural talent in the area and, therefore, also a natural resource) gives HIV-AIDS educational performances to schools and others, supporting the THBC HIV-AIDS prevention programme in the area.

The ISE under Dr Lynn Hurry with his extensive knowledge and experience of environment conservation, sustainability and creating employment making use of the natural resources of a region, has brought a valuable guiding and consulting role to the project. He has ensured the project implementation in terms of its brief to develop relevant youth eco-businesses, which contribute to conserving and sustaining the natural environment of the area. After some initial teething problems regarding holding regular meetings and compiling reports and data as required by the donor, the project partnership functioned well, with regular meetings of the Executive Committee, and regular attendance at meetings by the project partners and the SSACI representative.

Minutes of meetings were kept, which included regular project progress reports and financial statements. In the evaluator's opinion, the obvious effectiveness of the Executive Committee could have been enhanced by attending to some gaps in its composition. There was no representative of YIA on the Executive Committee, after the previous YIA representative left to take up employment as an educator at a local school. There was also no representation from the local black community. In her view, diversity is an important issue in the current governance and management of organisations and projects. Culture, disability, age, race and gender are all important elements to which the project could have paid more attention. The formal appointment of Kim Ramm as Project Manager took place in April 2004. Prior to her appointment, the project development consultant handled the project management.

She also had other responsibilities with YIA and undertook some of the training and mentoring on the project. There is evidence that although the Project Manager was contracted to work for two days per week on the project, she was working full-time because of high work pressure and demands. This needs attention to be fair to her, and to provide her with assistance to deal with the high workload and pressure, as well as to stand in for her from time to time when necessary.

1.5 Some recommendations for consideration

- (i) A new representative of YIA should be elected to the Executive Committee as soon as possible, and consideration should be given to the diversity issues raised above in the composition of the committee, to include, in the evaluator's view, at least local black community and black female representation. If a suitable young person from YIA was not currently available, consideration could be given to identifying a local black community person who could competently represent the interests of YIA in the interim, whilst a YIA member was given training in governance, and was mentored to take up the position in due course.
- (ii) Consideration should be given to the terms of appointment of the Project Manager and to making provision for an assistant.

2. Did the project partners meet their contractual obligations?

2.1 Findings

In terms of the contract concluded between SSACI and Uplands College (a copy of which is attached as **Appendix 3**), a number of contractual obligations were concluded concerning the governance, management and implementation of the project. A table summarising the evaluator's findings from a review of relevant project documentation, and discussions held with project partners and staff, concerning whether these obligations were met, is attached as **Appendix 4**. The table quite clearly indicates that the project partners and staff met the majority of their contractual obligations in the period. Additional information is that at least 80 youth were trained in technical skills, business management and environmental education, of whom 68 were eventually established in 20 productive eco-ventures in mushroom growing, bee-keeping, eco-tourism, performing arts, marula products and arts and crafts. Since business operations only commenced in April/May 2005, the project is to be commended on their achievements in a very short period. Rural development projects operate under difficult circumstances, and face special challenges in delivering results quickly.

Strictly speaking, there were some departures from the contract, but the project partners and staff were of the opinion that the definition of natural resources in the area also included human resources with indigenous talents and skills, which could be profitably brought into the project, to benefit more youth and widen the range of eco-businesses established. They also added to the holistic nature of the development undertaken with regard to helping the youth to live a positive lifestyle and support the HIV-AIDS programme of THBC. The youth leadership training strengthened the capacity of the project to deliver, and from the evidence gathered, was a pivotal element in the effectiveness and success of the pilot project. The departures were, therefore, considered to be in the spirit of the contract and to have contributed to the overall purpose of the project.

One or two scoping activities were not carried out. These activities were a formal assessment of existing youth enterprise in the area, which could be approached to become part of the project (if any), and a local community needs assessment of products, which the existing eco-businesses, or new businesses established, could supply. More is said about this on page 19 below in the report where the project scoping exercise is discussed.

3. Was the philosophy underpinning the project appropriate and effective?

3.1 Starting the journey to find the way – youth utilising natural resources for sustainable livelihoods

The original conceptualisation of the project, led by Dr Lynn Hurry of ISE, relied on a number of definitions and concepts, which would serve to conserve the environment and to provide sustainable socio-economic development and employment opportunities for youth in disadvantaged communities. These definitions and concepts were:

Sustainable development or sustainability - is development that meets the needs of the present, without compromising the ability of the future. The outcome of sustainable development is defined as the hope that in ten years time people who are poor now will have a better life and more opportunities, and will live in a healthier and safer environment. (Source: Proceedings of the 2002 World Summit on Sustainable Development, and a South African report on the expected outcomes of the Summit for the country)

Natural resource based enterprises - are enterprises that promote the conservation (sustainable utilisation) of natural resources for economic gain, rather than their consumption – or enterprises that are dependent on a local natural resource. They may include enterprises that recycle other materials, for example, the recycling of plastic bags, providing the finished product is saleable at a (tourist) sales point. Examples of such businesses are ecotourism, eco-guiding, bird-watching, thatched roof tiles, traditional medicinal plants, fruit drying, mats and baskets from recycled plastic, bee-keeping, scents and cosmetics from local plants (for example, lavender), grass weaving, flower growing, glass beadwork and artwork, arts and crafts (using, for example, dung, grass, banana leaves, wood) (Source: Project Scoping Report May 2003, Dr Lynn Hurry).

Eco-tourism - is environmentally responsible travel and visitation to enjoy and appreciate nature (and any accompanying cultural features) that promote conservation and sustainable development, has low visitor impact, and provides for beneficial active socio-economic involvement of the local population (Source: Project Proposal August 2003)

3.2 Findings

From the background to the Nkomazi area given above in the Introduction to the report, describing the area and its demographics, as well as from discussions held with project partners, staff and YIA members, it is evident that the project philosophy was both appropriate and worked. An EXCO member said, "The philosophy has worked and will go on working and growing in the future". A member of YIA said, "Eco-businesses are cheap and the resources are there. We have people and flora and fauna".

It is also clear that the pilot project was a critical intervention in a situation of above national average underdeveloped human resources, very high unemployment, high dependency rates, suffering caused by poverty and high rates of HIV infection, and where the majority of the population is under the age of 19. (See the Introduction above). The hope factors in the situation (on which the project was based) are: the incredible wild beauty of the area with its abundance of natural resources, the broad array of traditional cultures and languages in the area, the wealth of young human resources to be drawn on to turn the situation around in the future, and the huge potential of the area for tourism and agricultural development.

It is apparent, however, from the discussions held and documents read that the conceptualisation of the project appeared to have changed, or there were differing perspectives about it, during the two-year period. A relevant comment was made in this regard by Dr Lynn Hurry when, in reply to a question by the evaluator, he said that ISE and the Thutuka Programme introduced the thinking for the project, but Thembaletu thereafter made the project its own. The evaluator identified several statements from project documentation about the purpose of the project. The range of statements indicated that there was perhaps differing thinking about the project at different times. The statements she found were:

"The project is about the sustainable use of natural resources by rural communities for financial gain"

"The objective of TTU is to identify interested youth who will establish sustainable and viable small businesses under the mentorship of YIA"

"The Thembaletu-Thuthuka (Youth-in-Action) Project is in support of the development of youth-driven Eco-businesses that promote the sustainable use of local natural resources"

The main differences between the three statements she would like to highlight are 1) who the target markets were for the project; 2) the nature of the small businesses established; and 3) how the businesses were developed. In her view, these differences raise some interesting questions for the future of the project as follows:

- Should the project only aim to assist young people between the ages of 19-26 (or 19-35) concerning issues of environment conservation and financial gain?

- Should the project only be about eco-business development, particularly if the need is to create employment, financial gain and/or wealth on a large scale?
- Should the businesses be developed only with the support of YIA (and project mentors, trainers and volunteers)?

The issues she would like to raise for further consideration arising from these questions are several:

- The one relates to the nature of effective community development, and whether it is in fact possible to make a successful intervention for one particular group within a community, without considering its location within a wider community or communities. Challenges, which spring to mind here are other peoples' response to those being assisted and the support or opposition that could result; and whether development, particularly with an issue like environment conservation and sustainability, is possible, working with only one particular group. Effective change or transformation is multi-faceted or systemic – to place a person back into his or her community or setting after training or education which changes him or her, without also addressing the environment around that person, may be problematic. The least that must be done to address the challenges is to educate and train that same person as a *change agent*, who understands what must be done on a pro-active basis, once s/he has received training or education, to 'fit back in' to their community and, at the same time, pro-act to change it.
- The second issue relates to the selection of particular kinds of small businesses to tackle the challenges of unemployment and job creation in communities. It is valid to argue that the kinds of businesses chosen for the TTU project were in response to any number of environment realities and concerns, (distance of the region from markets, transport challenges, lack of developed industry and business in the local environment, the abundance of natural resources, a beautiful natural scenery, and so on). It is equally valid to say that the businesses supported by the project should not be limited only to eco-business. Unemployment in rural communities is of alarming proportions and there are probably limits to the numbers of eco-businesses that can be successfully established for any number of reasons, hence the question can be asked what other businesses could be assisted by a project such as TTU?
- The third issue is of a different kind, and points to a debate about how small business can best be assisted to *succeed* (not only 'developed') and create wealth (the project's original name *Thuthuka* means 'to create wealth'), as opposed to just generate income or financial gain. The goal of the development of any business must be eventually to stand and succeed on its own. Any form of support must, therefore, contain within it from the beginning an exit point from support, nurturing and assistance. This challenge is particularly important in rural circumstances and with youth businesses, where the tendency towards dependency is in the evaluator's view likely to be greater than in urban areas, or than with older and more experienced business people (again for any number of reasons). The issue is not the length of time of incubation, training and more training, mentoring and other forms of assistance, such as stipends and food, both of which the project provides to youth enterprisers on site, but the clear understanding that businesses must exit from intensive support and nurturing. This should be clear, and a finite period put in place for this to happen, even with youth businesses where there is a lack of business experience, knowledge and skills to build on. Sustainability is as much about independence, as about the use of natural resources available locally. Examples of how an exit strategy could be put in place from the beginning are enterprisers paying a nominal rent to work from the project site after two years, and the curio shop at the project site not being available as the sole outlet for arts and crafts products.

A related issue is how support is given, raising a question concerning whether it is better for a project such as TTU to give direct support for any length of time, or whether it would be preferable for the young enterprisers to have, and make, choices about the kinds of support provided after initial establishment. (Development organisations like Umsobomvu Youth Fund have answered this question by providing a voucher system in terms of which entrepreneurs make their own choices about the support they receive).

From the evaluator's discussions with the project stakeholders, staff and volunteers, she is aware that these issues are not new ones for the project and that debates take place around these and other relevant issues on an on-going basis. Some answers were arrived at, and changes introduced to the original conceptualisation of the project. One good example identified during the evaluation was 'natural resources' were defined to include human resources as well. In rural areas, there is any number of natural talents and skills that can be built on for business development – traditional culture and performing arts, arts and crafts abilities, household goods manufacture, means of transportation, house building, and so on. Whilst not all of these activities received support from the TTU pilot project, there were small businesses for Latin American dance training, drama, singing and dance groups, wire products making, sewing and embroidery. These kinds of activities were probably also very appealing to young people and their interests.

There is evidence that a phased exit strategy over a 2-year period from the project for businesses existed, in contracts with youth enterprisers and so on, but was not articulated in a written form, or as a clear policy guiding the project. Project thinking concerning sustainability was not limited to making use of naturally occurring resources. Registered private companies were being set up for the arts and crafts and eco-tourism businesses on a 51-49 ownership basis between the project and the youth enterprisers running the businesses. (A related question that arose here was whether it might also have been valuable to consider setting up cooperatives as a sustainable form of business, given that the project operated in rural circumstances). The positive living focus of the Thembaletu programme was without doubt also a key issue in sustainability, given the ravages of HIV-AIDS.

Finally, in the evaluator's view, there are two key issues for debate about 1) whether the project should have focused its attention exclusively on the (international) tourist market; and 2) if the project was about the conservation and sustainability of natural resources for the future, why were there no replenishment activities taking place as part of the project? In the case of the first issue, she formed the distinct impression that the focus was more on tourism (international and domestic), than on the local community and its needs. Her concerns here were two-fold: 1) The tourism market is competitive and demands high levels of skills and quality products that it may take time for the youth enterprisers to achieve; some may not achieve it at all; and

2) Did the reliance on international tourism compromise the possibility of independence for the youth enterprisers (at least in the short to medium term) because the project was aiming too high?

The answers to these questions for the evaluator did not lie in ceasing to target international or domestic tourism markets, but to add to this focus by building a local economy based on meeting community needs and demand with products that would sell and generate more income more quickly for the youth.

The one approach relied on attracting custom to the area, the other on meeting the needs of custom already there. In the case of replenishment of natural resources, not only would this more effectively fulfil a key aim of the project to sustain natural resources for the future, but it may also very well represent an opportunity for new kinds of eco-businesses. An example might be the replenishment of local grasses used for the mushroom project. It appeared that this grass was sourced from a remote village close to the Mozambique border.

3.3 Some recommendations to consider

- (i) Research other kinds of non-natural resource based businesses that may flourish in the area, or are related to the concept of environment conservation and sustainability. Examples might be car washes (perhaps incorporating recycling of water), eco-spaza shops (which could also act as marketing outlets for products produced by the enterprisers), and natural resource replenishment projects. This research should include a formal assessment of local community needs and demand.
- (ii) Draw up a formal policy concerning an exit strategy from the project for the enterprisers and businesses, working with the enterprisers and YIA members to do this.
- (iii) Compile a data-base of all training and support providers and government agencies accessible by the enterprisers
- (iv) Debate and make decisions about the merits of establishing at least some of the enterprises as cooperatives with the youth

4. Building from the centre - Was the management of the project done well?

Although the responsibility for the day to day project management rested with the Project Manager, the overall function was very much a team effort, involving EXCO members (in project planning and development, financial management, marketing and promotions and fundraising), as well as the YIA desk coordinators (managing the enterpriser groups and business mentoring and support). The project management was done well overall. Many impressive comments were received by the evaluator concerning the hard work and dedication of the Project Manager in particular. There were also comments about her having the right EQ (emotional intelligence) to work with the youth.

4.1 Coming home to community – THBC the small family with long arms

The TTU pilot project operated from the Thembaletu programme site and was very much part of the busy daily activities of this small family with long arms. Eco-businesses operating from the site were the arts and crafts groups, which were all part of the Wildly African eco-business. A veritable hive of activity from day to day, these groups operated from small workshops behind the Tree Curio shop, which is located on the main Road between Malelane and Swaziland. The mushroom project, with businesses established in widely scattered villages, had a presence at the site with a demonstration unit.

The performing arts group could be heard there as well, singing, in drama rehearsals, and dancing in the open-air hall space. Young reporters and journalists (not part of the project) bustled in and out of the newsroom meeting deadlines for the weekly 'Nkomazi voice', a youth community newspaper.

The YIA office was the hub of many activities, from computer skills training to the TTU project, offering counselling and mentoring activities for young enterprisers, on- and off-site (in the villages scattered throughout Nkomazi), who visited throughout the day. Thembaletu care workers and counsellors also work from the site, outreaching to villages all over the region. Children play amidst the constant activity in the crèche in the middle of the project site, and cows wander in and out to see what they can find to provide for their daily needs. The constant aromas of homely cooking pervaded all, with the catering ladies keeping staff, volunteers and visitors fed and watered throughout the day.

Latin American dancing were also there, with youngsters twirling around the floor in their dance classes. The project and programme management staff seemed constantly surrounded by people in meetings, visits and workshops. Their 'offices' were never empty and doubled as meeting places for work and informal discussion all day long. Volunteers could be seen fixing computers, teaching Tai Chi and mentoring enterprisers. Teaching and discussion goes on all day long. This is a lively place, real development in action, and provides a strong community within a community and family feel for the youth who train and work there. The importance of a positive and familiar learning and practice space should never be under-estimated. It is a key facilitator of successful and effective learning. Thembaletu succeeded very well in providing this space. Physical space is, however, at a premium. Although Thembaletu has adequate empty land on which it can expand in the future (through a permission to occupy granted by the local chief), funding is not always available to tackle the problems arising from a lack of space.

4.2 The project scoping activity

Comprehensive and well-planned pre-project research concerning project potential was a crucial element in successful project planning and development. In 2003, under the direction of Dr Lynn Hurry, the pilot project was preceded by a scoping activity, on which the proposal for funding was based. A scoping report was compiled and submitted to SSACI to elicit their interest in funding the project (Scoping Report, May 2003, Institute of Social Ecology). The scoping was done over a 2-month period and was aimed at gathering data about the local socio-economic environment, and assessing the potential of the project and small enterprises in the area (particularly youth enterprises). Two full-day workshops took place, inviting all youth structures and, in particular, all youth SMMEs and any youth interested in participating in the project, to attend. At the same time, the Nkomazi Economic Development Unit (Nkedu) commissioned a survey of the area to identify all businesses. It appeared that the results were never made available. A community meeting with all relevant role-players took place. Interviews were held with a variety of specialists in and around the Lowveld region, and information gathered to adjust the final project model. On the submission of the report to SSACI, Dr Hurry commented, "The scoping exercise has affirmed our belief that Thuthuka is necessary at this important time in the economic/social life of the area"

4.2.1 Findings – catching waves, making friends and winning support

From a review made of project documentation (See **Appendix 5** attached), and from discussions held with Dr Hurry and others, the evaluator was able to identify a number of benefits of the scoping activity, which was well done. Ehlanzeni District Municipality gave their support to the project.

They regarded the project as an important pilot model for rural development, and possible replication in other areas of the district and province in the future. Dr Lynn Hurry compiled a network of potential supporters, and service providers, for the project, and discussions and telephone meetings were held with many of them to both promote the project and enlist their support. This was a key activity in the willing support evident concerning the project. Brainstorming sessions were held to settle on the kinds of eco-business activities to receive support. Some of these activities became operational as part of the project, others were being considered for establishment in the future. Although the existence of small youth enterprises in the area and the needs of the community were not researched formally, discussions were held with the youth of YIA. Sally and Heather McKibbin, the founder and CEO of Thembaletu and development consultant respectively, also contributed to the building of data, having lived and worked in the area for a long time. Dr Hurry himself was also able to contribute to the process with an extensive background in the local communities and their economic and social needs. In an interview held with YIA desk coordinators, the opinion of one former desk coordinator, who had left the project during the period, was that youth enterprises in the area (if any existed) should be focused on more for possible selection for the project in the future.

4.2.2 Recommendations to consider

- (i) For the next phase of the project, add to the scoping activity already carried out with a formal assessment of any youth enterprises existing in the area (particularly in view of the fact that the findings of the Nkedu survey of businesses in the area were never made available).
- (ii) The evaluation study and report itself should act as additional scoping for the next phase of the project

4.3 From ought to action: planning

4.3.1 Vision crafting and planning

There is evidence that vision crafting took place as part of the pilot project and was an on-going process. Recently, Heather McKibbin told the evaluator that she was meeting with the youth to discuss 'where to now' concerning the next phase of the project. Since TTU was a pilot project within the Thembaletu programme, project strategy and business planning formed part of the planning for the larger programme, which has both a vision and mission statement. In addition, there were visions, missions, goals and objectives for each of the project eco-ventures.

There was regular action planning at the management and operational levels, recorded in EXCO meeting minutes and project progress reports, as well as in the monthly reports of eco-businesses. An example of well-prepared project action planning was the *Time and Process Management Flow Chart* drawn up for the first 12 months of the project (See **Appendix 6** attached). Activities were identified and grouped in different phases, with a time-frame plotted for the completion of each phase. Regular progress reporting took place at EXCO meetings concerning the completion of activities against the flow-chart.

