The Value of Collaboration in an Integrated Community Development Programme as Experienced by Stakeholders

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Assignment presented in partial fulfilment
of the requirements for the degree of
Master of Nursing Science
in the Faculty of Health Sciences
at Stellenbosch University

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March 2011

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the authorship owner thereof (unless to the extent explicitly otherwise stated) and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Signature.. Date....................................

ACKNOWLEDGEMENTS

ABSTRACT

Background

Collaboration between stakeholders is a valuable tool to enhance holistic development in communities. Consequently through this project the researcher endeavored to determine the value of collaboration in development of a community.

Goal and objectives

The purpose of the study was to explore the value of collaboration of an integrated community development programme as experienced by stakeholders which was introduced in Kuils River.

The following objectives were set to determine whether:

- collaboration is a solution to community development
- an integration of all community stakeholders makes a difference in developing societies.

Research design

For the purpose of this study a phenomenological research design with a qualitative approach was applied.

Population and sampling

The population comprised of the various stakeholders involved in the programme. Through purposive sampling 10 participants were selected, which consisted of one focus group of five participants and five face to face individuals interviews.

Interview Guide and data collection

Interviews were conducted with one focus group and five individual participants. Each interview was guided by a semi-structured interview guide based on the objectives. Data was collected personally by the researcher. A pretest was not done.

Validity

To ensure the validity of the study the principles of credibility, conformability, dependability and transferability were applied.

Ethical considerations

Consent to conduct the study was obtained from the Ethical Committee of the Faculty of Health Sciences at Stellenbosch University. Informed written consent was obtained. The interviews were recorded with the consent of the participants. Participation in the study was voluntary and the ethical principles pertaining to privacy, anonymity and confidentiality were maintained throughout the study.

Data analysis

Data was analysed according to Tesch (1990:154-156). Recorded interviews were transcribed. Transcribed data was grouped into themes, subthemes and coded throughout the process.

Findings

During the interviews, specifically with the focus group, participants described the value of collaboration of various stakeholders in community development: "*Collaboration is very important. Integration of all the parties definitely contributes to the development of the communities*". It was shown that empowerment enables communities to fulfil their individual tasks more effectively as the following comment illustrates: "*We are linking in and through that we are empowering our communities, our community in Kuils River and now also other communities*".

The project identified new evidence of a broader range of the value of collaboration and has identified the value of personal, spiritual and emotional support experienced by stakeholders. Furthermore, the study has shown the high importance of personal development and empowerment experienced by stakeholders and that the integration of all community stakeholders does make a difference in developing societies.

Recommendations

Recommendations were made based on the scientific evidence obtained and include the following:

Effort should be made to involve the best possible people in the integrated community development programme (ICDP).

Trust and respect between the stakeholders and between the stakeholders and the community are imperative

A mentorship programme for volunteers

Personal development programme for the volunteers

In conclusion the Local Integrated Network in Kuils River (LINK) integrated programme has shown that to bring about change in South Africa, an increase in ICDP's should be introduced with a collaborative partnership of various stakeholders.

OPSOMMING

Agtergrond
Samewerking tussen belanghebbendes is 'n baie waardevolle instrument om die holistiese ontwikkeling van gemeenskappe te bevorder. Gevolglik het die navorser deur hierdie projek gepoog om die waarde van samewerking in 'n gemeenskap te bepaal.

Doelstelling en Doelwitte
Die doel van die studie was om die waarde van samewerking in 'n geïntegreerde gemeenskapsontwikkelingsprogram te ondersoek, soos dit onder die belanghebbendes in die gemeenskap van Kuilsrivier ervaar is..
Die volgende doelwitte is gestel om te bepaal of:
- samewerking 'n oplossing is vir gemeenskapsontwikkeling
- 'n integrasie van al die belanghebbendes in die gemeenskap 'n verskil maak in ontwikkelende gemeenskappe.

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Navorsingsontwerp
Vir die doel van hierdie studie was 'n fenomenologiese navorsingsontwerp toegepas met 'n kwalitatiewe benadering.

Populasie en steekproefneming
Die populasie het bestaan uit 'n verskeidenheid van belanghebbendes wat betrokke was in die program. Deur doelgerigte steekproefneming is 10 deelnemers gekies wat bestaan het uit 'n fokusgroep met vyf deelnemers en onderhoude met vyf afsonderlike individue.

Onderhoudsriglyne en data insameling
Onderhoude is gevoer met een fokusgroep en vyf individue afsonderlik. Elke onderhoud was gelei deur semi-gestruktureerde onderhoudsriglyne wat gebaseer was op die doelwitte. Data is deur die navorser persoonlik ingesamel. 'n Voorondersoek is nie gedoen nie.

Geldigheid

Om die geldigheid van hierdie studie te verseker, is die beginsels van geloofwaardigheid, gelykvormigheid, betroubaarheid en oordraagbaarheid toegepas.

Etiese oorweging

Toestemming vir die uitvoering van die studie was verkry van die Etiese Komitee van die Fakulteit Gesondheidswetenskappe by Stellenbosch Universiteit. Ingeligte, geskrewe toestemming was verkry. Die onderhoude is op band opgeneem met toestemming van die deelnemers. Deelname aan die studie was vrywillig en die etiese beginsels met betrekking tot privaatheid, anonimiteit en vertroulikheid is verseker deur die hele studie.

Data analise

Data was geanaliseer volgens Tesch (1990:154-156). Opgeneemde onderhoude is getranskribeer. Getranskribeerde data was gegroepeer in temas en sub-temas en gekodeer deur die hele proses.

Bevindinge

Gedurende die onderhoude, en spesifiek in die fokusgroep, het deelnemers die waarde so beskryf van aandeelhouers in gemeenskapsontwikkeling: "*Samewerking is baie belangrik. Integrasie van alle partye dra definitief by tot die ontwikkeling van die gemeenskappe.*" Daar is bevind dat bemagtiging die gemeenskappe in staat stel om hulle individuele take meer effektief uit te voer, n.a.v. die volgende: "*Ons skakel in en deur dit bemagtig ons ons gemeenskappe in Kuilsrivier en nou ook ander gemeenskappe*".

