RAILTON COMMUNITY ASSESSMENT (CAP)

Railton Foundation and Stellenbosch University

RESEARCH REPORT

November 2010

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This research would not have been possible without the participation of many residents of Railton, as well as people from the service sectors who participated in the various activities of the project. We hope that this Report and other outputs from the research will support the further development of this community.

Finally, this Report is a product of a collective endeavour of the Railton Research Team. The team is therefore acknowledged for its ongoing commitment, dedication, and good work during the CAP process during 2010.

EXECUTIVE SUMMARY

Introduction

The Railton Foundation, which has been established in Swellendam, was formed in 2006 by a Dutch benefactor. After supporting a number of community projects in Railton over a period of approximately five years, the Railton Foundation approached Stellenbosch University to be an active partner in helping to identify funding priorities, based on an assessment of community development needs in Railton.

The main *aim* of the Community Assessment Project (CAP), which arose out of the above mentioned partnership, was to conduct a community assessment of Railton (within Swellendam) to assist the local community and the Railton Foundation to identify priority areas for community development. This was pursued through a mapping of community assets (including strengths and resources) and a priority needs assessment process. Specific *research questions* included:

- What are important historical events and data that need to be taken into account in understanding the Railton context?
- What are the strengths, assets or resources that contribute to community development in Railton?
- What are the perceived priority needs relating to community development in Railton?
- What are the priority strategic areas for community action in Railton?

This research was conducted within a *Community-Based Participatory Research (CBPR) Approach*. CBPR is a collaborative approach to research that equitably involves all partners in the research process and recognises the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change to improve the community.

The *research process* involved ten phases:

1. Preparation
2. Historical and current contextual analysis
3. Community asset mapping workshops (with Youth, Adults, Elders, and Service sectors: 66 participants in total)
4. Survey questionnaire (including youth and adults from 200 households, from all zones of Railton)
5. Key informant interviews (with 29 additional stakeholders)
6. Photo-storytelling
7. GIS mapping of community assets
8. Overall analysis of data (pulling it all together around the four research objectives)
9. Presentation of findings and recommendations
10. Writing of Reports and a Community Handbook

The first main section of this Report discusses the CBPR approach, and how ethical issues relating to conducting community research were addressed in the CAP research. This is followed

by a detailed outlined of the 10 phases of the research design. The research training process is then discussed in some detail. The research participants are identified, and then the various data collection and analysis methods are discussed in some detail. The process of 'pulling all the data together' (called triangulation) is then explained. The process of sharing the research findings and recommendations with the community is then discussed. This chapter ends with a focus on both the strengths and limitations of the CAP research.

The Unfolding Story of Railton's History

The next chapter provides a brief description of the 'history story-telling' that was introduced into the research. The elders workshop, school essays, interviews with key informants and the document analysis are then briefly described. The main part of this chapter focuses on the 'unfolding story' of Railton discovered through the methods of data collection referred to above.

In summary, the following shorterned version of the history emerged from this process:

A historical summary

Between 1922 and 1925 a small group of families settled in an area now known as Railton in Swellendam. One of these families was the Bloemfonteins. A few years after the passing of the Group Areas Act in the 1950s, and Railton being declared an area for people of colour, many other people who lived in the Swellendam town were forced to move to Railton. The community was very close-knit in the early 1960s until the 1980s and events such as concerts, beauty pageants, athletics, rallies, sports events and drum majorettes were the order of the day. Over the years the community grew in size and is currently inhabited by over 20,000 people. Some people left Railton to live elsewhere and others moved in, so there is less cohesion than before. Although the community experienced great heart-ache due to incidents such as a bus accident in 1975, which claimed 28 lives, and more recently drug addiction and physical violence, it also has much to celebrate. Over the years many developments have taken place such as the building of two schools, a library, crèches, many churches, a community hall and Thusong multipurpose centre, to list but a few of the ventures that contributed to community development. In addition to this, many individuals have achieved great heights in sports, education and in the business world. Railton is a truly resilient community and continues to strive towards a better life for all its residents.
(Information gained from research participants)

Community Assets

The next chapter focuses on the community assets identified in Railton. A detailed description of the community asset mapping workshops with the elders, youth, adults and services is provided, and a summary of the data emerging from these four workshops is outlined. This is followed by a description of the survey questionnaire findings, and the data emerging from the interviews with key informants is also briefly discussed. The chapter concludes with an overall picture of the community assets in Railton, drawing from all the research methods discussed earlier. When looking at the combined analysis of data across methods, it is clear that the community assets considered by the research participants to be most prevalent in Railton are:

- Buildings/structures, especially streets, houses and the Thusong community hall
- Health, including the hospital and clinics
- People strengths, with a focus on talents and human potential
- Education services and projects, especially schools and ABET classes
- Community organisations and groups, including a variety of projects
- Government structures and services, especially the library, SAPS and post office
- Faith based organisations, especially the churches
- Natural environment, especially the mountain and reserves
- Economy/business/employment, especially the shops and tourist spaces (hotels, bed and breakfasts, and restaurants)

Priority Needs in Railton

Chapter 5 of this Report provides a description of the findings from the research methods pursued to identify priority needs in Railton, drawing from the workshops (with elders, youth, adults and services), the survey questionnaire, and interviews with key informants. This discussion is concluded with an overall picture of the priority needs identified in Railton, drawing from all the research methods. The following main areas of priority needs were identified by the research participants:

- Work/business/employment, especially job creation
- Food security, especially for less privileged
- Community infrastructure, for example houses and roads
- Health services, including psychological counselling
- Social services, especially alcohol and drug abuse
- Police services to promote safety
- Education and skills development
- Youth development, especially a youth centre
- Community facilities, including a Railton swimming pool, home for the Elders
- Better collaboration between organisations
- Faith/religious activities
- Cultural activities, with a particular focus on developing the history of Railton
- Entertainment/recreational facilities
- Moral development

Priority Areas for Community Action

Chaper 6 focuses on priority strategic areas for community action. The chapter provides the findings from the workshops (with elders, youth, adults and services), the survey questionnaire, and the interviews with key informants. The findings from the recommendations emerging from the Community Feedback Meeting held on 24 September 2010 are also presented. Finally, an overall analysis of priority actions identified is provided, drawing from each of the research methods mentioned above. When looking at the summary of findings, the following key areas of action are clearly identified as priorities for Railton over the next few years:

- Improved collaboration between groups and organisations in Railton/Swellendam
- Education and skills development, especially more and better equipped schools
- Recreation facilities, including a swimming pool in Railton, various leisure facilities, and sportsfields
- Youth development, especially focusing on developing talents, developing youth-focused projects, and developing a youth centre
- Cultural activities and facilities, including various clubs and societies
- Health services, especially the development of holistic health services, psychological services, and a rehabilitation centre to address alchohol and drug abuse
- Other government services, focusing on various aspects of developing the infrastructure of Railton
- Economic development, with a particular focus on creating opportunities for employment
- Food security
- Safety and security
- Moral development, focusing on promoting respect, caring and cohesion in the community

Recommendations

The final chapter of this Report summarises and briefly discusses the findings from the research, highlighting important issues where appropriate. Recommendations, based on the voices of Railton, are then presented. Some lessons from the research are then shared by the research team.

On the basis of the research findings and critical analysis, some key principles for action, as well as priority areas of focus, were identified by the CAP team. *General principles* identified are outlined below.

- Create an enabling environment to support community development
- Support leadership and management development, of key individuals and projects, and organisations that support the community
- Support collaboration (working together) or relevant organisations and groups – to address the various community challenges
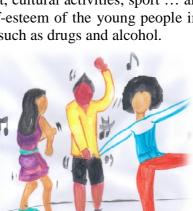
- Be realistic and achievable in the context of 'on the ground' realities
- Build in aspects that would sustain the interventions over time
- Build on existing strengths of the community – utilising community assets
- Support existing promising projects or activities
- Include or support job creation where possible – through employment and/or skills development to enhance employability
- Promote voluntarism – promoting support and care between people in the community

An important priority is to support the development of a *community development infrastructure* in Railton (Swellendam). More specifically, this means:

- Providing leadership and management development opportunities for leaders of existing projects and organisations (formal and informal)
- Including 'networking leadership' skills in the above mentioned training – aimed at supporting 'working together' to address common challenges
- Creating or supporting forums and task teams to bring relevant organisations together to 'work together' around specific challenges in the community
- Promoting voluntarism and community caring
- Promoting community pride and healing

On the basis of the research findings, the following *areas for priority action* were identified by the CAP research team.

- *Leadership development*: For youth, and for community leaders in Railton.
- *Organisation collaboration*: Supporting organisations to 'work together' to address priority issues.
- *Schools collaboration*: Supporting efforts to bring the various schools together in Railton/Swellendam – to support youth development (see below), as well as community development.
- *Youth development*: Including leadership development, utilisation of talents, provision of recreation/entertainment, cultural activities, sport … all of which would support the development of positive self-esteem of the young people in Railton, and would act as a buffer for negative behaviour such as drugs and alcohol.
- *Education and skills development*: Providing various skills development opportunities, related to leadership and management (refer above) as well as job creation skills.
- *Arts and culture*: Supporting cultural activities of various kinds (e.g. dance, music, art, sport, history/heritage) … which would also support personal development and act as a protection against negative behaviours.

- *Health and social development*: Supporting initiatives that address the major health and social development priorities in the community, e.g. poverty alleviation, job creation, alcohol and drug abuse, and violence.
- *Infrastructure*: Indirectly supporting the development of basic infrastructure in the community (e.g. roads and housing) where possible.

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CHAPTER ONE
INTRODUCTION AND OVERVIEW

1.1 INTRODUCTION

The Railton Foundation, which has been established in Swellendam, was formed in 2006 by a Dutch benefactor. After supporting a number of community projects in Railton over a period of about five years, the Railton Foundation approached Stellenbosch University to be an active partner in helping to identify funding priorities, based on an assessment of community development needs in Railton.

More specifically, the Community Assessment Project (CAP) arose out of a request from Mr. Basil May, on behalf of Mr. Thomas van der Ven (Railton Foundation, Netherlands), to Stellenbosch University to provide active support to the Swellendam/Railton community by conducting a community assessment and developing a community profile. A Memorandum of Understanding was then developed between Railton Foundation and Stellenbosch University, and funding was provided from both partners for the Community Assessment Project.

In November 2009, a Project Advisory Committee (PAC), chaired by Mr May and including the members of the Railton Foundation Advisory Committee, was formed to oversee the project. After interviewing local students receiving bursaries from the Railton Foundation, the CAP research team was developed, including eleven members in total, with six members being local youth. The team comprised: Sandy Lazarus (team leader), Tony Naidoo (co-leader), Grant Demas and Lorenza Williams (doctoral students, Stellenbosch University), Deidre Sauls (researcher and project administrator), Fiona Filander, Reagan Kamfer, Annuske Klaasin, Searle Korasie, and Jamie-Lee Martin (College and University students living in Railton).

1.2 THE RAILTON CONTEXT

This research focused on Railton. Sections of the Swellendam Municipal area which are not part of the town of Swellendam were not included in this research project because of logistical challenges and limited resources. The exact boundaries of this project focused on Railton which is a township that was established in the late fifties when forced removals of people of colour were planned and started by the government. It is an impoverished area which, in many senses, was neglected by the municipality during apartheid. Initially only Coloured people were accommodated there. During recent years roughly 2,000 African people (mostly Isi-Xhosa-speaking) have also settled in Railton. There are now about 20,000 inhabitants in Railton, of whom an estimated 40% are unemployed.

A map of Railton, obtained from Google (Google, Map data ©2010 Tele Atlas – Appendix A) provided the basis for planning and conducting the community assessment. An analysis of this map revealed that there are eight zones, known by various local names (provided by the Railton members of the research team): Rondomskrik, Ou Blok, Nuwe Blok, White City, Smartie Town, Sewende Laan, Machoks en Cooper Street. There was some debate about whether or not to include the Cooper Street zone in the research as it lies on the other side of the N2, but advice given by the PAC and other key informants, as well as debate within the research team, resulted in the inclusion of this part of Railton.

Below are some 'facts and figures' about Railton community, drawn from the last South African Census (2001):

- The population of Railton is approximately 22,700
- In Swellendam Municipality, the total persons in 2001 were 28,076
- Racial categories: 20,212 coloured, 5,252 white, 2,552 African, and 59 Indian
- Languages: 25,304 Afrikaans speaking, and the two next main language groups were IxiXhosa (1,734) and English (873)
- Gender: 14,009 men, and 14,067 women
- Ages: 17,535 youth (0-34), and 10,541 adults (35+).
- Employment: 9,011 employed, and 9,112 unemployed or not economically active
- Monthly income: Ranged from 15,535 people having no income, and 8,357 receiving under R1, 600 per month, with the remaining 3,224 earning from 1,601 – 204,801+.
- Housing (7,495 households in total), 6,622 households were formal housing, 494 informal housing, and 352 traditional housing

1.3 RESEARCH AIMS AND METHODOLOGY

The main *aim of the rese*arch was to conduct a community assessment of Railton (within Swellendam) to assist the local community and the Railton Foundation to identify priority areas for community development. This was pursued through a mapping of community assets (including strengths and resources) and a priority needs assessment process.

Specific *research questions* included:

- What are important historical events and data that need to be taken into account in understanding the Railton context?
- What are the strengths, assets or resources that contribute to community development in Railton?
- What are the perceived priority needs relating to community development in Railton?
- What are the priority strategic areas for community action in Railton?

This research was conducted within a *Community-Based Participatory Research (CBPR) Approach*. CBPR in is a collaborative approach to research that equitably involves all partners in the research process and recognises the unique strengths that each brings. CBPR begins with a

research topic of importance to the community with the aim of combining knowledge and action for social change to improve the community.

The *research process* involved ten phases, discussed in more detail in Chapter 2 in this report.

1. Preparation
2. Historical and current contextual analysis
3. Community asset mapping workshops (with Youth, Adults, Elders, and Service sectors: 66 participants in total)
4. Survey questionnaire (including youth/adults from 200 households, from all zones of Railton)
5. Key informant interviews (with 29 additional stakeholders)
6. Photo-storytelling
7. GIS mapping of community assets
8. Overall analysis of data (pulling it all together around the four research objectives)
9. Presentation of findings and recommendations
10. Outputs

The following *outputs* were developed from this project:

- Community Factsheet on key findings and recommendations (English and Afrikaans)
- Community Research Report
- Special Report for Railton Foundation
- Community Handbook on the Assessment Process
- DVD from SwellendamTV on the research process
- CD of the powerpoint presentation of the research process and findings, the GIS mapping of assets in Railton, and other key research documents
- Conference presentations and journal articles

Other *outcomes* include that: All research team members benefited through 'learning together'; the community assessment has provided the community, and the Railton Foundation, with a basis for holistic, strategic community development planning and action; the above mentioned outputs will be available for both local and extended use in South Africa; and the asset-focused approach, including a focus on the history of Railton, has hopefully had a positive effect on the community, emphasising strengths rather than problems.

1.4 OVERVIEW OF THE REPORT

The next chapter focuses on the research process. After discussing the CBPR approach, ethical issues relating to conducting community research are addressed. This is followed by a detailed outline of the 10 phases of the research design. The research training process is then discussed in some detail. The research participants are identified, and then the various data collection and analysis methods are discussed in some detail. The process of 'pulling all the data together' (called triangulation) is then explained. The process of sharing the research findings and recommendations with the community is then discussed. This chapter ends with a focus on both the strengths and limitations of the CAP research.

Chapter 3 provides a brief description of the history story-telling that was introduced in the research. The elders workshop, school essays, interviews with key informants and the document analysis are then briefly described. The main part of this chapter focuses on the 'unfolding story' of Railton discovered through the methods of data collection referred to above.

Chapter 4 focuses on the community assets identified in Railton. A detailed description of the community asset mapping workshops with the elders, youth, adults and services is provided. A summary of the data emerging from these four workshops is provided. This is followed by a description of the survey questionnaire findings, and the data emerging from the interviews with key informants is also briefly discussed. The chapter concludes with an overall picture of the community assets in Railton, drawing from all the research methods discussed earlier.

Chapter 5 provides a description of the findings from the research methods pursued to identify priority needs in Railton, drawing from the workshops (with elders, youth, adults and services), the survey questionnaire, and interviews with key informants. This discussion is concluded with an overall picture of the priority needs identified in Railton, drawing from all the research methods.

Chaper 6 focuses on priority strategic areas for community action. The chapter provides the findings from the workshops (with elders, youth, adults and services), the survey questionnaire, and the interviews with key informants. The findings from the recommendations emerging from the Community Feedback Meeting held on 24 September 2010 are also presented. Finally, an overall analysis of priority actions identified is provided, drawing from each of the research methods mentioned above.

The final chapter summarises the findings from the research, highlighting important issues where appropriate. After providing a critical analysis of the findings, recommendations are presented. Some lessons from the research are then shared by the research team. Suggestions for further research are offered, and the Report concludes with some final thoughts.

CHAPTER TWO:
THE RESEARCH PROCESS

2.1 INTRODUCTION

This chapter tells the story of the CAP research! It should be noted that this story is told in a user-friendly way in the separate Community Handbook, developed as one product of this project.

The chapter begins with a discussion of the CBPR approach. This is followed by a focus on the ethical issues relating to conducting community research, and how these were addressed in the CAP research. This is followed by a detailed outlined of the 10 phases of the research design. The research training process is then discussed in some detail. The research participants are identified, and then the various data collection and analysis methods are discussed in some detail. This includes the community asset mapping workshops (with elders, youth, adults and services), the survey questionnaire, the key informant interviews, and the document analysis. The process of 'pulling all the data together' (triangulation) is then explained. The process of sharing the research findings and recommendations with the community is then discussed. This chapter ends with a focus on both the strengths and limitations of the CAP research.

2.2 RESEARCH APPROACH

In this section we talk briefly about the Community-Based Participatory Research (CBPR) approach used in this research. This is followed by a discussion on community assessment, and then community asset mapping. All three of these sections reflect the values and principles that guided our research.

2.2.1 Community-Based Participatory Research (CBPR)

There are different lenses through which researchers view their research. These different paradigms or lenses influence the way we do the research. One of these lenses is called community-based participatory research (CBPR). CBPR, PAR (participatory action research), AR (action research), PR (participatory research), and intervention research are common labels used for this kind of research. CBPR is a

> collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community with the aim of combining knowledge and action for social change (Duran & Wallerstein, 2009).

A research project conducted within this approach usually has some or all of the following *characteristics*:

- The focus of the research is on a specific *community* and involves that community in the research.
- This means that some members of the community *participate* in conducting the research, on a continuum of '*minimal participation*'---'*full participation*' in the research activities.
- It attempts to understand and address particular problems, building on existing strengths and resources in the community to find solutions to challenges.
- There is a strong emphasis on the *action outcome*: the research is used to improve practices or conditions in some way.
- Although there is a strong focus on action, this type of research still draws on traditional methods of conducting research, and attempts to contribute to knowledge too. It is fundamentally a *research activity* – aimed at action and change of some kind or another.

Drawing on Israel, Schulz, Parker, Becker, Allen and Guzman (in Minkler & Wallerstein, 2000), Duran and Wallerstein outline the following *principles of CBPR* which

- Recognizes the community as a unit of identity
- Builds on strengths and resources
- Facilitates partnership in all research phases
- Promotes co-learning and capacity building
- Seeks balance between research and action
- Emphasises local relevance
- Involves system development (e.g. organisation and community development)
- Shares findings and knowledge to all concerned
- Involves a long-term process and commitment

Examples of how this approach was pursued within the Railton Community Assessment Project are outlined below.

- Both academic and community members were included in the research team.
- Community 'voices' (particularly the project advisory committee (PAC) and CAP Railton research team members) were included in the development of the research proposal.
- The research team shared formal and informal knowledge and skills throughout the training and research process.
- Members of the community were included in the asset mapping and priority needs assessment data collection and analyses processes.
- Feedback on the research process and findings was given to the community through appropriate forums (e.g. the Community Meeting in September 2010, the Research Reports, and the Community Handbook).
- Priority actions and interventions that could support positive community development in the community were identified through the research.

- Some form of ongoing support to the community has been recommended to ensure 'follow-through' in community development interventions.

2.2.2 Community Assessment

Assessment is often used for the purpose of making a diagnosis and determining an action plan. Hence a community assessment means to undertake a process to determine the important vital statistics of a particular community. A community assessment could include an evaluation of that community's: history and development, boundaries and demarcations, facilities, resources, and amenities, census and population demographics, and patterns, assets (both physical and social), pressing issues, concerns, needs, and aspirations, cultural and social traditions, data of health and well-being indicators, crime statistics, contextual factors, and community events.

It is important in a community assessment to identify and include the main stakeholders in contributing to the shaping of the assessment parameters and process. It is also important to identify the appropriate people in the data collection process. Involvement of local community members is vital in ensuring that local factors are taken into account and that the community's agenda remains foregrounded.

When conducting community assessments it is important to go beyond focusing on needs only, as this frames the assessment in a negative, problem-oriented way. Communities are much more than a list of problems! In the Railton CAP research a community assessment was conducted, focusing on both priority needs, and community assets (strengths and resources). The emphasis was on the positive community assets, and therefore on the strengths and resources that already exist in the community. Within this positive framework, priority needs in the community were identified, but linked immediately with action that is needed to address these needs.

2.2.3 Community Asset Mapping

Community asset mapping is one way of focusing on the positive aspects of a community within community assessment. Community assets include individuals (specific skills, knowledge, talents), community groups, associations and organisations (e.g. NGOs, CBOs, religious institutions (FBOs), cultural organisations, and clubs), institutions (e.g. parks, libraries, schools, police, hospital/clinics, government departments), the community economy (e.g. local vendors, businesses, credit institutions), as well as less visible assets such as community trust and positive relationships between people and organisations.