4.3.2 Findings

Most of the activities planned for the first phase were complete, more or less, within the 12-month period. Most of the activities for the second 12 months were also completed (consolidation of business- start-ups from Year 1 with further training support and mentoring). As far as the evaluator was able to ascertain, however, no new businesses were started up, although there was planning in this regard.

With regard to strategy and business planning for the project, the evaluator formed the strong impression, whilst she was visiting the project and talking with enterprisers and staff members, that the eco-businesses seemed to operate, to a fair degree, separately from each other. For example, enterprisers in one business did not seem to know very much about the other businesses. Whilst this might not have been a significant issue operationally, in her view it did detract from the project enterprisers working as a team, pulling together and working in the same direction. For this reason, she feels that the project could have benefited from developing its own strategy and business plan. It is quite common for organisations, comprising several businesses or programmes, to have one overall vision, strategy and business plan, which brought together the vision and mission statements and individual plans of each of the major activities. (Strategy planning might also be a good way, in her view, to engage any significant external role-players and stakeholders, whom the project might wish to get on its side- by inviting them to be part of the strategic planning process). The consolidation and growth of the project in the future would most certainly require a project specific strategic business focus over the longer-term. There were questions concerning the future of the project that she felt remained unanswered, even after conducting the evaluation study. Some examples were:

- Was the project aiming to establish primarily private small businesses, or could it be a mix of production groups, and cooperatives as well?
- Would all activities (for example, training, business support, financing, mentoring/on the job training), take place with the continued close involvement and engagement of the project staff, and what would the strategy be in this regard?
- How would other (new) youth receive training and support in the future?
- How many, and what kind of businesses, would be established in the future over what time-period?
- How would the project approach the exit of businesses from the project and when would they aim to do this?
- How would the project phase out the 51-49 shareholding arrangement for some businesses over time (and would this be done)?
- Would there be project succession planning, and how would this take place?

4.3.3 Recommendations to consider

- (I) Hold a strategy planning workshop session over at least 5 days, engaging all relevant existing and potential stakeholders and role-players, to create and document a longer-term strategy for the project, and compile a 3-5 year written business plan.

4.4. Project outcomes anticipated and the results

A number of outcomes to be achieved in the first two years were identified in the project proposal submitted to SSACI with a request for funding in August 2003. The table attached as **Appendix 7** summarises these outcomes and the results achieved. A table summarising the employment created by the project, as well as the attrition rate is also attached as **Appendix 8**.

4.4.1 Findings

The project staff, YIA members, trainers, mentors, volunteers and enterprisers are all to be congratulated on their achievements in a very short period of time. The tables given in Appendix 7 and Appendix 8 clearly demonstrate that much was achieved in the two years and achieved well. Given the circumstances challenging performance by development projects in rural circumstances, these results were all the more remarkable. In the evaluator's opinion, some of the outcomes the project team set itself to be achieved between 2004 and 2006 were not altogether realistic. In her view, some of the outcomes were of a shorter-term nature than others. Where outcomes were of a shorter-term nature, they were mostly achieved. The one or two outcomes not yet achieved relating to appropriate levels of understanding and skills developed by enterprisers of business and the environment were considered to be of a more medium to long-term nature. This also applied to the establishment of multiple craft markets, craft markets at Youth Centres (2-3 years and 3-5 years respectively), and the replication of the project in other areas. The non-achievement of these outcomes by the project was, therefore, not taken into account for the period evaluated. They were considered to be works-in-progress or works-in planning for the purposes of this report. No cropping of enterprisers or enterprises took place. Rehabilitation efforts were effective, except in the case of some substance abuse by youth where one or two were asked to leave the project. The project attrition rate was low, but not all youth trained were engaged in enterprises. Where youth left the project, the majority left for better paying jobs or to continue with their studies. Their training and development with the project in all likelihood stood them in very good stead in this regard. Some left for personal reasons. It was noteworthy that a number of examples could be cited of youth who emerged as role models during the pilot phase.

4.5. Selecting the eco-businesses and enterprisers

4.5.1 A three-phase process

The selection process or model followed by the project partners and staff looked as follows:

Phase 1	
	Sourcing and mobilising youth in the local villages through YIA Applications by youth and profiles compiled
	60 selected
Phase 2	
	Environmental training and 1-day SMME seminar held to test the potential of the youth selected
	Visits held to similar projects to see if youth were really interested
	Further selection process of youth enterprisers
	Brainstorming and evaluation sessions for the selection of suitable eco-businesses took place between the project

	partners, staff, and YIA members using criteria such as whether the businesses were in closed markets, involved long growing periods, or could be implemented fairly easily in the short-term.
Phase 3	
	Short list drawn up and one-on-one interviews held to select final enterpriser trainees
	30 selected
	A contract was signed by all trainee enterprisers, setting out procedures and the code of behaviour to be complied with , reserving the right to de-select if necessary

The performing artists followed a slightly different process. All existing performing arts groups in the region were first identified by the YIA desk coordinator. Drama competitions were held in Nkomazi to source and get to know the performers in the area. The artists were selected from amongst these performing groups. A trainer on the project from Art Aid was also involved in selecting art and crafters for the arts and crafts groups. He followed the process outlined above.

4.5.2 Selection activities and criteria

Networking and selection committees were established to mobilise youth in the different villages and to conduct the selection process. The selection criteria included inter alia:

- A matric certificate
- Previous entrepreneurial experience or past behaviour as an indicator of potential (for example, enterprise activity at school or in the community)
- The number of dependents an applicant was supporting
- English literacy was a consideration, but was assessed against the natural talents, existing skills and potential of the applicant
- Use was made of a questionnaire completed concerning the applicant's interests, experience, vision and skills
- Youth should be between the ages of 19 and 35 and display an empathy for natural resource based eco-business involvement

4.5.3 Findings

Although the evaluator was not able to review selection documentation (for example, criteria, interviewing schedules, and application forms), she felt that the selection process followed for the enterprisers was a good one.

Selection was done in bite-sized chunks, as orientation and some training was done, giving selectors a good opportunity to get to know and assess individuals before selecting them for the project. The brainstorming approach based on the experience and knowledge of

particularly the project partners for the selection of the eco-businesses was a good one in her view. The engagement of YIA in the mobilisation of community youth appeared to have been done very well. A comment made in a project report by the Project Manager in this regard was "The response of the community has been the most important success to date. YIA has helped resolve a lot of the issues and assisted with the politics of the community' (Source: Project report dated October 2004)

4.5.4 Recommendations to consider

- (i) The selection of additional eco-businesses for the second phase should incorporate the findings of a formal assessment survey (already recommended above) to try and find young people already in eco-business (if they exist in the communities). In this way, the project might more easily be expanded.
- (ii) The selection criteria might include a demonstration of skills, experience and potential by setting applicants projects to complete. Some suggestions in this regard were made by Jayesh Bhana from SSACI at the meeting of the Executive Committee dated June 2004. An example he used was to go and sell with R5 and make a profit.

4.6 Marketing, communications and promotions

Project marketing, communications and promotions were identified as a key lever for the success of the project as early as the scoping interim report dated 17 May 2003. Suggestions made in the report were that there should be marketing training for the project stakeholders, and links developed with marketing middlemen and specialist marketers to engage their services for the project. The responsibility for marketing, communications and promotions was not the job of any one person on the project, but a team effort, engaging EXCO members, project staff, trainers, YIA members and volunteers. Marketing research concerning the products and services of the eco-businesses was largely handled post project initiation and engaged a range of people such as experienced trainers who had many contacts. An EXCO member had this to say, "John-Anthony Boema (an Art-AID arts and crafts trainer) and Laurette van Zyl (an arts and crafts mentor and marketing consultant) were consulted at various stages of the project concerning saleable tourist items. John has worked in many other parts of South Africa. Laurette works in both KZN and Mpumalanga, and is a recognised marketing specialist". Dr Lynn Hurry was significantly involved as well in the two-year period in marketing and promoting the project and its activities. He also assisted with fundraising efforts. He attended workshops and seminars representing the project and he contacted sponsors, such as airlines, to interest them in promoting the project to tourists in airline magazines. A range of marketing, communications and promotions activities were undertaken by the project in the period under review. Examples of these activities identified by the evaluator in discussions with partners and staff and from the document review were:

- Marketing with posters was done for bird guiding at Malelane Super Spar
- Networking was done with Mpumalanga Promotions
- The Tree Curio Shop was built on the main Malelane- Piggs Peak, Swaziland road, which carries many tourist buses
- Planning was in progress to further develop the curio shop as a one-stop marketing centre for the project for mushrooms, honey, clothes, beads, pottery, vegetables, arts and crafts, distribution of the community newspaper, and so on
- A relationship was built with Khumbulani Craft as a marketing outlet for crafters
- Cosmetics marketing took place at Schoemansdal Plaza

- New product development was taking place concerning dried mushrooms processing and for arts and crafts
- A person with a vehicle was identified for marketing and distributing Wildly African products
- Marketing contacts were established at the Promenade Centre in Nelspruit
- Adverts were placed in SSACI's newsletter
- Networking with organisations and individuals was on-going for crafters' products
- The Wildly African arts and crafts business was marketed on the Internet
- Several youth were engaged in marketing Wildly African arts and crafts products
- Asambeni Eco-Tourism was marketing to 70 tour operators at the time of the evaluation
- A relationship was built with an embroidery trainer who ran a tourist shop in Malelane for selling products
- Marketing was being planned to local exclusive tourist hotels and lodges and tourists shops of several products such as marula products, embroidered linen and furnishings, as well as decorative arts and crafts.
- Asambeni Eco-Tourism was being marketed through the Lowveld Tourism Association
- A major contract to sell mushrooms was being negotiated in Nelspruit
- Individual support had been offered to market products in the UK

A range of impressive and professional brochures and pamphlets was produced to market the eco-enterprises. A project website was also planned with links to the SSACI, Uplands and ISE websites, as well as to the eco-businesses.

4.6.1 Findings

In the evaluator's view, although a very fair effort was put into marketing activities, and into promoting and communications concerning the project, she nevertheless feels that a more planned and concerted effort could have been made. From the discussions she held with project partners and staff, the evaluator gained the impression that marketing activities were handled on a fairly ad hoc basis by differing people as opportunities arose. Whereas this may have been appropriate for the project in the pilot phase, it may not work if the project was taken to a larger scale in the next phase. The evaluator acknowledges, however, that successful marketing relies on good quality products and services and that this was an on-going process of training, mentoring and development during the pilot project. After her visit to the Tree Curio Shop, she felt that the shop could do more concerning its appearance, layout and display of products and services to present a livelier, more attractive and professional image. The tree growing in the middle is a most attractive feature. There was some evidence of a lack of demand for eco-tourism services such as bird guiding and hiking. There was also no board advertising the presence of the TTU Project at the entrance to Thembaletu, which acknowledged its donors. There were plans to rectify this by placing signs in the curio shop in due course.

4.6.2 Recommendations to consider

- (i) The services of a marketing and communications professional could be engaged on contract, or as a full-time position, to develop a marketing strategy and plan for both the project and its products and services, and be responsible for all marketing and promotion activities.

- (ii) Marketing should, however, continue to be a function of all staff, partners and volunteers, coordinated by one person responsible for its strategy and planning
- (iii) As an alternative, at least two suitable project people could receive training in marketing and communications to be responsible for marketing the project and its activities
- (iv) A TTU catalogue could be developed to include all the products and services of the project in one publication, together with prices, order forms and contact persons.
- (v) A TTU Project brochure could be developed promoting the project as a whole
- (vi) Marketing literature could be created for the mushroom and bee-keeping enterprises in the same way as for Asambeni Eco-Tourism and Wildly African.
- (vii) Curio shop staff should be trained in shop display and layout
- (viii) Project awards could be displayed in the Tree Curio Shop as a way of promoting the project. Award logos could also be incorporated into all project literature.
- (ix) Enterprises could have their own e-mail addresses, where this was possible, through the website in order to work directly with customers (marketing should become the responsibility of enterprisers more and more over time in order to prepare them for leaving the project).

4.7 Raising funding and generating project income

Like marketing and promotions, fundraising was the responsibility and function of differing project stakeholders and staff. An EXCO member put it like this: "General fundraising work associated with TTU has been dealt with by Heather and Sally McKibbin (Thembaletu), Lynn Hurry (ISE) and Kim (Project Manager) do ad hoc fund-raising from time to time". As part of his project marketing and communications work, Lynn Hurry approached possible new donors and sponsors and forwarded information to Thembaletu about possible donors. He raised funding for the project for specific items, such as equipment. He also raised the SSACI funding for the project implementation. YIA was also involved, with the relevant desk coordinators making presentations about Asambeni Eco-Tourism. A variety of approaches were used for fundraising, for example including the project in funding requests submitted by Thembaletu, cultivating relationships with existing and new donors, and with individuals who could make donations.

Personal networking was done for sponsorship of training, mentoring and equipment. Income generation for the project was also planned, re-directing a % of the income from products and services sales back to the project, as well as a project shareholding in private companies set up by Wildly African and Asambeni Eco-Tourism. This was to provide for an element of self-sustainability for the project in the future which would also be attractive to donors, and could lead to additional and new funding. The stipends received by the youth enterprisers were also planned to be returned to the project by the eco-enterprises in due course in order to be given to others.

4.7.1 Additional donors obtained for the project between 2004 and 2006 and donors interested and/or secured for the next phase

The project succeeded in securing additional funding in the 2-year period. The funders were:

- **CREATE SA** - funded a mobile arts and crafts training clinic which was on site for six weeks training artists and crafters (funded by the Mpumalanga provincial government) and some materials and equipment
- **GDS – DED** - provided funding for bee-keeping training and a container, training and computer equipment for the SMME desk of YIA, as well as transport
- **Nelson Mandela Childrens' Fund** provided funding for stipends for the arts and crafts groups and performing artists for performances in schools
- **Thembaletu Stichting** provided funding for the Wildly African building, and for materials and equipment (funding came from an individual)
- **Eskom** – provided a pottery kiln for the Wildly African eco-business

Future donors for the next phase of the project were identified as follows:

- **De oude Beuk Foundation** – to develop Asambeni Eco-Tourism tourist and visitor accommodation, and a restaurant next to the curio shop for which Wildly African will provide the furnishings
- A donor expressed interest in funding a sound recording studio for the performing arts group and a performance amphitheatre to be built close to the tourist accommodation and restaurant,

4.7.2 Findings

A multi-staff and multi-faceted approach to raising funding brought reasonably good results. All of this looked fairly healthy, but could be enhanced further, in the evaluator's opinion, by a more planned approach to fundraising. A great deal more funding would be needed by the project in order to consolidate, develop and grow on any scale in the future. This was particularly true for projects such as mushroom growing and bee-keeping, which could be expanded significantly and quite quickly using the 800 gardens established by Thembaletu, if sufficient funding could be found.

More capacity could also be created, if additional funding for equipment, training and mentoring could be found. Training costs in particular are high and some trainers could not be secured for the first phase of the project because of costs and a lack of funding (for example, business skills training, which was delivered by a staff member using materials from Self Employment International). Comments were made in the September 2005 and March 2006 project reports that, "A lack of funding is hampering progress on the TTU Project".

The additional funders and the volunteers who gave support, compensated for this to a certain extent. During the course of her visit to the project, the evaluator identified a variety of fundraising needs in her discussions with the project partners, staff and youth enterprisers. These needs are summarised in the table given in **Appendix 9**.

4.7.3 Recommendations to consider

- A more planned approach to fundraising to include a fundraising strategy, a yearly plan and a project-specific qualified (researched) donor data-base
- Specialist fundraising skills could be contracted for fundraising, or project persons trained to be responsible for fund-raising (this could include YIA members)
- Seconding skills from local private businesses for a certain period of time for training and mentoring of eco-businesses in business management could be explored
- Funding proposals for individual eco-enterprises could be attempted (particularly the mushroom and bee-keeping enterprises)
- Raising more individual donations could be included as part of the fundraising strategy, with provision for on-line giving as part of the website (this form of fundraising is growing in popularity)
- An education and skills training bursary fund could perhaps be introduced to cover the costs of further training and mentoring, as well as the provision of bursaries, for formal and non-formal education and training (for example, community youth bursaries for adventure learning with Asambeni Eco-Tourism)

4.8 Financial management

4.8.1 Uplands College

In terms of the contract with SSACI, Uplands College maintained the fiduciary responsibility for the project funding granted. It was also responsible for the financial accounting, payment of all invoices, auditing of financial statements and for financial reporting. It agreed to this responsibility, as a Section 21 registration, to bank the funded received and manage its expenditure. There were mutual benefits for the College and the project to enter into a relationship with each other in this regard, in terms of the College's outreach programme to disadvantaged schools concerning the its education curriculum in environment conservation.

The bursar, Phil Hemus, who was a member of the Executive Committee, attended meetings regularly, although not always for full meetings because of his commitments at the College. He presented regular financial statements and reports. Copies of all the relevant financial documentation were reviewed by the evaluator (See Appendix 5). A copy of the latest financial statement available for the project for January 2004 to June 2006 was requested by the evaluator and is attached to this report as **Appendix 10**. A final externally audited statement was still to be prepared and submitted to the donor at the date of the evaluation report.

4.8.2 TTU Project

The pilot project did not have a financial administration officer. It also did not have its own bank account, since it was not registered as a legal entity. Thembaletu has a Section 21 company (Zamokuhle), however, for the receipt of funding. The THBC account was used for the receipt of monies relating to the sales of products and services.

Payments of stipends and a percentage of the sales income due to enterprisers on the sales of their products and services were also made from this account. Dr Lynn Hurry and Ms Sally McKibbin, CEO of Themba lethu, held the signing powers for all financial transactions made concerning TTU project monies.

4.8.3 Findings

In the evaluator's view, the financial management of the project was done well. The project was fortunate to have such services available to it, in the absence of a financial officer to manage the responsibilities. Due to Phil Hemus's heavy work pressures and demands at the College, he was not always able to submit financial statements and reports on time, but all such documentation was submitted. Project expenditure was within budget at the end of the project period. Deficits on some line items (local transport, subsistence and consulting fees) were addressed by the reallocation of surplus funds from other line items (mainly mentoring). These funds were available because the project had been unable to secure the services of sufficient external mentors for the eco-businesses during the period. Sufficient monies were available to fund the final financial audit of the project, together with its evaluation at the end of the period. All SSACI funding transferred to the project was expended by the end of June 2006.

The evaluator was of the view, however, that much more could have been made of the partnership between the project and Uplands College, in terms of the project's activities, its need for resources, and Upland's environmental education curriculum and its outreach to disadvantaged schools around it. She found no evidence that there had been joint activities between the project and Uplands in this regard.

4.8.4 Recommendations to consider

- (i) Registration of the TTU Project as a legal entity with its own bank account for financial transactions concerning its products and services, and payments of stipends and sales income to enterprisers, until such time as they have their own bank accounts.
- (ii) A workshop could be held to prepare a joint plan of action for greater collaboration, to the benefit of both parties, as part of the next phase of the project. (One example might be Uplands holding regular *Open Days* for the project at the College to give it exposure to the local school community and fund-raise).