Die projek het nuwe bewyse geïdentifiseer van 'n wyer spektrum van die waarde van samewerking en het die waarde van persoonlike, geestelike en emosionele ondersteuning geïdentifiseer wat ervaar is deur die aandeelhouers. Verder het die studie baie belangrike persoonlike ontwikkeling en bemagtiging, soos ervaar deur die aandeelhouers gewys dat daar 'n baie belangrike persoonlike ontwikkeling en bemagtiging ervaar is deur die aandeelhouers en dat integrasie van al die gemeenskapsaandeelhouers wel 'n verskil maak in ontwikkelende gemeenskappe.

Aanbevelings

Aanbevelings wat gebaseer is op die wetenskaplike bewyse wat deur die studie bekom is, was gemaak en sluit die volgende in:

'n Groter poging moet aangewend word om die beste moontlike mense betrokke te kry by 'n geïntegreerde gemeenskapsonwikkelingsprogram

Vertroue en respek tussen die aandeelhouers onderling en tussen die aandeelhouers en die gemeenskap is noodsaaklik

'n Mentorprogram vir vrywilligers

Persoonlike ontwikkelingsprogramme vir die vrywilligers

Ter opsomming kan gesê word dat die LINK geïntegreerde program gewys het dat om verandering teweeg te bring in Suid-Afrika, sal daar 'n toename in geïntegreerde gemeenskapsontwikkelingsprogramme te weeg gebring moet word met 'n samewerkingsvennootskap van verskeie aandeelhouers.

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LIST OF ABBREVIATIONS

CBO	Community-based organisation
HAC	Healthy Alberta communities
ICDP	Integrated Community Development Programme
IWHC	International Woman's Health Coalition
LINK	Local Integrated Network of Kuils River
MCS	Maties Community Service
MDG's	Millennium Developmental Goals
MRC	Medical Research Council
NGO	Non-governmental Organisation
UN	United Nations
UNDP	United Nations Development Programme
WHO	World Health Organisation

LIST OF DEFINITIONS

1 Collaboration

Collaboration is a process where two or more people within an organization or not, work together towards a common goal (Wikipedia: 2010).

2 Community

According to Dennill (2001:84), "a community can be described in terms of its geographic boundaries or its social boundaries, or both…"

3 Community based collaboration

"Community based collaboration requires a commitment to share decision-making and the allocation of human, physical and financial resources" (Chandler Centre for Community Leadership, 2007:1).

4   Community Participation

"Community participation can be described as the active involvement of people who live together in some form of social organization and cohesion, in planning, operation and control … (Dennill, 2001:85).

5 Community Development

"Community development is a natural result of community participation" (Dennill, 2001:88).

6 Integration

"Integration (from the Latin *integer*, meaning whole or entire) generally means combining parts so that they work together or form a whole".
http://searchcrm.techtarget.com/definition/integration 2010

7 Partnership

According to the Chandler Centre for Community Leadership, (2007:5), partnership is shared resources to address common issues and the merging of the resources base to create something new.

8 Stakeholders

Stakeholders are described as those people within or outside an organization, which either sponsor a project or who have an interest in successfully completing a project. A stakeholder can have a positive or negative influence on the project.

9 Value

"beliefs of a person or social group in which they have an emotional investment (either for or against something)"

wordnetweb.princeton.edu/perl/webwn: 2010.

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CHAPTER 1

SCIENTIFIC FOUNDATION OF THE STUDY

1.1 INTRODUCTION

On 5 September 2006, the then Minister of Education of the Western Cape, Cameron Dugmore, said: "We need community mobilization such as we have never imagined". This was further endorsed by the Minister Skweyiya on 1 November 2001 who emphasized the government's willingness to form partnerships with business, labour, civil society, non-governmental organizations (NGO's) and community-based organizations (CBO's).

According to Stellenberg (2000:307), it was identified that there are various factors such as access to health services, social habits, socio-economic status, and culture influencing the health status of the Coloured people living in the Western Cape in an urban area. The study shows that 97% of the Coloured people living in the Western Cape are moving towards premature death and only 3% to a higher level of wellness. It is therefore imperative that community partnerships are created to bring about change through development. This was the strategy of the departure point towards initiating a community development project through collaboration with a diversity of stakeholders. This research study led to the implementation of LINK (Local Integrated Network of Kuils River).

Kuils River with 50 000 inhabitants was identified as a town where the integrated programme for development, a five year plan of transformation, was to be introduced. Special emphasis was placed on Kalkfontein the poorest area in Kuils River with a population of 10 000, having a high concentration of liquor and drug outlets. Kalkfontein is a low socio-economic area with both formal and informal housing. Factors identified in this area that adversely influence health include unemployment, low socio-economic levels and crime. The social habits of this community revealed an inordinate amount of substance and alcohol abuse. Poor

nutritional status, lifestyle issues and high levels of stress were additional defining characteristics of this community (Erasmus, Mans & Jacobs, 2005:4-40).

A holistic, integrated approach for development was embarked upon with the view to bring about a positive change in the community. The Local integrated Network of Kuils River, abbreviated LINK, was established. Major stakeholders of the community were engaged in a partnership, enabling them to identify the social pathologies and needs of the community. Challenges were addressed holistically and priorities identified for intervention (LINK, 2005).

The purpose of LINK is to transform the town by linking all stakeholders of Kuils River in a holistic approach towards development (Stellenberg, 2008: np). According to the LINK Constitution (2006), the mission of LINK is to further the holistic development of all in the community, to establish Kuils River as a socially and economically empowered community.