Community asset mapping, as a research and community development methodology, *aims* to identify and mobilise community assets for development purposes. Specific *objectives* include to:

- Promote civic involvement, enabling people to see themselves as contributing citizens
- Organise people to address issues
- Build on what is already happening
- Build a belief in the capacities of local people

- Help people to see possibilities
- Enhance community spirit and pride
- Foster a willingness to reach out to others
- Build relationships (it is a relationship-driven process)
- Build trust and 'social capital' through connections and linkages
- Develop a sense of hope
- Mobilise capacities to produce concrete outcomes, including economic development

Community asset mapping is a 'half-full glass' approach, focusing on the positive aspects of the community. It reflects a move from community needs (only) to community capacities, deliberately avoiding focusing on deficiencies.

In the Railton CAP research, community asset mapping was used as the main way of collecting and analysing data with key stakeholders from Railton. This included elders, youth, adults and services in the community. This methodology fits with the CBPR approach described above, and therefore the choice of this method was deliberate, ensuring that the values and principles of CBPR were pursued.

2.3 RESEARCH ETHICAL CONSIDERATIONS

Given the CBPR approach adopted in this research, research ethics were considered to be a central consideration. In order to 'behave' respectfully, therefore, a number of aspects of the research process were considered.

Before conducting the research in the community, the research proposal developed at the beginning of the process was finalized by the PAC and CAP research team, and then submitted to Stellenbosch University's Ethics Committee, where it was approved.

Alongside this process, a Memorandum of Understanding (MoU) was developed between Railton Foundation and Stellenbosch University. This MoU included a summary of the research proposal, agreement on the financial management and budget of the project, and agreement on ownership of the primary data emerging from the project, including acknowledgement of the Railton community in any publications emerging from the research.

In order to operationalise the value of 'respect' in this research, consent forms (Appendix B) were completed by all participants in the research - in the workshops, questionnaire interviews and key informant interviews. These forms, developed by the team and approved by the PAC and Stellenbosch University's Ethics Committee, covered the following aspects:

- Purpose of the study
- Procedures
- Potential risks and discomforts
- Potential benefits to subjects and/or society
- Payment for participants

- Confidentiality
- Participation and withdrawal
- Identification of research team leaders
- Rights of research subjects
- Signature of research subject or legal representative
- Signature of investigator

The key principles of protection of the participants, rights (to participate or withdraw), and beneficience (ensuring that the community benefits from the research) guided the development of this form.

The consent forms were translated into the three main languages representative of the community, that is, Afrikaans (majority of participants), IsiXhosa and English. Prior to the procedure (e.g. workshop or interview), all participants were introduced to the form and then provided with an opportunity to sign consent (or not).

2.4 RESEARCH DESIGN

The process of designing the research began in February 2010. This process continued to evolve throughout the process until September, when the final research design, including ten phases, emerged. Table 2 provides a synopsis of Phase One of the research.

Table 2.1: Research Design Phase One: Preparation

Aims: To finalise the research proposal; and to prepare for the research, within the context of research training for the team		
Time-Frame: February to March 2010		
	Activity	*Details*
1.1	Ethics clearance	The proposal and instruments were approved through the University's Ethics Committee.
1.2	Memorandum of Agreement	Railton Foundation and Stellenbosch University developed a Memorandum of Understanding for the project.
1.3	Research training and detailed development of research design	This occurred through three Saturday workshops in February and March.
1.4	GIS maps	Three maps of Swellendam town and Railton were obtained from GIS at Stellenbosch University.
1.5	Interviews with PAC members	Two members of the team interviewed Railton Foundation members of the Project Advisory Committee (PAC), mainly to obtain input on participants (people and organisations) for the research (refer marketing below).
1.6	Development of Marketing strategy	A marketing strategy (ways of inviting and including key stakeholders in the research, especially the workshops) was then developed. The ongoing Plans of Action developed captured details relating to this process.
1.7	Development of consent form	A consent form was developed, and checked through the PAC and the University Ethics committee.

The following Table outlines the steps in the contextual analysis.

Table 2.2: Research Design Phase Two: Historical and current context of Railton

	Aims: To begin 'The Story of Railton' as a way of providing a historical and contemporary context to the community assessment	
Time-Frame: March to August 2010		
	Activity	*Details*
2.1	Document collection	One team member collected some documents from central areas in Swellendam during February.
2.2	Essay competition in two Railton schools	The essay competition (using an essay template) to obtain oral histories from adults in the community from Secondary and Primary schools was planned and pursued. Prizes for the best essays were presented at Community Meeting in September.
2.3	Elders group meetings	A workshop, including time-line and other assets/needs exercises, with elders from the community was conducted.

Table 2.3 describes the process of community asset mapping.

Table 2.3: Researh Design Phase Three: Community asset mapping workshops

	Aims: To obtain the views of key community stakeholders (key informants) on (a) resources, strengths or assets of the community, (b) priority needs, and (c) recommendations for future action to promote community building and development	
Time-Frame: March to June 2010 (Workshops: 8 May, 22 May, 5 June)		
	Activity	*Details*
3.1	Planning the workshops	Most of this occurred through the research training workshops.
3.2	Translation of workshop guide for team members	Guides, for each sector workshop, were developed (in English, with Afrikaans instructions included).
3.3	Accessing people to come to the workshops	People and organisations (e.g. schools, churches, political groups, sport groups, other groups) were identified and people were invited to attend.
3.4	Workshop 1: Youth	4-hour workshop (10.00 – 14.00), including various exercises and focus group discussions (FGDs) around assets, priority needs and future action.
3.5	Workshop 2: Adults	4-hour workshop, including various exercises and focus group discussions (FGDs) around assets, priority needs and future action.
3.6	Workshop 3: Services	4-hour workshop, including various exercises and focus group discussions (FGDs) around assets, priority needs and future action.

Table 2.4 provides an overview of Phase Four, which comprised a community survey.

Table 2.4: Research Design Phase Four: Community survey (questionnaires)

Aims: To obtain the views of a wider sample of community stakeholders on (a) resources, strengths or assets of the community, (b) priority needs, and (c) recommendations for future action to promote community building and development		
Time-Frame: June to August 2010		
	Activity	*Details*
4.1	Development of questionnaire	The workshop data informed the development of the Questionnaire, which covered: (a) biographical and demographic information, (b) community assets/strengths, (c) priority needs, and (d) proposed future action.
4.2	Piloting of questionnaire	The questionnaire was tested with a small sample of Railton community members.
4.3	Checking questionnaire with statistical expert	The instrument was checked by experts at Stellenbosch University, and a data-base was prepared for the analysis.
4.4	Translation of questionnaire and consent forms	The finalised questionnaire was translated into Afrikaans and IsiXhosa.
4.5	Community members complete questionnaires	Questionnaires were completed (within a structured interview framework) by individuals (youth and adults) from 200 households (based on estimated 20,000 inhabitants from 2001 Census), in all geographical regions of Railton. Railton was divided into 8 zones for this purpose. The research team (plus one other IsiXhosa speaking young person) conducted the structured interviews.

Phase Five of the research focused on conducting interviews with key informants from the community.

Table 2.5: Research Design Phase Five: Key informant interviews

Aims: To obtain the views of key informants and stakeholders, not represented in the above mentioned processes, on (a) resources, strengths or assets of the community, (b) priority needs, and (c) recommendations for future action to promote community building and development		
Time-Frame: August 2010		
	Activity	*Details*
5.1	Identification of key informants	Using the list of people invited to and attending the workshops as a basis, key informants and sectors not yet included in the research were identified.
5.2	Interviews with key informants	Using the Questionnaire as an Interview Guide, key informants were interviewed. 29 interviews (including the PAC members and the nine Friends of Railton) were included in this process.
5.3	Focus group discussion with Friends of Railton	A focus group discussion with nine Friends of Railton was conducted by two of the research team.

Tables 2.6 and 2.7 provide an overview of the Walk-About methodology employed in this research, including photo-story-telling and GIS mapping.

Table 2.6: Research Design Phase Six: Photo-story telling

Aims: To visually capture and describe identified assets and priority needs in Railton		
Time-Frame: August 2010		
	Activity	*Details*
6.1	Photographs of the process	Three cameras were constantly busy taking photographs of the entire research process.
6.2	SwellendamTV	The local SwellendamTV organisation contributed their skills to the process by filming various parts of the research process, and providing an edited version of this filming in the form of a DVD.
6.3	Walk-about/Photo shoot	More specifically, two members of the team walked around with a camera, GPS, and notebook to take photos of entities (particularly assets) identified by participants in the workshops.
6.4	Creative compilation of photo stories developed	The research team developed posters to present the photo-stories – for presentation at the September Community Meeting. The photographs were also used within the powerpoint presentations at the Stellenbosch University colloquium, and the Community Feedback Meeting.

Table 2.7: Research Design Phase Seven: GIS mapping of community assets

Aims: Using a GIS software package, to locate the main community assets identified by the community (through the various research methods described above), on the Railton/ Swellendam map (using quantitative and qualitative methods of mapping input)		
Time-Frame: February-September 2010		
	Activity	*Details*
7.1	Obtain relevant aerial photos of Railton (and Swellendam)	Based on the feedback on the initial maps obtained, 3 maps obtained for the workshops: (a) Railton, within Swellendam; (b) Swellendam town; (c) Railton (including Cooper Street). The latter was the main map used in the workshops.
7.2	Prepare for GIS mapping	One team member who is studying geology at UWC consulted relevant computer programmes, and accessed assistance from University of Stellenbosch.
7.3	GPS mapping and photographs	This team member was part of a small team who walked and drove around Railton to locate specific community assets (identified through the research process) on the GPS, and to take photographs of these assets.
7.4	Develop GIS maps to present through a powerpoint presentation (and CD) at the handover meeting in November 2010	This process entailed inserting this into the relevant GIS software, and inserting photographs and qualitative data for each of these assets. This process was supported by Stellenbosch University for this process.

Once all the data collection was completed, the data from each method were analysed, and then 'pulled together' through a collective triangulation process (refer Table 2.8 below).

Table 2.8: Research Design Phase Eight: Final analysis of data

Aims: To pull all the analyses together (triangulation of data) around the research aims and questions		
Time-Frame: August -September 2010		
	Activity	*Details*
8.1	**Context of Railton:** *Document analysis *School essays *Elders workshop	Data relating to the history of Railton (from all the noted methods) was pulled together. Data relating to 'Railton Today' was also put together.
8.2	**Community assets:** *Document analysis *Workshop notes *Focus group discussion (FGD) notes *GIS mapping *Questionnaires *Key informant interviews	This analysis included Railton and the broader Swellendam town. The assets identified through all of the methods noted were compiled in a central list, with rank ordering being used where appropriate. Findings from the 'Spidergram' exercise (in Services Workshop) were also summarised, highlighting where collaboration is happening, and where it could still be developed in Railton.
8.3	**Priority community needs:** *Document analysis *Workshop notes *FGDs *Questionnaires *Key informant interviews	This analysis only focused on Railton. Needs identified were listed, and prioritised, based on the findings from the various methods. The rank-ordering helped to highlight 'priority needs' areas for action over the next few years.
8.4	**Future action:** *Workshop notes *FGDs (in workshops) *Questionnaires *Key informant interviews *Community meeting in September	A summary of these findings from the workshops and questionnaires was presented to the community in September, and community members were asked to respond, including adding to the list of recommendations, and prioritising these recommendations.

The next Table outlines activities relating to the presentation of research findings.

Table 2.9: Research Design Phase Nine: Presenting the findings and recommendations

	Aims: To present the findings from the research, focusing on the three main areas of the research: (a) assets/resources/strengths of the community; (b) priority needs identified; and (c) proposed areas for future action	
Time-Frame: August - September 2010		
	Activity	*Details*
9.1	Writing up the research for community presentation	This included a community FactSheet, posters, powerpoint presentations, TV coverage, and photographs.
9.2	Presentation to University at Stellenbosch	The research team made a presentation on the research process at Stellenbosch University's Community Interaction Conference on 2 September 2010.
9.3	Heritage Day Community Feedback Event	The community meeting was held on Heritage Day, from 12.00 – 14.30, on 24 September.
9.4	Development of final list of recommendations	The input from the community was then integrated into the research report

Finally, during Phase Ten, members of the team engaged in writing up the research.

Table 2.10: Research Design Phase Ten: Writing up the research

	Aims: To present the findings from the research in written format, focusing on (a) the research process, (b) assets/resources/strengths of the community; (c) priority needs identified; and (d) proposed areas for future action	
Time-Frame: September - November 2010		
	Activity	*Details*
10.1	Writing a formal Research Report	This Research Report.
10.2	Report for Railton Foundation	A shorter, specific Report for Railton Foundation, with specific recommendations relating to the Foundations work in Railton.
10.3	Developing a Community Handbook	An accessible Handbook was developed on the basis of the actual research and action *process* pursued during this project. If funds allow, this Handbook could be translated into Afrikaans after the completion of this study.
10.4	Evaluating the partnership between Stellenbosch University and Railton Foundation and community	This aspect of the research has been pursued within the context of the research process, and will be further pursued by Prof Tony Naidoo of Stellenbosch University.

2.5 RESEARCH TRAINING AND PREPARATION

The initial training process, which included practical preparation for the research, and the research process following on from that, provided many opportunities for joint learning and collaborative planning.

The three full-day training sessions, including all members of the research team, were held on 20 February, 6 March, and 27 March 2010 – at the Thusong Centre in Railton. Although Professors Sandy Lazarus and Tony Naidoo provided most of the training, it is important to remember that there was an exchange of skills and knowledge throughout the process.

The overall programme included:

Day One: Introduction to research methodology, located within CAP research process
Day Two: Development of data collection methods and preparation for the research
Day Three: Development of marketing strategy and data collection methods

Table 2.11: Research Training Programme

Day One
Overview of programme and this day
Introduction to research: • **The what, why, who and how of research?**   • **What is Community-Based Participatory Research?**   • **Ethics (how should we behave?)**
Railton CAP research: • **What and Why? Aims/objectives of CAP research**   • **Who? Identify boundaries and participants**   • **How? Brainstorm of possible data collection methods for CAP**
Document Analysis: • **Input**   • **Brief discussion**
Interviews: • **Input**   • **Brief discussion**
Community Assessment Methodology   • **Input**   • **Brief discussion**
Community Asset Mapping: • **Input**   • **Brief discussion**

Day Two
Reflections on previous training day and homework
Developing a Self-Railton map: **Each person was asked to draw (A4) a sketch of her/himself in relation to Railton**
CAP research: Boundaries and Participants • **Check GIS map of Railton and surrounds** • **Proposal for CAP research boundaries** • **Decision about boundaries** • **Identification of participants (sectors):**
Making sense of the data (Analysis) • **Input on analysis of data** • **Brief discussion**

Planning the Data Collection:
This process occurred in little groups. Each group had to (a) Identify the purpose of the particular method, in context of research aims; (b) suggest specific methods to be used, and process to be followed; (c) identify who the participants would be for this method(s); and (d) identify specific questions to be asked in/ through this method. Groups included:
    (1) **History of Railton/Swellendam and Document Analysis**
    (2) **Community Asset Mapping (including Walk-about in Railton and workshops with sectors)**
    (3) **Interviews and questionnaires**

Sharing of ideas on Methods: **Each group presented their ideas, followed by discussion**
Who does what? (Team Responsibilities): • **Sharing of 'skills and wishes' lists and team profile** • **Identification of specific responsibilities for the research:**

Day Three
Sharing of *drawings of Self-Railton*

Finalising the Research Design:
    1. **Marketing (inviting participants to participate)**
    2. **Document analysis and historical research**
    3. **Community mapping workshops (including Focus Groups)**
    4. **Needs and assets questionnaires**

Preparation for the Research: **List of Tasks and Responsibilities**

In the process of identifying tasks and responsibilities, a process of personal reflection and sharing was pursued, using the following format (see Table below).

Table 2.12: Identification of individual roles and skills in the research team

Role or skill	*I have some talents/strength in this area*	*I would like to develop my skills in this area*
Management of people		
Management of "tasks"		
Leadership		
Research experience (general)		
Conducting interviews		
Analysing data from interviews/questionnaires		
Writing research reports		
Writing (E or A or X)		
Reading (E or A)		
Speaking (E or A or X)		
Listening skills (listening well to others)		
Presentation skills (taking to a group)		
Workshop skills (running a workshop)		
Interpersonal/relationship skills		
Typing skills		
Computer literacy/ skills (basic)		
Computer skills (advanced)		
Computer/electronic searches		
Art/design skills		
Music/drama/dance		
Photography (taking/managing photos)		
Phoning/SMSing!		
Humour!		

The research team members were also asked to identify their three strongest strengths. This process was followed by an allocation of responsibilities relating to research tasks. It should be noted that the strengths of individual team members were drawn on throughout the research process, and that members of the research team were given opportunities to expand their knowledge and skills wherever possible.

2.6 RESEARCH PARTICIPANTS

In this section, some details about the 295 people who participated in the research data collection procedures are provided.

Semi-structured *interviews* were held with a total of 29 key informants. The initial interviews were conducted with seven PAC members; the focus group discussion included nine Friends of Railton; and the final interviews included 13 key informants not yet included in the research process.

The participants of the *four workshops* are outlined in the Table below.

Table 2.13: Workshop participants

Workshop Sector	*Number of Participants*
Elders workshop	18
Youth workshop	18
Adults workshop	9
Service sectors workshop	21
TOTAL	66

In total, 66 people participated in the *workshops*. Sectors represented included:

Table 2.14: Sectors participating in the workshops

Sector	*Number of participants*
NGOs	8
Schools	18
Health services	3
Churches	10
Government	3
Community organisations and projects	2
Avonson home for Elders	18
Unstated	4
TOTAL	66 participants

A summary of the demographic profile of the 200 participants who completed *questionnaires* in the community survey is provided below.

- 124 (62%) of the respondents were female; 76 (38%) were male.
- There were 70 respondents in the 13-25 year age range; 80 between 26-40 years; 41 between 41-59 years, and 8 who were 60 years and older.
- Of the respondents, 172 (86%) households had Afrikaans, 25 (13%) Xhosa and 2 (1%) English as their home language.
- While the number of people in the respondents' households ranged from 1 to 10, the median household size was 5 (with SD=1.9). 106 households (53.6%) had more than 5 members per household.

- In 173 (87%) of the households, at least one person was employed. Of this percentage, the modal average was two persons per household who had some form of employment.
- In 117 (59%) of the households, there was at least one person who was unemployed. 59 (29%) households had between 2 and 5 people unemployed.
- In 85 (43%) of the households there was at least one person studying or at tertiary institutions.
- In 71 (36%) of the households, at least one person was dependent on a state grant; and in 22 (11%) households, there were more than one grant recipients. (This may be an underestimate as adolescent respondents may not have been aware of their household's financial status).

2.7 DATA COLLECTION AND ANALYSIS METHODS

In this section details are provided about the process that was followed in this research. First, the steps in the research process are identified. This is followed by a detailed discussion on each of the data collection methods pursued in this research: document analysis, community asset mapping workshops, survey questionnaire, and key informant interviews.

2.7.1 The research story (procedure)

The research process, in chronological order, is presented in the Table below.

Table 2.15: Steps in the research process

	Steps in the research process
2009 September	First meeting with Railton Foundation and Stellenbosch University partners Research team leader attends meetings to 'get to know' key role players in Swellendam/Railton
September/ October	The initial research proposal was developed by the research team leader, in consultation with the Railton Foundation and Stellenbosch University partners
October	Project coordinator and research team leader met with Mayor and Council of Municipality on 14 October 2009
November	First meeting of Project Advisory Committee (PAC) – 20 November 2009 The main focus of this meeting was the research proposal – which was clarified and refined by the committee
December	Project coordinator and research team leader interview 15 prospective researchers from Railton. Six are then identified and checked with the PAC
2010 February	First meeting of research team – 6 February 2010 The main focus of this meeting was to 'get to know each other' and the research proposal
February – November	Regular Saturday meetings of the research team in the Thusong Centre in Railton, on a twice monthly basis
February – November	Regular Friday afternoon meetings of the PAC in the Thusong Centre – on a monthly basis
February –	Training of research team, including preparation for the actual research

April	
February	Initial interviews conducted by research team members with PAC members (to hear initial views on the research questions, and to identify other key informants)
April	Marketing in the community (local newspaper articles, pamphlets, and personal snowballing)
May – June	Four community mapping workshops held with Elders, Youth, Adults and Services
June - July	Analysis of workshop data; the development of a survey questionnaire (based on the workshop data); piloting of the questionnaire; and completion of the questionnaire in 200 households in Railton (all 8 zones) through a structured interview format
August	Questionnaires were analysed; and further interviews with key informants were conducted and analysed Preparation for the triangulated analysis of all data also occurred
September	Team presentation of the project at Stellenbosch University's Community Engagement conference – 2 September 2010 Preparation for and presentation of the research findings and recommendations at the Community Meeting held in Railton on Heritage Day, 24 September 2010
October - November	Writing of the main Research Report, a special report for the Railton Foundation, and the Community Handbook on the research process Research team workshop to identify recommendations for community action over the next five years: for the Railton Foundation Report
November	Final handover of the research products to the research partners (20 November 2010): Research Report, Railton Foundation Report, Community Handbook, DVD on aspects of the research (by SwellendamTV), and a CD of key research documents and presentations.
November	Follow up …

2.7.2 Document Analysis

Document analysis was used primarily for the purposes of exploring the history of Railton. This method included (a) accessing and reading documents from the Municipality and other sections of Railton/Swellendam, and (b) content analysing the essays written by learners in the primary school in Railton. Details about this research method are provided in Chapter 3.

2.7.3 Research Workshops

The specific tool developed for the purposes of community asset mapping in this research drew from the work of the African Religious Health Assets Programme (ARHAP) (De Gruchy, Olivier & Matimelo, 2007) and the Community Health assets Mapping for Partnerships (CHAMP) model developed in South Africa (Hospice Palliative Care Association of South Africa, 2009) and Memphis. The work of Kretzmann and McKnight (1993 and 1997) was also consulted in the development of the Railton community asset mapping process.

The ideas from the above mentioned documents and manuals were presented to the CAP research team, and a local version of community mapping, considered relevant to the Railton context, was then developed.