4.9. Project formative evaluation, impact assessment monitoring and management information systems

Over the past 2 years, the approach to monitoring and measuring the progress and impact of the project, and management reporting, consisted of a number of different monitoring and reporting mechanisms as follows:

- Monthly reports were produced by enterprisers and their YIA mentor, reviewing their progress and activities
- Regular meetings were held monthly to review and discuss the reports
- Selection of enterprises and enterprisers was reviewed regularly and interventions made where necessary

- Project reports were produced quarterly by the Project Manager, reporting to EXCO on the progress of eco-businesses
- and the enterprisers. These reports contained statistics concerning training, employment, numbers of businesses established, and project attrition and were attached to the minutes of EXCO meetings
- Some indicators were used in later project reports concerning improvements in the purchasing power of enterprisers, and business income, orders and potential orders, the value of stock accumulated by enterprises, their capital and assets (buildings, equipment and machinery, as well as finance made available to them), training received and funding made by donors for purchasing materials, equipment, and machinery needed)
- 4 donor reports were submitted during the period
- Some success indicators were used in later project reports concerning improvements in the purchasing power of enterprisers, and business income, orders and potential orders, the value of stock accumulated by enterprises, their capital and assets (buildings, equipment and machinery, as well as finance made available to them), training received and funding made by donors for purchasing materials, equipment, and machinery needed)
- 4 donor reports were submitted during the period

4.9.1 Findings

Monitoring and reporting were fairly simple, but reasonably effective for the pilot phase.

Reporting was relatively informal and largely narrative based for most of this time, with the exception of some recent reports, where a management information system was started with statistics and some success indicators used. This kind of information was critical to ensure effective project planning, management, implementation and adjustments by project staff in terms of the results to be achieved. It was also very important to the donor. According to project staff interviewed, they now know what works and what does not after the pilot phase. The evaluator was not able, however, to locate any documentation of this learning. A relevant comment received from a member of EXCO in this regard was. "Formative assessment, while not written down as a process, is very much part and parcel of the modus TTU employs". It would be very useful to have such documentation in terms of building the institutional memory of the project over time. A number of indicators were specified in the contract between SSACI and Uplands College for use by the project to measure progress as it moved through its various phases of implementation. The table below summarises which indicators were used.

Indicator	Yes	No
Number of participants for training	√	
Numbers of graduates from the entrepreneurial and technical skills training programmes		√
Number of specific eco-business opportunities identified and viable business plans developed to exploit these opportunities		√
Numbers of start-up enterprises established	√	

Quality and extent of business support services to start-up enterprises		√
Number and sustainability of enterprises emerging after 6 months from the initial group of start-up enterprises in terms of indicators such as growth in turnover, profit and staff levels since start-up, accuracy of financial record-keeping and general prognosis for future trading		√

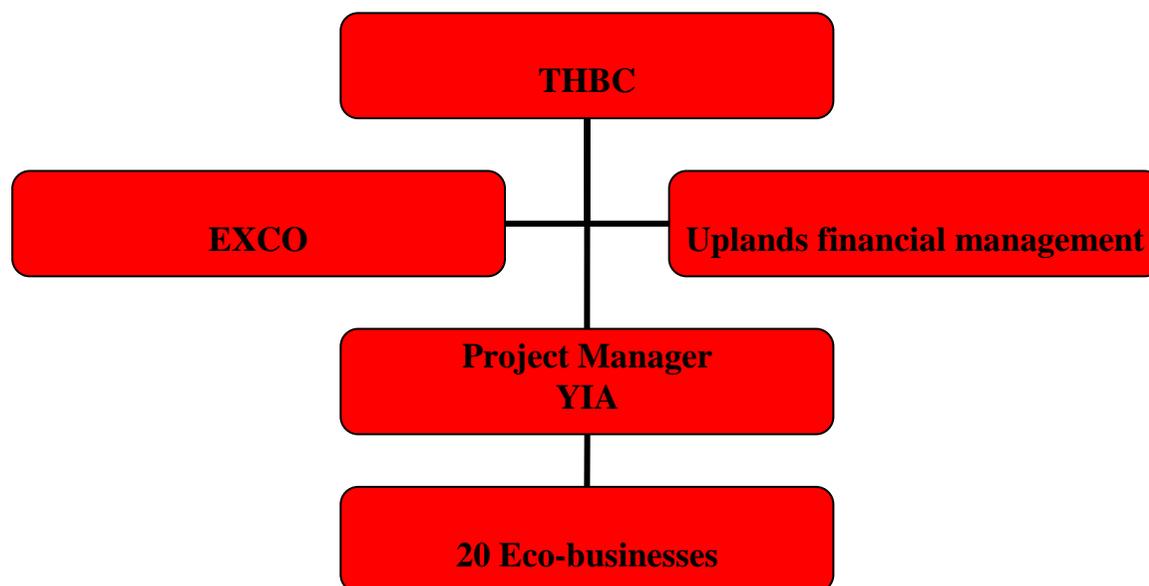
4.9.2 Recommendations to consider

- (i) Setting up a more formal and comprehensive management information system, building on the kinds of statistics that were available towards the end of the pilot period.
- (ii) Key indicators developed to form the basis of this MIS. These indicators would relate to the enterprisers, the eco-businesses and the project overall.

Management reporting of this nature should be brief, succinct but effective for use by partners, staff and donors to determine the progress and impact of the project without having to take too much time (people are generally very busy and do not have time to spend reading long reports). A sound body of effective project, businesses and enterpriser success indicators would allow for sound management reporting and monitoring of the project progress. Interventions could then be made quickly to take corrective action if it was needed. (The evaluator made some notes concerning the kinds of success indicators that might be useful which she would be happy to provide to the project)

4.10 Project structure and organisation development

The current project structure looks somewhat as follows:



The pilot project was part of the Thembalethu Home Based Care Programme, which included Youth in Action. The senior management of the project comprised the members of the Executive Committee. The middle management of the project comprised the Project Manager, working with the desk coordinators from YIA. The middle management team coordinated the work of the youth enterprisers and the eco-businesses, and the trainers, mentors and volunteers on the project. Trainers, mentors and volunteers did not work full-time on the project. Some were contracted for specific periods in return for payment. Others worked for short periods as non-paid volunteers (mainly international volunteers). YIA mentors and counsellors also worked as part of the HIV and AIDS prevention programme of Thembalethu.

4.10.1 Findings

At the middle-management level of the project, the skills and abilities of the different desk coordinators varied. Some desk coordinators were relatively new to the position, after replacing three more experienced coordinators, who left the project during the course of the second year. One or two others the evaluator met were quite effective in her view, others were still in the process of training and development and building their experience. It was apparent to the evaluator during the week she visited the project that the Project Manager was under a great deal of pressure with a high workload. Although the staff and others worked as a team and assisted each other, the evaluator felt that the project organisation structure was in need of further development, particularly at the middle management level. More experienced staff was needed at this level. A financial and administration officer was, for example, necessary

to assist the Project Manager with the day-to-day financial and general administration of the project. An assistant project manager might also be needed to assist with the workload, and deputise for the Project Manager in her absence. She also felt that the specialist technical and business skills of the middle management team in general may not have been always sound enough to provide the right kind of support to the eco-businesses (for example, mushroom growing and bee-keeping). The general management, as well as the project management, skills of some in the middle management team might also be in need of further development.

4.10.2 Some recommendations to consider

- Expanding the middle-management team by adding one or two additional full-time positions in the next project phase
- A formal volunteer programme with a corps of local and international volunteer staff, some of whom might be paid international volunteers sourced through international agencies who provide such volunteers (for example, through *Cordaid* based in the Netherlands). Others would probably be unpaid. Local volunteers might be students or seconded volunteers from private companies. There are a variety of organisations locally and internationally who provide such volunteers.
- Job shadowing and job rotation could be added at the middle management level. In this way, staff and volunteers could work with others as they did their jobs, for a certain period of time (usually for about two weeks) to learn from them on the job (job shadowing), or exchange jobs with another person for a month or so, in order to learn that person's job.
- Specialist technical skills training for staff at the middle management level, as well as train the trainer programmes and project management training, in order to develop a corps of resident specialist trainers and project managers on the project.

4.11 Staff and volunteer management

The staff mix of the pilot project comprised 2 core staff (Project Manager and the development consultant working with YIA, as well as training and mentoring enterprisers), the YIA desk coordinators for each of the eco-business activities, and a range of contracted and volunteer trainers and providers of business support. There were a number of international volunteers working with the project during the 2-year period for short time periods (1-3 months on average).

YIA volunteers (as well as arts and crafts and performing arts enterprisers) received a monthly stipend (with funding received from the Nelson Mandela Childrens' Fund) on a sliding scale according to seniority. Some of the more senior volunteers, who had been with YIA since 2003, were receiving up to R1000 per month. The average stipend was about R200 per month for enterprisers. Volunteers and arts and crafts enterprisers also received two meals per day. The general management style of project staff appeared to be, on the whole, both participative and interactive, aimed at building the capacity of YIA volunteers to lead and manage the project at the operational level. Whereas the evaluator was able to review a code of behaviour, which all enterprisers agreed to when signing contracts between themselves and the project, she was not aware whether any other policies and procedures concerning hr management existed, such as a disciplinary procedure. (This might have been because the project staff and volunteers were subject to the general terms and conditions of the Thembalethu programme and its policies). Whilst overall project attrition was low, three trained and experienced youth desk coordinators left the project during the pilot period to go into full-time employment.

4.11.1 Findings

Some very strong positive points concerning people management on the project were 1) taking care of the basic needs of volunteers and arts and crafts enterprisers concerning a rudimentary income whilst the project was in a developmental phase, 2) providing two meals a day, and 3) the facilitation of the youth leadership and management of the project. From some discussion with the project partners and staff, the evaluator felt that more attention could be given to issues such as succession planning on the project, and a staff and volunteer retention strategy. This could perhaps form part of a more general policy concerning career-pathing and promotion (if it does not exist already). The loss of experienced and good staff is always a possibility and threat for any business or organisation, but it can be a particularly difficult challenge for development projects, where suitable people might not always be readily available to replace them. The loss of full-time project staff can be a major issue in the sustainability of projects, if trained, experienced people have not been developed to take over from them, or are not available externally. Whereas it is not possible to prevent people leaving organisations or programmes at the end of the day, it is possible to think through what measures might be available to try to retain them. Career paths, training and development of more than one staff member or volunteer to carry out key project functions, promotions, incentives, and succession planning are some possible solutions to consider in this regard.

4.11.2 Recommendations to consider

- (i) Introduce succession planning to the project, by earmarking, training and developing suitable candidates to replace key staff, in the event that they are no longer available to the project for any reason.
- (ii) Think through a strategy to retain key staff and volunteers, or to minimise their loss to the project.

5. Enabling the youth for the future: an appraisal of the quality of the training and business support programme

5.1 Training programmes

There was a wide and interesting array of different kinds of training during the period. Youth and enterpriser training (and business support of start-up enterprises) were the main focus of the project activities over the two year period, with business establishment commencing towards the middle of 2005, and enterprisers starting to generate income from the end of 2005. After business start-up, training did not stop and went on all the time in a variety of different ways. (workshops, discussion and reflection sessions, rehearsals, field trips, practicing the job, as well as a mobile arts and crafts training clinic on site for six weeks). Learner-ships in arts and crafts operations management were undertaken successfully by two youth, and environment education learner-ships were applied for towards the end of the period. During the evaluator's visit to the project, the youth of Asambeni Eco-Tourism arranged a trip for her to the mountain villages close to the Mozambique border, to visit project activities and take in some sightseeing along the way. This was an ideal learning situation, where the youth could learn from her, as much as she could learn from them. From the kinds of questions she asked, and the things she wanted to see, the youth could add to their knowledge concerning what visitors to their communities and area wanted.

5.1.1. Trainers and training programmes 2004-2006

Trainer	Programme
Abundant Life Skills (Johnson Nghatsane)	Mushroom growing
Al Behm	Life-skills and HIV-AIDS workshop
Andrea Reynders (US volunteer)	Sewing
Birdlife SA	Bird guiding
Bridget Moyani	Business and life-skills
Chicitago Sithole	Sewing
Art Aid (John Anthony Boema)	Craft technical production
Edu-Ventures (Kagiso Africa)	Life-skills and leadership development
German Development Services- DED	Bee-keeping and SMME support services
Heather McKibbin (using SEI materials)	Life-skills and business skills, SMME orientation, basic financial management
Institute of Social Ecology (Dr Lynn Hurry)	Eco-tourism, tour guiding (with an initial focus on bird-guiding), environment conservation and sustainability, trail recognition
Marie de Wet	Embroidery
SA Bee-keepers Association (Joe Hugill)	Bee-keeping
Self Employment International (Irwin)	Train the trainer (one SMME desk coordinator), HIV-AIDS awareness and prevention (computer software programmes)
Suki Slabbert	Embroidery
Youth Development Network	HIV-AIDS in the workplace

5.1.2. Evaluation of some of the training provided

The following tables summarise the information the evaluator was able to gather from the project documentation review, and from some discussion with project staff, and partners. She also conducted research with some training providers by e-mail.

	Edu-Ventures	H McKibbin / SEI	ISE	Abundant Life skills	Art Aid	Andrea Reynders	Southern Beekeeping Association
type of training delivered	Life-skills and leadership development	Life- and business skills	Environment management education & training EMET)	Mushroom growing	Craft technical production	Sewing techniques and garment construction	Bee-keeping
number of days	4	15	5	1	1 year	19	4

number of trainees	50	30	35	5	32	9	5
length of training too short	√			√			
training completed yes	√	√	√	√	√	√	√
training accredited	√	√	√		√		
training contract with trainees yes					√		√
trainer was kept involved and informed of progress yes			√				√
no	X	X (SEI)		X			
trainer keen to work with the project again	√	√ (SEI)	√	√	√	√	√
training included follow-up support by trainer yes		√ (Heather McKibbin)	√		√	√	√
no	X			X			
trainees assessed yes			√				√
no	x			x	x		
trainees certificated yes	x		√	x	x		√
better planning & communications needed in the future yes	√			√			√
training evaluation done with the trainees yes	√		√	√			
training well received by trainees yes	√		√	√	√	√	√
training well rated by project staff, project partners and youth yes	√		√	√	√		
no							

5.1.3 Training programmes contents

Programme	Outline
Environment Management Education and Training (EMET)	Eco-tourism, sustainable living, environmental and development education and management, promoting ecotourism, deep rural environmental management and eco-tourism projects
Craft technical production	Ceramics, beadwork, sewing, fabric painting and printing (at NQF Level 2)
Life-skills and leadership development	Self concept, self identity, leadership styles, motivation, goal setting, SWOT analysis, decision making
Business and life-skills	How a business works, financial management, records-keeping, book-keeping, freedom from debt, communications skills, time management
Mushroom growing	What is oyster mushroom, construction of a mushroom house, preparation of spawn and spawn-running, fruiting, harvesting, marketing, preparing an oyster mushroom dish.
Sewing techniques and garment construction	Make a simple garment pattern, cut fabric on grain, lay out patterns for the optimum use of fabric, sew garments by machine and hand sewing, how to fit (an introduction of fabrics and their uses was also given, finishing techniques by machine and hand were demonstrated, a discussion of the fashion industry was held and some fashion shows on DVD were shown, and magazines used)
Bee-keeping	Safety aspects and clothing related to self and general public; basic biology relevant to handling, disease and management problems; selecting, assembling and preserving hives; practical use of all relevant equipment needed to start producing honey and related products; getting products to a stage that they can be used personally or sold to the public; maintaining healthy colonies and manipulating them for maximum production; ways of value adding using honey, beeswax, propolis, pollen and bee removals; general management covering legal aspects, site acquisition & public relations; Beekeepers year, record keeping, costing & budgeting, getting & moving bees.

Footnotes to the tables

Some useful examples of comments made by trainers in their e-questionnaire responses were:

1.1 Length of the training

'One wished there could have been more time to do the training. The training is tailored such that it takes 3 days to do it in full. However, it had to be crammed into one day as we were only given one day to do it'. (Johnsonn Nghatsane, Abundant Life-skills- mushroom growing)

'The (leadership) course needs to be lengthened & more specifically targeted' (Wally Pelser, Edu-Ventures)

1.2 Outcomes achieved

Business and life-skills

"The bottom line as with most training that is done "out of the learner's paradigm" is that the relevance of the information is hard for them to grasp, The young people all come from backgrounds that are non-business orientated. Apart from Spaza shop purchases and maybe helping parents at the market or spazas, they didn't really have any significant dealing with money prior to the course.

Also, in a rural community, where there is no employment, there are no household role models to be followed. For example, no adult would get up daily and go to work, and then come back and discuss things round the dinner table. In the most part, the working adults live in another town or place (i.e. on a farm) so the children grow up with the only real regular discipline being going to school and church (maybe). Also everything is related to tangible things, so concepts are not easy to grasp. For example: how do you explain a CC, (which is actually a nebulous structure invented by officials to manage tax), which does not fit into the rural paradigm anyway, and what about "time is money? I came to the conclusion that it is best not to expect too much from the young people UNTIL they had actually worked with the system. The ideal situation would be to let them work for a few months (which we did) then give the course (which we did). THEN send them for 1 week to shadow someone in a hard-working corporate, THEN start with shorter regular courses, focused on one topic only, where they would have say 3-days on just petty cash, then they would return to work and actually do the work, then come back for a review of 1 day. This pattern would be repeated until all topics are thoroughly covered. But I re-iterate that the biggest challenge in getting rural SMMEs to work profitably, is a "change of mindset" i.e. from 'rural living" to production/business orientation". (Heather McKibbin, Thembaletu)

Mushroom growing

"I think the training was effective because the trainees seemed to have reached a stage where they thought they will be able to start their own project". (Johnson Nghatsane, Abundant Life-skills)

"I feel my training was very effective. I saw a great leap of confidence in the skilling process of the sewers and in the type of sewing they were doing. They all have the enthusiasm to do great things. At times they must be reminded of the precision of their skill, but they quickly learn, and with a watchful eye, they will accomplish much". (Andrea Reynders, volunteer from the US)

'Upon returning to the group some 5 months later, I was pleasantly surprised to see a huge leap forward in production. Not only did they move their studio location to a better and brighter site of the craft building, but the group was given about 9 industrial sewing machines, some finishing machines (by a donor) and the instruction service training of Chicatego Sithole, a local business man who runs a production company in a village near by'.

'I spent time confirming the process that Chicatego was using was correct. It was, and I saw his excellent training of the sewers to do piece-work allowing a large production of uniforms to be completed'

1.2 Success of the training and training management – some comments made by trainers

A Success Story

On Oct. 18, a young man crossed over into the sewing room from the fabric printing room, after telling me he really wants to be able to make clothing. My notes said, "...he is real dedicated and is trying so hard, but his skills are rough and the finishings raw." But he was full of passion to learn how to sew, cut patterns and make clothing. His endless questions and constant checking of his skills turned him into an expert sewer in a few months. He came early and stayed late. His work improved tremendously, so much so that by the end of my weeks there he could demonstrate to the others methods of cutting and some sewing techniques. The others made great leaps too, but he was the best by far. I felt successful in that he knew nothing about sewing, and in the short time I was with him he really leaped forward into one of the strongest sewers'.