The LINK community interaction network was established with the goal of creating total wellbeing for all living in the Kuils River area by effectively distributing and utilizing resources via networking between the different support systems in Kuils River. The introduction of this initiative was supported by the office of the Premier of the Western Cape.   After identifying the need for social upliftment of the community in Kuils River a workshop ("Bosberaad") was held with some stakeholders of the town to develop a mission, vision and objectives. At this meeting a five year plan of transformation through development was formulated and implemented.   It has therefore become essential that implementation of such an integrated community development programme is scientifically evaluated. The acronym LINK indicates the partnership created through this project namely "Local Integrated Network of Kuils River" with the slogan *Masihambeni Kunye: Let us walk together".* (LINK Constitution, 2006).

1.2 RATIONALE

In September 2000, at the Millennium summit, the United Nations decided upon a common vision for a better and improved world. This vision gave rise to the eight Millennium Development Goals (MDG's) based on extensive data compiled in response to the General Assembly. The goals were visualised into specific target dates (United Nations Report, 2006).   However, to enable communities to reach these goals, constructive community engagement is required. The World Health Organization (WHO) addresses collaboration as the urgent need for community action whereby communities assume a greater share of the initiative for its own health care as described in Dennill (2001:82).

According to the Chandler Centre for Community Leadership (2007), "Community based collaboration is the process by which citizens, agencies, organizations and businesses make formal, sustained commitments to work together to accomplish a shared vision". Successful community based collaboration requires a commitment to share decision-making and the allocation of human, physical and financial resources by all partners or stakeholders.

Collaboration is a process. It involves shared decision-making where all the stakeholders constructively explore the differences and then develop a strategy to take action. To ensure that the problem identified is addressed, it is very important to bring the right people together to make the development and implementation of a community interactive project possible. Stakeholders must understand the problem and the objectives must be clarified. All the stakeholders should collaborate with the community to work towards the success of the project (London, 2009:1).

 LINK is managed by a committee and many stakeholders in collaboration with the community.   Some of the support systems collaborating on this project is a university, non-governmental organizations, schools, churches, social services, local government and the local police as shown in figure 1 - the organogram of LINK. (LINK Constitution, 2006).
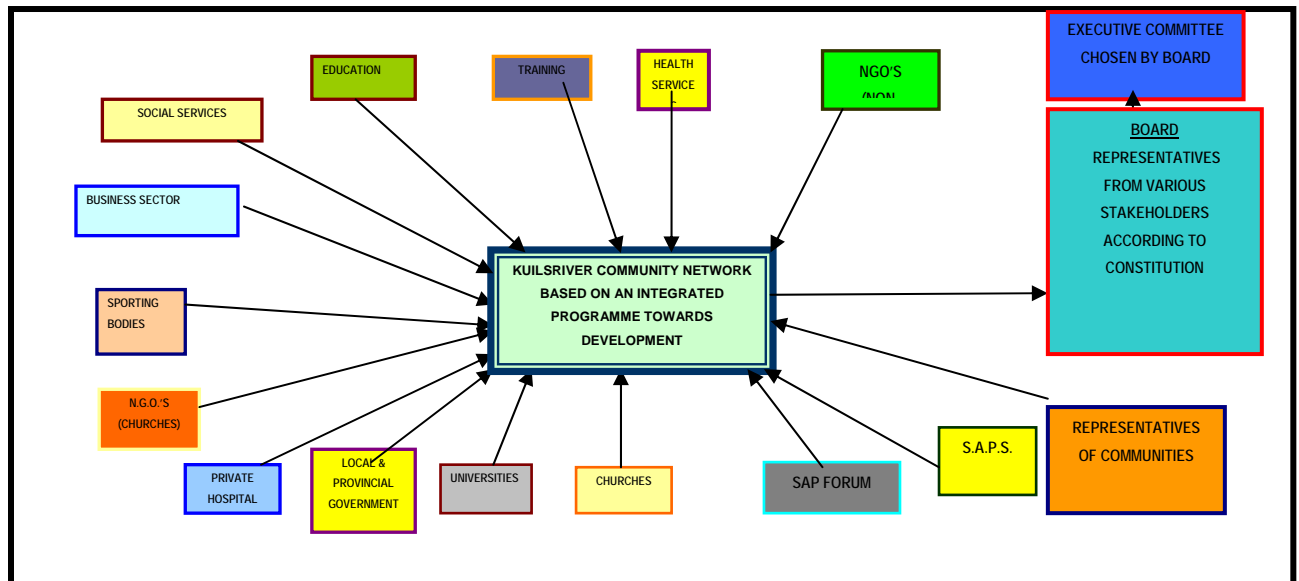
Figure 1. LINK Organogram

A community can only take ownership after they have identified their own identity as a community. Furthermore, a community must accept the fact that certain problems were identified and that through collaboration, partnerships and collaborative management they will develop their own identity. If this concept is accepted by the community the process of community ownership and own identity can take place. The Chandler Centre for Community Leadership (2007:7), indicates that collaboration is "…characterised by win-win-win situations..." Various characteristics are described about collaborating partners namely that flexible working environments are required within which authority is shared, all individuals are challenged to deliver their best and to be focused on their goal and objectives set for the organisation (Chandler Centre for Community Leadership, 2007:7).

In order to establish, build and maintain good relationships between major stakeholders in the community enormous efforts must be made to build trust, to work on misunderstandings and clarifications of values and expectations. Roles of different stakeholders must be identified and clarified. The democratically elected committee and the stakeholders of this project must meet regularly and annual reports must be set. This report must be made available to all the stakeholders and funders. The committee and the stakeholders must decide on interventions and the implementation thereof (Fawcett, Francisco, Paine-Andrews and Shultz, 2000:179; Chandler Centre for Community Leadership, 2007: 7).

1.3 SIGNIFICANCE OF THE STUDY

By completing a scientific investigation of this intervention that was introduced in Kuils River it will show the value of a collaborative partnership in community development in a developing country. The outcome of this study may have an influence on similar initiatives in combating the social pathologies and the MDG's as introduced by the United Nations (The Millennium Development Goals Report, 2010:1).

1.4 PROBLEM STATEMENT

 The partnership of stakeholders in community interaction development programmes have become a priority in societies today. It has therefore become essential to explore scientifically the value of collaboration in an integrated community development programme as experienced by stakeholders.