The workshop for the elders is discussed in a separate section of this Report (Chapter 3). The other three workshops (youth, held on 8 May 2010; adults, held on 22 May 2010, and service sectors, held on 5 June 2010) pursued the following steps, including exercises and focus group discussions as data collection strategies. All workshops were conducted between 10h00 and 14h00 on the Saturdays referred to above.

The Workshop Process

The workshop outlined below outlines the steps followed in all three of these workshops. It should be noted, however, that the Spidergram exercise (session seven) was only included in the Services Workshop.

Session One: Welcome		
Time	*Activity*	*What? (Resources)*
30 mins	Registration Refreshments (tea/coffee) on arrival	Name tags, participant list/contact details, kokis and pens, big orange post-it, workshop handouts, 5 different kinds of sweets (for group formation) Two Maps of Railton/ Swellendam on wall. Powerpoint with photos, and microphone system.
5 mins	Formal welcome	

CAP research team members welcomed participants at a table where there were lists and name-tags to be completed on arrival. Each participant received the handouts on the project and workshop, an orange post-it, and a sweet (which indicated which group they were allocated to e.g. crunchies, smarties). The groups sat in circles, with a maximum of 8 per group.

Session Two: Introductions		
Time	*Activity*	*What? (Resources)*
15 mins	Introductions of all workshop participants (including an icebreaker)	Big *orange* post-its Pens

Instruction**:** *On the post-it handed out to you, write one or two words that express how you see or feel about Railton community. Then, in the workshop, introduce yourself: (a) Give your name, and (b) share what you have written on the post-it.*

Session Three: Orientation to Research and Workshop		
Time	*Activity*	*What? (Resources)*
15 mins	Introduction to the research	Workshop Handout
	Overview of the workshop	Workshop Handout
	Signing of consent forms	Consent forms – collected by scribes

The workshop facilitator explained the aims of the research (handout), and went over the workshop outline. Participants were then asked to read and sign the consent forms.

Instruction: *We will be handing out forms for you to sign as you need to participate willingly and be assured that we will respect your participation in every way.* (Forms were handed out, and explained.) *Is everybody clear? Any questions?* (Once forms were signed, group scribes collected them.)

Session Four: Drawing a Map of Railton		
Time	*Activity*	*What? (Resources)*
20 mins	Formation of groups	Sweets
	Participants draw map of Railton – as participants see it: Individual exercise	A4 paper (in groups) Kokis and pens (in groups)
	Sharing of individual maps: Focus group discussions	Note-taking by scribes, and scribes collect all individual maps

The facilitator asked participants to go into their groups (identified by the sweet given at the beginning). As a group ice-breaker, participants individually drew a map of Railton, using kokis and pens.

Instruction: *Using kokis and pens provided, draw a picture of Railton AS YOU SEE IT. You can include places, symbols, words, little pictures or any other form.*
Instruction: *In your groups, take turns to talk about what you wrote or drew.*

Members in the group talked about what they drew/wrote on the A4 paper, facilitated by a CAP team member. Another team member took notes when participants spoke about their contributions.

Session Five: Mapping the Needs and Assets of Railton		
Time	*Activity*	*What? (Resources)*
45 mins	Mapping of needs and assets: Group exercise	Newsprints (for each group) with Railton boundaries on them. Big *yellow and green* post-its. Kokis and pens
	Sharing the maps: Focus group discussions	Note-taking by scribes
	Identifying 'good practices; Focus group discussions	Note-taking by scribes

In this exercise, participants wrote on the big yellow post-its the name of major needs in the community (one need per yellow post-it). These yellow post-its were then placed on the group

map. Then, on the big green post-its, the names of the assets were written (one asset per green post-it). The green post-its were then placed on the group map. CAP facilitators helped where needed.

Instruction: *On the big yellow post-its handed out to you, write down important needs in Railton. Place these post-its on the map, in a place that links to that need in some way. Then, on the big green post-its, write down important assets (strengths or resources) in Railton. Put these post-its on the map too.*

In groups, participants then 'talked' to their needs and assets, saying what they were and why they placed them there. One CAP person facilitated, while the other took notes.

Instruction: *In your groups, take turns to talk about what **needs** you wrote down, and why you chose them.*

Group members were then asked to identify specific 'areas of good practice' and say why they were proud of these assets. One CAP person facilitated, while the other took notes. Instruction: *In your groups, take turns to say why you chose the **assets**, and say why you are proud of them. Why are these good things to have in Railton?*

 (Facilitators of next session prepared the outline of the Index of Assets on newsprint – during refreshments)

The index used looked as follows (on big sheets of newsprint):

Asset identified	Space for Prioritizing (next exercise)
(E.g. particular church)	

The session on listing and prioritising assets then followed.

Session Six: Listing and Prioritizing Assets		
Time	*Activity*	*What? (Resources)*
20 mins	Creating an index of assets: All	Large newsprint space in front of workshop – with matrix for index ready to fill (see below)
	Prioritising the assets: Individually/All	Little *green* post-its to be used – two per person
	Summary of trends (frequency of assets noted)	

In the full workshop group, the workshop facilitators created an index/list of the main assets noted in groups. The assets were then checked with the participants, allowing additions if needed.

Instruction: *We will now list the **main** assets (strengths and resources) identified in the group. (Once the list was completed on newsprint) …. Does any group or person want to add any main assets that are not listed?*

Each participant was then given two green post-its. Participants placed their post-its on the two most important assets in Railton, on the big newsprint in the front.

Instruction: *Two green post-its will now be handed out to you. You must choose the TWO most important assets listed on the newsprint, and put your post-its in that column. This exercise will help us to see which assets in Railton are seen to be very important for the well-being of the community,*

At the end of the exercise the facilitator asked the participants '*what they see*' on the newsprint: What seem to be the most 'popular' assets noted in the workshop? (This draws them into the analysis process.)

Session Seven: Identifying Community Relationships and Collaboration		
Note: This exercise was only included in the Services Workshop		
Time	*Activity*	*What? (Resources)*
20 mins	Developing Spidergrams: All	Newsprint Kokis, prestick Pre-cut circles(Green)
	Reflecting on the Spidergrams: All	Scribes do note-taking

In the Services Workshop, green circles were handed out to all participants. The following process was followed:

1. Participants identified specific organisations that contribute to the positive development of Railton, placing the names of these organisations on the green circles (one per circle).
2. Participants were then asked to stick their circles on the large newsprint on the wall.
3. After the facilitator had read out all the organisations listed on the newsprint, participants were asked to come up to the newsprint to draw lines between organisations that they know work together. A black (koki) line was used to represent strong relationships, a green (koki) line was used for some links between the organisations concerned, and a red (koki) line was used where there were problematic or no links between organisations.
4. Once the drawing was completed, and the participants had had a chance to 'analyse' the spidergram picture for themselves, the facilitator summarized what appeared to be (a) strong links and collaboration between organisations in the community, (b) some linkages emerging between organisations, and (c) where there appear to be gaps and therefore possibilities for new relationships in the future.

The following instructions were given for this exercise:

(1) On the green circle handed out to you, write down (one per circle) organisations that you know of that provide some kind of service to Railton and thereby contribute to its positive development.
(2) Come up to the big empty newsprint and stick your circle on it. (If someone has already identified that organisation, stick you circle on top of theirs.)
(3) (After the organisations have been read out) … *Come up to the newsprint again and draw lines between those organisations you know work together in some way or another. Place BLACK lines between the circles where you think there is already a strong relationship between the organisations; place a GREEN line between circles where there is some, even small, links between the organisations concerned; and place a RED line between circles where there is no link or problematic links.*
(4) (Before the facilitator summarizes an analysis of the spidergram, s/he asks the following question of the participants): *When you look at the spidergram picture on the newsprint, what do you see?*

Session Eight: Developing an Action Agenda for Railton		
Time	*Activity*	*What? (Resources)*
20 mins	Identifying action for the next five years	Newsprint with pre-printed index to note actions, and to allow for prioritisation. Big *pink* post-its
	Prioritising action	Small *pink* post-its – two per person
	Summary of trends (frequency of actions recommended)	

Using big pink post-its, participants wrote down actions (one per post-it) they thought should be taken to meet the needs of Railton – over the next five years. The post-its were then placed in the first column. If an action was repeated, it was put on top of the other(s) that were the same.

Instruction: *What do you think are the most important actions that need to be taken over the next five years to meet the needs in Railton? Write your answer on the big pink post-its handed out to you. When you are ready, place your post-its in the first column in on the newsprint.*

Action needed to address needs	*Place for prioritising (next exercise)*
E.g. Develop youth centre at Thusong	

Once the workshop facilitators 'cleaned up' the list, and read it out to all, participants were given two small pink post-its to place next to the actions that they considered to be the most important for Railton over the next five years.

Instruction: *Using your two small pink post-its, place them next to the two most important actions to be taken in the next five years – in the second column on the newsprint.*

At the end of the exercise the facilitator asked the participants '*what they see*' on the newsprint: What seem to be the most important actions to be taken to develop Railton further? (This draws them into the analysis process.)

Session Nine: Closure		
Time	*Activity*	*What? (Resources)*
15 mins	Checking out … (exercise)	
	Closure of workshop	
	Lunch!	Lunch and cooldrinks

Participants were given a chance to 'check-out': *We are now going to close the workshop with a 'check-out'. This is a process that allows each of us to say something and to say goodbye to each other. We are going to do this by ...* (Different exercises were used in the four workshops)

The workshop facilitator then formally closed the workshop, thanking everyone for their participation: *As we close, we (the research team) would like to thank you very much for taking part in the workshop. The feelings and views that have been shared here will be included in the research – so, your voices will be heard when we share, with the whole Railton community, what community members feel are the most important needs and strengths in the community, and what action should be taken to build Railton into a caring, exciting place in which to live and work!*

Analysis of Workshop Data

The *data sets* emerging from the four workshops included:

- Maps (from the needs and asset mapping)
- Lists of assets, with frequencies emerging from the voting process
- Lists of priority actions, with frequencies emerging from the voting process
- Spidergram drawing and notes on discussion from the Services Workshop
- Researcher notes from the group discussions held within each of the workshops

The *analysis of the workshop data* was pursued within a collective framework. This was pursued within a four-day workshop which covered the following steps and activities:

1. Preparation for analysis of data (guided by the research aims and questions, and input on data analysis). This included going through the various stages of thematic content analysis.
2. Identification of small teams to manage certain sections of the analysis (three teams: assets, needs, and priority actions).
3. A first level analysis of the four workshops, using the original typed up documents from each workshop as a basis, with separate teams putting the data on three sets of newsprint (assets, needs and priority actions) was then conducted. This level of analysis included *all* data generated from each of the workshops.
4. A second level analysis was then generated on newsprint, comparing the data across workshops in each of the three areas (assets, needs and priority actions), capturing frequencies for each item noted.
5. A third level of analysis was then pursued, where the three teams re-organised the data under categories, placing each of the 'themes' under a relevant category. This resulted in a final summary of findings for each area (assets, needs and priority actions), across the four workshops (elders, youth, adults and services).
6. A fourth level of analysis was then pursued, including a 'standing back' from the data to identify any underlying themes underneath or across the data generated so far.
7. The full research team conducted an analysis of the spidergram developed within the Services workshop. With the large newsprint (with the names of organisations and the lines joining them) in front of them, the team brainstormed their understanding of the spidergram, noting (a) what organisations had been named, (b) which organisations had not been linked to others, (c) where there were some links between organisations, (d) where there were strong links between organisations, and (e) any other interesting phenomena.
8. The team then 'pulled it all together' – around the main research questions.
9. This summary of the findings was then used as a basis for developing the questionnaire.

2.7.4 Questionnaires

Early on in the research planning, the team decided to include a formal survey to ensure that a representative sample of 'community voices' was included. Based on statistical expert advice from Stellenbosch University, it was agreed that we would target 25 people from each of the eight zones in Railton, ensuring a representative youth/adult distribution (which according to Census 2001, would be a 50/50% split based on 33% of the population being in the 15-34 age group, and 38% being 35 years and older). The research team was also asked to ensure that there was a gender balance. Race and social class classifications were not considered as it was assumed that by targeting the eight zones, this would be covered.

The questionnaire (Appendix C) was developed around the key questions of the research, and included lists of assets, needs and priority actions already identified in the four research workshops – providing members of the community to 'tick' according to their rating (on a 5-point scale).

  0 = I'm not sure
  1 = Not important at all
  2 = Important, but I can do without it
  3 = Important
  4 = Very important

The first section of the questionnaire included demographic information. The second section focused on assets/resources/strengths in Railton. This section started with a general question, *What would you consider to be important assets/strengths/resources in Railton and Swellendam as a whole*, followed by a table of assets (drawn from the workshops analysis), providing participants with an opportunity to tick on the 5-point scale. This was followed by the instruction to *list any other assets/strengths/resources in your community that is not on the list*.

The third section of the questionnaire focused on needs in Railton. The section began with the question, *What do you think are the most important needs in Railton*, followed by a similar table, listing various needs (drawn from the workshops analysis) which could be ticked on the 5-point scale. This was followed by the instruction to *list any other needs in your community that is not on the list*. This section concluded with the question: *What would you suggest are the most important needs (resources, facilities or services) for the following groups of people in Railton: Children (younger than 13 years), youth (13-25 years), young adults (26-40 years), adults (41-59 years) and Elders (60 years and older)?*

The final section focused on priority action in Railton over the next few years. The first question in this section was, *What do you think are the priority actions needed to develop Railton as a community over the next few years*, followed by a table listing various proposed actions (drawn from the workshops analysis) which could be ticked on the 5-point scale. This section concluded with three further questions or instructions:

Please feel free to list any other actions that could be taken to develop Railton over the next few years.

Of these recommended actions listed above (or those added), which of these are your top two recommendations?

Do you have any further suggestions that you want to add regarding development in Railton?

Once the research team had collectively developed the questionnaire (based on workshop data), members of the team **piloted** the draft questionnaire with five people in the community. A number of changes were made to the first draft, based on the feedback received from the piloting process. The feedback on the questionnaire was positive (including the length and time to complete), but changes that were suggested related to: questions or items not being clear to the participant; repetition; using more appropriate language; and structural changes where items were moved to more appropriate categories. Once the questionnaire had been finalised, it was translated from English into Afrikaans and IsiXhosa.

To obtain a representative sample for the survey, a map of Railton (Appendix A) was used and the community was divided into eight distinctive zones. Sampling proportions were based on population density in the zones. Households were then randomly selected and care was exercised to ensure that youth and adult participants were included in the sample for each zone. While the participants provided the necessary demographic information for their household, they responded in their individual capacity to the rest of the questions referring to the assessment of the reported assets/needs/action of the community.

The research team carefully planned for the structured interviews, including deciding who would cover which zone in Railton. Over a period of a week, in July 2010, the research team members conducted 200 structured interviews, 25 in each of the eight zones. As language was a concern in the one area (Machoks), an additional IsiXhosa speaking researcher was brought in to assist. Each interview took approximately 30 minutes to complete. As the researchers were working in couples, one person took responsibility to assist with the completion of the questionnaire, while the other facilitated the conversation.

The data from the 200 completed questionnaires was **analysed** using the Statistical Package for the Social Sciences (SPSS). A template had been prepared prior to the analysis. This template allowed for quantitative analysis of all four sections of the questionnaire.

2.7.5 Interviews

In total, 29 additional people were interviewed in the research process. Seven members of the **Project Advisory Committee (PAC)** were interviewed by two of the research team members at the beginning of the research process (in February 2010). The questions of these interviews focused on:

- The focus of the study
- Priority needs and action in Railton
- Assets, strengths, or resources in Railton
- Identification of key informants to participate in the research

These interviews were content analysed and the data used to assist in the further development of the research.

Two members of the research team conducted a *focus group discussion* on 11 August 2010 with nine '***Friends of Railton***' – professional people from Railton who are currently living in Cape Town but wish to contribute to their community. This discussion revolved around the following areas:

- Most important historical events (positive and negative) in Railton
- Priority needs of Railton
- Assets in Railton
- Proposed community action for Railton

These interviews were recorded by both team members, and these notes were later analysed, using content thematic analysis.

After the workshops and survey questionnaires were completed, the research team looked at the list of workshop participants and identified (with the help of the PAC and others in Railton) people or organisations/sectors that had not yet been included. Names of people and organisations were then generated and approached for interviews. Thirteen additional ***key informants*** were then interviewed by one of the research team members, with the use of the survey questionnaire. The data on the questionnaire forms was then manually computed and summarized.

2.8 OVERALL DATA ANALYSIS

When using different methods to collect data, it is important to triangulate (bring together and compare) the data from each of the methods. In order to do this, an overall ***analysis framework*** was developed. This framework included the following categories, informed by the research aims and questions:

1. Railton context (history/now)
2. Assets/strengths/resources
3. Priority needs
4. Priority actions
5. Final Recommendations

The *data sets* used included:

- Document analysis (including school essays)
- Elder workshop
- Adult workshop
- Youth workshop
- Services workshop (including spidergram)
- Interviews with key informants (PAC members, key informants, Railton Friends)
- Survey questionnaire analysis
- Feedback sheets from the community meeting in September
- Community walk-about photos and GIS
- Team analysis and recommendations (at team workshop in October 2010)

The collective analysis procedure followed by research team once all the data had been collected and analysed included the following steps. First, the raw data was handed out to research team members divided into four teams: (a) document analysis data team, (b) workshop data team, (c) questionnaire data team, and (d) interview data team. Then the four little teams provided the summarised data from their documents to answer the following research questions: (a) Railton history story, (b) community assets, (c) community needs, and (d) priority community actions. These summaries were captured on separate newsprint sheets.

2.9 PRESENTATION OF FINDINGS TO THE COMMUNITY

The first presentation from the research conducted was a team presentation on the research process at the *Stellenbosch University's Division for Community Interaction's Colloquium* entitled 'Portraits of Hope through Engagement', held at the Sustainability Institute, Lynedoch, on 2 September 2010. This presentation focused on the process (not the findings) of the research, with a particular emphasis on the community-based participatory approach adopted and pursued. The response to the presentation was very positive, with the CAP Railton research being considered a very positive role model for this type of research.

The second presentation of the research was at the planned *Community Feedback Meeting* at the

Swellendam Secondary School, on Heritage Day 24 September 2010. This meeting was advertised through the local newspaper and pamphlets, and all workshop participants were invited to attend the meeting, either directly or through SMS. Approximately 120 members of the community attended this event, including the Mayor of Swellendam, two Deputy-Vice Chancellors of Stellenbosch University, the senior director of the Division for Community Interaction at Stellenbosch University, and Mr Thomas van der Van from the Railton Foundation (Netherlands).

The primary focus of the presentation at the Community Meeting was to provide feedback on the research, with a particular emphasis on the priority community actions proposed. A FactSheet in Afrikaans and English was distributed at the meeting, but a fuller PowerPoint presentation on the research process and findings was given by the research team. The summary of priority actions identified in the research was also typed on a separate sheet, with space for participants to identify the two most important areas of action focus. These sheets (56 returned) were handed in at the end of the event, and analysed accordingly. Finally, this event was also used as an opportunity to present the prizes for the best essays written by the learners from the primary school in Railton.

The final presentation emerging from the project occurred on 20 November 2010 when all the outputs were presented to Stellenbosch University, and the Railton Foundation. This included (a) this Research Report, (b) a summarised, specific report encompassing recommendations for the Railton Foundation, (c) a Community Handbook on the Community Assessment process, (d) a DVD on the SwellendamTV footage on the research process and interviews with the research team, and (e) a CD including various key presentations and documents of the research.

2.10 STRENGTHS AND LIMITATIONS OF THE RESEARCH

The major strength of this research was its successful execution of a Community-Based Participatory Research (CBPR) approach. This included the meaningful level of community participation achieved through the inclusion of six members of the community in the research team; the advice provided by the PAC (which included well-respected leaders from the community); the participative approach of the community asset mapping; and the opportunity provided to general members of the community to provide input on recommendations for action at the Feedback Community Meeting in September.

The CBPR approach adopted also provided many opportunities for personal and professional development of all the research team members. The reflections on personal learnings of the research team are outlined in some detail in the final chapter of this Report.

A further strength of this research was its commitment to 'data to action', in other words, to ensuring that the data emerging from the research conducted informs community action. This was maintained throughout the research through the focus on identifying priorities for community action, and it is implied in the proposed ongoing activities, particularly through the Railton Foundation, to implement proposals made.

The partnership between Stellenbosch University and the community of Railton through the Railton Foundation was also a strength of the research, reflecting a good example of what is now called 'community engagement' in higher education circles in South Africa. This partnership was characterised by mutual respect in all phases of the development of the project, and concretised by material and human resource contributions from both sides. The promised

continued involvement of Stellenbosch University in the community of Railton/Swellendam is further evidence of good 'community engagement'.

In addition to factors relating to the research approach adopted in this study, the actual research activities were also conducted with rigour and care. This included following all the traditional academic 'rules' for conducting good research, in all of the data collection and analyses methods used, as well as using a variety of methods to strengthen the trustworthiness of the data collected and analysed. This trustworthiness was also enhanced by sharing and checking the findings of the research with the community at various points in the process.

One of the limitations of the research was the lack of resources (time and money) to 'go broader' (that is, to include more key informants in the study), and to 'go deeper' (that is, to follow up on key issues raised in the community assessment). A further limitation relates to the inability of all the research team members to work beyond weekends, given other study and work commitments. The loss of full work potential of some research team members in the latter part of the research process – due to study commitments and the need to find full-time employment (for those finishing off their studies) – was a further drawback, and resulted in limiting the scope of the research in some instances (for example in the history story-telling).