(A page from Andrea Reynder's work diary whilst she was working as a volunteer on the project)

'The positive aspects were the fact that the group was small and thus manageable. Training was conducted in vernacular. It was done at a place where oyster mushrooms are grown. The success was that by the end of the course the participants felt confident that they can embark on the project and make a success of it'. (Johnson Nghatsane, Abundant Life- skills)

'The initial Ekukhanyeni (leadership development) workshop held in 2005 for 50 plus young people did much to give the TTU project a push towards general participative management'. (Dr Lynn Hurry, ISE)

'The course was very successful as all participants showed remarkable change and self development. Participants' mindsets were changed completely as they learnt that it was fine to make mistakes as long as they didn't make the same mistake twice and that a person must learn from their mistakes. It was also brought to light that each person is different in their own way and that by being good leaders, we would be able to make the best decisions by listening to every person's opinion and taking the best option from there, whether it involved one person's opinion or whether it was a combination of options. Participants' eyes were opened, as important lessons were taught to them using small activities'. (Kagiso Africa, Edu-Ventures leadership development training)

(The YIA desk coordinators and others interviewed by the evaluator also saw the training in leadership as very useful and beneficial. They said it was intensive and comprehensive, and a huge step forward for those who attended).

'I feel that the potential at Thembelethu is great, well managed and efficient. I also feel that, not only has Thembaletu provided a platform and an opportunity for their clients (crafters) to enter the global market, but more importantly they have touched on the importance of developing a sense of self and identity. They have provided the candidates with the tools to develop designs using their individual cultures and heritage as the main source'. (John Anthony Boema, Art Aid)

'It was a pleasure working with project staff especially with one of their trainers'. (Irwin, Self Employment International)

(Question from evaluator): Did/do you feel the project has been well managed, efficient and effective?

(Answer from Irwin, Self Employment International: 'From the experiences that we have had with Thembaletu, definitely yes!')

1.3 What would trainers like to do now?

'We suggest that at least 3 days should be budgeted for the training, in order for more practicals to be done. The third or fourth day can be set aside for mentoring on the project site. Mentoring visits should be conducted when the trainees have already started growing their own mushrooms.' (Johnson Nghatsane, Abundant Life-skills)

'We want to deliver more courses, which are longer, to more targeted trainees. We need to train up more of Thembaletu trainers on the understanding and use of our life-skills' (Wally Pelsler, Edu-Ventures leadership development training)

'Develop design skills, production capacity and quality control, and research consumer trends, export market identification, existing skills base and the application of natural raw materials regularly to achieve maximum impact in the creative arena. It is of paramount importance to train and develop visual artists, crafters and designers to understand the growing creative industry and recognise their markets (existing and potential). By doing this, we can enter a number of markets, local, national and international, tourism as well as domestic consumers. By facilitating and developing successful sustainable relationships between visual artists, crafters, designers and the business sector and sustaining mutually beneficial partnerships with long term corporate sponsors, new target markets will emerge.

As mentioned previously, mentorship is also an important process, coaching the crafters in skills that will allow them to sustain their positioning in the greater craft industry'. (John Anthony Boema, Art Aid)

'I have several ideas but I think the crafters should work on excellence instead of trying to accomplish too much and not doing a perfect job. I have seen other crafters work from parts of South Africa and am inspired by the quality of their work. I think this is needed there too. It is far better to be known for the beautiful craft quality of a product—whatever it may be—than to have too many varied products but not as polished as they should be. But practice makes perfect. If they want to get into the national and international market, the quality grade must be worked on for a more perfect product. Their products are well made, but can be even better made.

I have begun the process of arranging for 2 young men to come to Chicago, IL. to attend the School of the Art Institute for a summer programme in the months of June, July, and August 2007. The School will provide the scholarships, rooming and I must find support for their airfare, food and pocket money while in the States. I will arrange for them to be mentored by some faculty at the School (as I will be in South Africa for the time) and perhaps some companionship to show them around the city. The scholarships at the school will be able to provide them with a visa and I cannot wait to tell them. It must be agreed by the two men that they return to Thembaletu to act as leaders to help the others in the programmes. One is interested in the garment end, and the other in fine arts. The training needs

to continue, so that leaders can be made to continue the training for all the others that can come in and learn. There needs to be sufficient amount of machinery and tools for the crafters to keep honing their skills—and the upkeep on the machines is important. It would be most helpful if electricity could be a constant and that water could flow freely to wash all the projects that need it' (Andrea Reynders, US volunteer)

"Two graduates of the EMET programme have been selected by Birdlife South Africa to attend a fully sponsored one-month training programme of Birdlife SA at Wakkerstroom in September 2006 (valued at over R10000 each). (Dr Lynn Hurry, Institute of Social Ecology).

"The training needs in-the-field follow up" (Joe Hugill, Southern Bee-keeping Association, Saronde Valley Environmental Education Centre)

5.1.4 Findings

In the evaluator's view, on the evidence that was made available to her, and from the data she was able to gather herself from some of the training providers, the training activities of the project appear to have been well done and well managed. Evidence was not gathered from all the training providers, however, nor was she able to review most of the trainers' reports on completion of their training. A report was available from Eco-Ventures, and a very good trainee assessment and training report was available from Dr Lynn Hurry. She was not able to access most of the training materials used by trainers. In their e-mail responses to questions put to them by the evaluator, however, trainers gave some useful information and were overall positive and enthusiastic about the work that had been done, as well as how the project had been managed during the period under review.

Some less positive points were

- The training appeared to have been too short in some cases and there needs to be follow up with further training and support. Noteworthy in this regard were comments by the trainer of the mushroom growers. The training was for one day only and no mentoring support was available to the mushroom growers after training. Since the trainer was based in Nelspruit, it should have been possible to make some arrangements for him to visit from time to time. One of the challenges that were a constant on the project during the period, however, was the high costs of contracting trainers.
- A comment made by an EXCO member recorded in the minutes dated September 2004 was 'Training costs of many relevant trainers were prohibitive – this hampered what could be done, how much and how'. The lack of a specialist trainer to follow up with mushroom growers was compensated for by the SMME desk coordinator of YIA who gave support. He was experienced, and had received considerable training to be able to assist. He left the project, however, and was replaced by a coordinator who was still being developed into the position.
- Some trainers reported that there were no communications with them, after they had completed their training, concerning the outcomes.

- The outcomes from the life- and business skills training were still a work-in-progress. The trainer commented in detail on this to the evaluator (her comments were quoted in full above (Heather McKibbin). From her own interactions with several young enterprisers in visits to their businesses, the evaluator also felt that there was some way to go before they could be considered knowledgeable and competent in running their enterprises. Some reservations were expressed by one person interviewed about whether the training given in the 15-day programme was sufficient, particularly with regard to life-skills training. The evaluator feels that further training in business skills is also still necessary to reinforce the initial training given. She very much liked the approach proposed by the trainer (Heather McKibbin) described in her comments given above. From comments made to her by Heather, the evaluator feels that the problem did not lie with the training, but in the ability of the young enterprisers to master the training in the initial session. Heather constantly followed up the training. Her comments to the evaluator in this regard were, 'Most of them have attended further business courses. I also held weekly workshops where I covered all sorts of topics such as meetings, minutes, basic project management, budgeting, presentation skills, and communication skills'.
- Trainee assessment and certification was not done by most training programmes, even for those that were accredited training programmes. Again, cost was a major factor here, as well the time to do it. Some unhappiness was expressed about this by some graduate trainees interviewed. A response on this from a project staff member was that the pilot project was not about certification, but rather about training to engage in work for generating an income.
- Ready availability of local training skills was a problem for some of the youth interviewed. They felt that a group of people must be developed as resident trainers and specialists for the sustainability of projects. They did not feel that training one person only was the answer. The person who had received training to be a resident trainer had since left the project.
- Very little evidence was seen by the evaluator concerning consistent quality control of the training delivered. She was, however, told that there were trainer reports, and that trainee evaluations had been done. The work done by Dr Lynn Hurry after completing his training was, however, seen. In the evaluator's view, it was done extremely well and could be used by the project to put a quality control system in place. The evidence gathered by the evaluator for evaluating the training activities was, therefore, largely subjective (given to her by the trainers themselves). Very little evaluation by the trainees was available to her. A comment made with regard to the issues might provide an answer 'I don't know if Thembaletu has a "training book", but I think that it would have been a good idea to have had one that could have been developed as time went on".

5.1.5. Recommendations to consider

- (i) Further training needed in leadership development, technical skills, business skills and life-skills to reinforce and add to the training already done, in the next phase of the project (life-skills she feels could be included, if they had not been addressed already, were: business ethics, building trust, taking initiative and responsibility, decision making and problem solving, delaying gratification, being accountable, life planning, goal setting and achieving goals)

- (ii) Formal assessment and certification should be considered in the next phase for accredited training already completed. The training already done could also be assessed as recognised prior learning (RPL) for the granting of credits towards further training. This would also act as an incentive and a motivating force for trainees to complete their training well.
- (iii) A more formal system of quality control of training should be introduced to the project in the next phase, with good documentation and updated records for effective formative evaluation of the project as it proceeded, and as the basis of further summative evaluations in the future.

5.2 Business support

In terms of the original planning done for the project, it was envisaged that each enterpriser or enterprise would have a dedicated mentor to follow up on training done, and monitor business planning as well as the R2000 loan granted to the businesses. In the event, support was given as people became available to provide it (volunteers, mentors), or by the project staff and YIA desk coordinators. As for the training, cost was a factor that hampered business support, as well as the availability of providers and others to do it. Again, it was difficult for the evaluator to access relevant project documentation to evaluate the services provided. She relied largely on evidence gathered from some providers in discussions with them, and e-mail communications with others.

5.1 Business support providers 2004-2006

Provider	Description of person	Nature of support
Andrea Reynders	on-going periodic US volunteer	Sewing, embroidery, fabric painting mentoring
Anja Burger	volunteer from the Netherlands, now gone home	Arts mentoring
Chicitago Sithole	business person	Sewing mentoring
Cleopas	YIA volunteer, left project in 2006	Bee-keeping and mushroom growing mentoring
Heather McKibbin	project staff	Life-skills and business skills with enterprisers and YIA members
Inst of Social Ecology (Dr Lynn Hurry)	consultant and EXCO member	Eco-tourism, tour guiding, bird guiding
Khumbulani Craft (Laurette van Zyl)	arts and crafts trainer and marketing consultant	Arts mentoring
Kim Ramm	project staff	General support (transport, project activities coordination and management)
Marie de Wet	trainer	Embroidery mentoring
Priscilla	trainer and business person	Embroidery mentoring for her product range
SSACI (Jayesh Bhana)	EXCO member and SSACI staff member	SMME mentoring

Sandra	Netherlands volunteer for 3 months	Artists, performing artists
Suki Slabbert	trainer	Embroidery mentoring
YIA desk coordinators and members	YIA volunteers	SMME mentoring, coordination and general support

5.2 Evaluation of business support provided 2004-2006

	Khumbulani Craft	Heather McKibbin	ISE	Andrea Reynders
type of business support provided	Arts mentoring	Life- and business skills	Eco-tourism, tour and bird guiding	Embroidery, beading, fabric painting and printing
number of days	June-July 2006	On-going	On-going	19
number of graduate trainees	10	30	8	11
type of eco-business	Creative male group	All	Asambeni Eco-Tourism	Wildly African
topics	1)Sourcing ideas for design 2)Product development	All training topics plus others as needed	Eco-tourism, bird guiding, trail guiding, tour guiding	Wire bag linings, making fabric dye permanent, discuss designs, speeding up fabric printing
outcomes	Group adhered to prescribed ideas and developed their interpretations well. Monitoring as well as evaluation will continue. Too early to see results	Too early to see results Graduate trainees not seeing the connection between theory and practical application		Wire bag work put on hold because of other work Fabric dye problem not solved because there is a lack of water at the project site –project put on hold until more permanent dyes are sourced
group interactions went well	√			√
basic training completed yes no	x	√	√	√
graduate trainees doing well yes	√			√

what else needs to be done	Basic business skills training		Eco-tourism, tour and bird guiding support to continue	
Support provider keen to work with the project again	√		√	√

Footnotes to table

Comments made by providers worth noting in the report were:

'General communication and interaction with the group went well. I will continue to give support to the creative team. I will also start to support the ceramic group soon. The groups' enthusiasm to learn and to be mentored is a bonus. Basic training has been done, but the training process is not completed. General quality will improve in time with more support given. The groups must try to work more systematically'. (Laurette van Zyl, Khumbula Craft)

'The group is managed very well. A huge amount of personal effort is put in to manage the group effectively. With more funding, it will be possible to create more capacity in terms of equipment as well as training. Khumbulani Craft will assist the ceramic group soon with materials as well as equipment sponsored by Eskom. The mentoring of the ceramic group will start as soon as the equipment and material arrive' (Laurette van Zyl, Khumbulani Craft)

'It is envisaged that an ongoing period of follow-up will now be necessary to ensure that the eco-business development needs of each individual are attended to. This follow-up will be coordinated by myself and should involve other specialists who can assist with the development of tour-guides and bee-keeping' (Dr Lynn Hurry, Institute of Social Ecology)

5.3 Findings

On the evidence available to the evaluator, the provision of business support to graduate trainees was, in her view, a very mixed bag during the period under review. Whilst on-going support was available to some enterprisers, others were not so fortunate for a variety of reasons (mushrooms, bee-keeping, some of the arts and crafts groups, marula products, performing artists). Cost, availability, and volunteers leaving the project after a short time working with the enterprisers, were amongst these reasons. There was also a need for skills, which were not yet available to the project. An EXCO member commented as follows, 'In particular we would like to increase our network of project supporters, for example, business-people who can offer project management skills'. The quality of the support providers available to the project was, however, high. They were obviously committed, enthusiastic and skilled.

The fact that many support providers reported that acquiring skills and ability was an on-going process for enterprisers that would take time indicated to the evaluator that the provision of appropriate and skilled support over a long period of time would be a key element in the success of the enterprises. Many graduate trainees were not yet making connections between theory and practical application, and quality of products and services was an on-going challenge. One member of EXCO commented that he did not think 2 years of mentoring would be sufficient to succeed in meeting the challenges.

An arts and crafts trainer felt that training would need in-depth support to be successful in terms of income, personal fulfilment and results, as he put it 'on-going mentoring over years'. He commented further as follows: 'Visits to the candidates in their homes and work spaces should be made, where agreed samples are presented, discussed and set into production trying in every way, through mentoring to solve the existing problems, and trouble shoot foreseeable problems. During this phase, the crafters should be encouraged through an individual mentoring process to move into more advanced production techniques, investigating and understanding various materials, tools and equipment specific to this field of craft sector. They should also be encouraged to start investigating outside the normal spectrum of the traditional field of selected craft. It should be encouraged that the focus should now move toward setting up production processes and outsourcing parts of those processes'.

'Much focus should be placed on the production of a range of products within the same design or concept. The products should be market-related to maintain sustainability in the craft enterprise. It should be encouraged to also understand that the production of craft products is therefore based on a design or client specification. During this proposed phase, it should also be emphasised that products derived from this process reflect marketable or cost effectiveness, but the focus should be mainly on innovativeness and originality'.

'Mentoring the candidates will consist of unpacking components to ensure that they have the capacity to manage production efficiently to fill orders on time, are able to develop responsible relationships with the retail sector and meet the needs of the exhibition curator. This will consist of discussing, and in many instances, practically handling sealing samples, deciding on the final design accompanied by a final product specification sheet, how to put a team together, how to manage the team, manage the production process, costing and pricing (this will be ongoing), quality control, identify steps of production for optimal output, plan work areas for craft production; as well as allocate production teams, develop and apply production schedules, further product range development, product range development from course, seasonal product development, financial management, and emotional and social management'. (John Anthony Boema, Art Aid)

The business skills trainer, who also gave business support, outlined her views in detail about what was needed above in the previous section of the report. The provision of effective business support would be important to mobilise the youth enterprisers on an on-going basis and keep them involved, whilst they were building up their skills and improving their income. In the evaluator's view if this was not done, there was always the danger of youth leaving the project.

5.4 Recommendations to consider

- (i) Developing a pro-active plan for promoting the project to target markets where appropriate and skilled business support volunteers and providers might be found, and their services secured. Promotions in this regard should quite clearly spell out the benefits to the individuals, organisations and companies targeted of taking part in the project, as well as the benefits to the enterprisers. (The formal development of a volunteer team on the project has already been addressed above in the report).
- (ii) Consider how to continue to support enterprisers after the 2 years of project support. Ideas in this regard might be for enterprisers who were generating a fair income and profit at that time to pay a nominal fee to business support providers, and/or a nominal service fee to the project, as well as YIA, for staff and/or volunteers providing support. This would also be a very good means of starting to wean the businesses and enterprisers away from intense nurturing and support provided by the project to enable staff to move on to new enterprisers.

6 The youth and their eco-enterprises – what was the value and relevance of the project to the enterprisers and the enterprises started up?

How are the graduate trainees/eco-enterprisers personally doing..... are they making progress, are they taking control - are they happy with the project?

Project assessment of the growing competencies and personal development of the graduates and eco-enterprisers was largely carried out, as far as the evaluator was able to determine, in narrative reports given by the Project Manager to the Executive Committee as part of her project projects. In these reports, she included brief comments about each graduate or enterpriser on a regular basis. Although provision was made in the original project proposal for assessment of cumulative competencies over the period of the pilot project, as training was delivered and support given, the evaluator was not able to identify project documentation and records in this regard.

It appeared that a check back process for on-site, on-the-job learning was documented by the Project Manager, but the evaluator was not able to access it. Dr Lynn Hurry produced some initial evidence of trainees' competencies, however, in a brief report he included with documentation submitted concerning his training programme late in 2004. The evaluator was able to gather some useful evidence from youth in stories she invited them to write about one day in their working lives. She also spent quite a lot of time over the course of the week she visited the project with a number of the young people on the project, and was able to formulate some views about their personal development and abilities, and to talk with them about whether they were happy with the project.

6.1 Findings

In the opinion of the evaluator, much good work was done during the pilot phase working for the development of the youth engaging in the project. Overall, her impression was that they were happy with the project, as well as to be part of it.

The low attrition rate, in her view, was testimony of this. The majority of the youth who left the project during the pilot phase left for better paying work, or to continue their studies. Some left for personal reasons, and one or two because they were asked to leave. Some moved between enterprises, whilst they were exploring their real interests, and where they felt they best wanted to be to move forward. Some made faster personal progress than others, and some struggled more than others to master the technical, life and business skills needed for success. It must always be remembered, however, that many of the young people on the project grew up in difficult circumstances, without the kind of education, home and community foundation that might bring faster personal development and results for them. The project manager's reports clearly showed progress, but also continuing difficulties and challenges.

After spending time with some of the youth, visiting their enterprises, and in conversation with them on trips and in meetings, the evaluator felt that a number of them were developing as real role models for other youth. They appeared quite self-confident, assertive and pro-active. Some displayed strong leadership characteristics and ability and were obviously developing rapidly and well. A fair proportion, however, were relatively passive in their interactions with the evaluator and appeared to be struggling with communications in English. This was, however, to be expected in youth who had had a relatively short period of exposure to people from outside their community, and many of whom had not been outside of Nkomazi before they joined the project. There was also a fair degree of apprehension about the evaluation, and probably a desire on the part of many not to say the wrong thing.

All the youth met were, however, positive, polite and obviously committed to what they were doing. They appeared more comfortable and confident at the operational level, working in their enterprises. The young female enterprisers were, on the whole, more reserved and passive than the young men. This is a more common characteristic in rural than in urban areas, but it still exists in the latter as well. A recommendation has already been made in the report concerning the need to consider undertaking much more life-skills training and support with the youth. It is, therefore, not covered again here. Gender is addressed in more detail below in the report where youth leadership is discussed. In conversation with some of the youth, the idea was mooted of introducing formal basic and further education classes to the project, leading to certification and the award of diplomas and degrees. In the evaluator's view, there would be great merit in considering this, and a recommendation is made about it below.