1.5 RESEARCH QUESTION

What is the value of collaboration of an integrated community development programme as experienced by stakeholders introduced in Kuils River?

1.6 THE PURPOSE OF THE STUDY

The purpose of the study was to explore the value of collaboration of an integrated community development programme as experienced by stakeholders introduced in Kuils River.

1.7 OBJECTIVES

The following objectives were set to determine whether

- collaboration is a solution to community development
- an integration of all community stakeholders does make a difference in developing societies.

1.8 RESEARCH METHODOLOGY

A brief description of the methodology applied in this study is given in chapter 1; much more detail is provided in chapter 3.

1.8.1 Research design

A phenomenological qualitative research design was used to explore the in-depth lived experiences of stakeholders in collaboration with this integrated community programme implemented in Kuils River.

1.8.2 Population and sampling

The target population for this study included all the stakeholders involved in the integrated development programme implemented in Kuils River as shown in figure 1. A purposive sampling method was applied which included a representative from the various stakeholders.

1.8.3 Specific selection criteria

The specific criteria set for this study included all stakeholders actively involved in the collaboration development programme. As Stellenbosch University is an active stakeholder in the LINK network the university was excluded from the study to prevent any bias in the study.

1.8.4 Pilot study (Pretesting)

No pilot study was conducted**.**

1.8.5 Instrumentation

For the purpose of this study guidelines based on the objectives were used to guide an unstructured interview to ensure that the lived experience about each objective was explored.

1.8.6 Data collection

The principal investigator personally interviewed the various participants. The interview was approached as follows:

- An oral introduction and rationale was given to the participant.
- The researcher used a tape recorder to tape the discussion with the permission of the participant.
- The interview was guided by the guidelines set for the collection of data (annexure C).
- The researcher used the same interview schedule but probed and added additional questions as the in-depth discussion progressed.

1.8.7 Validity

The principles of credibility, conformability, dependability and transferability were applied to ensure the validity of the study as described according to Guba and Lincoln (1985:29).

1.8.8 Data analysis

For the purpose of data analysis in this study, the same technique was applied with each interview. The data obtained was studied and coded for themes and categories. Memos were made about the variations in the phenomenon of the study. Selected themes were verified through reflection on the collected data. Data was discussed with other experts in the field (Brink, 2006:185).

1.8.9 Ethical considerations

Permission to conduct the study was requested from the Ethical Committee, Faculty of Health Sciences, Stellenbosch University (annexure D) and informed written consent from individual representatives of the various stakeholders who participated in the study (annexure B), ensuring confidentiality and anonymity concerning all information. All data obtained was managed by the researcher only.

All the gathered data will be stored and locked away in a cupboard accessible to the researcher only. The information will be destroyed 5 years after the completion of the study.

1.9 STUDY OUTLAY

In chapter 1 the rational, the purpose, objectives and a brief description of the research methodology are described. Chapter 2 provides a literature review about collaborative partnerships in development and the conceptual theoretical framework. The research methodology as applied in this study are discussed and explained in chapter 3. In chapter 4 the analysis and interpretation of the collected data is described. Chapter 5 concludes with a final conclusion and recommendations.

1.10 CONCLUSION

With reference to the importance of collaboration in an integrated community development programme rationale, the goal, the objective and the proposed research methodology for this study were described. The literature review including the conceptual framework of the study, which serves to support the rationale, will be discussed in chapter 2.

CHAPTER 2

LITERATURE STUDY

2.1 INTRODUCTION

Collaboration is a key aspect of development today. The World Health Organization (WHO) addresses collaboration as the urgent need for community action and that communities assume a greater share of the initiative for their own health care (Dennill et al., 2001:82). Successful community based collaboration requires a commitment to share decision-making and the allocation of human, physical and financial resources by all partners or stakeholders.

Globally the advantages of collaboration and community partnerships are recognized as contributing towards building healthier communities where people work together. These collaborative partnerships bring several changes such as system and community changes (Fawcett et al., 2000:1). One of the main objectives of the Department of Social Development in South Africa, is to develop an integrated social-development system that successfully facilitate the quality of life and development of the vulnerable poverty stricken people living in South Africa. Poverty, which often leads to a diversity of social pathologies, is still one of the key challenges facing South Africa. The government has therefore, partnered with several other departments, NGO's and the Independent Development Trust to counteract the burden of poverty by working together through collaboration (Bhaktawar, N. & Burger, D. 2009/2010:460).

In this chapter, attention will be given to different views about the importance of getting people together in order to develop people through collaborative partnerships. The importance of the advantages and disadvantages in the process of getting people to work together will be discussed. The author will report on previous studies that were done on social pathologies similar to those found in South Arica and scrutinize the importance of community interaction and community collaboration.

2.2 COLLABORATION

Literature in growing numbers reports that collaborating is a "good thing". Therefore there is a growing need for evidence to establish the effectiveness of collaborating. However, the impact of the change caused by collaboration is difficult to measure (El Ansari, Phillips and Hammick, 2001:215).

Collaboration is a process that is defined by many authors. It involves shared decision-making where all the stakeholders constructively explore the differences and then develop a strategy to take action (London, 2009:1). According to Fox (2009:6), collaboration is all about "togetherness" and this involves some form of sharing. To ensure that the problem identified is addressed it is very important to bring the right people together to make the development and implementation of a community interactive project possible. Stakeholders must understand the problem and the objectives must be clarified. Collaboration should be a long-term sustainable process and not something that should benefit the stakeholders by increasing their visibility towards short term projects more than anything else (Barkemeyer, 2007:2). All stakeholders should collaborate with the community to work towards the success of the project.