CHAPTER THREE:
THE HISTORY STORY: RAILTON UNFOLDS …

3.1 INTRODUCTION

Within the context of the overall aims of this research, this particular area was driven by the following research question: ***What are the important historical events and data that need to be taken into account in understanding the socio-cultural-economic context of Railton?*** The purpose of this process was:

- To better understand the context of Railton
- To understand Railton's relationship to Swellendam
- To learn from past patterns and events
- To have a better understanding of how apartheid influenced the development of Railton
- To identify the people who contributed to the development of Railton
- To plan for the future based on what we know about the past
- To contribute to writing up the history of Railton

Methods pursued included:

- Workshop with Elders in the community
- Essay competition in the two schools in Railton
- Document analysis
- Focus group discussion with some key informants

The plan was to also include individual interviews with community key informants, focusing on the history, but financial and time constraints did not allow for this. Also, the research team recognized that this history focus within the community assessment was limited and only provides a small contribution to a proposed much larger project focusing on developing a people's history of Railton.

This chapter will provide information about the processes and outcomes of the elders' workshop, the essay competition for all local school learners, the document analysis activity and the focus group interviews with key informants. It will be concluded with a brief presentation of the emerging history story.

3.2 ELDERS WORKSHOP

This workshop was held from 11h00 – 13h00, on 19 May 2010, in the Railton Community Hall. Six members of the CAP research team, coordinated by Grant Demas, facilitated this workshop. There were 18 participants, three of who were male, and 15 female. The programme for the day is outlined in the Table that follows.

Table 3.1: Elder workshop programme

Introduction of project, the team, time-line exercise and focus groups
Completion of the informed-written consent forms
Open in Prayer
The time-line activity
Focus Group Interviews (open discussion) around the research questions
Word of Thanks

The Time Line Activity included the following steps:
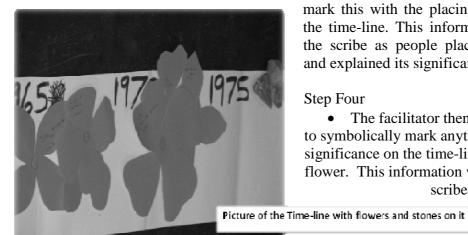
Step One
- The time-line which was prepared in advance was placed on the floor.
- A container with stones and paper flowers was placed at each end of the line.

Step Two
- The *youngest person* in the room was invited to place a *paper-flower* on the time-line indicating his or her birth date. This information was recorded by the scribe.
- The *oldest person* in the room was invited to place a *paper-flower* on the time-line indicating his or her birth date. This information was recorded by the scribe.

Step Three
- Participants were requested to think of any painful or negative event in the history of Railton and to mark this with the placing of a *stone* on the time-line. This information was recorded by the scribe as people placed their *stones* and explained its significance.
- Participants were requested to think of a positive event in the history of Railton and to mark this with the placing of a *paper-flower* on the time-line. This information was recorded by the scribe as people placed their *paper-flowers* and explained its significance.

Picture of the Time-line with flowers and stones on it

Step Four
- The facilitator then asked if people wished to symbolically mark anything else of significance on the time-line, using a stone, or a flower. This information was recorded by the scribe as people place their *objects* and explained its significance.

The Time-Line Exercise revealed the following positive aspects of the history of Railton:

Table 3.2: Positive factors (flowers) identified on the time-line

Date	Event
1990	Reagan was born (youngest participant)
1918	Oldest participant
1972	Merging of schools
1960	AGS church started
2009	A new house for someone from the West Coast
1960	Railton gets a grave yard
Late 1960'S	First community hall
1960'S	First library
1960'S	First rent office
2000	Second library
1981	Club for elderly established
1971	Bontebok primary school
Before +- 1960	Railton clinic in house first in Siegelaar Street
1995	New clinic
1983	First high school
2007	New community centre
1970	Tar road more developed

The following negative events were also identified:

Table 3.3: Negative events (stones) identified on the time-line

Date	Event
1980-2008	A house rented out, but owner got the account and is being penalized
1960	Leaving home (Swellendam) – forced removals
1970	Having to move into another church building because of Group Areas Act
1975	Bus accident – learners and educators killed
Mid 1960'S, from 1962	Swellendam-Railton forced removals
2000	Drugs, especially TIK
Late 90'S	The end of corporal punishment
+- 1990	Railton became unsafe
1980'S	Murder
2000+-2001	Violence
1990	1st rape
2010	Currently many assaults

The *Focus Group Discussion*, the findings of which are included in the unfolding story of Railton in section 3.7 below, focused on the following questions:

1. What are Railton's needs?
2. What are Railton's assets?
3. What actions need to be taken over the next five years enable positive change in Railton?
4. What are your dreams for Railton?

Some of the children's drawings about the "Bloemfontein-huis"

3.3 ESSAYS FROM THE LOCAL SCHOOLS

The research team suggested that an essay competition be held where learners from the primary and secondary schools in Railton would be asked to interview their parents or caregivers to explore the history of Railton. An essay template was developed and delivered to the two schools concerned. It was agreed that the prize giving would take place on 24 September 2010, at the Community Feedback Meeting. The essay instructions were:

Grades: 4 and 5
- Draw a picture or pictures of the oldest building/s in Railton.
- Write as many sentences as you are able to, about the story of that building.
- Make sure that you tell the story in the correct historical order.

Grades 6 and 7 learners
- What do you think is the most important building in Railton.
- Draw a picture of what you believe to be the most important building in Railton.
- Tell the story of that building.

Grades 8 and 9
- Find out who of your relatives have been living in Railton for the longest period of time.
- Draw a picture of that relative.
- Write an essay in which you tell that relative's story about how he or she experienced life in Railton.

Grades 10, 11 and 12
- Find the oldest pictures you can, of people and/or buildings in Railton and
- Tell the story/stories linked to that picture/s.
- Interview the owner of the picture/s to obtain as much accurate information about Railton as you can.

- When you tell the story/stories, make sure that the information is recorded in the correct historical order.

The pictures and stories were ***analysed***, with a focus on identifying key events in the history of Railton. The outcome of this process is contained in section 3.6 below.

3.4 INTERVIEWS

The focus group discussion with the nine Friends of Railton included a focus on the historical context of Railton. When asked what events (positive or negative) were important to consider in the history of Railton, a number of aspects were identified. The content analysis of the two sets of notes (formulated by the two researchers facilitating the discussion) revealed a number of historical factors as evidenced by the following extracts from the interviews:

> *"The geographic location of the Railton community was planned around the N2 since it served as a physical boundary separating white people from people of colour. Further more, the jail, animal kraals and factory where many people of colour were employed, would be easy accessable. The area was also physically less beautiful and this fitted perfectly with the kind of inferior amenities for people of colour."*
> "Die bou van die Hoërskool in Railton in 1984 is bestempel as 'n goeie ontwikkeling in die gebied." (*The building of the Secondary school in Railton in 1984 was regarded as growth and development in the area.*)
> *"Ant Lang se hoek"* was where cars parked and where people visited with each other. Main activities were arranged by the secondary school therefore played a significant role in bringing the community together.
> "Die gemeenskapsaal het ook destyds 'n groot rol gespeel in samehorigheid tydens anti-apartheid gesprekke deurdat dit gebruik was vir vergaderings." (*The communitty hall was important, since people gathered there for meetings, during the anti-apartheid compaign.*)
> "Die verskuiwing van bruin mense na Railton toe destyds het samehorigheid onder die mense bevorder, maar baie van daardie sentiment het verlore gegaan oor die jare." (*The relocation of coloured people to Railton fostered a sense of unity, but those sentiments have been lost over the years.*)

3.5 DOCUMENT ANALYSIS

The following Table provides an overview of the documents analysed.

Table 3.4: Document analysis

Title of Document	Author and Date	Source where accessed	Brief Description
Mayville House	Un-authored, 19th century	Drostdy museum	The land on which the Mayville house is located, was originally part of the Drostdy property. Between 1846 and 1927 different families occupied the Mayville house. In 1978 it was transferred and registered as a museum.
"Oefeningshuis"	Un-authored, undated	Drostdy museum	Public meetings were held regarding the establishment of the house, by the chairperson, N.G Church leader, Dr. William Robertson. In 1923, after a petition was sent to the Supreme Court, the property was sold to the Endeavour-Lodge of International Order of Good Templers. In 1955 its heritage status changed and in 1973 the Municipality acquired and restored it.
Comparative Statistics	Un-authored, 2009- 2010	Municipality	Selected crimes, e.g. Contact crimes, property related crimes/other serious crimes, crimes heavily dependent on police action for detection and sub categories of robbery.
The 1975 bus accident	Basil F. May, undated	Drostdy museum Newspaper cuttings from Rapport and Die Burger generously provided by the Drostdy.	On 25 October a group of learners and teachers of the tennis and cricket teams went to participate in the preliminaries for the selection of a Boland schools team. The road was hazardous and not well maintained. When the vehicle approached the Witbrug, which was a dangerous point, it skidded, smashed through the railings and plunged five meters into the Sonderend River, which was fairly full.
The origin of the community	Un-authored, undated	Scholar	Swellendam originated in 1747 when the Drostdy was built on the banks of the Kroonlandsrivier. Farming was practiced in Swellendam until 1820.
Various churches and schools in Swellendam	Un-authored, undated		There are various churches and schools in Swellendam.
History on its own	Un-authored, undated		Swellendam dates back to 1754 and its history includes the establishment of Railton which has its own unique buildings.
Nominations for heritage Association Merit Awards	Penny Pistorius, undated	Drostdy museum	The Dutch Reformed Church for the ongoing and excellent maintenance of the iconic "Moederkerk" and its grounds; David Crowther for the restorations and maintenance of the 1876 "Tuilhuisies," Shand Street; the Bloemfontein and Williams families, the Rupert Erskine Trust and Adriaan Mocke for the restoration and preservation of the "Bloemfontein Huis"; Mr. Anhauesser for the restoration and preservation

			of the typical Suurbraak-type one and a half storey house at 59 Hoofstraat, Suurbrak; Mr and Mrs Valentine, for the renovation and maintenance of the Vernacular Cottage at 65 Main Road, Suurbraak.
Consecration of the new NG church in Swellendam	Un-authored, October 1972	Drostdy museum	Sister Sophy Treu, oldest member of the C.S.B., ceremonially opened the doors of the church.
"Gedenkboek" NG church in Swellendam	Ds. WA Alheit, M.A, from1789-1948	Drostdy museum	The establishment of the mission; "Oefeninghuis" was sold; the first synod was established; the term of Ds. C Moll (1823/1832)
Interview with Mr. Henry William Matthysen	Un – authored, 15/07/2004	Drostdy museum	Matthysen family and their lifestyle - also a story about "Lemmetjies dorp" where he grew up.
Uniting Reformed Church, Swellendam	Un – authored, undated	Drostdy museum	Purchase of "oefeningshuis" and the mission was established. A pastoral manse and school where built. The church council members of the mission were elected.
Socio- economic Profile Greater Swellendam	Un – authored, 15 March	Municipality	The identification of the profile's strengths and weaknesses, future opportunities and threats.
Socio- economic trends and indicators	Un-authored, undated	Municipality	Economic growth, trends in the manufacturing sub-sectors, labour market profile, and income distribution.

3.6 KEY STRUCTURES AND EVENTS IN RAILTON

Data collected from the elders' workshop, the school essays and pictures, the initial document analysis, and a focus group interview with the nine Friends of Railton, highlighted the following key structures and events in Railton.

3.6.1 Important Buildings in Railton

The following quotations talk about particular structures in Railton.

The Library

> *The Railton Library is a quiet place where people are able to read, borrow books and gather information* (TC).
> *It is one of the most important buildings in the*
> *community and caters for children and adults. It is also accessible to people who may be handicapped. The building is brown and cream on the outside and it has a red roof. The inside has a wonderful smell, is always clean and neat. You may borrow books,*

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magazines, DVD's and games from the library. The library also has a hall, which may be used for meetings and to watch television. During the school holidays the library hosts interesting activities for children such as colouring in competitions (JH).

Spending time at the library keeps children away from alcohol and drugs. The library is open on weekdays from 8am to 5pm. The librarians are very friendly and helpful. In order to obtain library membership, you need to be accompanied by a parent if you are a child and you need a copy of a municipal service account to confirm your address (FD).

The ANC Office

The people will not survive without the ANC Office, because the ANC helps them. Children are assisted at the ANC Office with things like photo-copies and parents are assisted in paying their children's college fees. When fire destroyed the shacks that certain people lived in, the ANC provided meals. They are generous (MZ).

Bontebok Primary School

Bontebok Primary School is the most important building in Railton (HK).
It was erected in 1971 (LL).
The school is named after an indigenous buck. The school colours are white and green (Jason Muller 7B).
The school's motto is: "Always the best." (DJ).

Huis Bloemfontein

Huis Bloemfontein is 85 years old and the oldest building in Railton. It was erected in 1925 (Shayne Jansen), from clay, dung and sandbags. It has a thatch roof and bamboo ceilings. It is located at number 42 Sieglaar Street. The original owners were Jack and Anna Bloemfontein. They are deceased. Dorothy Bloemfontein, who was born there, is now 60 years old. Patrick Bloemfontein was the owner of the house since 1985. He died on the 21st of February 2001. The house has been declared a monument and was rebuilt with cement and bricks in 1979 by Dr Thompson and the Swellendam Trust (RB).

3.6.2 Infrastructure

The analysis of the data emerging from the data collection methods referred to above highlighted a number of events relating to the development of infrastructure in Railton. Some of these are outlined below.

- *The 1950s:* According to a group of Railton's elders, electricity was first introduced to Railton in 1958, initially only until 11pm.
- *The 1960s:* In 1960 the community library was built and the graveyard and AGS church were established. This was followed in the early 1960s by the opening of the first rent office. Street lights were erected in 1965 and late in the 1960s the first community hall was built.
- *The 1970s:* In 1970 roads were tarred, followed by the opening of Bontebok Primary School in 1971. In 1972 the schools were amalgamated.
- *The 1980s:* A club for the elderly was established in 1980 and the High School was completed in 1984.
- *The 1990s:* In 1995 the current community clinic opened.
- *In 2000:* The second community library was completed.
- *In 2007:* The new community centre building was completed

3.7 THE STORY UNFOLDS …

The history of Railton is typical of so many townships throughout South Africa. Initially a few people settled there in a natural way. Then the authorities started looking for a place where they could accommodate the rest of the population so that the area close to the shops and important facilities could be "pure white". The earliest houses in Railton date back to the early 1920s. In the 1960s, when the government implemented the Group Areas Act - frequently in a heartless and brutal way - Railton became the dumping ground for people uprooted from Murray Street, Nuwedorp, Lemmetjiesdorp, Lind Street, Commissioner Street and other places in Swellendam. The forced removals had a disruptive effect on the communities and households affected by them. The Septembers, Pekeurs, Mays, Martins, Pikes, Evertsons, Tobiases, Treus, Ellises, Booysens, Hopleys, Oersons and others who formed a closely-knit community in Paddavlei - around the DRC Primary School in Lind Street - all had to move to different parts of Railton (including Cooper Street), depending on their financial status. Some of the older people never really recovered from the trauma associated with this event. Nevertheless, everybody tried their best to settle in and to start a new life in this place that had no tarred roads and lacked many amenities that people in the rest of the town took for granted.

The three main churches attended by people of colour, the DRC Mission Church (now called the Uniting Reformed Church), St Luke's Anglican Church and the Roman Catholic Church, were all in the main road. It took these churches a while to deal with the challenge that their congregants lived far away from church and found it difficult to attend services. Some church leaders felt that retaining their church in town showed that they were taking a stand against apartheid. Although their families were forced out, they had the right to keep their church in

town. However, while they were deciding what to do, other churches flourished in Railton and took away members of their churches. Eventually, St Luke's and the DRC Mission Churches sold their buildings and moved to Railton.

There were two primary schools in town for people of colour: St Luke's Mission Primary School in Station Road, and the DRC Mission Primary School in Lind Street. When the community members were moved to Railton, the schools were still in town. Many children had to walk a long distance and cross the busy N2 Road to get to school. This was dangerous and uncomfortable, especially in winter. Some children did not have shoes and enough warm clothes, therefore, it was regarded as a great event when Bontebok Primary School was established. School attendance improved and it was easier to develop the community in a more structured way. That is why a positive spirit permeated the community for a few years after this event.

In the same way, the founding of Swellendam Secondary School in the early 1980s influenced the community positively. For many years very poor parents had to send their children to high schools in neighbouring towns because the Swellendam High School was not allowed to accepted children of colour. This led to many young people leaving school after Standard 6 (Grade 8) because their parents did not have money to send their children to Caledon, Riversdale, Genadendal or Worcester. (These were the high schools that parents who had the money or received financial assistance sent their children.) Swellendam Secondary School has over the years become a pivotal institution in the community and now houses pupils from Suurbraak, Buffeljagsrivier, Drew and Heidelberg.

For many years there was no clinic in Railton. Pregnant mothers relied on two midwives (women with very limited medical training) to assist with the births of their children. One of them was Nurse Slingers, who lived in Lind Street. So when the birth pains started, the babies' or the mothers' fathers had to rush on foot or by bicycle to Paddavlei, more than a kilometre away – frequently in the early hours of the morning. Sometimes there was so little time that nurse Slingers and her medical case had to be transported on the bar of the bicycle to ensure that she reaches her destination in time. Later on Nurse Slingers developed Alzheimers and could no longer do her job with confidence. However, her regular patients wanted nobody else and her family had difficulty convincing pregnant mothers to find another health practitioner. The establishment of a clinic made a substantial difference to the circumstances of expecting mothers and their children. Many lives were saved and/or improved by the nearness of such a health facility.

The library in town was only for whites. Ms Ida Murray, the librarian, gave the old books to Mr Richard May, who started offering them to the community on a loan basis from a room in his house in Lind Street. His wife, Ms Christine May, became the first librarian, although she had no training. The municipality later started paying him a meagre rent for the room, which he gave to her because she was not paid a salary. The Provincial Library Services then started providing books to the library depot, as it was called. Their bus visited the two facilities in town on a two-monthly basis to bring new books and take away old and torn ones. The Railton Library, established in the early 1970s, was a definite asset because there were many avid readers in

Railton, before the advent of television in 1975, who previously had to walk a far distance to borrow books. Even today it is well-utilised by the community.

Many events impacted on the community of Railton. In 1975 there was a tragic bus accident in which 28 educators, learners and a driver lost their lives. This event caused great pain, but also united people of different faiths, cultures and races in Swellendam. Most of the victims were buried in a mass grave, which is still adorned with flowers regularly provided by their by families. At a function at a Bus Disaster Memorial on Heritage Day 2010, tears flowed spontaneously, 35 years after the event. It is, however, encouraging, that people in the community started the Swellendam Bursary Fund in 2005 to help young people to go to a university, while ensuring that the memories of the victims will be kept alive.

In the 1980s murders started happening more frequently in the community. In 1990 the first reported rape occurred, followed by a spate of brutal violence. Although Railton is still fairly safe, the inhabitants have become more safety conscious because of events like the rape and murder of children and the elderly, and the increased abuse of alcohol and drugs.

Conditions in Railton require careful planning ahead. More cooperation between churches, community organisations and service providers will make a substantial difference to Railton's ability to deal with its challenges. Not only would this set the right example to individuals in the community, but it would also strengthen community structures and give hope to the destitute.

3.8 SUMMARY

In summary, the following shortened version of the history outlined above was presented to the Community Meeting on 24 September 2010:

A historical summary

Between 1922 and 1925 a small group of families settled in an area now known as Railton in Swellendam. One of these families was the Bloemfonteins. A few years after the passing of the Group Areas Act in the 1950s, and Railton being declared an area for people of colour, many other people who lived in the Swellendam town were forced to move to Railton. The community was very close-knit in the early 1960s until the 1980s and events such as concerts, beauty pageants, athletics, rallies, sports events and drum majorettes were the order of the day. Over the years the community grew in size and is currently inhabited by over 20,000 people. Some people left Railton to live elsewhere and others move in, so there is less cohesion than before. Although the community experienced great heart-ache due to incidents such as a bus accident in 1975, which claimed 28 lives, and more recently drug addiction and physical violence, it also has much to celebrate. Over the years many developments have taken place such as the building of two schools, a library, crèches, many churches, a community hall and Thusong multipurpose centre, to list but a few of the ventures that contributed to community development. In addition to this, many individuals have achieved great heights in sports, education and in the business world. Railton is a truly resilient community and continues to strive towards a better life for all its residents.
(Information gained from research participants)

CHAPTER FOUR:
RAILTON'S COMMUNITY ASSETS

4.1 INTRODUCTION

The research question guiding this part of the research was: ***What are the strengths, assets or resources that contribute to community development in Railton?*** Assets are what the community participants consider to be valued strengths and resources in the community. These can include facilities, persons, values, shared experiences, or community processes.

Data collection methods used to pursue this aspect of this research included:

- Workshops with elders, youth, adults and services (66 people in total)
- Questionnaires in the community (200 households, youth and adults)
- Interviews with 29 key stakeholders

In total, 295 people from Railton shared their views on the research question.

This chapter focuses on the community assets identified in Railton. A detailed description of the community asset mapping workshops with the elders, youth, adults and services is provided. A summary of the data emerging from these four workshops is then outlined. This is followed by a description of the survey questionnaire findings, and the data emerging from the interviews with key informants is also briefly discussed. The chapter concludes with an overall picture of the community assets in Railton, drawing from all the research methods discussed earlier.

4.2 WORKSHOPS WITH YOUTH, ADULTS, ELDERS AND SERVICES

4.1 Summary of workshops

As mentioned previously, four workshops were held: with elders, youth, adults, and service sectors. A total of 66 participants were involved in these processes. The summary of responses to the question about assets, strengths or resources in Railton/Swellendam, from the four workshops, is outlined in the Table below.