The evaluator thoroughly enjoyed reading the stories written by a number of the youth about 'one day in my working life'. Some themes recurred in the different stories, which are relevant to record concerning the personal development of youth on the project:

- Many wrote about their first day on the project, which was obviously a very important experience for them, and a turning point in their lives. It was obvious from how they wrote that the project had made a huge difference in their lives
- Many wrote about doing things they had never done before and the struggle to learn new skills and do things well
- A key theme was the joy of making things and achieving something, which was a hugely powerful and empowering experience
- Some described the fear and anxiety of whether they could make it, experiencing stomach problems and lots of nerves, and then gearing up and doing it, with an immense feeling of self-worth and self-belief once they succeeded
- Some talked about how they used the training to solve production problems on the job, and to overcome difficulties by practicing what they had been taught
- Others expressed their huge gratitude about receiving food as they worked and a monthly stipend (it was noteworthy that few talked about earning their own income, and making a profit in their enterprises, perhaps because it was early days for that)

- Many talked about the discipline and routine of daily working life - getting up, preparing for work, going to work and then working all day, starting and finishing at a certain time. Some even made the connection between this and life then changing and getting better, with more real freedom in their lives, as the result of a daily discipline
- Many talked about the struggle and perseverance needed to go on practicing, making things and making more things, to become 'perfect' – with no income coming in except the stipend
- Others talked about the relief of finding help at Thembaletu and getting away from problems they faced
- Above all, a sense of collective togetherness and of sharing came through the stories, of renewed energy, enthusiasm and pride in working, and in developing work relationships
- Some talked about how they could start to help their communities and how they talked about this together as they worked
- Some wrote about how they talked together and worked as a team to solve work problems, set goals, and come up with new products ideas (it was noteworthy, however, that they appeared to see themselves more as workers than as business people in control of their own enterprises)
- Many pointed to renewed energy and anticipation when waking up in the morning, of direction, and doing something valuable that day

One comment from one young man seemed to sum it all up for the evaluator when he said

'by showing passion and interest on what I'm doing, the doors of happiness open to me'

One day in the working life of Johan Zitha (fine artist group)

'I was to go to the exhibition at Nelspruit. To me it was so nice and easy, because I was to make glass beads on beer bottles, and make jewellery at the exhibition. Thursday morning at 5.30am on the 26 June 2006, I wake up and start preparing my stuff like clothes and blankets. I did everything and then took my bag to the taxi to Schoemansdal. It was then 7.35am and I phoned Anja from Holland , the one I was going with. I was there at 10.13am. I started to take pride by doing my job easy and simple. I was with mam Laurette and Mandla. They were so excited to see me working on bottles. I switch on the gas, take my eye protector and the glove for my left hand for anything that was hot not to burn or to hurt me. I start to make a 4 x 4 round shape bead and put it to the melting point and start burning the wire with the melted glass through the flame of the gas, turning, turning, until it reaches the right shape that I need for the first time as a sample to let them know and see what's going on, and they said Waa!!! That was my beginning at the show. Everybody around me was so happy and keep on saying this is magic, it's unbelievable. They started placing some orders. Many as I can make on that day. And there is one thing I am happy about even tomorrow I would be happy I've made a heart shaped bead for my first time and being ordered by someone. One thing I won't forget it was about 13:00, Mandla bought food for us, guess what? Chinese stew: my stomach started to fill with fear to go for it. I've enjoyed maybe 10 spoons and my stomach said no I'm so afraid to keep on, then I've bought drinks to release the fearness through my stomach. I've learned something about that. I didn't earn anything on that day, they use to give me the normal amount of 200 rand as a thanks at least once a month. I've learned to work with wire and I've stopped to work at 5:00pm. But the main thing I was happy and excited to be on the best level on that day and I've enjoyed the walk to the taxi, it's about 1km'.

One day in the working life of Ms Phepile Vilane (embroidery and wire bag making group)

'It was Monday morning when I woke up at 6:00am and prepare to go to work. I go to the station to catch up a taxi and start working at 8:30. I work with my team called embroidery ladies talking about quality of the products. I did wire work for the first time that I had not done before. It's amazing to me. The project training do an important role in my life. Because I finish Std 10 and I had no money to further my studies. We sell our products at the shop called "TREE CURIO SHOP" to the local community and visitors coming to the shop. I earn a stipend at the end of the month. I used the money to buy some foods and clothes. And I plan to further my studies. I learn how to make bags with wire and beads. It is new to my life. I speak to Kim about the shortage of material as well as about salary negotiations. I feel so happy now because I see that the following day I have a brighter future than I had before. I take duty off at 4:00pm and take a taxi to my house'.

To conclude this section of the report, some quotes follow below from some young people with whom the evaluator had a conversation after they had given a performance of their drama about HIV-AIDS. The comments are noteworthy for the insight they showed about their growth in the time they had been with the project.

'I have had exposure – my potential is being unlocked – by attending meetings, meeting big people, training and workshops'

'I am approachable now'

'My mind is opening up fantastically'

'I am designing my own schedule – this is helping me mentally – I am mentoring others – developing my leadership – I have a time schedule and am taking the initiative'

6.2 Recommendations to consider

- (i) Setting up a formal assessment system using key indicators to monitor and record the cumulative competencies of each graduate and eco-enterpriser over time to include their personal development. Analysing and integrating the information recorded to date for each young person on the project might be a start in this regard. In this way, the evaluator believes that the project could demonstrate its truly youth-centred development approach. She believes it was a unique strength of the pilot project, and that it could be used very valuably to demonstrate the effectiveness of the project to others, as well as build on, in order to attract strong support for the project in the future.
- (ii) The assessment system could act as a key objective tool to determine the readiness of enterprisers to conduct their businesses on their own.

For example, once they had succeeded against a number of key indicators, a discussion could take place between themselves and the project concerning exiting from the incubation phase. In this respect, the assessment of cumulative competencies would be part of the exit strategy.

- (iii) The youth should be given as much exposure as possible in order to practice interacting with the general public visiting the project. This is being done already, but could be added to by some further life-skills training in presentation and public speaking skills.
- (iv) The possibility of setting up basic and further formal education classes at the project site should be investigated in the evaluator's view. Colleges are setting up satellite campuses and distance learning centres in townships and rural areas, and might be very interested in working with donors to establish a presence in Nkomazi (if this was not already available). The possibility of setting up an education and training bursary fund was already mentioned earlier in the report. This would be necessary, as well as a feasibility study, to get this idea off the ground.
- (v) Basic literacy and advanced English classes should be considered as an urgent priority in the evaluator's opinion.

6.3 Are the eco-enterprises starting to show results?

6.3.1 A brief description of the six eco-activities and their progress with starting up businesses between 2004 and 2006

Bee-keeping

After initial training of 7 youth to set up apiaries in different villages, three apiaries were established towards the end of 2004. Bee-keeping sites went through many ups and downs during the pilot period, concerning, for example, materials, equipment, logistical difficulties, regular specialist and experienced support, bees flying away, not enough water, as well as different harvesting challenges. One or two sites started to harvest and sell honey towards the end of 2005. According to Dr Lynn Hurry, 'Further interventions are needed with the bee-keepers to maintain the impetus' (Source: Report to the Executive Committee dated March 2006). The activity has the potential to develop on a larger scale to create employment for youth, with the appropriate interventions being made, the main ones being the need for intensive specialist support and extensive funding. The employment creating potential of each apiary is probably small and many sites would be needed. Many enquiries were received from youth in the area wanting to set up apiaries. Plans were in the making to set up a demonstration bee-keeping unit at the project site to train bee-keepers on site over a longer period of time, as they set up their apiaries in the different villages. Plans were also being developed to establish apiaries as part of the 800 gardens maintained by the Thembaletu Home Based Care Programme.

Asambeni Eco-Tourism

Eight young people received different kinds of training to equip them to manage and run this activity. The different enterprise groups in the business were: eco-tour guiding, bird guiding, the 'My Africa' guesthouse/s, and hiking, abseiling and camping (eco-adventures) at a site ear-marked in the Mananga area (see photo below). The business developed links with the Wildly African business and the performing artists group (see below for information on these businesses).

Asambeni was under-going intensive planning during the period under review for start-up on a large scale and still had a road to travel, with much slow groundwork to be done, to become fully operational. Three tours took place during the period under review. The business is capital intensive and requires large amounts of finance and funding over the medium to long-term to achieve its goals. A donor made funding available to build a guesthouse close to the curio shop at the project site, and a restaurant for visiting tourists, as well as a performance amphitheatre.

According to the project development consultant, a large loan originally offered to the business by the Department of Social Development (R500 000 interest free) was unlikely to materialise. The business was in the process of registration as a private company during the period, in a shareholding arrangement between the business and the project, with a cross-shareholding between the business and the Wildly African eco-enterprise (also being registered as a private business- see below).

All local tourism sites were identified, and were built into the various tourist packages the business developed during the pilot project. Marketing of the business was done from early 2005 to tour operators and tourism agencies. The business also became a member of the local tourism association. Tour bus talks were introduced in 2005, as well as an information centre for the business in the Tree Curio Shop. Challenges for the business towards the end of the pilot project period were insufficient demand as yet for the birding and hiking tours, and access to a marketing specialist to assist the business to promote itself and generate a demand.

Marula Products

The business was operated by two young women trained in a range of leadership, life, and business skills, as well as in environmental management and development. During the period of the pilot project, it offered a range of cosmetic products based on the use of marula oil, as well as marula food products (mainly jam). By the end of 2004, a range of cosmetic products had been developed and tested, and sales had started. Marula jam was also being made and sold. After initial pilots, the viability of the business was established and production, marketing and sales commenced in earnest in 2005. The paper-craft group of the Wildly African business designed the packaging and labels for the products (see below for information on Wildly African)). One of the spin-offs of the business beneficial to the wider community was marula nuts collected by local community members. The business hit a number of problems concerning health and safety regulations for food processing, and the loss of products and income when 10 agents contracted by the business to sell cosmetics to the local community disappeared with both the products in their possession, and income from the sales made. By the end of the pilot phase of the project, the business was no longer operating. Planning was, however, taking place to develop a new cosmetics products range and packaging, and to re-start the food products range. The business had started to experience market resistance to its cosmetics range. Customers were expressing a preference for more expensive products, which they could buy on credit.

The business was in need of further funding at the end of the pilot project phase to purchase additional equipment needed to extract marula oil, materials and a proper working space including a kitchen. The potential for the business to succeed was considered to be high, if it could overcome the current challenges. Marketing of specialist, custom-made toiletries and cosmetics was being planned to local hotels, lodges and guesthouses.

Oyster mushroom growing

Five youth were trained to start up oyster mushroom growing houses in the villages where they live. Like the bee-keeping, the mushroom growing activity had its ups and downs with starting up the businesses and operations during the course of the pilot project. Not as many businesses were established as the project staff would have liked, given the potential of this activity to succeed in the area, and to be linked with the 800 gardens maintained by Thembaletu. Nevertheless, Dr Lynn Hurry was able to report success with a number of the mushroom houses established and operating by March 2006 in his report to the Executive Committee. One mushroom grower, in particular, was steaming ahead with his business and showing considerable business ability.

The business expanded quite quickly and provided employment for two additional people, operating two mushroom houses by June 2005, after harvesting the first crop the previous month. Because mushrooms were a fairly new product for communities, the operator of the business distributed the first crop to the community free of charge to try them out. Since then, he was able to sell everything he grew. He became a strong role model on the project for what was possible. Although the other growers were not so successful at first, their first crops became available early in 2006. Alternative markets were explored with the production of dried mushrooms, and selling of the produce was being explored through The Tree Curio Shop at the project site. A large market for all the produce was in the offing in Nelspruit towards the end of the pilot project. The potential for this eco-activity to expand and be successful was considered to be high. Mushrooms are an immune boosting food and could support the Thembaletu HIV-AIDS programme via its gardens activity. Mushroom houses could also be established at schools as part of the government childrens' feeding scheme. In order to do this, extensive funding would be required, as well as resident specialist trainers and managers working at the demonstration mushroom house already established at the project site. Many enquiries had been received from youth wanting to start up mushroom houses by June 2006.

A day in the working life of Aaron Mabuza

'When I wake up in the morning I'm always thinking about my business and its demands from the community people. From 08h00, the community guys come and assist me, they always talk about the importance of my product. The project training helped me a lot because before I wasn't believing that mushrooms could grow inside a house. Now I know how I differentiate between tourism and eco-tourism. My project belongs under eco-tourism. The community people came to see how it grows, and they started talking about 2010 FIFA World Cup. This site is the most attractive around Nkomazi and is a natural attraction to the SA tourist industry. I have the capacity with regard to the establishment and management of the eco-tourism programmes. My aim is to build the permanent house by using the wooden planks and corrugated iron. I will do it by December this year. By next year I want to employ two more people. The man will maintain the yard and the woman will clean and sell the mushrooms. The next coming years I want to register my company with the International Union for the Conservation of Natural Systems. Now, I have a promise from a local supermarket'.

The coordinator of this business worked with all the performing groups in the Nkomazi area to select his performers. He worked with 15 of these groups, as well as his own performers, during the pilot project period. The group gave regular performances at 16 local schools with their HIV-AIDS and other dramas and performed at the launches of the vegetable garden and the Tree Curio Shop. They also performed in the Kruger Park and at local festivals. They made a very impressive CD during the pilot project (The evaluator bought a copy at the Curio Shop and has listened to the exciting and very interesting music of *The Nkomazi Voice Stars* repeatedly since then!) In the view of some YIA desk coordinators interviewed, this group is the primary way in which the problems of the youth in the area can be tackled (by means of drama performances).

Wildly African Project

32 young people, trained in a variety of arts and crafts, took part in this business during the project pilot phase. The business was registered as a private shareholding company. Shares in the company were awarded after one year of production, provided artists met the standards laid down after evaluation. The members of YIA established the business. Several different art and craft groups made up the business (sewing, ceramics, beadwork, embroidery, fabric painting and printing, artwork, carving, glass bead-making, metal - craft, and paper-making). Products were sold through The Tree Curio Shop (which was a spin-off of this business), as well as through a range of other marketing outlets. Wildly African artists all have workshops in the Tree Curio Shop building. The training and support received by the members of this business in technical production skills has been extensive, engaging a number of specialist trainers and other experts who also gave business support after training was complete. This training included six weeks with a mobile arts and crafts training clinic provided through CREATE SA at the project site.

Production started early in 2005 and considerable stock was built up in the curio shop. Although quality was a challenge, and it took time to get skills in place, by May 2005, a number of items were being made - hand bags, cushion covers, recycled paper products, pottery, and painted fabrics.

Marketing and promotions work for this business was improving towards the end of the pilot phase and several groups had sales and one or two orders. Business support for the groups was on-going. Groups working on good orders were sewing (uniforms) and beading (a large order for the departures lounge at O R Tambo International Airport). Sales of products from the shop to tourists passing by on buses between Kruger Park and Swaziland were building up by 2006. This business displayed both technical talent and design creativity and good potential for future success. There was a waiting list of youth wanting to come into this project.

Training was on-going, with three artists and crafters enrolled on masters arts and crafts courses, and two arts and crafts operational managers trained in learner-ships via Create SA. Much more finance and funding would be required by this business to continue to improve and grow. A significant amount of equipment and machinery was lacking which was needed by the artists and crafters. Larger workshops spaces were also needed to accommodate the groups in order to give them more working area and improve facilities for the storage of equipment.

6.3.2 The profiles of several eco-businesses visited as part of the evaluation field-work

Whilst she was visiting the project as part of her evaluation research, the evaluator interviewed several of the eco-enterprisers. The findings of her research are summarised in the table in **Appendix 11**.

6.3.3 Findings

Similar to the findings concerning the progress of the enterprisers addressed in the previous section of the report, some enterprises did better than others during the pilot project, but all remained in a developmental phase. The evaluator found the line-up of businesses activities selected exciting and impressive. Hopefully, this trend would continue and further such businesses would be started-up in the next phase. The level of creativity, design ability and flair, and innovation displayed by the youth in the arts and crafts groups, the performing arts group and the marula products group was particularly impressive. The technology used for growing the mushrooms (grass houses, bags and lines) and choice of mushroom to grow (oyster mushrooms), was both highly cost-effective, simple and highly innovative. Although not yet performing profitably and generating income for the youth overall, some businesses were beginning to show signs of growth in the future, most notably Wildly African and one of the mushroom businesses under Aaron Mabuza.

Orders were starting to come on stream towards the end of the pilot project for some businesses (sewing and bead-working), marketing efforts were happening in all businesses, and good planning was taking place, putting the groundwork in place for initiatives that would take time to come to fruition (Asambeni Eco-Tourism). (Income figures for some of the businesses between 2005 and 2006 are attached as a table in **Appendix 12**). Advanced training had taken place, or was taking place, in one business (Wildly African) – skills masters courses and learner-ships in operations management - and planning was taking place concerning learner-ships for another (Asambeni Eco-Tourism). Most of the businesses had needs for more equipment, machinery and finance, and this was hampering their further growth. The R2000 available as start-up capital had been insufficient for most businesses. Most of them needed further specialist training and a longer training period (most urgently, mushrooms and bee-keeping). All of them were in need of on-going and intensive specialist business support to improve their overall business planning, efficiency and management, financial record-keeping, and product quality.

All businesses were in very urgent need of transport, which would contribute hugely to improved productivity and faster results. All in all, it was the evaluator's view, however, that the project staff, volunteers and enterprisers had worked very hard to produce the results they had achieved in the pilot phase. They should take pride in their achievements to date, which they had produced in a very short time period.

6.3.4 Some recommendations to consider

- (i) The prime areas for support, which the evaluator feels would make a big difference to progress made by the enterprises, are: transport, much more business and specialist technical training and support, the provision of the equipment and machinery needed by the different groups, and a much larger planned marketing effort and budget, as quality and volume of production improved.
- (ii) The evaluator thoroughly enjoyed her visits with the enterprises and would like to suggest that consideration be given to hosting regular *Open Days* on the project, when the local general public could be invited to the project site, and on trips to the businesses to learn more about the project (if this was not being done already). This could be done through all nearby schools as well, targeting learners, their parents, their larger families, friends and care-givers, to increase the general level of awareness of the project by both the local communities and towns around the project. This could produce valuable links, relationships and resources for the project. (For example, one of the things done by the evaluator to increase local support for a project she managed in a rural area was to nurture a friendship with the local Rotary Club. This resulted in an on-going relationship in terms of which funding and business people became available to the project).

6.4 Finally, what about the youth leadership on the project..... has it taken shape?

The logo of Youth in Action symbolises *youth challenged to take control*. The symbol refers to youth facing the challenges and problems they experience and taking control (or ownership) of them, with the aim of solving them and moving forward independently. A 4-day life-skills and leadership development programme was held by Edu-Ventures with a group of 50 project stakeholders and role-players at the outset of the pilot, which was designed to do a number of things:

- Build the self-concept of and motivate youth towards taking control of the circumstances they deal with and their own personal development challenges
- Put some building blocks in place for leadership development on an on-going basis as part of the project
- Work with the project staff and others around the leadership issues addressed by the Edu-Ventures programme to bond as a team, start to develop (or add to) leadership skills, as well as find common ground and direction.

The life-skills and leadership development programme was funded by SSACI, and although it was not an activity agreed to in the contract, it was considered to be in the spirit of the contract, and valuable to support the achievement of the outcomes. (The training has already been addressed in the report and an evaluation made of the training delivered). It seemed appropriate to the evaluator, therefore, to conclude this part of the report by addressing progress made by the youth, together with the project team, concerning leadership issues during the pilot phase of the project. The evaluator feels that she was not really on site long enough to gather hard evidence to support conclusive findings in this regard. She also did not have access to any base-line data concerning the issues, which had been gathered at the outset of the project. It cannot and should not be assumed that the project was starting at zero-base in this regard. This is an important point. Some of the project youth had already been working in the THBC Programme as the YIA structure since 2003.