In order to establish change towards a better life in the community, collaboration between the relevant stakeholders is imperative. The University of Kansas City completed a compound case study that involved 20 different community partnerships to establish marked increases and decreases in the rate of community change. This study was done over a period of more than 10 years (Fawcett et al., 2000:175). This study found that if you follow through with action plans the change rate of a community will increase. Therefore, literature shows that building established partnerships with collaboration is not an instant process. The International Woman's Health Coalition (IWHC) believes that 20 years of collaborative partnerships have put the IWHC in the privileged position to link UN-agencies and other global institutions on the one side and community development projects and national or provincial levels on the other side (The Millennium Development Goals, 2010:1).

To improve the practice of collaborative partnerships the effectiveness should be captured. This would contribute to the success of changing the lives of people and their social care (El Ansari et al, 2001:215).

2.3 COLLABORATIVE PARTNERSHIPS

Public health transformations through collaborative partnership working are a reality. However, some researchers suggest that more research needs to be done as explained by El Ansari, Elisa and Weiss (2005:175), that an "… evidence base is required to guide policy and action". Dowling, Powell and Glendinning (2004:310-312), in their study about the impact of partnerships were concerned about causality in partnership working partnerships, costs of partnerships and cost-effectiveness of partnerships. These authors identified that qualitative research methods that were used focused mainly on the process rather than outcome issues. El Ansari et al. (2005:176), on the other hand feel that qualitative research in the field of partnerships should still be explored to its full potential. However, they suggest that qualitative research should be valued for its "relevance and richness".

Although all collaborative partnerships do not always have the same common goal, literature does reveal some similar characteristics that contribute to the success of the collaborative partnership (Brown, White and Leibbrandt, 2006:172-173).

2.3.1 Characteristics of good collaborative partnerships

 It is not easy to identify a single list of the characteristics of a good collaborative partnership. However, most researchers report on some characteristics that may promote good collaborative partnerships in getting people to work together.

2.3.1.1 A mutual goal or good reason

A mutual goal or good reason seems to be a reciprocated characteristic. If this goal is not clearly negotiated it can stop the collaborative partnership process from moving forward (Brown et al., 2006:173, Wilcox 2000:7). The ability to recognize the goal and the responsibility that comes with it, by both partners, are equally important (Edwards and Stern, 1998:8) A study about "Conceptualizing successful partnerships" done in a collaboration of 3 universities namely University of Manchester, University of Bath and University of York, revealed that the literature reviewed in this study showed that the extent to which aims and vision are shared, and the continuation of interdependency between partners is a primary indicator (Dowling et al., 2004:313).

2.3.1.2 Best possible people

According to Brown et al. (2006:173), the **best possible people** should be involved. This is also emphasized by Wilcox (2000:7), who feels that contact should be made with a potential partner to test the attitudes and to find out whether or not they really want to be a partner. To find the best or most suitable partner can also be a big challenge that can slow down the collaborating process. Dowling et al. (2004:np.), believe that the success of partnerships depend on the level of participation and commitment by the partners and should absolutely include community representatives. However, "involvement are among the greatest challenges, requiring expertise, resources, time and energy" (Edwards et al., 1998:10).

2.3.1.3 Good relationships

In any collaborative partnership, **good relationships** are crucial. Relationships should be equal between the different partners. This will create the opportunity for valuable input, mentoring and capacity building to successfully take place (Edwards et al., 1998:12). Power struggles pose as a threat in relationship building and may cause damage. This should be avoided. Therefore, broad connections need to be

made on many different levels, with a diversity of knowledge and skills involved to bridge interpersonal differences (Brown et al., 2006:175).

2.3.1.4 Trust, respect and reciprocity

Trust, respect and reciprocity between partners are reflected in most studies as the foundation of any good collaborative partnership. The literature clearly identified that the respect partners have for each other is not negotiable. The building of trust between partners can be time consuming. Therefore partners should be genuine in their intentions. Viewpoints at any level in the partnership should be regarded and attended to equally (Brown et al., 2006:175, Dowling et al., 2004:313).

2.3.1.5 Effective communication

To ensure the trust and respect of people effective communication is important. However, a lack in the communication process can create distrust, misconception of the goal and bad relationships between partners. Good communication between partners should be in the language they understand and the focus on the goal that needs to be achieved (Wilcox, 2000:7). Partners need to adhere to interconnected information on all the levels to exchange valid information, rather than building new bureaucracies (Brown et al., 2006:176).

On the other hand, in 2004, the United Way's Collaboration Learning Project also found that there were certain characteristics of successful collaborative partnerships. Committed leadership was found to be important at higher and lower levels of the partnership. Realistic, achievable goals, clearly defined roles and the effort to sustain positive change in the programme (Rooks, 2010:1).

2.3.2 Challenges confronting collaborative partnerships

The same characteristics describing a typical collaborative partnership can also become the biggest challenges. The Oxford Brooks University identified, in their 3 year study conducted in South Africa, five (5) main challenges in this collaborating

effort - four of which are **value systems, costs and benefits, empowerment and capacity transfer and relationships and roles** (El Ansari, 2005:2).

2.3.2.1 Value systems

According to El Ansari (2005:4) and London (1995:7), collaboration can initially be a very time consuming process. One of the initial steps to follow is to establish communication between the partners, especially with those who have never communicated with partners before. Despite the fact that the partners are not a threat to the community this must be clarified and trust must be built (El Ansari, 2005:4). Resistance can develop if the stakeholders in the community are suspicious of the outsiders. This can be even worse if the project is forced onto the stakeholders (Edwards et al. 1998:10). Collaborative partnerships may involve diversity of stakeholders; all with their own individual beliefs and value systems. Therefore, the common goal should be clarified between all the stakeholders to prevent people from losing trust in some participants and thereby causing the formation of coalitions, which may happen between participating stakeholders in the group (Calani, Leach and Weible, 2010:1). Leach and Weible (2010:1), recently reported in their study that "specific trust and resource attributes are more important than shared beliefs when individuals decide to coordinate with others in partnerships".