Table 4.1: Summary of findings across workshops: Assets/strengths/resources in Railton

Kategorie	*Category*	*Ranking*	*Total*
Geboue/structure	**Buildings/structures**		**36**
Gemeenskapsaal	Community hall	10	
Strate	Streets	8	
Huise	Houses	4	
Museum	Museum	4	
Oom Jakob se veld	Uncle Jacob's field (Soccer field)	3	
Skougronde	Show grounds	2	
N2	N2	2	
Dorp (winkels)	Town (shops)	1	
Karavaanpark	Caravan park	1	
Gym (Gimnasium)	Gym	1	
Gesondheid	**Health**		**27**
Hospitaal	Hospital	13	
Kliniek	Clinic	10	
Mediese Hulp	Medical Help	4	
Menslike sterktes	**People strengths**		**21**
Talente	Talents	14	
Menslike potensiaal	Human potential	2	
Kunstehuis	House of Arts	1	
Inspirasie van mense	Inspiration of people	1	
Mense in Railton	People in Railton	1	
Goeie verhoudings	Good relationships	1	
Samewerking	Collaboration	1	
Opvoedkundige dienste	**Education services and projects**		**19**
Skole	Schools	14	
ABET klasse	ABET classes (adult education)	3	
Geleerdheid	Educatedness	1	
MIV projek van Departement van Onderwys	HIV project of Western Cape Education Department	1	

NRO's (algemeen), Gemeenskapsgroepe	NGO'S (general) community-based groups		18
Projekte	Projects	7	
Love life	Love Life	4	
D.B.V	SPCA	3	
Organisasies	Organisations	1	
Maatskaplike dienste	Social services	1	
Sopkombuis	Soup kitchen	1	
Voedingsprojekte	Feeding projects	1	

Regeringstrukture/dienste	Government structures/services		18
Biblioteek	Library	8	
SAPD	SAPS	2	
Poskantoor	Post Office	2	
Elektrisiteit	Electricity	1	
Munisipaliteit	Municipality	1	
Binnelandse sake kantoor	Home affairs office	1	
Polisie stasie	Police station	1	
Tronk gebou	Jail building	1	
Gevangenisdienste	Correctional services	1	

Geloofsgebaseerde organisasies	FBO'S		17
Kerke	Churches	16	
Witkerk	White church	1	

Vermaak	Entertainment		16
Sportvelde	Sports fields	4	
Dansgroepe	Dance groups	3	
Kunstehuis	House of Arts	3	
"Games"-sentrum	Games shop	2	
Buitelig aktiwiteite	Outdoor activities	1	
Toerisme	Tourism	1	
Pub	Pub	1	
Gholfbaan	Golf course	1	

Omgewings-of natuurlike hulpbronne	Environmental/natural built resources		14
Berg	Mountain	3	
Watervalle in berge	Waterfalls in the mountain	3	
Natuurreservate	Nature Reserves	2	
Bontebokpark	Bontebok Park	2	
Bosbou	Forestry	2	
Voëllewe	Bird life	1	

Blomme en ander plante	Flowers and other plants (Flora)	1	
Ekonomie/besigheid/werk	**Economy/business/employment**		**5**
B&B (Gastehuise)	B&Bs	2	
Winkels	Shops	2	
Hotel	Hotel	1	

The overall categories identified in the Table above were all strongly supported at the workshops, with community structures and buildings receiving the most attention. When looking at the details under each of the categories, it is interesting to note the following major assets identified:

- Buildings/structures: community hall, and streets
- Health: the hospital and clinics
- People strengths: talents
- Education services and projects: schools
- Community organisations and groups: Various community projects
- Government structures/services: library
- Faith-based organisations: churches
- Entertainment: sports fields, and dance and arts groups
- Natural built resources: mountains and reserves
- Economy/business/employment: Bed and Breakfasts, and shops

4.2 Organisation collaboration in Railton

In the Services workshop, an additional exercise (spidergram) was pursued, with participants identifying organizations in the community and then showing how they were linked to one another (refer Chapter 2 for details of this process). The research team's analysis of the spidergram developed by the participants in the Services Workshop revealed the following strengths relating to collaboration between organisations in Railton. First, the following structures were identified more than once by members of the workshop:

Table 4.2: Analysis of spidergram: Structures identified

Structures identified more than once	*Strukture wat meer as een keer geidentifiseer is*
Schools	Skole
ACVV/Badisa (social services)	ACVV/Badisa (Maatskaplike dienste)
Health services/clinics	Gesondheidsdienste/ klinieke
Community services	Gemeenskapsdienste
C.A.B (Christian group that helps people who are addicted to alcohol)	CAB (Christelike Alkoholiste Bond)
Railton Welfare Trust	Railton Welwillendheidstigting
Municipality	Munisipaliteit
SAPS (Police)	SAPD (Polisie)
Food/Feeding project	Kos/ Voedingsprojek
Bontebok Park	Bontebok Park
SPCA	DBV (Diere Beskermingsvereniging)

Second, the following strong links between organisations were noted, through black lines drawn between the respective organisations.

Table 4.3: Analysis of spidergram: Strong links noted between organisations

Strong links/collaboration	*Sterkverhoudings/samewerking*
SPCA, with strong links to: Schools, SAPS, Murloth Nature Reserve, Dept of Justice & constitutional development, Municipality of Swellendam	DBV – Skole, SAPD, Murloth Natuurreservaat, Departement van Justisie & Konstitusionele Ontwikkeling, Swellendam Munisipaliteit
SKOLE, with strong links to Railton Mickey Mouse Pre-school	Schools – Mickey Mouse Bewaarskool
SAPS, with strong links to Department of Justice & Constitutional Development	SAPD – Departement van Justisie & Konstitusionele Ontwikkeling
Clinics, with strong links to the Hospital	Kliniek- Hospitaal
Swellendam Drug Forum, with strong links to: Social services (ACVV/Badisa), Health services	Swellendam Dwelm Forum- Maatskaplike dienste (ACVV/Badisa), Gesondheidsdienste
Health Services, with strong links to: Hospital, Medical care, Home Based Care	Gesondheid dienste- Hospitaal, Mediese hulp, Tuisversorging,
Hope & Destiny children's feeding project, with strong links to: Home Based Care, Railton Welfare Trust	"Hope & Destiny" Voedingsprojek vir kinders – Tuisversorging, Railton Welwillendheidstigting
Eskom, with strong links to Municipality	Eskom – Munisipaliteit
Food/ Feeding project, with strong links to Home Based Care	Sterk verhoudings tussen Kos/Voedingsprojek & Tuisversorging
Railton Welfare Trust, with strong links to Food/ Feeding project	Sterk verhouding tussen Railton Welwillendheidstigting & Kos/Voedingsprojek

Third, the following links between organisations were noted by green lines in the spidergram exercise, indicating that there are at least some links and collaboration between these organizations.

Table4.4: Analysis of spidergram: Some links and collaboration between organisations

Some or little links/collaboration	*Sommige of min verhouding/samewerking*
Health care, with links to: CAB, Hospitals, Social services (ACVV/Badisa)	Gesonheid sorg : CAB, Hospitale, Maatskaplike Dienste (ACVV/ BADISA)
Swellendam Drug Forum, with links to: Bontebok Nature Reserve, Marloth Nature Reserve	Swellendam Dwelmforum : Bontebok Natuurreservaat, Marloth Natuurreservaat
Adaliah Children's Home, with links to Health Services	Adaliah kinder huis : Gesondheid dienste
C.A.B, with links to Churches	C.A.B: Kerke
Home Based Care, with links to Hope & Destiny Children's feeding project	Tuisversorging : "Hope & Destiny" Voedingsprojek vir kinders
Schools, with links to Health Services	Skole : Gesondheidsdienste
Bontebok Park, with links to Swellendam Dwelmforum	Matige verhouding tussen Bontebokpark en Swellendam Dwelmforum

It is clear that many structures are working together, to various degrees, in Railton/Swellendam. This suggests that there is already collaboration between organisations aimed at serving and developing Railton community. This finding is supported by the data emerging from the various methods of data collection in this research.

4.3 SURVEY QUESTIONNAIRE

Respondents were asked to give their assessment of the assets/resources/strengths in Railton in the second section of the community questionnaire. This section started with a general question: *What would you consider to be important assets/strengths/resources in Railton and Swellendam as a whole*? This was followed by a table of assets (drawn from the workshops analysis), providing participants with an opportunity to tick on the 5-point scale. The computer analysis of the responses to the 5-point scale table provided in the questionnaire is provided below.

Table 4.5: Assets in Railton/Swellendam

Item no	Assets/strengths/ resources	Very important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I'm not sure (0)
B.2.1	*Health*					
B.2.1.1	Hospital	192	5	0	1	0
B.2.1.2	Clinic	181	16	1	0	0
B.2.1.3	Dentistry services	130	51	18		
B.2.2	*Faith Based Organisations*					
B.2.2.1	Churches	178	20	1	0	0
B.2.2.2	CAB	130	42	17	6	3
B.2.2.3	Mothers Union (St. Lukes)	103	52	32	4	4
B.2.3	*Environment and Nature*					
B.2.3.1	The mountains	110	59	22	5	3
B.2.3.2	Nature reserve	111	55	28	4	1
B.2.3.3	Bontebok park	108	61	28	2	0
B.2.4	*Educational Services*					
B.2.4.1	Schools	196	3	0	0	0
B.2.4.2	ABET classes	165	24	9	0	0
B.2.4.3	HIV project (Education Department)	171	21	7	0	0
B.2.5	*Human Strengths*					
B.2.5.1	Talents	130	56	10	1	3
B.2.5.2	Human potential	132	53	12	0	2
B.2.5.3	Collaboration/working together	161	28	9	0	2
B.2.6	*Structures and Buildings*					
B.2.6.1	Community hall/Thusong centre	150	37	12	0	0
B.2.6.2	Houses	190	9	0	1	0
B.2.6.3	Show grounds	72	47	60	16	4
B.2.7	*Government Services*					

B.2.7.1	Library	183	14	2	0	0
B.2.7.2	SAPS	183	14	2	0	0
B.2.7.3	Post Office	165	28	4	1	1
B.2.8	*Economy and Businesses*					
B.2.8.1	B + Bs	46	57	71	20	3
B.2.8.2	Shops	159	35	4	1	0
B.2.8.3	Hotels	57	58	64	18	1
B.2.9	*Entertainment*					
B.2.9.1	Sports fields	147	40	10	1	2
B.2.9.2	Dance groups	96	45	44	11	3
B.2.9.3	Extra mural activities	124	50	19	4	2
B.2.10	*Collaboration*					
B.2.10.1	There are organisations in Railton who work well together. How important (or not) is it for organisations to work together?	165	25	6	0	4
B.2.10.2	How important (or not) is it that there are many organisations that contribute to Railton's development	157	31	7	2	1
B.2.11	*NGO's (Non Governmental Organisations)*					
B.2.11.1	Love Life	136	39	14	0	1
B.2.11.2	S.P.C.A	136	46	7	1	1
B.2.11.3	Other projects: Please specify other projects: • ACV • ANC office • Jacobs field • Badisa • Gert Booysen Sportfield • Thusong centre					

In response to the question on the assets/strengths/resources in the community not on the list, specified by respondents, the following were identified:

- Municipality
- Taxi drivers
- Shelter for the homeless
- Xhosa speakers at Traffic Department
- Museum
- Race track
- Pub
- Tertiary insitutions

When looking closely at the data provided above, it is clear that the following aspects are considered to be strong assets in Railton (noted by more than half of the questionnaire respondents):

- Health: all services identified
- Faith based organisations: especially the churches
- Environment and nature
- Educational services: especially the schools, ABET classes, and HIV project
- Human strengths: talents, and collaboration
- Structures and buildings: especially the community/Thusong centre, and houses (with the show grounds receiving mixed responses)
- Government services: including library, SAPS and post office
- Economy and businesses: with only shops receiving high responses
- Entertainment/recreation: especially sports fields and extramural activities (with dance groups receiving mixed responses)
- Collaboration
- Non-governmental organisations: particularly SPCA and LoveLife

4.3 INTERVIEWS WITH KEY INFORMANTS

The following main community assets were identified in the interviews conducted with the seven members of the Project Advisory Committee (PAC), the nine members of the Friends of Railton, and the 13 other key informants interviewed at the end of the research process.

Table 4.6: Community assets: Key informant interviews

Thusong centre	Thusongsentrum
Sport fields	Sportvelde
'Bloemfontein huis'	Bloemfontein-huis
Clinic/hospital	Kliniek/ hospital
Safety and security, especially the police station	Veiligheid en sekuriteit, veral die polisie stasie
Schools	Skole
SPCA	DBV
Swellendam Bursary Fund	Swellendam beursfonds
Churches	Kerke
Love life and other community projects	'Love life' en ander gemeenskapsprojekte

The following three quotes give substance to some of these findings:

The Swellendam bursary fund to help students to go study...
Die Swellendam beursfonds om jongmense te help om te gaan studeer …

Schools should have more functions to include the community.
Skole moet meer funksies hou om die gemeenskap te betrek.

Municipality or Love life could be approached for functions and a speaker should motivate children.
Munisipalitet of Love life kan benader word vir funksies en 'n spreker moet kinders kom toespreek.

4.4 PULLING IT ALL TOGETHER

It should be remembered, when reading the Table below, that the participants included 66 workshop participants, 200 youth and adults through the questionnaire survey, and 29 key informants interviewed. The number of participants was therefore 295. The final triangulation process, across methods of data collection, revealed the following main community assets in Railton/Swellendam:

Table 4.7: Community assets: Comparison of results across methods

Categories	Specific assets	Workshops	Questionnaires	Interviews
Building/ structures	Community hall	√		√
	Streets, houses	√	√	√
	Soccer fields/sport fields	√		√
	Thusong	√	√	√
Health	Hospital	√	√	√
	Clinic	√	√	√
	Medical help	√		
People strengths	Talents	√	√	√
	Human potential	√	√	√
Education services and projects	Schools	√	√	√
	ABET classes	√	√	√
	Extra-mural activities		√	
Community groups, organisations and projects	Community projects	√	√	√
	Love life	√		√
	SPCA	√	√	√
	HIV project		√	√
	Organisational collaboration		√	√

	Culture and Heritage project			√
	Public works programme			√
	Victim support			√
	Vulindlela project			√
	Leadership, coaching and lifeskills courses			√
Government structures and services	Library	√	√	√
	SAPS	√	√	√
	Post office	√	√	√
	Electriciry			√
	Weigh bridge		√	√
Faith-based organisations	Churches	√	√	√
Entertainment	Sports field	√		√
	Dance groups	√		√
	House of arts	√		
	Games shop	√		
	Sport		√	√
Natural and built environment	Mountain	√	√	√
	Waterfall	√		
	Nature reserve including Bontebok Park	√	√	√
	Showgrounds		√	√
Economy, business and employment	B&Bs/ hotel	√	√	√
	Shops	√	√	√
	Restaurants		√	√

When looking at the combined analysis of data across methods, summarized in the Table above, it is clear that the community assets considered by the research participants to be most prevalent in Railton are:

- Buildings/structures: expecially streets, houses and the Thusong community hall
- Health: the hospital and clinics
- People strengths: talents and human potential
- Education services and projects: especially schools and ABET classes
- Community organisations and groups: a variety of projects
- Government structures and services: especially the library, SAPS and post office
- Faith based organisations: especially the churches
- Natural environment: especially the mountain and reserves
- Economy/business/employment: especially the shops and tourist spaces (hotels, bed and breakfasts, and restaurants)
- Entertainment: various aspects, but the responses were not as consistent with this category

CHAPTER FIVE:
PRIORITY NEEDS IN RAILTON

5.1 INTRODUCTION

The research question guiding this part of the research was: ***What are the perceived priority needs relating to community development in Railton?*** Methods of data collection used to pursue this question included:

- Workshops with youth, elders, adults and services (66 people in total)
- Questionnaires in community (200 households/youth and adults – from all parts of Railton)
- Interviews with key stakeholders (29 people)

Chapter 5 provides a description of the findings from the research methods pursued to identify priority needs in Railton, drawing from the workshops (with elders, youth, adults and services), the survey questionnaire, and interviews with key informants. This discussion is concluded with an overall picture of the priority needs identified in Railton, drawing from all the research methods.

5.2 WORKSHOPS WITH YOUTH, ADULTS, ELDERS AND SERVICES

5.2.1 Summary of workshops

The triangulation of data across workshops, including 66 participants in total, revealed the following:

Table 5.1: Summary of findings:
Needs identified in Railton by elders, youth, adults and services

Kategorie	Category	Ranking	Total
Voedselsekuriteit	**Food security**		8
Kos vir minder bevoorregtes	Food for the less privileged	7	
Sopkombuis	Soup kitchen	1	
Jeugontwikkeling	**Youth development**		6
Jeugsentrum	Youth centre	6	
Kulturele aktiwiteite	**Cultural activities**		1
Insluiting van Railton in Swellendam se geskiedenis	Including Railton in Swellendam's history	1	

Werk/besigheid	Work/business/employment		11
Werksgeleenthede	Employment opportunities	8	
Deurlopende aanplantings prossesse	Continuing agriculture	1	
Geld	Money	1	
Bakkery	Bakery	1	

Geloof	Faith/religion		3
Kerkkoor	Church choir	2	
Huisbesoeke van kerke	Home visits from church members	1	

Gesondheidsdienste	Health services		2
Gesondheidsentrum	Health centre	2	

Opvoeding	Education		11
Meer skole	More schools	5	
Crèche in Railton	Crèche in Railton	3	
Meer onderwysers	More teachers	1	
Dienste waar leerders onder toesig tuiswerk doen en studeer	Supervised homework and study services	1	
Kollege	College	1	

Mensgerigte behoeftes	People related needs		27
Algemene opleidings geleenthede	General training opportunities	11	
Samewerking tussen organisasies	Collaboration between organisations	8	
Respek	Respect	2	
Ouerskap werkswinkels	Parenting workshops	2	
Professionele hulp	Professional help	1	
Volwasse meisies	Mature ladies	1	
Permanente inkomste	Permanent income	1	
Regshulp	Legal aid	1	

Vermaak	Entertainment		19
Ontspanningsgeriewe	Leisure facilities	7	
Drama-klub	Drama club	3	
Musiek setrum en klasse	Music centre and music classes	3	
Gamessentrum	Gamecentre	2	
Verskeie Klubs	Various clubs	2	
Kunsklasse	Art lessons	2	

Gemeenskapsfasiliteite	Community facilities		25
Swembad	Swimming pool in Railton	7	
Winkelsentrum	Shopping centre in Railton	4	
Ouetehuis in Railton	Old Age Home in Railton	4	

Opgradering en meer speelgeriewe vir kinders	Upgrading of current play grounds and more play grounds for the children	2	
Filmteater/Cinema	Cinema	2	
Rekenaarsentrum	Computer centre	1	
Gimnasium	Gymnasium	1	
Kampeergeriewe	Camping facilities	1	
Grote gemeenskapsaal	Bigger community hall	1	
Vulstasie by weegbrug	Service station at the Weigh bridge	1	
Dienste nader aan mense	Services closer to people	1	
Gemeenskapsinfrastruktuur	**Community infrastructure**		13
Meer huise	More houses	3	
Teer van strate	Tar roads	3	
Goedkoop vervoer	Cheaper transport	2	
Opknapping van toilette	Restoration of toilets	2	
Spoedhobbels	Speedbumps	1	
2de ingang van N2 na Railton	2nd entrance to Railton from the N2	1	
Deurlopende skoonmaak projekte	Continuous cleaning projects	1	
Maatskaplike dienste	**Social services**		21
Verbeterde versorging en aandag aan bejaardes	Better care and attention to the elders	7	
Verbeterde diens en aanstelling van meer polisielede	Better services and more police workers	5	
Veiligheid	Safety	3	
Rehabilitasie sentrum	Rehabilitation centre	2	
Maatskaplike dienste	Social services	2	
Beperk plakkerskampe tot minimum	Limit squatter camp to a minimum	1	
HIV bewusmaking	HIV awareness	1	
Morele ontwikkeling	**Moral development**		12
Vervulling van leierskaprolle	Fulfilling leadership roles	3	
Wense en drome vir die toekoms	Wishes and dreams for the future	2	
Heringrevering van oud gevangenis	Re-using correctional facility	1	
Liefde, vrede en geluk	Love, peace and happiness	3	
Nakoming van beloftes	Fulfilling promises	2	
Neem verantwoordelikheid vir jou eie ligaam	Taking responsibility for your own body	1	

When looking at the summarised workshop findings in the Table above, it is interesting to note the ranking of needs, outlined in order of weighting/importance below:

- *People-related needs* were rated the highest need, with the need for training opportunities being particularly highlighted.
- This was followed by the need for *community facilities*, especially a swimming pool in Railton.
- Third most frequently mentioned was needs relating to *social services*, including better care of the elders in the community.
- *Entertainment* followed, with leisure facilities receiving the most attention.
- Following the main areas identified above (in terms of frequencies of responses), the following areas also received high attention: community infrastructure, moral development, education and work/employment opportunities.
- Also considered important, but not receiving as much frequency of responses, were food security, youth development (youth centre), faith-based activities, health services and cultural activities.

5.2.2 Analysis of Collaboration

The analysis of the spidergram from the Services workshop revealed the following additional needs relating to collaboration between organisations in Railton. This exercise required that the participants in the workshop draw a red line between organisations either not having any linkages, or experiencing problematic collaboration at the moment.

General observations made by the workshop participants, and the research team afterwards, highlighted the following points:

- There appear to be problematic links between feeding schemes and the rest of Swellendam, for example, the municipality and other feeding schemes, and the hospital.
- The schools seem to have limited communication and collaboration with one another, and do not seem to be linked to broader community development.
- The churches appear to have poor relationships with one another, and with many of the organisations in the community.
- The Department of Justice and Constitutional Development appear to have both poor and good links to the SAPS (refer Chapter 4 for the 'good links').

The above points, and the spidergram findings as a whole, need to be placed within the context of a limited workshop process. The actual experiences of collaboration, or non-collaboration between organisations in Railton need to be further researched to uncover what works, and why.