They may have also come into the THBC Programme with pre-existing leadership qualities and skills (for example, if they had been active in work in their communities and/or may have had previous leadership training). The issues are complex and need thorough dedicated study and analysis in a separate specialist study in her view. She did, however, form some impressions and had some ideas that it might be valuable to record in the report. She does this tentatively and on the basis that further research would be needed. (Some comments on the issues have already been given earlier in the report where the personal growth and cumulative competencies of the youth were addressed). The brief evidence she has been able to gather came from a report submitted to the project staff by Edu-Ventures concerning the life-skills and leadership development programme; as well as discussions held with the project partners, the Project Manager, four desk coordinators from YIA (two of whom left the project during the pilot phase to go into employment in the government sector), and her own observation and experiences whilst visiting the project.

Some strong youth leaders were clearly working as part of the pilot project, or youth with definite leadership potential. This was clear to the evaluator because she observed that they had followers amongst the body of the youth and enterprisers working on the project. They were also working with project staff and partners in the management team. This leadership ability was not only present in the management team, but also at the operational level in enterprises. There were, for example, two trained operations managers within the Wildly African business, and a finance and administration manager undergoing training in the curio shop. Some enterprisers too demonstrated strong or potentially strong business management and leadership ability (Aaron Mabuza, mushroom grower, one or two artists and crafters in the arts and crafts and performing arts groups, the coordinator of the Latin American dance class, and members of the Asambeni Eco-Tourism Project). Most of these youth were young men, only one young person met was disabled.

Diversity issues are important in the current arena of leadership development in South Africa. This was acknowledged in the project proposal where it was specified that at least 10 of the 30 enterprisers should be young women. In the evaluator's view, gender and disability issues needed more attention in terms of training and support on the project to build a corps of young women and disabled people in leadership positions.

The majority of the youth met were, in the evaluator's opinion, still in the early ages of development, and would still need training, support and experience in order to build their ability to take control of their circumstances and flourish. This may not happen with some at all. The evaluator pointed out earlier in the report that she got the strong impression that most of the youth in the enterprises saw themselves more as workers receiving a salary (stipend) from the project, than as business people pro-actively engaged in their own team enterprises. Many of course may prefer to remain this way, working for an 'employer' (be it the project or an enterprise). A comment made by the trainer from Edu-Ventures who submitted the report on the life-skills and leadership development programme was interesting in this regard, where he reported on the group's discussion of different leadership styles (autocratic, laissez-faire and democratic). He said, 'At the end it was agreed by all that leaving a task for subordinates to do without too much interference from a leader shows that s/he trusts that the job can be done without him or her interfering too much. Everyone then said that this form of leadership is necessary but only in "small doses". It is clear from this comment that most of the youth at that stage who were part of the training obviously were not comfortable with this form of leadership. Things may, of course, have changed since then. The youth received considerable training and support, and were engaging in their own enterprises by the end of the pilot project.

This is an important point. Heather McKibbin also pointed in comments made to the evaluator in an e-mail, and addressed earlier in the report in the Introduction, to rapid change taking place in the communities in Nkomazi in the past 2 years or so, which would also be having an influence on youth and their functioning as part of the project. (Times they are a-changing).

Some comments made by project partners and staff in minutes of EXCO meetings and to the evaluator were interesting. They were as follows:

“We face numerous difficulties most of which are to be expected in the nature of this work. However, our biggest challenge is to keep up a positive pro-active influence. The youth lack essential self-motivation and therefore need constant support and encouragement to keep moving in the direction we want them to go”

‘Difficulties generally stem from individual development and ability. As the TTU project developed and grew, it was realised that the majority of youth lack essential self-motivation, and therefore need constant support and encouragement’

‘The youth are challenged to empower and uplift themselves, due to negative external influences in their lives. We need to take on this challenge, and educate them in developing a realistic attitude, which will create a future for them and hope in the rural areas’.

‘Youth are driving the car – the route is being set by us at the moment’

These comments raise various questions such as whether direction can best be set by the senior management team alone, if self-direction is to emerge successfully amongst the youth, and youth are to empower and uplift themselves to create their own future direction. For the evaluator, the one is inextricably linked to the other. The direction of an organisation is also best owned and bought into, when all the stakeholders and role-players play a part in its development. One comment made to her was particularly encouraging ‘YIA is a nice grassroots dynamic community structure – it does not need tight management, control and discipline – it needs to be drawn on more to contribute its ideas to the project’. The comments identified above also raised a question for the evaluator concerning whether ‘constant support and encouragement’ can result in self-motivation at the end of the day, or whether it breeds dependency.

More encouraging comments were, ‘Youth will ask for what they want on the project, and the project is both responsive on this and pro-active from time to time from its side’; and, ‘We are not creating dependence – we are helping and supporting – the youth are managing and taking the initiative in a process, with an on-site process carefully in place’. Some comments by one or two youth themselves were interesting. When asked by the evaluator whether they felt they could carry on alone, if the project were to close down for any reason, one said ‘we are ready to run our business’, but then ‘we cannot raise funding, this is done by the staff’. Another said, ‘Funding is a bridge to the future, not a crutch forever’. Clearly, the issues of dependence and independence weave an on-going interesting and complex dance between the various project stakeholders and role-players. In the evaluator’s view (as already indicated earlier in the report), a way to address the issues would be to design and agree an exit policy and strategy from the project.

This would include an agreed objective assessment of the cumulative competencies of enterprisers (using a range of key indicators of readiness) to be able to exit successfully (or to be asked to leave the project). In her view, this would avoid several problems concerning the project inadvertently holding back some enterprises, when they were ready to go it alone, whilst artificially sustaining others, which might not survive otherwise. All businesses must at the end of the day face the acid test of 'sink or swim'. This applies, in her view, irrespective of whether some of the enterprises continued to have an on-site presence. The evaluator gained the strong impression that several of the arts and crafts groups may be overly dependent. They were in her view operating more as production groups than as enterprises. They gave the impression of being workers, more than entrepreneurs, when the evaluator met them. For example, there were questions to the evaluator concerning whether the monthly stipend could be increased, constant references to project staff providing answers, solving problems and supplying needs. The Project Manager appeared to the evaluator to be more a supervisor than a resource, continually motivating the youth to work, and ensuring that they kept to working hours from 08h30 to 16h30. Two remarks the evaluator noted, for example, were that Kim was always coming in to make sure the enterprisers were working, and Kim telling the evaluator that she had allowed the youth to go home early one afternoon. Wildly African appeared, at the end of the day, with one exception (the sewing group), more as a single business comprising several different production groups, than as a collective enterprise made up of several independent businesses run by pro-active young entrepreneurs. There were also comments to the evaluator that indicated that some of the enterprises might be ready to become more independent but, in their view, were held back by a lack of sufficient training, together with the opportunity to explore their own ideas.

Learning from the pilot project

The evaluation study has shown that the TTU pilot was a highly innovative project, and without doubt an initial success in difficult circumstances in a rural area of the country. It proved its worth for the youth who took part in it, demonstrating that eco- businesses can be started-up to sell products into the tourism market, as well as to local communities, providing employment and income for youth, using the natural resources available in the area. In this way, opportunities are also provided for young rural people to stay at home in their communities productively. The pilot project was well done and made an impact in different ways. The two tables given below summarise the evaluator's report findings in this regard, using a number of key indicators.

1. Was it done well?

Indicator	Yes	No
Was the mode of delivery effective?	√	
Were the contractual obligations met?	√	
Was the organisation development and capacity effective yet?		√
Was people management good?	√	

Was the philosophy of the project appropriate?	√	
Was the project management done well?	√	
Was the training and business support done well?	√	
Was the training and business support effective yet?		√
Was the evaluation of the training and business support done well?		√
Was the project reporting done well?	√	
Was the management information system and impact assessment adequate?	√	
Was additional funding secured?	√	
Was sufficient funding raised to cover the needs?		√
Were the outcomes achieved?	√	
Was the financial management done well?	√	
Was the expenditure within budget?	√	
Was the project and eco-business marketing well done?		√
Was the project networking well done?	√	
Were the youth happy with the project?	√	
Were the project partners happy with project?	√	
Were the project staff members happy with the project?	√	
TOTAL	16	5

2. Did the project make an impact?

Indicator	Yes	No
Was there youth attitudinal and behaviour change?	√	
Was income generated from some of the businesses?	√	
Did the project make an impact on the community?	√	
Was there youth leadership on the project?	√	
Were productive eco-businesses started up?	√	
Were the 6 eco-activities selected for development implemented?	√	
Are there at least 30 youth productively engaged in eco-businesses?	√	
Were youth and business role models created?	√	
Was the skills capacity of the youth improved?	√	
Were the skills and understanding of the youth concerning business management effective yet?		√
Was the understanding of the youth concerning environment conservation and sustainability effective yet?		√
Was wealth (in relative and absolute terms) created?	√	
Did some local economic activity develop around the project?	√	
Was an impact discernible concerning natural resources utilisation and conservation?	√	

Was any impact discernible regarding HIV-AIDS? (youth awareness education drama performances)	√	
TOTAL	13	2

3. Learning from the pilot project success – summary of the key learning points

Throughout the report, the evaluator has drawn attention to the things done by the project, and how they were done, that in her view were key performance areas and critical success factors. In this section of the report, a summary is given of these areas and success factors. They were in her view as follows:

- The project partnership governing the project was a strong alliance of like minds with a common passion and interest concerning helping the youth to create gainful employment through the creation of natural resource based and eco-businesses
- The project was developed as an integral part of an NGO development programme which had been in the area for several years, where there were strong links and interests between the programme and the project, and a strong infrastructure already in place on which the project could build
- Senior members of staff had lived and worked in the community for a long time
- The management of the project was a team effort drawing on the differing skills and experience of partners, staff and community-based youth volunteers at the senior and middle management levels
- The donor was part of the governing body of the project and delivered some training and business support to SMMEs
- The management of the project was well done – the obligations in terms of the contract with the donor were met, there was good written action planning guiding the implementation of the project, the outcomes determined were largely achieved
- The character and personal style of the Project Manager in her inter-personal relationships and interactions with the project stakeholders and role-players was very good – based on a strong emotional intelligence
- The life-skills and leadership development programme for youth and project staff was a pivotal factor in the success that followed
- There was leadership on the project amongst a number of the youth

- There was good pre-project scoping and planning on which the project proposal was based and extensive networking with potential partners who could provide support. The promotion of the project happened in this way even before it started
- The philosophy and conceptualisation of the project was highly appropriate for the circumstances in which the project functioned
- The basic needs of the youth in training and in starting up the eco-businesses were taken care of – stipends and two meals a day
- The project operated from a community within a community, providing a safe and familiar learning and practice space on a collective basis (in groups) for the youth on-site (it was interesting that where eco-businesses operated off- site, their progress was generally slower)
- The project enlisted the blessing and support of the local district municipality for their work
- The selection process used to select both enterprisers and enterprises was good. Key activities were mobilising the youth through the YIA (youth in action) structure within the Thembaletu programme, and a three- phase process using some orientation and training activities to observe and assess youth applicants before selection
- Vision –crafting was an on-going process throughout the pilot phase with constant re-assessment of 'where to now'?
- The project was highly youth-centred – youth as individuals were the focus of interest, support and on-going monitoring
- The project staff did not rely solely on the funding provided by the main donor – they gathered other resources to meet the project needs and made plans for the project to become partially self-sustaining over time
- Youth were given a real stake in the process and the results of the project – in terms of leadership, management, business development and shareholding in two private companies set up for two of the businesses which were considered to have strong future potential
- The financial management of the project was done well, with regular monitoring and reporting on expenditure against income – the total expenditure was within budget at the end of the pilot phase
- The training programmes delivered were of a very good standard, delivered by skilled, experienced and dedicated trainers, some of whom also stayed on to give business support and mentoring to the start-up enterprisers
- Volunteers were attracted to the project and offered their support willingly and in their own time – some even made cash donations to the project – unsolicited by the project staff

- The youth as trainees, graduates and eco-enterprisers displayed a high degree of energy, enthusiasm, talent and commitment to the project
- The project was highly innovative – offering real solutions to real people with very real needs – which others outside the project wanted to get involved with because they could see the potential for success, and the quality and dedication of the team working on the project. They really wanted to do it – together

There were some areas, where the evaluator felt that the project did not perform so well. The evaluator has drawn attention to these in the body of the report and in the assessment made above using some key indicators. Recommendations were made throughout the report concerning the evaluator's thoughts and suggestions about how the project could be modified and adapted in the future. She hopes that they may prove useful to the project team in the next phase to make a lasting impact on the myriad of socio-economic problems facing the talented youth of the Nkomazi area, who are rightly "**Proudly Nkomazian**".

Appendix 1:**The evaluation brief****1. Background**

- 1.1. From April 2004 to July 2006, the Swiss-South African Co-operative Initiative (SSACI) funded the Thembaletu-Thuthuka-Uplands (TTU) youth project to establish at least 30 youths from the Nkomazi district in Mpumalanga in productive businesses based on the sustainable utilisation of local natural resources
- 1.2. As required by the agreements between TTU and SSACI and its sponsors, this project is now due for evaluation.

2. Objectives and Scope

2.1. The evaluation is largely summative and for the purpose of accountability, However, it may also serve a formative and developmental function in informing decisions about the future of this model of lending tied to mentoring. Thus, the most likely uses to which the evaluation will be put are:

- To establish whether TTU fulfilled its contractual obligations to the sponsors
- to inform a decision by SSACI and other prospective sponsors on whether and to what extent to fund TTU beyond the conclusion of the initial project
- to inform a decision by TTU partners on whether and to what extent this project should be replicated or followed-on in any way
- to inform decisions by rural development agencies on the practicality and sustainability of similar projects in future
- to support future proposals by TTU to other potential funders

2.2. In essence, the sponsors would like the evaluation to answer four key questions:

- **Have the TTU partners done what they were required to?** (i.e. verification that the various inputs, services and activities required by the contracts between the project partners took place, and analysis of income and expenditure against budget).
- **Has it been done well?** (i.e. an appraisal of the quality of the training and business-support programme, its underlying philosophy, mode of delivery, value and relevance to participating entrepreneurs, impact on their businesses, and its practicality).
- **What can (a) TTU, (b) SSACI and (c) rural youth development agencies learn from this experience?**

- **How should TTU modify or adapt its income and employment programme for youths in future?.**

3. **Deliverables**

3.1. The deliverables will be a report of about 20-30 pages (excluding appendices) by the end of August 2006.

3.2. The report will comprise:

- Documentation and interpretation of data in a form comprehensible to outside parties unfamiliar with the programme
- Conclusions and recommendations relevant to the particular interests of TTU and SSACI

3.3. A draft report must be submitted by e-mail by 15 August 2006. The final report must be submitted by e-mail with a hard copy (including appendices) by 31 August 2006.

4. **Time Frame**

The **time-frame** is estimated as follows:

- May 2006: Identify evaluator
- June 2006: Brief evaluator
- July 2006: Evaluator conducts field work & data-gathering
- Mid-August 2006: Draft report written & circulated amongst project partners
- End August 2006: Presentation of final report

5. **Expertise Required**

5.1. The evaluator should:

- have knowledge and experience of the youth-development and rural community-development sectors in South Africa
- have knowledge of issues relating to enterprise start-up and development, especially in the informal sector
- have extensive experience of monitoring and evaluating development initiatives in South Africa
- be familiar with issues relating to the sustainable use of natural resources, particularly for income and employment
- be familiar with issues relating to HIV/AIDS and its impact on rural communities, especially youths
- have experience of working with donors and with the NGO sector

Appendix 2:

Evaluation final (actual) framework design

Target group	Evaluation method	Sample number	Outputs/outcomes
EXCO and MANCO members	<p>Group conversation</p> <p>Interviews</p> <p>Document review (for example, meeting minutes, reports, contract between SSACI and Uplands College, monitoring and formative evaluation documents)</p>	<p>3 (Thembaletu, YIA, ISE)</p> <p>1 (Jayesh Bhana, SSACI)</p> <p>1 (Kim Ram, Project Manager)</p> <p>2 document reviews at SSACI and one at project site</p>	<p>Answers obtained to the following questions</p> <p>Q: Did the project partners do what they were required to do in terms of the contract?</p> <p>Q: Was the project done well in their opinion?</p> <p>Q: What was the learning for EXCO/MANCO?</p> <p>Q: How do they think the project should be modified or adapted in the future?</p> <p>Verification obtained that inputs, services, activities required in terms of the contract took place</p> <p>Appraisal made of the following :</p> <p>quality of the training/business support programmes</p> <p>philosophy of the project</p> <p>mode of delivery</p> <p>value and relevance of the project to participating entrepreneurs</p> <p>project impact on the enterprisers' businesses</p> <p>practicality of the project</p> <p>Analysis of income/expenditure against budget</p>
Youth enterprises and enterprisers	<p>Business visits/ interviews</p> <p>Story telling/writing</p> <p>Group conversation</p>	<p>12</p> <p>20 youth enterprisers</p> <p>4 YIA desk managers</p>	<p>Answers obtained to the following questions:</p> <p>Q: Was the project done well?</p> <p>Q: Did the project do what it was supposed to do?</p> <p>Q: What did you learn from the project?</p> <p>Q: Would you make any changes in the future?</p>

			<p>Appraisal made of the following: quality of the training and business support programme the approach adopted by the project to generating income/ creating employment project committees and structures the value, relevance and practicality of the project to you the impact on your life and business</p>
<p>Training and business support service providers and volunteers</p>	E-mail questionnaire	8 trainers and business support providers	<p>Answers obtained to the following questions: Q: Did you do what you understood you were to do? If not, why not? Q: Do you think the project was done well? Q: What did you learn from the project? Q: Would you suggest any changes to the project next time? Verification that training and business support inputs, services and activities took place Appraisal made of the following: Quality of the training and business support programme The philosophy of the project Value and relevance of the project to enterprisers and their businesses Impact and practicality of the programme</p>
<p>Community leaders and community members group</p>	Group conversation	10 THBC community care workers	<p>Answers obtained to the following questions: Q: Was the project done well do you think? Q: What did you think of the project? Q: What would you suggest be changed or done differently next time?</p>

Appendix 3:

Contract concluded between SSACI and Uplands College



AGREEMENT

between

the **Swiss-South African Co-operation Initiative**

1185 Park Street, Hatfield, Pretoria

and

Uplands College

White River, Mpumalanga

To establish at least 30 youths from the Nkomazi district in Mpumalanga in productive businesses based on the sustainable utilisation of local natural resources

1 April 2004 – 31 July 2006

1. The **Swiss South African Co-operation Initiative** (hereinafter called SSACI) will make available to **Uplands College** (hereinafter called Uplands) a maximum amount of ZAR800'000 (eight hundred thousand Rands) to establish at least thirty (30) youths from the Nkomazi district in Mpumalanga in productive businesses based on the sustainable utilisation of local natural resources.
2. All emerging entrepreneurs participating in this project will be young South Africans (i.e. not older than twenty-six years of age) from disadvantaged backgrounds, who will be recruited and selected by the project manager according to criteria and procedures to be established by the project's executive committee.
3. After being selected, the emerging entrepreneurs will be given training and business development services as further detailed in the attached description of the Thembalethu-Thuthuka Eco-businesses project, which forms an integral part of this Agreement.
4. The project will run during the period April 2004 to July 2006, according to the attached project description and budget, both of which form an integral part of this Agreement.