2.3.2.2 Costs and benefits

The clarifications of the cost as well as the benefits of such partnerships should be weighed against each other from the very beginning. All participating stakeholders and in particular the community should be aware of the cost implications and the benefits they will receive for such a partnership. They should take cognizance of any payments for their participation, if they will be re-reimbursed for costs and how they can benefit from the collaborative partnership (El Ansari, 2005:5).

Hidden costs may be a challenge when starting and developing collaboration, especially for the community involved even if it is only based on donations. The first ever study that measured donated resources was done by the Healthy Alberta Communities (HAC), a community-based chronic disease prevention project. The

study measured donated resources and donated person-hours. A total of 11 483 donated person-hours from the community stakeholders were recorded and this was counted over a period of 8 months. The study came up with a HAC model to calculate the operating costs to generate donated person-hours (Leung-Ching and Leung-Ching, 2010:1).

However, if a number of diverse organizations are involved in a collaborative partnership all the decisions that involve human and financial resources should be taken as a team and should be a reflection of risk, resources and responsibility sharing (Rossos and Fawcett, 2000:24).

2.3.2.3 Empowerment and capacity transfer

Munt (2003:6-8), reports that for a lot of organisations and other people who are part of a partnership the relationship building is an important continuous process. He further states that although they have developed a diversity of skills and knowledge in this partnership they need to share these skills with other people they are working with, specially the people who benefit from the project, to ensure sustainability of the project.

Therefore an essential requirement in successful collaborative partnerships is capacity building. Power may take many forms and it is therefore important to have some sort of mentoring in capacity building to transfer skills and knowledge (El Ansari, 2005:5). This view is also shared by Fawcett et al. (2000:177), who believe that leadership may also be developed by natural leaders who may mentor new generation leaders into leadership roles, as a new ongoing skill. The collaborative partnerships should access the support and technical backing available to them as this can help to sustain the mutual goal and effort (Rossos and Fawcett, 2000:24). All stakeholders should be involved in meetings, discussions and debate to obtain a broader knowledge base, enabling them to understand the collaboration and the mutual goal better (El Ansari, 2005:5).

2.3.2.4 Relationships and roles

In order to establish, build and maintain good relationships between major stakeholders in the community, rigorous effort must be made to build trust, to work on misunderstandings and clarifications of values and expectations.

Roles of different stakeholders must be identified and clarified to reduce the risk of a conflict situation and to prevent participants from losing interest. Bosswell and Cannon (2005:1), wrote that for the project to be a success the reputation of the stakeholders will play a massive part.

This means that roles such as in planning, expectations of labour, the use of resources should be in cooperation, negotiated and agreed upon. This practice can improve mutual respect among the collaborative partners (El Ansari, 2005:5). Fawcett et al. (2000:179), suggest that based on previous research, the interrelated roles and responsibilities between collaborative partners, supportive organizations, the community and funders should be very comprehensible.

2.4. THE MULTIPLICITY OF COLLABORATIVE PARTNERS

A diversity of stakeholders get the opportunity to share and form their mutual vision through collaborative partnerships. By implementing their ideas they give the community some sort of structure to organize, plan and implement their vision (Stellenbosch University, Department of Education, 2010:1). One of the most prominent stakeholders in a community project is the voluntary worker.

2.4.1 The voluntary worker

Voluntary workers form an integral part of all the activities and projects. The voluntary worker can be a family member or a friend depending on the context of the voluntary work (Watson and Wilkinson, 2001:4). Little (1999:19), identified 12 basic needs that are characteristic of the tasks of a volunteer. These 12 basic needs can be summed up as:

- The task must be manageable, with a good reason and it should be in writing.

- Deadlines must be clear and volunteers should be allowed to complete the task in their own time when they are available.
- Volunteers need to be issued with the necessary resources to complete their task.
- A safe and comfortable environment should support them.
- It is essential that they receive training and get the opportunity to give feedback on their experiences.
- Volunteers should be recognized and receive some sort of reward for the work they have done.

Although other partners may be needed to help with financial support and other resources, the local people (people living within the community) understand the concerns and needs, and the strategies to change the community for the best (Fawcett et al., 2000:179).

"The well-being of people who share a common place or experience" is a concern for the people who belong to the community (Fawcett et al., 2000:179). Therefore volunteers that come from the community could deliver a very positive contribution towards the change in the social pathologies that could affect the social well-being and health of their community (Fawcett et al., 2000:179). The voluntary worker can, because of involvement in the specific community of Kalkfontein, help with the identification of, as well as working towards, an action plan to address the needs and problematic social pathologies.

2.5 COLLABORATION IN INTERVENING IN SOCIAL PATHOLOGIES

2.5.1 Global interventions through collaboration

Collaboration is taking place globally at the highest level. In September 2010 the United Nations reported that two soccer players who are also ambassadors for the United Nations Development Programme (UNDP), Zinidine Zidane and Didier Drogba used a television spot to promote an urgent appeal against poverty

worldwide. They commented as follows: "The World Cup brings people around the globe together to support their national teams; we need the same kind of passion to end poverty and hunger" and "We all need to be on the pitch to improve the lives of millions of poor people in this world". Worldwide hunger and poverty are addressed by the enormous collaborative effort by the United Nations, in the form of the Millennium Development goals, to get the whole world to collaborate and intervene in improving people's lives globally (The Millennium Development Goals. 2010).

2.5.1.1 The Millennium Development Goals (MDG's)

During September 2000 history was made when the largest gathering of world leaders adopted the UN Millennium Declaration. The universal goal was to commit to global partnerships to reduce the social pathology of extreme poverty that led to other social pathologies such as: hunger, disease, lack of adequate shelter, gender equality, lack of education, the lack of environmental sustainability and the lack of security (The Millennium Development Goals, 2010:1).