5.3 SURVEY QUESTIONNAIRE

The third section of the questionnaire focused on needs in Railton. The section began with the question: *What do you think are the most important needs in Railton*, followed by a similar table, listing various needs (drawn from the workshops analysis) which could be ticked on the 5-point scale. This was followed by the instruction to *list any other needs in your community that is not on the lis*". This section concluded with the question: *What would you suggest are the most important needs (resources, facilities or services) for the following groups of people in Railton: Children (younger than 13 years), youth (13-25 years), young adults (26-40 years), adults (41-59 years) and Elders (60 years and older)?*

Before being presented with the list of needs on the questionnaire, respondents were asked to indicate what they viewed to be the most important needs in Railton. The following responses were noted:

Table 5.2: Summary of frequencies of most important needs in Railton

Need Category	*Frequency*	*Percentage*
Unemployment/Job creation	53	27%
Housing	36	18%
Youth programmes & facilities	35	18%
Feeding scheme/Poverty	25	13%
Municipal Services and Upgrading	20	10%
Sport & Recreational facilities	15	8%
School-related needs	10	5%

Other specified needs included:

- Better service at hospital and municipality
- Closing shabeens
- Community vegetable garden
- Isi-Xhosa School
- Drug Rehabilitation Centre
- Welfare Service
- Facilities for disabled people
- Extension of health clinic

In response to the next question: *How important would you rate the following needs in Railton*, the following responses were noted.

Table 5.3: Important needs in Railton

Item no	Needs	Very Important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
C.2.1	*Food Security*					
C.2.1.1	Food for less privileged people	190	9	0	0	0
C.2.1.2	Soup kitchens	172	22	4	0	1
C.2 1.3	Feeding scheme	178	13	4	0	2
C.2.2	*Youth Development*					
C.2.2.1	Youth centre	162	29	2	0	1
C.2.2.2	Games centre	78	45	48	22	5
C.2.2.3	Youth projects	155	34	7	1	2
C.2.3	*Cultural Activities*					
C.2.3.1	Inclusion of Railton in Swellendam's history	153	40	4	1	1
C.2.3.2	Heritage day celebrations	147	47	2	0	1
C.2.3.3	Celebrating different cultures in Swellendam	134	51	10	2	1
C.2.4	*Sport*					
C.2.4.1	Sports facilities	145	43	9	1	1
C.2.4.2	Sports clubs	124	56	16	1	2
C.2.4.3	Sports competitions	130	56	13	0	0
C.2.5	*Economy/Work/Businesses*					
C.2.5.1	Job opportunities	186	6	7	0	0
C.2.5.2	Money	180	14	3	0	2
C.2.5.3	Bakery	110	49	30	10	0
C.2.6	*Faith Based Organisations*					
C.2.6.1	Church choir	136	47	11	3	2
C.2.6.2	Home visits from church members	141	49	5	3	0
C.2.6.3	CAB	145	37	10	2	5
C.2.7	*Medical Care*					
C.2.7.1	Health centre	177	18	1	0	0
C.2.7.2	Making repairs and upgrades to the hospital	180	15	1	0	1
C.2.7.3	Greater collaboration between clinic staff and improved attitudes towards	183	11	3	0	1

	patients					
C.2.8	*Education*					
C.2.8.1	More schools in Railton	172	14	8	2	2
C.2.8.2	Crèche in Railton	153	35	8	2	1
C.2.8.3	More teachers	182	15	0	0	2
C.2.9	*Human Related Needs*					
C.2.9.1	Training opportunities	174	18	2	0	1
C.2.9.2	Parenting workshops	151	41	5	0	0
C.2.9.3	Respect for self and others	175	19	3	0	1
C.2.10	*Entertainment*					
C.2.10.1	Leisure facilities	141	44	11	2	1
C.2.10.2	Drama club	116	50	25	5	3
C.2.10.3	Music centre and music classes	117	53	22	5	2
C.2.11	*Community Facilities*					
C.2.11.1	Swimming pool	124	41	25	6	2
C.2.11.2	Shopping centre	152	32	10	3	0
C.2.11.3	Old age home in Railton	158	28	5	4	1
C.2.12	*Community Infrastructure*					
C.2.12.1	More houses for Railton's people	186	11		0	2
C.2.12.2	Tar roads	194	4	1	0	0
C.2.12.3	Repairs and upgrades to public/communal toilets	182	14	1	1	0
C.2.13	*Social Services*					
C.2.13.1	Better care and more attention to elders of the community	184	13	2	0	0
C.2.13.2	More police officers in Railton	186	12	1	0	0
C.2.13.3	Advice office and counselling unit	160	37	2	0	0
C.2.14	*Moral Development*					
C.2.14.1	Fulfilling leadership roles	157	37	3	2	0
C.2.14.2	Love, peace and happiness	180	19	0	0	0
C.2.14.3	Desires and dreams for the future	169	23	5	0	2
C.2.15	*Collaboration*					
C.2.15.1	Better communication between organisations	167	25	4	1	1
C.2.15.2	Better/ more collaboration between organisations	163	27	5	1	0

Respondents were then asked to suggest what they viewed to be the most important needs (resources, facilities or services) for various age groups in Railton.

The most important *needs expressed for Children* (younger than 13 years) pertained to:

- Better educational opportunities
- More crèche and aftercare facilities
- Secure play, sport and recreational facilities
- Feeding scheme at the school

The most important *needs expressed for Youth* (13-25 years) pertained to:

- Improved educational opportunities
- More life skills training
- Sport, recreational and cultural activities, facilities and programmes to counter the negative influences of the drug addiction
- Entrepreneurial and other job recreation opportunities to improve their chances of finding employment

The most important *needs expressed for Adults* (26-59 years) pertained to:

- Better job opportunities
- More social, sport, recreational and church-based activities in the communities
- Relevant workshops for further development (parenting skills, women's group, hobbies/sport groups, self-employment training)
- Evening classes

The most important *needs expressed for the elderly* pertained to:

- Better care facilities and health services
- Mobile clinic or home visitation
- Recreational programmes and facilities
- New or extended old age home

When looking at all the data from the questionnaires, the following important *trends* are noted (based on the frequencies of responses). First, it is interesting to note that almost all the needs in the questionnaire were given high ratings (3 or 4 on the 0-4 scale), with very high frequencies of responses for each. The areas of need receiving the highest ratings (above 180/200 responses) included:

- Food security for less privileged
- Job opportunities
- Income (money)
- More houses

- Tarred roads
- Repairs and upgrades of toilets
- Repairs and upgrading of hospital
- Greater collaboration between clinic staff
- More teachers
- Better care of elders
- More police
- Love, peace and happiness

Second, there were only a few specific needs that received low ratings (1 or 2 on the 0-4 scale), including a games centre (under youth development), a bakery (under economy/work/ employment), drama and music clubs (under entertainment), and some of the community facilities (swimming pool and shopping centre).

Third, the responses to needs relating to specific age groups highlighted that, for young children, education is most important; for adolescents and young adults, education and training opportunities, recreational activities and job creation were considered most important; for adults (26-59 years) further education, recreational opportunities and job creation were identified as being very important; and for the elders, better social and health services, as well as recreational facilities, were identified as important.

5.4 INTERVIEWS WITH KEY INFORMANTS

The following main priority needs were mentioned by the interviewees participating in the initial PAC interviews, the focus group discussion of the Friends of Railton, and the final key informant interviews.

Table 5.4: Priority needs: Key informant interviews

Leisure facilities	Ontspanningsfasiliteite
Job opportunities	Werksgeleenthede
Collaboration between organisations	Samewerking tussen organisasies
Youth development	Jeugontwikkeling
After school care centre	Sentrum vir naskoolse sorg
Business opportunities	Besigheidsgeleenthede
Management skills	Bestuursvaardighede

The following quotes from some of the interviewees highlight the needs mentioned above. Many of these focused on the need to prioritise youth development:

Leisure facilities for young people and in general.
Ontspanningsgeriewe vir jongmense en oor die algemeen.

Start with the youth since they are tomorrow's leaders. Teach them to do other things.
Begin met die jeug as fondasie aangesien hulle môre se leiers is. Leer hulle om ander dinge te doen.

Teach the youth values of something different, to prevent them from committing crime and abusing alcohol.
Leer die jeug die die waardes van iets anders, om hulle te verhoed om misdaad te pleeg en drank te misbruik.

After school centres should be implemented where children can go and do their homework, maybe with internet, sport or other activities that keep them busy (for working parents).
Naskoolse sentrums moet geïmplementeer word waar kinders gaan om hul tuiswerk te doen, miskien met internet, sport of enige aktiwiteite wat hulle besig hou (vir werkende ouers).

Others mentioned the importance of the need for community organisations and institutions to 'work together' to promote the well-being of the community.

Railton's residents have a lack of unity, they do not work together when they have to stand together. If residents work together, then organisations can work more effectively.
Railton se inwoners het 'n tekort aan samehorigheid, hulle skakel mekaar uit, en werk nie saam as dit kom om mekaar by te staan nie. As inwoners saamwerk kan dinge en organisasies baie verbeter word.

More unity and collaboration between churches.
Meer eenheid en samewerking tussen kerke.

Needs relating to work and business training and opportunities were also highlighted.

Railton needs opportunities for people who want to to market their businesses and want to make a success of it (entrepreneurs).
Railton het besigheidsgeleenthede nodig vir mense wat hul besighede wil bemark en 'n sukses daarvan wil maak (entrepreneurs).

There is a lack of and need for better use of management skills.
Ten opsigte van die Railtongemeenskap is daar 'n tekort aan en 'n behoefte aan beter benutting van bestuursvaardighede.

Training to manage businesses and organisations.

And finally, some highlighted the need for community facilities, particularly relating to recreation.

There is a lack of leisure facilities like play parks.
Daar is 'n tekort aan ontspanningsgeriewe, soos speelparke.

I suggest that a swimmingpool and braai facilities be built in Railton and that a small fee could be charged to use it.

Ek sal voorstel dat Railton 'n oord of swembaddens en braaigeriewe kan oprig en 'n klein bedrag by die publiek aangevra kan word om dit te gebruik.

5.5 PULLING IT ALL TOGETHER

The triangulation of data across methods of data collection, from the 66 workshop participants, 200 questionnaire participants, and 29 interviewees (295 in total), revealed the following:

Table 5.5: Needs identified in Railton (across methods of data collection)

Categories	Specific Needs	Workshops	Questionnaires	Interviews
Food security	Food for less privileged children	√	√	√
	Soup kitchen	√	√	√
	Feeding schemes		√	
Youth development	Youth centre	√	√	√
	Youth projects		√	√
	Training opportunities for youth			√
Cultural activities	Include Railton in Swellendam's history	√	√	√
	Heritage day celebration		√	√
	Sport facilities/ competition		√	√
	Celebrating different cultures		√	
Work, business and employment	Employment opportunities	√	√	√
	Continuing agriculture	√		√
	Money	√	√	
	Bakery	√	√	

Faith/religion	Church choirs/ activities	√	√	√
	Home visits by churches	√	√	
Health services	Health centre	√	√	√
	Better collaboration between clinic staff-patients		√	√
	Advice office/ counselling unit	√	√	√
	Professional help	√		√
Education and skills development	More schools in Railton	√	√	√
	Crèche in Railton	√	√	√
	More teachers	√	√	√
	Supervised homework	√	√	√
	College/ further training	√		√
	Training opportunities	√	√	√
	Respect self and others	√	√	√
	Parenting workshops	√	√	√
Entertainment	Leisure facilities	√	√	√
	Drama/art clubs	√	√	√
	Music centre/ classes	√	√	√
	Clubs	√		√
	Shopping centre	√	√	√
	Game centre	√	√	

Community facilities	Swimming pool	√	√	√
	Home for aged	√	√	√
	Upgrading/more playgrounds	√		√
	Cinema	√		√
	Better communication/ collaboration between organisations	√	√	√
Community infrastructure	More houses	√	√	√
	Tar roads	√	√	√
	Cheaper transport	√		√
	Toilets - restored/ inside	√	√	√
Social services	Better care of elders	√	√	√
	Better police service	√	√	√
	Safety	√		√
	Rehabilitation centre	√		√
	CAB including alcohol support		√	
Moral development	Leadership	√	√	√
	Respect for self and others	√	√	√
	Re-using correctional facility (Ou Tronk)	√		√
	Love & peace	√	√	
	Following dreams & future	√	√	√
	Sense of community			√

When looking at the Table above, the following main areas of priority needs have been identified by the research participants:

- Work/business/employment, especially job creation
- Food security, especially for less privileged
- Community infrastructure (e.g. houses, roads)
- Health services, including psychological counselling
- Social services, especially police/safety services, and alcohol and drug abuse
- Education and skills development
- Youth development, especially a youth centre
- Community facilities, including swimming pool, home for the elders, and better collaboration between organisations
- Faith/religious activities
- Cultural activities, with a particular focus on developing the history of Railton
- Entertainment/recreational facilities
- Moral development

CHAPTER SIX:
PRIORITY STRATEGIC AREAS FOR COMMUNITY ACTION

6.1 INTRODUCTION

The research question guiding this part of the research was: ***What are the priority strategic areas for community action in Railton?*** The methods of data collection pursued to answer this question included:

- Workshops with youth, adults, elders and services (68 people in total)
- Questionnaires in community (200 households/youth and adults were surveyed– from all parts of Railton)
- Interviews with key stakeholders (29 people)

Chaper 6 focuses on priority strategic areas for community action. The chapter provides the findings from the workshops (with elders, youth, adults and services), the survey questionnaire, and the interviews with key informants. The findings from the recommendations emerging from the Community Feedback Meeting held on 24 September 2010 are also presented. Finally, an overall analysis of priority actions identified is provided, drawing from each of the research methods mentioned above.

6.2 WORKSHOPS WITH YOUTH, ADULTS, ELDERS AND SERVICES

The triangulation of data across workshops (elders, youth, adults and services), including 66 participants in total, revealed the following:

Table 6.1: Priority community actions
(Across workshops: elders, youth, adults and services)

Categorie	Category	Ranking	Total
Opvoeding/vaardigheidsontwikkeling	**Education skills development**		**20**
Ekologiese skool	Ecological school	2	
Beter skooltoerusting	Better school equipment	2	
Meer skole in Railton	More schools in Railton	8	
Beter toerusting in biblioteek	Better equipment in Library	3	
Opleiding – vaardigheidsontwikkeling en kort kursusse	Training – skills development and short courses	2	
Opleiding vir kleinsake/ besigheidsbestuur	Training for small business	1	
Kleuterskool in Railton	Pre-primary school in Railton	1	
Opleiding oor hoe om te spaar	Training on how to save money		
Kursusse in kommunikasie en leierskap	Short courses in communication and leadership	1	

Vermaaksfasiliteite en sport	Entertainment facilities and sport		20
Swembad in Railton	Swimmingpool in Railton	4	
Gimnasium (Gym)	Gym	1	
Ontspanningsgeriewe	Leisure facilities	1	
"Games"-sentrum	Gameshop	1	
Speel- en sportgronde	Play grounds and sports fields	8	
Ontspanningsentrum	Leisure centre	2	
Vakansie oord	Holiday resort		
Groter gemeenskapsaal	Bigger community hall	1	
Gebruik Thusong vir verskillende doeleindes	Use Thusong centre for various purposes	2	

Jeugontwikkeling	Youth development		17
Jeugsentrum	Youth centre	7	
Stel jeug se talente ten toon	Showcase youth talents	1	
Programme om tienerswangerskap teen te veg	Programmes to combat teenage pregnancy	1	
Versorging van kinders en jongmense	Caring for children and youth	1	
Jeugprojekte	Youth projects	7	

Kulturele aktiwiteite and fasiliteite	Cultural activities and facilities		17
Musiek, dans en drama klasse	Music, dance and drama classes	4	
Gemeenskapskoor	Community choir	3	
Verskeie Klubs	Various Clubs	4	
Popbaan	Pop-course (to show off cars)	3	
Samewerking onder kerke	Collaboration between churches		
Bid vir gemeenskap	Pray for community	1	
Aktiwiteite wat kinders en volwassenes oor ras en geslag grense integreer	Activities that integrate children and adults across race and gender barriers	1	
Meer kerke	More churches	1	

Gesondheidsdienste	Health services		16
Verbetering van kliniek	Upgrading of clinic	1	
Verbetering van hospital	Upgrading of hospital	1	
Rehabilitasie sentrum	Rehab centre	7	
Meer aandag aan bejaardes en beter versorging	More attention and better care for elders	1	
Holistiese gesondheidsdienste/kliniek	Holistic health services/clinic	3	
Effektiewe psigo- sosiale evaluering van gesinne en verwysing	Effective psycho-social evaluation and referral of families	3	

Regeringsdienste en sosiale ontwikkeling	Government services and social development		11

Polisiestasie in Railton	Police station in Railton	2	
Elektrisiteit vir mense wat nie het nie	Electricity for people who do not have electricity	1	
Verbeter strate/teer van paaie	Tar roads	3	
Staats dienste moet opgeskerp word bv. ID'S & geboortesertifikate	Better government services eg. ID's & birth certificate application processes	1	
Nakoming van beloftes	Fulfilling promises	1	
Ouetehuis in Railton	Old Age home in Railton	1	
Dienste nader aan mense	Easy access to services	1	
Jamboree	Jamboree	1	
Besigheidsgeleenthede en ekonomiese ontwikkeling	**Business opportunities and economic development**		**9**
Winkelsentrum	Shopping centre	2	
Werkskepping	Creating employment opportunities	4	
Bakkery	Bakery	1	
Fabrieke	Factories	2	
Voedsel sekuriteit	**Food security**		**9**
Voedingskema	Feeding scheme	9	
Behuisingsontwikkeling	**Housing development**		**5**
Toilette binne huise aanbring & gemeenskaplike toilette te verbeter	Toilets inside people's houses & restoring communal toilets	1	
Plakkerskampe kleiner maak	Minimize squatter camps	4	
Morele ontwikkeling	**Moral development**		**4**
Programme om respek te verbeter onder kinders	Programmes to improve respect among children	2	
Programme om moraal te lig	Programmes to raise the morale in the community	1	
Gedeelde verantwoordelik & inspraak in ander se kinders	Shared responsibility & being able able to reprimand others' children	1	
Veiligheid en sekuriteit	**Safety and security**		**3**
Polisie diens opgeskerp en meer aktief betrokke wees by misdaadoplossings	Improved police services and more involvement in the solving of crime	2	
Druk plaas om smokkelhuise toe te maak, dit gaan gepaard met tik, en ander dwelms en misdaad	Community must continue to advocate for the closing down of shebeens, as it is a breeding ground for tik & other drugs as well as crime	1	

When looking at the Table above, it is clear that workshop participants considered the following areas of action to be most important for Railton in the near and medium-term future:

- *Education and skills development* (especially improvement to schools), as well as *entertainment* facilities (especially a swimming pool and sports grounds) had the highest frequency of responses.
- *Youth development* (especially a youth centre) and *cultural activities and facilities* (especially various clubs) were also identified as important priorities.
- *Health and other government services* were next on the ranking list of priorities, with a 'rehab' centre being noted as a priority by many.
- *Business opportunities and economic development*, as well as *food secu*rity were also identified as important priorities for action.
- Housing development, moral development and safety and security were also noted as important, but did not receive as much attention as the areas identified above.

6.3 SURVEY QUESTIONNAIRE

The final section of the questionnaire focused on priority action in Railton over the next few years. The first question in this section was: *What do you think are the priority actions needed to develop Railton as a community over the next few years*, followed by a table listing various proposed actions (drawn from the workshops analysis) which could be ticked on the 5-point scale. This section concluded with three further questions or instructions:

> *Please feel free to list any other actions that could be taken to develop Railton over the next few years.*
> *Of these recommended actions listed above (or those added), which of these are your top two recommendations?*
> *Do you have any further suggestions that you want to add regarding development in Railton?*

It is interesting to note that the majority of responses to the first question were similar to the expression of the needs that the respondents had shared in the previous section. The following main priority action areas were identified:

- The housing shortage
- Improved municipal service delivery
- The high rate of unemployment and poverty
- The concern with the lack of facilities and opportunities for the children, youth and young adults in Railton

The following Table provides the analysis of the responses to the question: *How important would you rate the following actions in Railton?*

Table 6.2: Priority community actions for Railton

Item no	Actions	Very important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
D.2.1	*Housing Development*					
D.2.1.1	Build toilets inside people's houses	187	9	1	1	1
D.2.1.2	Repairs and improvements to communal toilets	188	11	0	0	1
D.2.1.3	Limit squatter camps to a minimum	184	11	0	1	4
D.2.2	*Governmental Services & Social Development*					
D.2.2.1	Police Unit in Railton	161	32	4	2	0
D.2.2.2	Electricity for people who do not have yet	190	8	0	0	1
D.2.2.3	Improve the roads	189	9	0	0	0
D.2.3	*Business Opportunities & Economic Development*					
D.2.3.1	Shopping centre in Railton	158	28	11	3	0
D.2.3.2	Job creation	189	11	0	0	0
D.2.3.3	Factories in Swellendam	139	39	16	3	3
D.2.4	*Safety & Security*					
D.2.4.1	Sharpen police services	187	10	3	0	0
D.2.4.2	Close down shebeens	168	17	4	6	5
D.2.4.3	Build speed bumps	180	25	3	2	0
D.2.5	*Moral Development*					
D.2.5.1	Programmes that help to develop respect among children and youth	180	16	2	0	1
D.2.5.2	Programmes that help develop moral values	167	27	3	1	1
D.2.5.3	Shared responsibility with regards to the children	155	36	3	3	2
D.2.6	*Youth Development*					
D.2.6.1	Youth centre	168	23	8	0	0
D.2.6.2	Opportunities to showcase youth's talents	165	29	5	0	0
D.2.6.3	Youth projects	169	23	6	0	0
D.2.7	*Education & Skills Development*					

D.2.7.1	Ecological school	139	50	10	0	1
D.2.7.2	Better equipment at schools	181	15	1	1	1
D.2.7.3	More schools in Railton	168	12	4	2	1
D.2.8	*Entertainment Facilities & Sport*					
D.2.8.1	Play grounds for children and sports grounds with a pavilion for spectators	156	34	9	1	0
D.2.8.2	Swimming pool in Railton	139	36	20	5	0
D.2.8.3	Leisure facilities	160	28	6	3	1
D.2.9	*Food Security*					
D.2.9.1	Feeding scheme	186	10	3	0	1
D.2.9.2	Soup kitchens	174	21	4	0	1
D.2.10	*Cultural Activities & Facilities*					
D.2.10.1	Music, dance and drama classes	137	43	18	2	0
D.2.10.2	Community choir	127	55	15	2	1
D.2.10.3	Various clubs	130	46	22	1	1
D.2.11	*Health Services*					
D.2.11.1	Rehabilitation centre	176	23	2	0	0
D.2.11.2	Holistic health services	186	29	4	0	1
D.2.11.3	Effective psycho-social evaluation of families and referrals	151	38	9	1	0
D.2.12	*Collaboration*					
D.2.12.1	More collaboration between organisations	173	23	3	1	0
D.2.12.2	Develop better communication between organisations	168	26	5	0	0
D.2.12.3	More collaboration between faith based organisations and schools	175	15	4	0	1
D.2.12.4	Schools and youth groups to make better and more use of Swellendam's natural resources and environment	170	19	1	1	0

In summary (of the Table above), it seems that the most important areas of action identified by community members in the survey (based on above 180/200 responses) are:

- Housing development (all aspects)
- Improved roads and electricity
- Job creation
- Food security (feeding scheme)
- Improved security, particularly through improved policing
- Improved school structures
- Holistic health services
- Building respect amongst youth

Other actions that were added when asked: *Please feel free to list any other actions that could be taken to develop Railton over the next few years* included a variety of actions within the following categories:

- Municipality-related activities (linked to infrastructure development)
- Education related activities
- Employment (including community vegetable garden, small business development)
- Social development (with an emphasis on addressing drug abuse)

When asked to identify **the top TWO recommendations**, the following trends emerged:

- Education related activities (focusing particularly on development of schools in various ways)
- Health (with a focus on rehabilitation centre)
- Economic-related activities (with a particular focus on job creation)
- Social development (with a particular focus on youth development – especially a youth centre), housing, roads, and promoting better collaboration between organisations in Railton/Swellendam)

In response to the question: ***Do you have any further suggestions that you want to add regarding development in Railton***, the following additional recommendations, not mentioned earlier, were mentioned:

- Bus ticket reservation office
- Municipality's employment policies must change
- More community development programmes
- Development of economic growth
- Race track for the young people
- More isiXhosa services
- Facility and services for disabled children
- Increase farm wages and better working conditions
- Jakob's field to be upgraded

- All Pay facility in Railton
- More cleaners needed
- We must stand together
- Development of human values

The responses to the above mentioned questions reveal that community members feel that the emphasis needs to be placed on infrastructure, food security, safety and security, improved and expanded school structures, improved health services, and general moral development, including building respect in the community.