5. The funds shall be paid by SSACI directly into Uplands' bank account (**First National Bank, White River branch, branch code 27-05-52, account number 54280028358**), in five instalments, according to the following schedule:
 - A first instalment of R300'000 upon signature of this Agreement
 - A second instalment of R200'000 in January 2005, upon acceptance by SSACI of an interim report on project activities and a certified statement of expenditure for the period March to December 2004.
 - A third instalment of R150'000 in July 2005, upon acceptance by SSACI of an interim report on project activities and a certified statement of expenditure for the period January to June 2005
 - A fourth instalment of R100'000 in January 2006, upon acceptance by SSACI of an interim report on project activities and a certified statement of expenditure for the period July to December 2005
 - A final instalment of R50'000 in July 2006 on completion of the project and acceptance by SSACI of a final, summative project report and an externally-audited financial statement for the life of the project.

Any interest on these instalments will accrue to Uplands for use in its normal activities.
6. Uplands agrees to cover any additional costs of this project incurred above the amount made available by SSACI.
7. Uplands further agrees to the following:
 - To provide SSACI with an 18A tax certificate (dated and signed) for the amount of funds received immediately upon transfer of funds by SSACI.
 - To ensure that the funds are effectively and efficiently used for the intended purpose. Should any major modification to the programme or budget appear necessary, Uplands will immediately inform SSACI of this development in writing.
 - Any money received from SSACI in excess of that required by the project may be allocated for the pursuance of Uplands' other projects or programmes provided that prior written agreement is obtained from SSACI. Otherwise, the balance of the SSACI grant shall be reimbursed to SSACI.
 - To provide SSACI in June 2006 with an externally-audited financial report for the project.
 - To mention SSACI's support in all publications and events related to this project and to send to SSACI any publicity documents pertaining to it.
8. In the event of default by Uplands in fulfilment of its obligations under this Agreement, SSACI may suspend the disbursement of the grant or cancel the Agreement with immediate effect. In that event, any balance of the grant shall be returned immediately to SSACI.
9. This Agreement covers the period from 1 April 2004 to 31 July 2006 and will be terminated when all parties have complied with all the obligations contained in this Agreement.

10. Uplands will not pay any party a commission on the SSACI grant, nor will Uplands offer to a third person or seek, accept or get promised, directly or indirectly, for themselves or for any other party, any gift or benefit that could be construed as an illegal, unethical or corrupt practice.

11. Amendments to this Agreement are only possible in writing.

Signed and agreed upon in Pretoria on this **16th day of April 2004** in three originals.

For **SSACI**

Mr Ken Duncan
Manager

Signed and agreed upon in Nelspruit on this _____ day of April 2004 in three originals

For **Uplands**

Mr Phil Hemus
Business Manager

Project Description

The Thembaletu-Thuthuka Eco-Businesses Project

1. Objective

The objective of this project is, over the period April 2004 – July 2006, to establish at least 30 youths from the Nkomazi district in Mpumalanga in productive businesses based on the sustainable utilisation of local natural resources

2. Expected Activities and Outcomes

2.1. During the first year of the project (2004), ten activities will be undertaken:

- Establishment of a small executive committee (3 to 5 people) which will give overall direction to the project. This team will be drawn from Uplands, SSACI, Thembaletu Youth in Action and the Institute of Social Ecology. It may also include other co-opted members, e.g. local community leaders.
- Appointment of a project manager who will be responsible for the day-to-day management of the project.

- Running of a 3-day vision-crafting and capacity-building course for stakeholders, including community leaders, potential participants and service-providers
 - Assessment of existing enterprises in the Thembaletu community, with particular regard to the involvement of youth. An essential part of this phase will be to identify and record the business management components that categorise each enterprise. (For example purpose of business, whether or not the business has a specific plan (with targets), the number of full-time staff, capital outlay, stock on hand, and any interest that the enterprise has with natural resource management.)
 - Establishment of criteria whereby potential businesses will be selected for participation in the Thembaletu-Thuthuka Programme. An important aspect of this phase will be the identification of viable ("saleable") products, e.g. artwork, crafts, jewellery, foodstuffs, cultural interpretations, bird-watching and trailing.
 - Two 15 day orientation courses (one for Nkomazi East and one for Nkomazi west) to inform the youth of the business development initiatives of Thembaletu in general, with some inputs on the eco-business project in particular. From these orientation programmes will come the entrepreneurs for the eco-business programme.
 - Selection of pilot groups of eco-business entrepreneurs. Although the exact number of enterprises to emerge from the project cannot be fixed in advance, a start-up number of 30 is envisaged, with 40-50 entrepreneurs at the outset.
 - Two 10-day training courses for young entrepreneurs in the three legs of the programme: environmental management, eco-tourism and business management
 - Selection of a limited number of individual enterprises with good potential. Potential will be measured not only by the relevance of the product to the developing eco-tourism environment in the area, but also by the business potential of the young entrepreneurs.
 - Establishment of marketing structures and quality control mechanisms.
- 2.2. During the second year of the project (2005), the thirty start-up enterprises will be given technical training where necessary and be rendered business-support services as follows:
- For training and management purposes the enterprises will be divided into working groups based either on product categories (similar product producers together) or geographical location.
 - All the entrepreneurs will be taken to a convenient tourism sales points to view items currently on sale and to assess their relative values as saleable items. The site visits will be followed up by a workshop for each group in the vicinity of their operational area. This workshop will be used to help individuals focus on their intended enterprises, especially with regard to the drafting of business plans.
 - Each enterprise will be assigned a mentor from the business community who will be responsible for ensuring that each Business Plan is viable and for advising the project managers with regard to the payment of tranches to individual enterprises. Mentors, together with the Management Team, will also assess the progress of entrepreneurs and will decide whether or not they should continue.

- Each enterprise will have access to R2000 start-up capital. This is intended to be used for the purchase of some capital items (e.g. tools), but is not intended for purchasing stock for re-sale. The money will not be allocated as a lump sum, but will only be accessible once the business plan has been agreed to by the mentor, and then only in tranches as required.
- Each enterprise will be shown how to keep books and all items of income and expenditure will be carefully recorded.
- Linkages will be established between new enterprises and existing organisations that can provide useful advice, services or marketing channels. Examples of these are:

Potential partner(s)	Example of activity
Kumbula Kraft (Laurette van Zyl) : Visual Arts and Craft Co-ordinator	<ul style="list-style-type: none"> - Wood carving - Grass & Reed Weaving - Wooden beads & Jewellery - Drama & Cultural Activities - Artwork (Paintings, Sculpture, Special art e.g. Elephant Dung)
Marula Natural Products; Agricultural Research Council	Marula Products
Bee-Keeping Association of South Africa	Bee products
Birdlife SA Wakkerstroom Training Unit	Bird-guiding (Shongwe Nature Reserve)
Kumbula Kraft; Standard Bank ; BBR Traders Association ; Proudly South African.	Sales and marketing
Agricultural Research Council	Fruit drying; Jams etc
Training & Mentoring Agencies : <ul style="list-style-type: none"> - Centre for Rural Development; Wits Rural Facility; BBR Traders' Association; Sisulu Investment Services; Ecolink; Local & Provincial Government 	Small Business Management and Mentoring

3. Partners and People Involved

- 3.1. **Uplands College**, as the recipient of the grant, will have overall fiduciary and trusteeship responsibility for the project, especially with regard to the financial management of the grant disbursed by SSACI
- 3.2. **SSACI** will be responsible for funding the project as per this agreement and for external monitoring and evaluation of the project. Copies of all evaluators' reports will be made available to Uplands, ISE and Themba lethu.
- 3.3. **Service providers** will be engaged by the executive committee to provide specific services for the implementation of the project on a contract basis.

4. Co-ordination and Reporting

- 4.1. **Uplands**, as the lead agency of the project, will submit progress reports to SSACI as specified in this agreement. Each report will combine narrative and financial components.
- 4.2. Strategic management of the project will be exercised by an **executive committee** comprising a representative from Uplands, a representative from SSACI, a representative from the ISE and a representative from Themba lethu YIA. Other members may be co-opted from time to time by these core members. This executive committee will meet quarterly to consider reports and review progress.
- 4.3. Day-to-day management of the project will be the responsibility of a **project manager** appointed by the executive committee.
- 4.4. The following indicators shall be used to measure progress as the project moves through its various phases of implementation:
 - Number of participants selected for training
 - Number of graduates from the entrepreneurial and technical skills training programme
 - Number of specific eco-business opportunities identified and viable business plans developed to exploit those opportunities
 - Number of start-up enterprises established
 - Quality and extent of business support services rendered to start-up enterprises
 - Number and sustainability of enterprises emerging after 6 months from the initial group of start-up enterprises; sustainability will be gauged from such indicators as their growth in turnover, profit and staff levels since start-up, accuracy of financial record-keeping and general prognosis for future trading.

5. Budget and Financial Controls

- 5.1. The total budget for the project is **R880'000**, which will be spent over the period April 2004 to July 2006.

5.2. The budget by line-items are as follows:

<i>Line Item</i>	<u>Amount in Rands</u>				
Project management costs: 150 person-days @ R1000	150'000				
Planning, ExCo meetings, Orientation Programme: 20 person-days @ R2'000	40'000				
Assessment & selection of enterprises: 7 person-days @ R2'000	14'000				
Training costs	136'000				
<ul style="list-style-type: none"> • 3 days' training fees for vision-crafting workshop @ R2'000 • 2 x 15 days' training fees for enterprise creation courses @ R2'000 • 2 x 10-days' training fees for management courses @ R2'000 • accommodation, catering & transport 	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: right;">6'000</td> </tr> <tr> <td style="text-align: right;">60'000</td> </tr> <tr> <td style="text-align: right;">40'000</td> </tr> <tr> <td style="text-align: right;">30'000</td> </tr> </table>	6'000	60'000	40'000	30'000
6'000					
60'000					
40'000					
30'000					
Consultants' fees for preparation of business plans: 25 person-days @ R2'000	50'000				
Mentoring & business support services: 120 person-days @ R2'000	240'000				
Start-up capital for 30 enterprises @ R2'000	60'000				
Subsistence & local transport	30'000				
Sub total	720'000				
Administration fee to Uplands	80'000				
<i>Sub total (to be disbursed to Uplands)</i>	800'000				
External monitoring & evaluation (Administered by SSACI)	80'000				
Grand Total	880'000				

- 5.3. As indicated by the above budget, a total of R800'000 will be disbursed by SSACI to Uplands for the costs of implementing the project. SSACI will retain a further R80'000 to cover the costs of external monitoring and evaluation of the project.
- 5.4. Uplands will keep a separate account of funds received and disbursed for this project. Day-to-day management of the project's finances account will be handled by Uplands's bursar. All transactions relating to the project will require two authorised signatories, one of whom will be Uplands's bursar and the other a member of the project management committee.
- 5.5. Interim financial reports to SSACI will be prepared by Uplands accounting officer and co-signed by him/her and the chairperson of the project management committee. On conclusion of the project, its finances will be externally audited by chartered accountants appointed by Uplands.

Appendix 4:

Were the contractual obligations met?

Contractual obligation	Yes	No	Partially	Remarks
At least 30 youths active in productive eco-businesses	√			Approximately 68 youth are engaged in 20 eco-businesses
Was a 3-day vision-crafting and capacity building course run for stakeholders and others?	√			4-day leadership development course was held by Edu-ventures for 50 youth and others
Was a formal assessment made of existing youth enterprises in the area?		√		Some informal discussion was held with YIA members by the project staff
Was a formal assessment of community needs for products made?		√		
Were criteria established for the selection of potential businesses to participate in the project?	√			A brainstorming meeting was held and data documented on the basis of participants' potential, experience and knowledge.
Were two 15-day orientation courses held in Nkomazi East and West from which an initial selection of enterprisers was made?	√			
Were training courses held for enterprisers in environmental management, eco-tourism and business management?	√			4 days – EMET programme in environment management and eco-tourism 5 days – business management (as part of the 15 day orientation course)
Were a limited number of eco-enterprises and enterprisers finally selected?	√			6 activities were chosen – marula products, eco-tourism, mushroom growing, bee-keeping, arts and crafts, performing arts
Were a range of service providers engaged to provide training and support on a contract basis?	√			Some training and mentoring was also provided by international volunteers
Were marketing structures and quality control mechanisms established?	√			Curio shop, orders have been obtained, web marketing, exhibitions, festivals, magazine articles Mentoring, support and on the job training was done Operational procedures are in place for quality control
Were all enterprisers given technical training in producer groups or geographic location?	√			Some on site (arts and crafts, marula products, performing arts, eco-tourism), others in Nelspruit (mushroom growers) and Johannesburg (bee-keepers)

Were all enterprisers taken to sales points and on field visits?	√			There were field visits to Swaziland, Johannesburg, Mozambique, Letsaba, Nelspruit, White River, Kruger Park It is not known whether all enterprisers were included
Were workshops held for enterprisers to draft business plans?		√		Since several enterprises do not have business plans as yet, it is assumed this did not happen
Was each enterpriser assigned a mentor to advise on business plans, loans payment and assess their progress?		√		YIA coordinators and advisors, the Project Manager, trainers, local mentors and international volunteers provided mentoring
Was each enterpriser awarded a R2000 loan for start-up capital?	√			One enterpriser appears not to have received a loan (Patrick Mkhonto) The loan was not given to the enterprisers but spent on their behalf by the Project Manager for equipment and materials needed
Was each enterpriser shown how to keep books and record income and expenditure?	√			This was done as part of the business management training. A number of enterprisers interviewed, however, do not keep books or records (mushroom growers, bee-keepers) The manager of Wildly African is responsible for the overall financial management of the groups within this project
Were linkages created between enterprisers and useful organisations for advice, further training and other services?			√	Kumbula Kraft, Birdlife SA, Mobile Arts Clinic, Art Aid can be mentioned here - mushroom growers and bee-keepers do not appear to have such links
Were all enterprisers SA citizens and not older than 35 years of age?	√			The upper age limit was changed from 26 years of age by EXCO agreement
Did the project run between April 2004 and July 2006?	√			Current funding was expended by June 2006
Was SSACI mentioned in all external communications by the project and copies sent to SSACI?	√			Many young people on the project do not appear to know, however, who SSACI is There is no TTU project board at the entrance to THBC and no mention of SSACI as a donor
Were project promotions done?	√			Extensive networking and promotions were done by Dr L Hurry
Were all project progress reports, evaluations and financial reports submitted as required, and on time?	√			Not all reports were submitted on time

Was performance management and measurement done for businesses and individuals, and were reports kept?			√	Some formative impact assessment was part of project reports and EXCO minutes A detailed SMME and enterprisers report was produced in March 2006 There was no one standardised, up-dated source of measurement and reporting.
Were links established with other similar community activities, which were of value?			√	Mobile arts training clinic, DED German Development Services can be mentioned here
Are the stakeholders happy overall that the project was practical and well managed?	√			ISE and SSACI were very impressed with the work done by the Project Manager Some reservations were, however, expressed by YIA coordinators and enterprisers concerning the mushroom and bee-keeping projects
Were the finances and the fiduciary and trusteeship responsibility for the project well managed?	√			Financial statements were produced for all EXCO meetings and signed and submitted to SSACI as required by the contract
Were the financial procedures followed overall efficient and effective?	√			There was some evidence of delays experienced in disbursements of funding
Was additional funding obtained and did it have an impact?			√	DED German Development Services (bee-keeping training and SMME desk funding) CREATE SA (mobile arts and crafts training clinic/truck) Nelson Mandela Childrens Fund (enterprisers stipends – arts and crafts) ESKOM – pottery kiln
Were the SSACI funds used for the purpose intended, and efficiently and effectively?	√			Some departures were made in terms of enterprises funded and training done, but it added to the overall purpose intended (arts and crafts, performing arts, leadership training)
Was a final audited financial statement produced for the period 2004-2006?		√		A financial statement was provided to the evaluator for Jan 04 – June 06 (Attached as Appendix
Was the SSACI funding of R800 000 expended within budget?	√			Expenditure was within the project budget of R800 000 after some budgetary reallocations were made in June 2006 between line item surpluses and deficits

Appendix 5: List of documents reviewed for the TTU Evaluation

Document	At SSACI	At Project Site
<i>Memorandum of Understanding</i> (29 August 2003) ISE and TT Programme (allocation and use of funds)	√	
Local skills and natural resources audit		All checked and discussed
Marketing research done for businesses	√	
Community needs assessment		
ISE Scoping analysis/ Research July 2003 (businesses with most potential in the area for selection)	√	
Code of conduct for the programme signed by all representatives of both management teams and entrepreneurs		√
Minimum standards for compliance by enterprisers for running businesses and remaining part of the programme		
Oral and written evaluation procedures for enterprisers- tri-monthly to assess cumulative competencies		
Assessment of the local enterprise environment document		
ISE monthly reports to donors	√	
Programme training and workshops assessment reports (3-monthly) (not all)	√	√
Success indicators developed for businesses (attitudinal change and business activity)		

End of project financial report Jan 2004- June 2006	√	
Nkomazi Community Analysis (Nkedu – ISE) (demographics, IDP, environment, youth needs, SMME potential, HIV)		
EXCO Meeting Minutes	√	
SSACI reports	√	
Uplands College financial reports to SSACI - income and expenditure statements - budget documentation - budget adjustments	√ √ √	
Training materials used- service providers (some)	√	
Project visit reports – Jayesh Bhana, SSACI	√	
All evaluation reports		

Appendix 6:

Thuthuka Programme : Appendix A - Time & Process Management (First 12 months)

Months	1st	2nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Events	On-going Project monitoring by Thembaletu & the ISE											
	Phases 1 & 2											
			Phase 3									
				Phase 4								
						Phase 5 (Continuous)						
							Phase 6					
								Phase 7				
									Phase 8			
									Phase 9			
										Phase 10		
											Phase 11	
												Phase 12

Phase 1 : The appointment of an Eco-Business Executive Team (Exco) Review of Eco-Business opportunities in the Nkomazi area.

Phase 2 : The appointment of an Eco-Business Management Team (Manco)

Phase 3 : Eco-Business Orientation course for 10 district representatives, together with Exco and Manco

Phase 4 : Assessing the existing enterprise environment

Phase 5 : Selecting the range of Eco-Businesses that might be suitable to the Nkomazi district.

Phase 6 : Broad-based training for youth in Business development, with an orientation on Eco-Businesses.