The Millennium Development Goals:

 Goal 1: Eradicate Extreme Hunger and Poverty

 Goal 2: Achieve Universal Primary Education

 Goal 3: Promote Gender Equality and Empower Women

 Goal 4: Reduce Child Mortality

 Goal 5: Improve Maternal Health

 Goal 6: Combat HIV/AIDS, Malaria and other diseases

 Goal 7: Ensure Environmental Sustainability

 Goal 8: Develop a Global Partnership for Development

Figure 2.1: Adopted from: World for World Organisation 2010

2.5.2 Lessons learned about the acceleration of the MDG'S

In June 2010 the United Nations Development programme reported on some of the lessons they have learned about the acceleration in achieving the Millennium Development Goals. These were specified under national ownership, the community, key success factors and community ownership.

2.5.2.1 National ownership

The United Nations emphasised that national ownership is essential as only then the required commitment will be assured nationally to reach the goals. Countries should plan and put into practice their own strategic plans for development. Although national partnerships must be formed it should be supported by global partnerships (The Millennium Development Goals, 2010:13).

2.5.2.2 The Community

Strategies that are community based are more effective than programmes that work in isolation. The Millennium Villages' Project, supported by the UNDP has shown that if many partners work together the collaboration could move to a much more rapid improvement in food security, the better attendance of children at school, reduce hunger and improve the quality of people's lives in a shorter time (The Millennium Development Goals, 2010:14).
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2.5.2.3 Key success factors

Some key success factors were also reported on. One was that by giving communities the opportunity to take ownership of their own lives it improves the success of community involvement and community empowerment (The Millennium Development Goals, 2010:16).

2.5.2.4 Community ownership

Community ownership can be described as "Local people having the right and responsibility to manage their own..." (Scottland, 2007, np). The community can only take ownership after they have identified their own identity as a community. The community must accept the fact that certain problems were identified and that through collaboration, partnerships and collaborative management they will develop

their own identity. If this concept is accepted by the community the process of community ownership and own identity can take place. Therefore, involving the relevant stakeholders will enhance the success of effective global partnerships (The Millennium Development Goals, 2010:16).

One of the biggest success stories where intervention through collaborative partnerships has been shown to be a huge success is the dramatically reduced prevalence of HIV/AIDS statistics in Uganda. A study that was done by a nationwide survey revealed that the prevalence of HIV infected people in Uganda has dropped to 6.2% amongst adults. Previously up to 30% of the people in Uganda were affected (Medical Research Council report, 2002:1).

In an article by the Medical Research Council (MRC) in February 2002, the following comments, by a diversity of stakeholders, were included to state the fact that collaboration by many stakeholders contributed enormously towards these successes:

According to Professor Heiner Grosskurth, Director of MRC/UVRI unit "...this remarkable 20 year collaboration between the MRC and the Ugandan Government has made a tremendous contribution to the body of knowledge on HIV and AIDS, and to the development of effective strategies in preventing and treating HIV infection".

"The UK Government has been collaborating closely and highly successfully with the Ugandan Government for the last two decades in the field of HIV/AIDS research, as in many other areas" .. This success has been the result of the collaborative efforts of the Ministry of Health and many partners who worked together with the Ugandan Government over the last two decades on this important health problem" (The British High Commissioner, Mr Martin Shearman, 2000. Medical Research Council report, 2002:1)..

2.6 INTERVENTIONS AND CHANGE

2.6.1 Behavioural change

To change the social pathologies and behaviour of a community is no easy task. It cannot just be assumed that a community is ready for change. This is a process that needs to be nurtured and sensitively managed if success is to be obtained in the long long-term. "Behaviour modification is a systematic approach to changing behaviour through the application of the principles of conditioning" (Weiten, 2007:250). The University of Kansas completed a multiple case study with more than 20 community partnerships to research community and system change and to identify a pattern of discontinuities. The study used quasi-experimental research to identify the factors that influenced community change. These researchers identified seven (7) factors that could influence positive change in the community. The goal must be absolutely clear with careful planning. Leadership appears to be very important in the process of change and resources should be in place and utilized effectively. Outcomes reached need to be documented and feedback on the achievement should be given. Supportive technical support is very important and acknowledgement of the outcomes reached by for example bonus grants is very effective (Fawcett, 2000:175).

According to Funnel (2004:1), to overcome obstacles when collaborating for change there needs to be a partnership between practice teams and informed patients. Furthermore, he reported that communication with patients is important to develop individual action plans to continuously access for example the behaviour and knowledge of the individual. Continuous support is vital if long-term behavioural changes are to be achieved to reach treatment goals (Funnell, 2004:151).

2.7 CONCEPTUAL THEORETICAL FRAMEWORK OF THIS STUDY

According to Polit and Beck (2008:142), the conceptual framework organizes the phenomenon that will be studied. The conceptual framework forms the basis on which the study was conducted and reported on at the end.

2.7.1 The conceptual theoretical framework

The conceptual framework of this study is based on **the levels of community linkages of collaborative partnerships** according to Hogue (1994:np.) and is based on the following steps:

2.7.1.1 Networking

At this level there should be sufficient dialogue and roles should be defined between the stakeholders which include the community. Little conflict should be expected as there is hardly any decision making as leadership roles are minimal if at all. As this is the level where linking with the community is the most important goal conversations are very informal.

2.7.1.2 Cooperation

During this level, tasks are allocated to prevent duplication. Some partnerships/links are formed and although roles are starting to be clarified, the links are still just on an advisory level. Leadership should be identified and because of this some conflict will occur. After a central group has been formed formal meetings can take place within the group.

2.7.1.3 Coordination or partnership

To create a new model of networking, resources need to be amalgamated to take care of the issues identified. By now the roles will be identified and there will be formal decision makers to see to new resources identified and a shared budget. Despite the fact that leaders are still functioning independently one common goal should still exist. At this level communication should be very effective to establish good group and subgroup decision making.

2.7.1.4 Coalition

Resources may now be derived from existing stakeholders and ideas should be shared.. Hogue (1994) suggests that this should be a period of at least 3 years with written agreements. Resources and a joint budget are expanded. All the stakeholders should now be involved in decision-making and the linkages should be more formal. Shared leadership is crucial and decision-making is now formal on all levels. At this level there is a high value on good communication.