6.4 INTERVIEWS WITH KEY INFORMANTS

The analysis of the 29 interviews conducted with the PAC members, the Friends of Railton, and the final key informants, revealed the following main key community actions:

Table 6.3: Priority community actions: Key informant interviews

Inclusion of Cooperstreet in Railton	Insluiting van Cooperstraat in Railton
Youth development	Jeugontwikkeling
Collaboration between organisations	Samewerking tussen organisasies
Leisure facilities	Ontspanningsfasiliteite
Employment opportunities	Werksgeleenthede
Optimal use of the Thusong centre	Optimale gebruik van Thusongsentrum
Afterschool care	Naskoolse sorg
Transport	Vervoer

The following quotes from some of the interviewees provide substance to the above mentioned priorities. Once again, youth development has been highlighted as a key priority.

Teach the youth other values to prevent them from committing crime and abuse alcohol.
Leer die jeug die waardes van iets anders, om hulle te verhoed om misdaad te pleeg en drank te misbruik.

Leisure facilities for the youth in general.
Ontspanningsgeriewe vir jongmense en oor die algemeen.

Leisure facilities for young people, central leisure facilities for the youth.
Fasiliteite soos ontspanningsgeriewe vir jongmense, sentrale ontspanningsgeriewe vir die jeug.

After school centres need to be implemented where children of working parents can go and do homework, maybe with internet, sport and other activities that keep them busy.

Naskoolse sentrums moet geimplementeer word waar kinders gaan om hul tuiswerk te doen, miskien met internet, sport of enige aktiwiteite wat hulle besig hou vir werkende ouers.

The need to focus action on supporting the development of positive collaboration between organisations in Railton was also highlighted by many.

There is a lack of unity among Railton's residents, they do not work together when they have to.
Railton se inwoners is te kort aan samehorigheid, hulle skakel mekaar uit, en werk nie saam as dit kom om mekaar by te staan nie.

If people work together, organisations can be improved a lot.
As inwoners saamwerk kan dinge en organisasies baie verbeter word.

An emphasis was also placed on including those living in Cooper Street in the Railton community.

Cooper Street should not be excluded, I see it as part of Railton.
Cooperstraat moet nie uitgesluit word nie, ek sien dit deel van Railton.

The scholars from Cooper Street go to school in Railton.
Die skoliere van Cooperstraat gaan in Railton skool.

The development of recreational facilities was also noted by many, with Thusong centre being identified as an important community resource which needs to be more optimally used.

I suggest that a resort or swimmingpool and braai facilities be built in Railton and a small fee could be charged to use it.
Ek sal voorstel dat Railton 'n oord of swembaddens en braaigeriewe kan oprig en 'n klein bedrag by die publiek aangevra kan word om dit te gebruik.

The Thusong centre should be used optimally for activities that benefit everybody.
Die Thusongsentrum kan optimaal benut word vir die gebruik van aktiwiteite wat almal sal voordeel.

The Thusong hall should be used for different services.
Die Thusongsaal moet benut word vir verskeie dienste.

The Thusong centre should be used for the community to build better communication and values.
Thusongsentrum moet gebruik word vir gemeenskap om beter kommunikasie en eie waardes te bou.

Build a top level in the Thusong hall and equip it as a gymnasium.
Bou 'n boonste vlak in Thusongsaal en rig dit in as 'n gimnasium.

6.5 COMMUNITY MEETING RECOMMENDATIONS

Participants attending the Community Feedback meeting on 24 September 2010 were asked to provide input on the community action recommendations. In particular, they were asked to identify two priority actions from the list provided on the FactSheet. The instructions were as follows:

> *This research has highlighted a number of priority areas for action.*
> *We would like participants in this meeting to look particularly at the list of priority actions in the Community Fact Sheet handed out at the beginning of the meeting.*
> *Please tick (√) those actions that YOU think are most important for Railton – particularly over the next five years.*
> *AND, please ADD any other actions not yet mentioned.*
> *We will look at this additional information and make recommendations based on all the research data – to the Railton community, and to Railton Foundation and Stellenbosch University – at the public meeting on 20th November when the Research Reports will be officially handed over.*

Community actions proposed by 56 of the approximately 120 members of the community present at the community meeting (two votes per person, although some went beyond this number!) were:

Table 6.4: Railton Community Meeting's recommendations for priority community actions

Categories	Examples mentioned	Frequency of votes
Education and skills development	More schools	8
	Better equipment in schools	8
	Courses for skills development	10
Entertainment and sport facilities	Swimming pool in Railton	7
	Leisure facilities	3
	Upgrade play - and sports grounds	6
Youth development	Youth centre	10
	Youth projects	13
	Opportunities to showcase talents (e.g. concerts)	7
Cultural facilities and activities	Music, dance and drama classes	12
	Develop clubs and societies	3
	Collaboration between churches	3
Health services	Rehabilitation centre (help for drug and alcohol addicted persons and their families)	9
	Holistic health services	4
Governmental services and social development	Tar roads in residential areas	9
	Speed bumps in streets	2
	Electricity for all	3

	Old age home	7
	Using Old Prison building for various projects	2
Employment opportunities and economic development	Shopping centre in Railton	6
	Create jobs	21
	Factories in Swellendam	1
Food security	Feeding scheme	6
Housing	More and better quality houses	6
	Build toilets in all houses	7
	Eradicate informal settlements	7
Moral development	Programmes that cultivate values (e.g. respect and unity)	7
	Parenting workshops	7
Safety and security	Satellite police station in Railton	7
Additions	Sentrum vir gestremdes	1
	Nagskuiling vir mense wat buite slap	1
	Oplossing van gemeenskaps problem bv. water	1
	Sypaadjies in goeie toestand	1
	Voetganger veiligheid voorsien	1
	Beurse vir student/vir 'n langer tydperk	3
	Smokkelhuise toemaak	1

When looking at the above findings, the following priority actions (in rank order, from highest to lowest frequency) to support community development in Railton, are evident:

- Job creation
- Youth development (including a youth centre)
- Recreational and cultural activities
- Education and skills development
- Improved governments services, particularly relating to infrastructure development
- Health services, particularly a rehabilitation centre to address drug and alchohol abuse
- Safety and security
- Moral development

These findings support the analysis of data collected through the workshops, questionnaires and interviews, outlined in the Table in the next section.

6.6 PULLING IT ALL TOGETHER

The triangulation of data across methods of data collection, from the 66 workshop participants, 200 youth/adults from the community survey, and the 29 interviewees (295 participants in total), revealed the following:

Table 6.5: Priority community actions (across methods of data collection)

Categories	Specific assets	Workshops	Questionnaires	Interviews
Collaboration	Improve FBO-schools collaboration		√	√
	Use swellendam resources		√	√
	FBOs/churches should collaborate		√	√
	Improve the loop between organisations		√	√
	Facilitate integration across races and social class	√		
	Promote school-school interaction	√		√
Education skills development	Ecological school	√	√	
	More & better equipped schools	√	√	√
	Equip/ use library more	√		√
	Provide skills development courses	√		√
Entertainment facilities and sport	Swimming pool in Railton	√	√	√
	Gym in Railton (in Thusong)	√		√
	Leisure facilities/ including gameshops	√	√	√
	Playgrounds/ sportsfield	√	√	√
	Holiday resort	√		√
	Use Thusong more	√		√
	Use the natural environment	√		√
Youth development	Youth centre	√	√	√
	Show case youth talents	√	√	√
	Combat teenage pregnancy	√		√
	Caring for youth/ children	√		√
	Youth projects	√	√	√

Category	Item			
Cultural activities and facilities	Music, dance, drama classes	√	√	√
	Community choir	√	√	
	Develop clubs/societies	√	√	√
Health services	Upgrade clinics/hospital	√		√
	Develop a rehab centre	√	√	√
	Better care for elders	√		√
	Holistic health services	√	√	√
	Psychosocial services esp. for families	√	√	√
Government services and social development	Electricity for all	√	√	√
	Tar roads & speed humps	√	√	√
	Improve home affairs services	√		√
	Old aged home in Railton	√		√
	Fulfill promises	√		√
	Upgrade the Railton entrance			√
	Develop the Railton infrastructure to the same standard as the rest of Swellendam			√
Business opportunities and economic development	Create shopping centre/ mall	√	√	√
	Create employment activities	√	√	√
	Bakery	√		
	Factories in Swelledam-employment	√	√	√

Food security	Feeding scheme	√	√	√
	Soup kitchen		√	
Housing development	Toilets inside all houses	√	√	√
	Minimize squatter camps	√	√	
	Create better housing			√
Moral development	Programmes to promote respect	√	√	√
	Programmes to raise community moral/unity	√		√
	Sharing parenting/caring for our children in the community	√	√	√
	Programmess for moral development		√	√
	Give acknowledgement of role models in/from Railton (Heldesaal in Thusong)			√
Safety and security	Improve police services/ police station in Railton	√	√	√
	Solve crimes	√		
	Close shebeens	√	√	
	Road safety			√

When looking at the summary of findings above, the following key areas of action are clearly identified as priorities for Railton over the next few years:

- Improved collaboration between groups and organisations in Railton/Swellendam
- Education and skills development, especially more and better equipped schools
- Recreation facilities, including a swimming pool in Railton, various leisure facilities, and sportsfields
- Youth development, especially focusing on developing talents, developing youth-focused projects, and developing a youth centre
- Cultural activities and facilities, including various clubs and societies
- Health services, especially the development of holistic health services, psychological services, and a rehabilitation centre to address alchohol and drug abuse
- Other government services, focusing on various aspects of developing the infrastructure of Railton
- Economic development, with a particular focus on creating opportunities for employment
- Food security
- Safety and security
- Moral development, focusing on promoting respect, caring and cohesion in the community

CHAPTER SEVEN:
SUMMARY AND RECOMMENDATIONS

7.1 INTRODUCTION

In this final chapter a summary of the main findings emerging from the community assessment are presented. The main aim of the research was to conduct a community assessment of Railton (within Swellendam) to assist the local community and the Railton Foundation to identify priority areas for community development. This was pursued through a mapping of community assets (including strengths and resources) and a priority needs assessment process. Specific *research questions* included:

- What are important historical events and data that need to be taken into account in understanding the Railton context?
- What are the strengths, assets or resources that contribute to community development in Railton?
- What are the perceived priority needs relating to community development in Railton?
- What are the priority strategic areas for community action in Railton?

The research process was pursued through a Community-Based Participatory Research (CBPR) approach which was characterized by an equitable partnership between Stellenbosch University and the community (Railton), and a team approach where members of the academy and community worked and learnt together. This included collaborative training and research preparation throughout the process. The research design followed included 10 phases:

1. Preparation
2. Historical and current contextual analysis
3. Community asset mapping workshops (with Youth, Adults, Elders, and Service sectors: 66 participants in total)
4. Survey questionnaire (including youth/adults from 200 households, from all zones of Railton)
5. Key informant interviews (with 29 additional stakeholders)
6. Photo-storytelling
7. GIS mapping of community assets
8. Overall analysis of data (pulling it all together around the four research objectives)
9. Presentation of findings and recommendations
10. Writing of reports and community handbook

After the summary of findings presented in the next section, a critical analysis of the findings is presented. This is followed by recommendations, based on the voices of Railton, through this research. These recommendations relate to the community as a whole, and to the Railton Foundation more specifically. Some lessons from the research are then shared by the research team. Further research is then suggested, and the Report concludes with some final thoughts.

7.2 SUMMARY OF FINDINGS

7.2.1 Developing Railton History Story …

The Elders workshop, school essays, interviews with key informants and the document analysis were used as data collection strategies aimed at beginning to understand the history of Railton, for the purposes of understanding current dynamics, strengths and challenges. This resulted in an 'unfolding story', summarised briefly below.

Between 1922 and 1925 a small group of families settled in an area now known as Railton in Swellendam. One of these families was the Bloemfonteins. A few years after the passing of the Group Areas Act in the 1950s, and Railton being declared an area for people of colour, many other people who lived in the Swellendam town were forced to move to Railton. The community was very close-knit in the early 1960s until the 1980s and events such as concerts, beauty pageants, athletics, rallies, sports events and drum majorettes were the order of the day. Over the years the community grew in size and is currently inhabited by over 20,000 people. Some people left Railton to live elsewhere and others move in, so there is less cohesion than before. Although the community experienced great heart-ache due to incidents such as a bus accident in 1975, which claimed 28 lives, and more recently drug addiction and physical violence, it also has much to celebrate. Over the years many developments have taken place such as the building of two schools, a library, crèches, many churches, a community hall and Thusong multipurpose centre, to list but a few of the ventures that contributed to community development. In addition to this, many individuals have achieved great heights in sports, education and in the business world. Railton is a truly resilient community and continues to strive towards a better life for all its residents.

The CAP research highlighted the need for and value of focusing on the history of Railton. This is an area that clearly needs to be emphasised when considering future community action.

7.2.2 Community assets

In an attempt to answer the question: *What are the strengths, assets or resources that contribute to community development in Railton,* community asset mapping workshops with the Elders, youth, adults and service sectors were conducted. This was followed by a survey questionnaire with 200 members of the Railton community, and then 29 interviews with key informants.

When looking at the combined analysis of data across methods, it is clear that the community assets considered by the research participants to be most prevalent in Railton are:

- Buildings/structures, especially streets, houses and the Thusong community hall
- Health, including the hospital and clinics
- People strengths, including talents and human potential
- Education services and projects, especially schools and ABET classes
- Community organisations and groups, including a variety of projects
- Government structures and services, especially the library, SAPS and post office

- Faith based organisations, especially the churches
- Natural environment, especially the mountain and reserves
- Economy/business/employment, especially the shops and tourist spaces (hotels, bed and breakfasts, and restaurants)
- Entertainment: including various aspects (but the responses were not as consistent with this category)

The following summary of findings was presented to the community at the community meeting on 24 September 2010.

Table 7.1: Summary of findings: Assets, strengths or resources in Railton

Assets	Examples named
Buildings/structures	Community hall; Thusong Centre; sports fields; streets; houses
Health services	Hospital; clinics
Human strengths	Talents; human potential
Educational services and projects	Schools; ABET classes
Community groups and organisations	SPCA; Love Life project
Governmental structures and services	Library; SAPS; Post Office
FBOs (Faith-based organisations)	Different churches
Entertainment	Sport fields; sport clubs; dance groups
Natural environment	The mountains; the Nature Reserves (e.g. Bontebok Park)
Economy/business/work	B & Bs; hotels; shops

7.2.3 Priority community needs

In an attempt to answer the question: *What are the perceived priority needs relating to community development in Railton*, data was collected from 66 research workshop participants (including Elders, youth, adults and service sectors), 200 survey questionnaire respondents, and 29 key informants who were interviewed. Analysis of this data highlighted the following main areas of priority needs identified by the research participants:

- Work/business/employment, especially job creation
- Food security, especially for less privileged
- Community infrastructure (e.g. houses, roads)
- Health services, including psychological counselling
- Social services, especially police/safety services, and alcohol and drug abuse
- Education and skills development
- Youth development, especially a youth centre
- Community facilities, including swimming pool, home for the elders
- Better collaboration between organisations
- Faith/religious activities
- Cultural activities, with a particular focus on developing the history of Railton

- Entertainment/recreational facilities
- Moral development

The summary of the analysis of these needs was presented as follows in the Community Feedback Meeting on 24 September 2010:

Table 7.2: Summary of analysis of priority needs in Railton

Needs	Examples named
Food security	Soup kitchens; feeding schemes
Youth development	Youth centre; youth projects; training opportunities
Cultural activities	Include Railton in Swellendam's history; community celebrations
Business and work	Job opportunities; shopping centre
Faith	Church choirs; church activities
Health services	Health centre; counselling unit, advice office
Education	More schools and crèches in Railton; more teachers
Human related needs	Training opportunities; leadership development
Entertainment	Leisure facilities; dance, drama and art lessons, music centre
Community facilities	Swimming pool; home for the elderly; upgrading of sports facilities
Community infrastructure	Tar roads; more and better quality houses; use old prison building for various purposes (e.g. training)
Social services	Better police services; better care for elderly people; rehabilitation (alcohol and drugs)
Moral development	Respect for self and others; parenting workshops; encouragement towards dreams and goals

7.2.4 Recommendations for community action

In response to the question: *What are the priority strategic areas for community action in Railton*, the following recommendations for action were identified by the Railton community, through the workshops, questionnaires, interviews, *and* the recommendations emerging from the Community Feedback Meeting held on 24 September 2010. The following key areas of action were clearly identified as priorities for Railton over the next few years:

- Improved collaboration between groups and organisations in Railton/Swellendam
- Education and skills development, especially more and better equipped schools
- Recreation facilities, including a swimming pool in Railton, various leisure facilities, and sportsfields
- Youth development, especially focusing on developing talents, developing youth-focused projects, and developing a youth centre
- Cultural activities and facilities, including various clubs and societies
- Health services, especially the development of holistic health services, psychological services, and a rehabilitation centre to address alchohol and drug abuse
- Other government services, focusing on various aspects of developing the infrastructure of Railton

- Economic development, with a particular focus on creating opportunities for employment
- Food security
- Safety and security
- Moral development, focusing on promoting respect, caring and cohesion in the community

The summary of findings relating to priority actions proposed for the development of Railton community were presented to the Community Feedback Meeting on 24 September 2010:

Table 7.3: Summary of findings: Priority community actions for Railton

Categories	Examples mentioned
Educational and skills development	More schools Better equipment in schools Courses for skills development
Entertainment and sport facilities	Swimming pool in Railton Leisure facilities Upgrade play- and sports grounds
Youth development	Youth centre Youth projects Opportunities to showcase talents (e.g. concerts)
Cultural facilities and activities	Music, dance and drama classes Develop clubs and societies Collaboration between churches
Health services	Rehabilitation centre (help for drug and alcohol addicted persons and their families) Holistic health services
Governmental services and social development	Tar roads in residential areas Speed bumps in streets Electricity for all Old age home Using Old Prison building for various projects
Employment opportunities and economic development	Shopping centre in Railton Create jobs Factories in Swellendam
Food security	Feeding scheme
Housing	More and better quality houses Build toilets in all houses Eradicate informal settlements
Moral development	Programmes that cultivate values (e.g. respect and unity) Parenting workshops
Safety and security	Satellite police station in Railton

7.3 CRITICAL ANALYSIS OF RESEARCH DATA

In an attempt to identify recommendations for the Railton Foundation, the CAP research team conducted a critical analysis of the research data, for the purposes of identifying priorities for the next five years. This team analysis focused on 'reading between the lines' to identify key issues highlighted by the 'voices of Railton'. This analysis was also guided by the principle of promoting community development and social justice. The analysis highlighted the following important points:

- It is clear, particularly from the survey, that many community members do not feel 'noticed', particularly regarding basic infrastructure and government service delivery (e.g. around housing and roads). There is a great deal of resentment and despair in this regard.
- Unemployment and poverty-related issues (such as hunger) are clearly priority challenges in Railton. Poverty (or poverties) can be seen in various ways, one of which is to see this as a form of structural violence. It is understandable, therefore that recommendations for action are clearly prioritised towards job creation and other basic quality of life issues.
- The research highlighted what appears to be a great psychological distance between Railton and the rest of Swellendam. This divide seems to have a historical basis, and is fed by racial dynamics, social class differences, and political differentials. The elders, in particular, spoke about the damaged social fabric, resulting particularly from apartheid atrocities such as group removals, but also from more recent developments around drug and alcohol abuse, and increased violence in the community. Many feel that these issues are priorities to address in this context.
- The apartheid history of Railton/Swellendam has left a great deal of damage, to individuals' souls, and to the community social fabric, highlighted particularly by the elders in the community. The personal damage includes what is called internalised oppression explained by Fanon (1968) as a process where we become agents of our own oppression. People who have lived in oppressed societies (e.g. our apartheid history) often experience internalised oppression which can lead to destructive behaviour towards oneself and others, even towards members of one's own family and community. This is often linked to a high incidence of substance abuse, psychiatric disorders, unemployment, and crime and violence. The concept of historical trauma provides a useful framework for understanding these dynamics in and outside of South Africa. Historical trauma has been defined as cumulative emotional and psychological wounding, over lifespans and across generations, emanating from group trauma experiences. Some have emphasised that it is important to understand our colonial history, particularly the 'colonisation of the life world' of people in or from colonised contexts, and the severe spiritual and psychological injury (the soul wound) and intergenerational trauma that has occurred as a result (Duran and Duran 1995).
- In the survey, the respondents from the area of Railton where the housing is primarily informal in nature, and where most of the Isi-Xhosa speaking citizens live, indicated feeling isolated and marginalised, in Railton and Swellendam as a whole.
- Many people seem to feel that the elders in the community are not being adequately supported. The suggestion for a home for the elderly was raised by many.