Phase 7 : Selection of pilot Eco-Businesses

Phase 8 : Training of young Eco-Business enterprisers (With Lowveld Business Support)

Phase 9 : Set-up Phases : Drawing up of management plans for pilot Eco-Businesses, (With Lowveld Business Support)

Phase 10 : Establish Community Craft Market structures (Marketing and Quality Control)

Phase 11 : Start-up Procedures

Phase 12 : Follow-up business training and support

NOTE : The timing of any one of these phases will be determined by circumstances and may vary from the above programme

Draft August 29, 2003

Appendix 7:

Project Anticipated Outcomes and Results

Outcome	Activities	Yes	Date	Planned	Not yet	Performance indicators	Evidence of how the outcome has been achieved
OUTCOME 1 Relevant regional focus for eco-businesses developed	(i) Craft market next to each youth centre (ii) Markets linked to eco-businesses (iii) Tourism Craft Markets (iv) Training programmes for all enterprisers to be part of these activities	√ √ (1) √	Oct 05 Mid - end 05		X	<ul style="list-style-type: none"> ▪ Local communities', as well as external and tourism markets established ▪ Impact in terms of regional and local economy cash flow ▪ NR businesses become part of the regional economy ▪ Number of crafts markets established ▪ Technically well skilled youth enterprisers ▪ Quality products and services 	<ul style="list-style-type: none"> ▪ Member of KUPSTA (Regional local tourist association) ▪ Technical skills training completed by all enterprisers ▪ Quality control mechanisms are in place (mentoring and operational procedures) for arts and crafts groups ▪ Quality of products and services are improving ▪ Field trips conducted for enterprisers to Johannesburg, Swaziland, Mozambique, Letsaba, White River, Nelspruit and Kruger National Park ▪ Orders have commenced for the arts and crafts groups within the last three months ▪ Tours have been conducted by Asambeni Eco-tours ▪ Sales are increasing at the Tree Curio Shop ▪ Communities are buying mushrooms and honey
OUTCOME 2 Appropriate levels of understanding developed with regard to enterprise management	(i) Develop management skills and understandings of entrepreneurs (marketing, book and record - keeping, public accountability) (ii) Development of business plans by all enterprisers (iii) Relevant local trainers and mentors contracted to deliver training and support	√ (on-going) √			X	<ul style="list-style-type: none"> ▪ Youth enterprisers able to manage their businesses based on good business understandings ▪ Quality training provided to give them a good chance of success ▪ On-going mentoring and support processes in place 	<ul style="list-style-type: none"> ▪ Initial training was completed and is being followed up by mentoring and on the job support by project staff and YIA mentors (on an on-going basis) ▪ Two shareholding private companies are being developed in which the enterprisers are participating and being trained (Wildly African and Asambeni) ▪ Two 1-year learner-ships were completed in operations management by two youths in the curio shop and the sewing group. ▪ Wildly African has compiled a business plan ▪ Asambeni Eco-Tourism is working on a business plan ▪ The business skills trainer is a staff member located at the project site and gives regular workshops and follow up to improve business skills and understandings

Outcome	Activities	Yes	Date	Planned	Not yet	Performance indicators	Evidence of how the outcome has been achieved
OUTCOME 3 Appropriate levels of understanding developed by youth with regard to environmental sustainability	Short course in environmental management and eco-tourism (EMET programme of ISE recognised by the relevant SETA)	√ (on-going)				<ul style="list-style-type: none"> ▪ Enterprisers have a good understanding of environmental sustainability and how it relates to eco-business development. ▪ Volume of recycled/waste materials used to make products ▪ Quality training delivered ▪ On-going follow up and support 	<ul style="list-style-type: none"> ▪ Assessment of training programme and trainees made by the trainer ▪ Trainees in need of further support identified during training
OUTCOME 4 Models for success provided	Establish a core of eco- business operators to serve as models to others	√	On-going			<ul style="list-style-type: none"> ▪ SMME and other desks of YIA involved and actively supporting enterprisers ▪ Awards ▪ Increasing numbers of businesses/producers with improved turnover, profitability and income established ▪ Successful enterprisers assisting others to become successful (cooperative working) 	<ul style="list-style-type: none"> ▪ 20 Eco-SMMEs are productively employing some 68 young people ▪ YIA received two awards for entrepreneurship and youth development during the 2-year period ▪ Two youth are fully trained operational managers in their enterprises ▪ A corps of the youth have become strong leaders on the project ▪ Many arts and crafters and artists are displaying impressive talents and abilities ▪ One mushroom grower is highly productive and developing rapidly as a business person with considerable acumen ▪ Performing artists have recorded a CD and are giving performances at the Kruger Park ▪ The marula cosmetic range is showing considerable potential ▪ The marketing materials and logos produced by the artists group and Asambeni Ecotourism is of a very high standard ▪ Tours have been conducted by the Asambeni eco-enterprisers
OUTCOME 5 An appropriate selection process developed	(i) Establish selection criteria (ii) Develop a selection process (iii) 2 x 15 day pilot orientation programmes and initial selection of 24 enterprises/ entrepreneurs as part of the activity	√ √ √	End of 2004			<ul style="list-style-type: none"> ▪ Range and quality of eco-businesses identified ▪ Youth mobilised effectively ▪ Selection based on skills and potential ▪ Process of sufficient quality to be available to other communities ▪ Selection to be as broad -based in terms of eco-businesses as possible – serving local community as well as external markets ▪ Quality of enterprisers selected 	<ul style="list-style-type: none"> ▪ Rate of attrition low – mostly accounted for by youth leaving for full-time jobs or to further their studies ▪ 20 productive eco-businesses established employing 45 youth ▪ Evidence from talking to youth that they wish to stay in their communities, and assist them as well as themselves ▪ Youth in the project are 'proudly Nkomazian' ▪ The youth met by the evaluator were for the most part enthusiastic, dedicated and hard-working

Appendix 8: Employment Created 2004-2006 and Attrition Rate

Business	Activity	Trained	Job numbers	Attrition
Wildly African	Tree Curio shop	3 youth	3	
	Arts and crafts and drama coordinator	1 coordinator	1	
	Tourist information centre	2 information officers	2	
	Arts and crafts groups	57 artists	25	7 (3 studying, 1 started business at home, 3 personal reasons)
Asambeni Tourism	Personal tours, hiking trails, bed and breakfast, bird-guiding	8 section heads of different activities	8	
Performing Arts		15	15	
Marula products	Cosmetics Soaps/oil Jam	2 youth Community members collect marula nuts	2	
Bee-keeping	Apiaries for honey and wax	7 youth	7	
Mushroom growing	Mushrooms for local consumption	5	5	
Total	20 eco-businesses	100	68	12
Total no of dependents			+ - 272 (at 4 people per youth)	

Appendix 9:

Funding needs

Activity/Enterprise	Fundraising needs
Tree curio shop	Instamatic camera for Mama Themba's Hair Salon Coffee vending machine for coffee for tourists who visit the shop
Paper-making group	Paper-making machine
Marula products	Marula press for oil extraction Materials Building or workspace
Asambeni Tourism Project	4 pairs of binoculars for bird guiders Tented camp site development Road to site Site safety and security – fencing, boom ,etc My Family in Africa –guesthouse development Uniforms
Mushroom and bee-keeping businesses	Mobile dedicated specialist trainer and mentor for each business Business skills training 4 hives and 8 Queen bee excluders Honey extraction and processing machine Cooling facilities for mushroom storage
SMME Desk	Transport to visit outlying businesses (deliveries, collections and distribution)
Embroidery Group	Larger work space/new workshop Computer skills Business skills training Field trips Embroidery magazines
Performing Arts Group	Costumes Transport to get to performances
Sewing group	Fashion design training Industrial t-shirt machine Blind stitch machine Overalls machine Industrial embroidery machine Field visits Fashion magazines
Fabric painting	Drying oven for painted fabric

Arts and crafts groups	Embossing and printing machine Gas bottle cages Clay tile-making machine Trolley to move heavy equipment Disposable masks, gloves and protective boots Drill and grinder Better workshop space
Project management and organisation development	Project Manager (full-time monthly salary and expenses) Lynn Hurry (consulting and expenses) Capacity building (specialist manager for each eco-business) Digital camera for fundraising proposals and marketing literature

Appendix 10: Project Financial Statement January 2004-June 2006

1	Thuthuka-Thembalethu-SSACI-Uplands Project Budget						
2							
3	For period 1 January 2004 to 30 June 2006						
4							
5	Income						
6	02-May-04	SSACI				300,000.00	
7	11-May-05					200,000.00	
8	12-Sep-05					150,000.00	
	09-May-06					100,000.00	
9						Total	750,000.00
10							
11	Expenses						
12							
13	Category		Budget	Actual	Balance	Budget	Actual
14			ISE	ISE	ISE	Thembalethu/Uplands	Thembalethu/Uplands
15	A	Project Management Costs	49,000.00	41,552.00	7,448.00	123,052.00	130,500.00
16	B	Planning, Exco, Orientation	15,245.00	17,735.00	-2,490.00	13,485.00	7,234.34
17	C	Assessment, Selection of Ent	4,000.00	0.00	4,000.00	-4,000.00	0.00
18	D	Training Costs	14,000.00	12,639.26	1,360.74	101,370.38	102,731.12
19	E	Consultancy Fees	4,000.00	4,770.00	-770.00	4,770.00	4,000.00
20	F	Mentoring & Business Support	42,500.00	51,516.45	-9,016.45	207,607.00	187,656.95
21	G	Start-up Capital	0.00	0.00	0.00	85,529.62	84,531.10
22	H	Subsistence & Local Transport	7,500.00	13,526.35	-6,026.35	51,941.00	43,370.45
23	I	Administration	0.00	0.00	0.00	80,000.00	54,000.00
24	J	Ext Monitoring & Evaluation	0.00	0.00	0.00	80,000.00	0.00
25		Total	136,245.00	141,739.06	-5,494.06	743,755.00	614,023.96
26							
27		Surplus/(Deficit)					-5,763.02
28							
29	Category		Budget	Actual	Balance	Due to:	Uplands (audit)
30							Thembalethu
31	A	Project Management Costs	172,052.00	172,052.00	0.00		26,000.00
32	B	Planning, Exco, Orientation	28,730.00	24,969.34	3,760.66		23,731.04
33	C	Assessment, Selection of Ent	0.00	0.00	0.00		ISE
34	D	Training Costs	115,370.38	115,370.38	0.00		-5,494.06
35	E	Consultancy Fees	8,770.00	8,770.00	0.00		SACCI (Evaluation)
36	F	Mentoring & Business Support	250,107.00	239,173.40	10,933.60		80,000.00
37	G	Start-up Capital	85,529.62	84,531.10	998.52		Total
38	H	Subsistence & Local Transport	59,441.00	56,896.80	2,544.20		124,236.98
39	I	Administration	80,000.00	54,000.00	26,000.00		
40	J	Ext Monitoring & Evaluation	80,000.00	0.00	80,000.00		
41		Total	880,000.00	755,763.02	124,236.98		880,000.00

Appendix 11: Profiles of the eco-businesses visited

	Beekeeper	Mushroom growers		Marula products	Sewing group	Embroidery group	Fabric painting	Artists group
		Aaron Mabuza	Nkosinathi Mahlabane					
Written business Plan	X	X	X	√	√ (as part of Wildly African business plan)	√ (as part of Wildly African business plan)	√ (as part of Wildly African business plan)	√ (as part of Wildly African business plan)
Orders/order book	X	√	X	√	Wildly African	Wildly African	Wildly African	Wildly African
Financial records	X	√	X	√	Wildly African	Wildly African	Wildly African	Wildly African
Transport access	X	X	X	X	X	X	X	X
Stocks	X	√	X	X	√	√	√	√
Raw materials	X	√	X	X	√	√	√	√
Payments in cash	Made by project Manager	√	X	√	Wildly African	Wildly African	Wildly African	Wildly African
Equipment and materials (R2000 loan)	Arranged by project manager	Arranged by project manager		Arranged by project manager	Arranged by project manager	Arranged by project manager	Arranged by project manager	Arranged by project manager
<u>Employee numbers</u>								
Full-time		1	2	2	7	8	2	9
Part-time	2	2						
<u>Employment over the last year</u>								
Increase		√ (plus 2)		√ (plus 10 sales agents for cosmetics)	√ (plus 3)	√ (plus 2)		
Decrease							√ (7 to 2) (2 moved to other groups, 2 with substance abuse problems, 1 found a job as a security guard)	
Same	√	√						√ (17 to 9) (3 found jobs, 3 moved to other groups, 2 left)

	Beekeeper	Mushroom growers Aaron Nkosinathi	Marula products	Sewing group	Embroidery group	Fabric painting	Artists group
Costing and pricing	Small bottle of honey – R10 Large bottle – R20	R4 to R5 to R10 per bag based on increase in demand (Aaron). Also sells large takeaway packets which cannot be weighed properly – no suitable scales available Nkosinathi will sell at R200 per bag – 50 mushrooms per bag – R7.50 per kg	Production and costing schedule produced by Kitiwe and Thobile helped by staff member	Wildly African	Wildly African	Wildly African	Wildly African
<u>Annual turnover</u>	Not started earning income yet (has a job currently)						
Increase		√ Just started	√	√	√ (from June 06 received stipend plus % of sales)	√ (from May 06 received stipend plus % of sales- 10% of orders happening)	√ (from May 06 received stipend plus % of sales- orders over the last few months)
Decrease							
Same							
<u>Annual Profit</u>							
Increase		Just started	√	√	√	√	√
Decrease							
Same		√					
Marketing, promotions and selling	Tourist from Netherlands, Curio shop, SPAR and chemist at Malelane	Free distribution for promotion (Aaron) Door to door research in community and sign at clinic (Nkosinathi) Both sell to the local community Nkosinathi will sell at SPAR in nearby village and at 2 local hospitals	Sales agents at 20% commission Brochures, packaging and product design Newspaper adverts Community sales Specialist product range to be produced for hotels and guesthouses VIP gift range 'Thank you' gifts	Ad hoc orders coming in Local exhibitions and Flea markets Schools, churches, Shop window planned and sign on the road Thembelethu (uniforms) Malelane shop sales Website marketing- Wildly African (shopping on-line)	Wildly African Exclusive markets – hotels, Kruger Park tourist crafts shops Do not sell to the local community (even emerging middle-class homes)	Wildly African to hotels, exclusive shops, game lodges, etc Do not sell to the local community	Local festivals and markets Word of mouth Crafts shops Tourists to shop External orders being placed by niche markets Some selling to the local community

	Beekeeper	Mushroom growers	Marula products	Sewing group	Embroidery	Fabric painting	Artists group
Products distribution	Project manager assists	Project manager assists but both are struggling with transport	Project manager and Youth in Action assist – also use taxis, but takes too long Agents collected products at office for customers	Collection and delivery -various people including project manager	Local business woman's and trainer's shop Project newspaper truck Project manager assists	Project manager assists	Collection and delivery -various people including project manager
Support and mentoring	! visit per year – by project manager, 3 visits per month by agricultural desk coordinator	Both said support is received from agricultural desk coordinator and project manager	Business and life skills training by staff member – training was not enough Support given by Project manager	Trainer support International visitors and volunteers Project manager	Mentoring by trainers Support and quality control from project manager Volunteer support	Project manager assists with design and production Trainer no longer assists	International volunteers assist with design, art mentoring Project manager assisting daily and checking production and quality Khumbulani Art mentoring potters
Comments on production, premises, records	4 hives need harvesting – She needs to be taught how to do it	Production better in summer than winter. Production able to feed 50 families (Aaron) One line in mushroom house – first production currently under way (Nkosinathi)	Keep petty cash records, have an account with Village Bank, keep an agents' book Keep weekly file for all documentation for weekly reporting on the business Kitiwe did not recognise the terms debtors and creditors Business switched from jam production to cosmetics and fragrances. Business did not comply with food hygiene and safety regulations	Trained operational manager in this group Operations procedures in place Quality control monitoring in place Good quality sewing room but needs to be bigger as they grow 5-6 machines and overlockers Good cutting tables Good shelving and storage space Production flow charting displayed on walls	Room quite small for 8 people Need much more working space	Production is limited by orders and capacity Working space too small need larger workshop, storage and shelving and larger tables to work on Ventilation poor in the work space – paint smells quite overwhelming (health issues) Artist not wearing a mask	Orders are healthy but working space is very limited for all these groups working together and needing to store machinery and equipment as well There is shelving and storage space, but it is becoming inadequate Gas bottles in the working area is concerning – should be outside in secure cages

	Beekeeper	Mushroom Growers	Marula Products	Sewing group	Embroidery	Fabric painting	Artists group
Other comments	<p>Demonstration unit in the village to interest others</p> <p>Training done in Johannesburg</p> <p>No specialist support or mentoring thereafter</p> <p>7 people trained from different villages</p>	<p>Open land around the mushroom houses to be developed as a tourist attraction site (Aaron)</p> <p>Transport is a big issue for me (Nkosinathi)</p> <p>Initial training was not enough – mushroom growing and business skills</p>	<p>Profit reinvested in business to purchase materials and stock</p> <p>Received monthly stipend (wages) with funding from Nelson Mandela Childrens' Fund</p> <p>Agents sold on credit and customers ran away with cosmetics</p> <p>Agents also stole money made from sales (approx R2000)</p> <p>Project not able to continue production currently without additional funding</p> <p>Worked with a professional photographer to produce the brochures and with a lot of artists – both commercial and community-to market the business professionally</p>	<p>Stock control system used to control flow of goods</p> <p>Pay % of income for financial management by Wildly African</p> <p>Shareholders in Wildly African</p> <p>Cross-shareholding between Wildly African and Asambeni Tourism</p> <p>‘ No perfect view for the longer term yet, but the business is growing’ (Operations manager)</p>	<p>‘We work together and are very happy as a group’ - natural embroidery talent in the community drawn on and built on in this activity - - currently large degree of dependency in this group</p> <p>Use bead-workers in the community as needed</p> <p>New product development taking place (quilt production)</p> <p>Embroidered pyjamas sell ‘like hot cakes’</p>	None	<p>One artist felt that marketing and selling should focus on local community marketing and selling, as well as on tourist and exclusive markets, which ‘come and go’.</p> <p>A community needs assessment would be needed to identify products the community would buy</p>
Current needs	<p>Bee specialist to harvest hives and teach her how to do it</p> <p>4 additional hives</p> <p>8 Queen bee excluders</p> <p>Honey extraction/processing Machine</p>	<p>Additional skills training</p> <p>Refrigeration equipment</p> <p>Cooling boxes</p> <p>Additional business skills</p> <p>Training</p> <p>Additional finance (Aaron) to grow the business</p>	<p>Additional business finance</p> <p>Oil processor</p>	<p>Fashion design training</p> <p>Field visits and magazines</p> <p>Industrial t-shirt machine</p> <p>Blind stitch machine</p> <p>Overalls machine</p> <p>Industrial embroidery machine</p>	<p>Practical business skills and computer skills to access Internet</p> <p>Visits to other similar activities and magazines</p>	<p>Drying oven for painted fabric</p>	<p>Embossing and printing machine</p> <p>Gas bottle cages</p> <p>Clay tile-making machine</p> <p>Trolley to move equipment</p> <p>Disposable masks, gloves, boots</p> <p>Drill and grinder</p> <p>Better workshop</p>

Appendix 12:

Income and profit made by some of the eco-enterprises May 2005- June 2006

Enterprise	Active/ Dormant	(2005) May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	(2006) Jan	Feb	Mar	April	May	Jun
WILDLY AFRICAN	A														
Total income		2081	95	7150	2975	1507	2752	1033	7200	845	574	942	1010	318	8231
Total profit															
<u>Pottery/ceramics</u>	A														
Income				95			110			240		75			30
Profit made															
<u>Fabric painters</u>	A														
Income				170	105		1100	150			90	50	500	90	996
Profit made															
<u>Paper makers</u>	A														
Income				40	125	27	434	62			17	110	80	79	273
Profit made															
<u>Sewing</u>	A														
Income				275	175	645	175	381		360	285	378	75	60	1825
Profit made															
<u>Embroidery</u>	A														
Income				45		120					29	60	80	30	3720
Profit made															

<u>Wood-craft</u>	A														
Income															
Profit made															
<u>Beadwork</u>	A			1219	412	370	415	70			70	115	225	30	450
Income															
Profit made															
<u>Fine Artists</u>	A														
Income						345	470	370		245	83	49	50	29	937
Profit made															
<u>Community Craft</u>	A														
Income							48					105			
Profit made															
<u>Marula Products</u>	D														
Income		2081	95	5306	2158				7200						
Profit made															
ASAMBENI ECO-TOURISM	Planning/A														
Total income			1220		660	1990	1330		800			500			600