- The needs of the youth were highlighted by many in this study. This includes concerns around vulnerability to negative behaviours, particularly as a result of exposure to drugs. The lack of alternative ways of belonging and being in the community was picked up by the research participants, resulting in many priority recommendations for action focusing on areas such as education and training (to promote personal development) and provision of recreational opportunities, including sport. Schools were noted as being important assets in the community to facilitate these and other appropriate actions to support the positive development of youth in the community.
- Although the focus of the community assessment was on Railton, it is clear that research participants feel that there are many assets in Swellendam as a whole, and that these assets also belong to them. Some people feel that some of these assets (e.g. police station, shopping centre) should be in Railton itself.
- Churches seem to play an important part in the lives of many people in Railton. This is an important resource for community development, but there are also challenges, particularly relating to the need for churches (and other faith-based organisations) to work together for the benefit of the community.
- The role of health and social services in the development of Railton were noted by many. These services are perceived to be assets in the community, but the need for improved and further support from these services were highlighted.
- Many participating in the research saw the natural environment as being a major asset in this community. Besides the beauty of the surrounds of Railton, the opportunities this environment offers to all, at no expense, to connect with our communal land, nature and the earth was noted by many.
- Despite the many challenges and needs identified in this research, it is important to note that the research highlighted a great deal of hope, and pride in Railton, with many people expressing their dreams for the community. This pride was expressed in relation to the wisdom of the elders, as well as the talents and potential of the youth and others in the community.

7.4 RECOMMENDATIONS

The findings emerging from the previous section provide a clear focus for community action in Railton, over the next few years and beyond. The priorities identified should be considered, and further explored, by all who wish to make a contribution to the development of Railton.

On the basis of the research findings and critical analysis, some key principles for action, as well as priority areas of focus, were identified by the CAP team. The key points emerging from the team's deliberations are outlined in the sections below.

7.4.1 General Principles

The following principles were identified as being important when considering community development action in Railton. Interventions should:

- Create an enabling environment to support community development
- Support leadership and management development, of key individuals and projects, and organisations that support the community
- Support collaboration (working together) or relevant organizations and groups – to address the various community challenges
- Be realistic and achievable in the context of 'on the ground' realities
- Build in aspects that would sustain the interventions over time
- Build on existing strengths of the community – utilising community assets
- Support existing promising projects or activities
- Include or support job creation where possible – through employment and/or skills development to enhance employability
- Promote voluntarism – promoting support and care between people in the community

7.4.2 Building community development infrastructure

An important priority is to support the development of a *community development infrastructure* in Railton (Swellendam).

- Providing *leadership and management* development opportunities for leaders of existing projects and organisations (formal and informal).
- Including 'networking leadership' skills in the above mentioned training – aimed at supporting 'working together' to address common challenges.
- Creating or supporting forums and task teams to *bring relevant organisations together to 'work together'* around specific challenges in the community.
- *Promoting voluntarism and community caring.*
- *Promoting community pride and healing.*

7.4.3 Areas of focus for priority action

On the basis of the research findings, the following areas for priority action were identified by the CAP research team. Some of these are focused on the development of existing strengths and community capacity, while others are aimed at addressing specific problems in the community.

- *Leadership development*: For youth, and for community leaders in Railton.
- *Organisation collaboration*: Supporting organisations to 'work together' to address priority issues.
- *Schools collaboration*: Supporting efforts to bring the various schools together in Railton/Swellendam – to support youth development (see below), as well as community development.
- *Youth development*: Including leadership development, utilisation of talents, provision of recreation/entertainment, cultural activities, sport … all of which would support the development of positive self-esteem of the young people in Railton, and would act as a buffer for negative behaviour such as drugs and alcohol.

- *Education and skills development*: Providing various skills development opportunities, related to leadership and management (refer above) as well as job creation skills.
- *Arts and culture*: Supporting cultural activities of various kinds (e.g. dance, music, art, sport, history/heritage) … which would also support personal development and act as a protection against negative behaviours.
- *Health and social development*: Supporting initiatives that address the major health and social development priorities in the community, e.g. poverty alleviation, job creation, alcohol and drug abuse, and violence.
- *Infrastructure*: Indirectly supporting the development of basic infrastructure in the community (e.g. roads and housing) where possible.

7.5 LEARNINGS FROM THE RESEARCH PROCESS

Learnings and benefits from the CAP research identified by the research team members:

- Developing confidence, particularly in public speaking and public education (e.g. running workshops)
- Learning to work within a team … giving of one's best for the sake of the team - developing accountability and responsibility … and realising the value of drawing on a group's talents and distributing roles and responsibilities effectively
- Discovering that 'Plans of Action' help us to plan properly and be accountable
- Developing various skills relevant to our academic programmes
- Learning to do research, particularly within a 'community-based participatory research' (CBPR) approach
- Learning research methods that are relevant to community development … and discovering how effective and 'fun' it is to do data analysis together!
- Becoming aware of the value of community action research as an effective strategy for promoting social change and community development
- Learning to be flexible, "making the most of what we have" (e.g. working with a small group, or in a difficult environment)
- Learning to work with the local community … learning to listen and be patient – through conducting interviews and questionnaires in the community
- Valuing inclusion and collaboration, and keeping the community as the focus
- Becoming aware of the many needs in our local community, and becoming grateful for 'what I have'

7.6 FURTHER RESEARCH

There are many possibilities for further research emerging from this community assessment. The following areas are offered as some suggestions for both academic and community researchers who wish to further understand and contribute to addressing challenges and promoting positive community development in Railton/Swellendam:

- This community assessment process, outlined in some detail in the Community Handbook emerging from the CAP process, could be conducted in other communities in South Africa, and possibly beyond.
- The CBPR approach adopted in the CAP study could be investigated as a community development intervention in itself! This includes the community asset mapping that was conducted as part of the process. It is clear (from literature and practical evidence) that this approach to research can make a difference 'on the ground' because of the values and principles that guide it.
- The community engagement process that is occurring between Stellenbosch University and Railton should also be examined to see whether and how it is contributing to positive community development in Railton/Swellendam.
- The assessment process, focusing on priority needs and assets, could be further expanded or deepened through specific studies focusing on various aspects of Railton/Swellendam. This could include, for example, a focus on one particular form of assets (e.g. religious and spiritual assets) to address a particular challenge in the community.
- The challenge of collaboration between formal and non-governmental organisations and groups serving Railton/Swellendam has been clearly identified in this research. Studies that look at these dynamics of collaboration more closely are needed, and if such studies adopted a 'strengths' approach, they could contribute considerably to the development of better collaboration and coordination, which in turn, would result in more effective interventions around key challenges in the community.

7.7 CONCLUSION

We hope that this research has provided some useful insights into the strengths and challenges of the Railton community, and has given 'voice' to members of the community: providing an opportunity for members of the community to say what they need, and what action should be taken to address these needs. It is our hope that this will result in many positive spin-offs for the Railton community, and for Swellendam as a whole. We hope that this includes Railton/Swellendam experiencing the necessary healing from historical damage and ongoing socio-economic challenges, and that, together, we can build a community that really cares. We can become a role model for South Africa!

Appendix A: Google map of Railton, Swellendam

Appendix B: Ethics Consent Form
(Translated into Afrikaans and Isi-Xhosa)

CONSENT TO PARTICIPATE IN RESEARCH

Assessing the Assets, Strengths and Needs of the Railton Community in Swellendam

You are asked to participate in a research study conducted by Tony Naidoo from the Department of Psychology at Stellenbosch University and Sandy Lazarus of the University of the Western Cape, in collaboration with Basil May of the Railton Foundation. The results of this study will be used to write a report for the Railton Foundation on the perceived needs of the Railton community. You were selected as a possible participant in this study because you are a member of the Railton community.

1. PURPOSE OF THE STUDY

The purpose of the study is to conduct a community assessment of Railton to assist the local community and the Railton Foundation to identify assets and strengths in the community as well as priority areas for community development.

2. PROCEDURES

If you volunteer to participate in this survey, we would ask you to do the following things:

1) Sign the consent form if you are willing to participate in the study; and
2) Complete an anonymous questionnaire in which you will be asked to give your opinion of the strengths and needs of Railton.

3. POTENTIAL RISKS AND DISCOMFORTS

There are no foreseeable risks and discomforts in the study.

4. POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY

The data gained from this study will inform the recommendations about the needs and priorities for the Railton community. The findings will help to direct initiatives for community development in the Railton area. This information could then be used to direct funding for these community development priorities.

5. PAYMENT FOR PARTICIPATION

Participants will not be paid for their assistance in this study.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained in that no names will be used to identify any participant. The researchers will be the only persons having access to the data collected and this data will be stored on a computer that is password protected and kept in a safe place. The data will be destroyed at the end of the study.

Results will be made available to the Railton Foundation and to the Railton community. Research findings may also be published in journals and in a manual. Participants' identities and names will at all times be kept confidential and private, and great lengths will be taken to ensure that no participant will be harmed in any way.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer. The investigator may withdraw you from this research if circumstances arise which warrant doing so.

8. IDENTIFICATION OF RESEARCH TEAM LEADERS

If you have any questions or concerns about the research, please feel free to contact:

Principal Investigators:

Prof. Sandy Lazarus, Department of Educational Psychology, University of the Western Cape
Contact number: 0828213006
E-mail: slazarus@uwc.ac.za

Prof. Tony Naidoo, Department of Psychology, Stellenbosch University
Contact number: 0829942449
E-mail: avnaidoo@sun.ac.za

Mr Basil May, Railton Foundation
Contact number: 0845833811
E-mail: ccersa@mweb.co.za

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact Malene Fouche (mfouche@sun.ac.za; 021 808 4632) at the Unit for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to me by _____[*name of research assistant]* in *English that I could understand* or it was satisfactorily translated to me.

I hereby consent voluntarily to participate in this study.

Yes	No

_____
Name of Participant

_____   _____
Signature of Participant   **Date**

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the participant]* and/or [his/her] parent/guardian _____ [*name of the parent /guardian].*

_____   _____
Signature of Research Assistant   *Date*

THANK YOU FOR PARTICIPATING IN THIS SURVEY

Appendix C: Questionnaire
(Translated into Afrikaans and Isi-Xhosa)

ASSESSMENT OF ASSETS/ STRENGTHS, NEEDS & PRIORITY ACTION IN RAILTON

A. DEMOGRAPHIC INFORMATION OF PERSON ANSWERING THE QUESTIONNAIRE

This survey is being conducted by the Railton Community Assessment Project team in collaboration with the Railton Foundation and Stellenbosch University. The purpose of the questionnaire is to obtain community input about the strengths, resources and services currently available in Railton and Swellendam, as well as the priority needs and recommendations for improving Railton as community. We appreciate your time and effort to complete this questionnaire. Your information will be kept confidential and your name will not be used. Please first read the consent form. By signing the form you will indicate your willingness to participate in the survey. Thank you.

A.1 Gender

A.1.1	Male	
A.1.2	Female	

A.2 Age group

A.2.1	13 - 25 years	
A.2.2	26 - 40 years	
A.2.3	41 – 59 years	
A.2.3	60 years and older	

A.3 Marital Status

A.3.1	Married	
A.3.2	Not married	
A.3.2	Other:_____	

A.4 Home language

A.4.1	Afrikaans	
A.4.2	English	
A.4.3	Xhosa	
A.4.4	Other: (please specify)	

A.5 How many people are in your household? (Including children and permanent residents that are not family)

A.5.1	Children (12 years and younger)	
A.5.2	Adolescents/ Youth (13 - 25 years)	
A.5.3	Adults (26 - 59 years)	
A.5.4	Elders (60 years and younger)	

Total people in household: _____

A.6 How many people in your household are…

A.6.1 Working _____

A.6.2 Unemployed _____

A.6.3 Studying or undergoing tertiary training   _____

A.6.4 Receive any social, disability grants or pension?   _____

A.6.5 Other: (Please specify…………………………………......)   _____

B. QUESTIONS ABOUT ASSETS/RESOURCES/STRENGTHS IN RAILTON

B.1 What would you consider to be important assets/ strengths/ resources in Railton and Swellendam as a whole?

………

………

………

B.2 How important would you rate the following assets/ strengths/resources in Railton and Swellendam as a whole? (Please rate each item, only one rating per item)

Item no	Assets/strengths/ resources	Very important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I'm not sure (0)
B.2.1	**Health**					
B.2.1.1	Hospital					
B.2.1.2	Clinic					
B.2.1.3	Dentistry services					
B.2.2	**Faith Based Organisations**					
B.2.2.1	Churches					
B.2.2.2	CAB					
B.2.2.3	Mothers Union (St. Lukes)					
B.2.3	**Environment and Nature**					
B.2.3.1	The mountains					
B.2.3.2	Nature reserve					
B.2.3.3	Bontebok park					
B.2.4	**Educational Services**					
B.2.4.1	Schools					
B.2.4.2	ABET classes					
B.2.4.3	HIV project (Education Department)					
B.2.5	**Human Strengths**					
B.2.5.1	Talents					
B.2.5.2	Human potential					
B.2.5.3	Collaboration/ working together					

Item no	Assets/strengths/ resources					
B.2.6	**Structures and Buildings**					
B.2.6.1	Community hall/ Thusong centre					
B.2.6.2	Houses					
B.2.6.3	Show grounds					
B.2.7	**Government Services**					
B.2.7.1	Library					
Item no	**Assets/strengths/ resources**	**Very important** **(iv)**	**Important** **(iii)**	**Important, but I can do without it** **(ii)**	**Not important at all** **(i)**	**I'm not sure** **(0)**
B.2.7.2	SAPS					
B.2.7.3	Post Office					
B.2.8	**Economy and Businesses**					
B.2.8.1	B + B's					
B.2.8.2	Shops					
B.2.8.3	Hotels					
B.2.9	**Entertainment**					
B.2.9.1	Sports fields					
B.2.9.2	Dance groups					
B.2.9.3	Extra mural activities					
B.2.10	**Collaboration**					
B.2.10.1	There are organisations in Railton who work well together. How important (or not) is it for organisations to work together?					
B.2.10.2	How important (or not) is it that there are many organisations that contribute to Railton's development					
B.2.11	**NGO's (Non Governmental Organisations)**					
B.2.11.1	Love Life					
B.2.11.2	S.P.C.A					
B.2.11.3	Other projects: Please specify other projects and how important you would rate them					

B.3 Please feel free to list any other assets/ strengths/ resources in your community that is not on the list:

……

………

…….……..

C. QUESTIONS ABOUT NEEDS IN RAILTON

C.1 What do you think are the most important needs in Railton?

……

……

C.2 How important would you rate the following needs in Railton (please rate each item, only one rating per item)

Item no	Needs	Very Important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
C.2.1	**Food Security**					
C.2.1.1	Food for less privileged people					
C.2.1.2	Soup kitchens					
C.2 1.3	Feeding scheme					
C.2.2	**Youth Development**					
C.2.2.1	Youth centre					
C.2.2.2	Games centre					
C.2.2.3	Youth projects					
C.2.3	**Cultural Activities**					
C.2.3.1	Inclusion of Railton in Swellendam's history					
C.2.3.2	Heritage day celebrations					
C.2.3.3	Celebrating different cultures in Swellendam					
C.2.4	**Sport**					
C.2.4.1	Sports facilities					
C.2.4.2	Sports clubs					
C.2.4.3	Sports competitions					
C.2.5	**Economy/Work/ Businesses**					
C.2.5.1	Job opportunities					
C.2.5.2	Money					
C.2.5.3	Bakery					

C.2.6	**Faith Based Organisations**					
C.2.6.1	Church choir					
C.2.6.2	Home visits from church members					
C.2.6.3	CAB (Help for people with alcohol use problems)					
Item no	Needs	Very Important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
C.2.7	**Medical Care**					
C.2.7.1	Health centre					
C.2.7.2	Making repairs and upgrades to the hospital					
C.2.7.3	Greater collaboration between clinic staff and improved attitudes towards patients					
C.2.8	**Education**					
C.2.8.1	More schools in Railton					
C.2.8.2	Crèche in Railton					
C.2.8.3	More teachers					
C.2.9	**Human Related Needs**					
C.2.9.1	Training opportunities					
C.2.9.2	Parenting workshops					
C.2.9.3	Respect for self and others					
C.2.10	**Entertainment**					
C.2.10.1	Leisure facilities					
C.2.10.2	Drama club					
C.2.10.3	Music centre and music classes					
C.2.11	**Community Facilities**					
C.2.11.1	Swimming pool					
C.2.11.2	Shopping centre					
C.2.11.3	Old age home in Railton					
C.2.12	**Community Infrastructure**					
C.2.12.1	More houses for Railton's people					
C.2.12.2	Tar roads					
C.2.12.3	Repairs and upgrades to public/ communal toilets					

C.2.13	Social Services					
C.2.13.1	Better care and more attention to elders of the community					
C.2.13.2	More police officers in Railton					
C.2.13.3	Advice office and counselling unit					
Item no	Needs	Very Important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
C.2.14	Moral Development					
C.2.14.1	Fulfilling leadership roles					
C.2.14.2	Love, peace and happiness					
C.2.14.3	Desires and dreams for the future					
C.2.15	Collaboration					
C.2.15.1	Better communication between organisations					
C.2.15.2	Better/ more collaboration between organisations					

C.3 Please feel free to list any other needs in your community that is not on the list:

………

………

C.4 What would you suggest are the most important needs (resources, facilities or services) for the following groups of people in Railton?

Children (younger than 13 years)	
Youth (13 – 25 years)	
Young adults (26 – 40 years)	
Adults (41 – 59 years)	
Elders (60 years and older)	

D. PRIORITY ACTION IN RAILTON OVER NEXT FEW YEARS

D.1 What do you think are the priority actions needed to develop Railton as a community over the next few years?

....
....
....
....

D.2 How important would you rate the following actions in Railton? (Please rate each item, only one rating per item)

Item no	Actions	Very important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
D.2.1	**Housing Development**					
D.2.1.1	Build toilets inside people's houses					
D.2.1.2	Repairs and improvements to communal toilets					
D.2.1.3	Limit squatter camps to a minimum					
D.2.2	**Governmental Services & Social Development**					
D.2.2.1	Police Unit in Railton					
D.2.2.2	Electricity for people who do not have yet					
D.2.2.3	Improve the roads					
D.2.3	**Business Opportunities & Economic Development**					
D.2.3.1	Shopping centre in Railton					
D.2.3.2	Job creation					
D.2.3.3	Factories in Swellendam					
D.2.4	**Safety & Security**					
D.2.4.1	Sharpen police services					
D.2.4.2	Close down shebeens					
D.2.4.3	Build speed bumps					
D.2.5	**Moral Development**					
D.2.5.1	Programmes that helps to develop respect among children and youth					

Item no	Actions	Very important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
D.2.5.2	Programmes that will help develop moral values					
D.2.5.3	Shared responsibility with regards to the children					
D.2.6	**Youth Development**					
D.2.6.1	Youth centre					
D.2.6.2	Opportunities to showcase youth's talents					
D.2.6.3	Youth projects					
D.2.7	**Education & Skills Development**					
D.2.7.1	Ecological school					
D.2.7.2	Better equipment at schools					
D.2.7.3	More schools in Railton					
D.2.8	**Entertainment Facilities & Sport**					
D.2.8.1	Play grounds for children and sports grounds with a pavilion for spectators					
D.2.8.2	Swimming pool in Railton					
D.2.8.3	Leisure facilities					
D.2.9	**Food Security**					
D.2.9.1	Feeding scheme					
D.2.9.2	Soup kitchens					
D.2.10	**Cultural Activities & Facilities**					
D.2.10.1	Music, dance and drama classes					
D.2.10.2	Community choir					
D.2.10.3	Various clubs					
D.2.11	**Health Services**					
D.2.11.1	Rehabilitation centre					
D.2.11.2	Holistic health services					
D.2.11.3	Effective psycho-social evaluation of families and referrals					
D.2.12	**Collaboration**					
D.2.12.1	More collaboration between organizations					
D.2.12.2	Develop better communication between					

Item no	Actions	Very important (iv)	Important (iii)	Important, but I can do without it (ii)	Not important at all (i)	I am not sure (0)
	organizations					
D.2.12.3	More collaboration between faith based organisations and schools					
D.2.12.4	Schools and youth groups to make better and more use of Swellendam's natural resources and environment					

D.3 Please feel free to list any other actions that could be taken to develop Railton over the next few years:

……

……

……

……

D.4 Of these recommended actions listed above (or those added), which of these are your top two recommendations?

First: ………………………………………………………………………………………………..

Second: ……………………………………………………………………………………………..

E. FURTHER SUGGESTIONS/RECOMMENDATIONS

E.1 Do you have any further suggestions that you want to add regarding development in Railton?

……

……

Thank you for your time in completing this questionnaire

☺ ☻ ☺ ☻