2.7.2.5 Collaboration

At this stage the stakeholders will have a shared vision and benchmarks would have been set. An interdependent model will be in place to ensure that identified issues and opportunities are taken care of. Links become very formal and allocated responsibilities and roles will be formalised. High levels of leadership and trust between stakeholders will ensure high productivity. The sharing of ideas takes place on an equal footing and the effectiveness of communication is at a very high level.

The conceptual theoretical framework is also supported by a **Structural Model of Team Collaboration** by Warner, Letsky and Cowen (2003,np)

This model is based on the following steps in the collaboration process:
1. Identifying the problem
2. Describe all the different collaboration stages that the team will experience to reach the goal
3. Define the meta-cognitive processes that will lead the collaboration process
4. Identify and describe the information processes that the team should work through to reach each collaboration phase
5. Identify the knowledge that is required to achieve each information processing component
6. Identify the necessary communication strategies to obtain the applicable knowledge.

LINK was formulated according to these models and this ensures that generalizations can be drawn from the programme. To ensure that community development can take place through collaboration, figure 2.2 explains the theoretical conceptual process of starting such a network similar to the LINK network that is clearly explained in the network's constitution.

A shared vision should through collaboration bring a diversity of stakeholders together to share their ideas and through **trust** initiate sufficient **networking** to start working towards the common goal of uplifting the community. This process should involve the community as an important stakeholder to ensure that integration of all stakeholders makes a difference in developing societies. During the networking process **cooperation** between the stakeholders should lead to the allocation of tasks, meetings should be held and leadership roles should be clarified. Some **partnerships** will be formed through effective **coordination** and **amalgamation of resources.** Once partnerships are formed and trusting relationships have been built between the stakeholders they can begin to share resources and a budget. Therefore, the collaboration process should be effective and adequate to ensure effectivecommunication throughout.

Figure 2.2. The Conceptual Framework showing the collaboration process as illustrated by the researcher

2.8 SUMMARY

A collaborative partnership can work towards the recognition of opportunities for change. People and resources are utilized to encourage people who have never worked together, and who would never work together in other circumstances. People should collaborate, build trust and develop opportunities to learn from each other and work towards a common goal. To accomplish all of this is a time consuming effort that requires a lot of investment in the common goal of improving people's lives. However, the establishment of workable partnerships that can bring about lasting change is indispensable (U.S. Department of Education, 2010:1).

2.9 CONCLUSION

In this chapter, a comprehensive literature review regarding the value of collaboration, collaborative partnerships, and interventions were discussed and

described. A conceptual theoretical framework which led to the establishment of the LINK network upon which this study is based was described.

In the following chapter, chapter 3, a brief introduction to the purpose and objectives of the study are described. The research design and methodology, population and sampling, inclusive criteria and the validity and reliability are described in more depth.

CHAPTER 3

RESEARCH METHODOLOGY

3. 1 INTRODUCTION

In the previous chapter an in-depth literature review about collaboration and various studies conducted in the field were discussed. A theoretical conceptual framework which guided the establishment of LINK upon which this study is based was also described in chapter 2.

The purpose, objectives and specifically the research methodology as applied in this study are described in more depth in chapter 3. Emphasis is placed on the various steps followed in the research process namely the research design, population and sampling, validity, data collection, analysis and limitations.

3.2 THE PURPOSE OF THE STUDY

The purpose of the study was to explore the value of collaboration of an integrated community development programme, as experienced by stakeholders, introduced in Kuils River, a town of 50000 inhabitants, situated in the Western Cape.

3.3 THE OBJECTIVES OF THE STUDY

The following objectives were set to determine whether:
- collaboration is a solution to community development
- an integration of all community stakeholders does make a difference in developing societies.

3.4 RESEARCH DESIGN

A phenomenological research design with a qualitative approach was applied to explore the in-depth lived experiences of stakeholders in collaboration with this integrated community programme implemented in Kuils River. This design was found to be the most appropriate for the purpose of this study. A phenomenological qualitative study uses the strategy of interpretive inquiry by utilizing observation and interviewing of the participant to systematically collect data. Through this method the researcher "…can place himself in the shoes of the subject" (De Vos, 2001:80).

3.5 POPULATION AND SAMPLING

3.5.1 Population

The target population for this study included all the stakeholders involved in the integrated development programme implemented in Kuils River. The stakeholder population consisted of the residents of Kuils River, faith based and non-faith based NGO's, South African Police Services, churches, schools, businesses, the University of Stellenbosch, Departments of Health, Education and Social Services, and the local government.

3.5.2 Sampling

A purposive sampling method was applied to ensure that a representative of most stakeholders participated in the study. The sample consisted of a representative of the NGO's, a teacher from the participating schools, a social worker from the Department of Education, a leader of the youth integrated group, a community leader and a focus group consisting of 5 volunteers working in the community. These participants were all active in the programme.

The rationale for using this type of sampling was that the specific criteria set for this study only included the stakeholders involved in the community development programme implemented in Kuils River.

In qualitative studies the information obtained from information rich participants or incidents are valuable since more detailed data can be obtained from them (Burns & Grove, 2009:355).

3.5.3 Specific criteria

The participants had to be active participative members of the LINK programme in Kuils River. However, to prevent any bias, participants from Stellenbosch University were not included in the study. According to Burns and Grove, (2009:325), inclusion sampling criteria refers to a certain distinctiveness that the participant in the target population must have to be able to participate in the research study, while exclusion sampling criteria refers to a certain distinctiveness that the participant in the target population does not have to be able to participate in the research study.

3.6 INSTRUMENTATION

For the purpose of this study guidelines based on the objectives were used to guide an unstructured interview to ensure that the lived experience about each objective was explored. The interviews were guided by the following questions:

- Is collaboration a solution to community development?
- Will an integration of all stakeholders make a difference in developing societies?

3.7 PILOT STUDY

A pilot study is not normally done for qualitative research but may be done if the investigator would like to determine the feasibility of the study (Holloway 1997:121). De Vos (2009:294), does however suggest that for the researcher to practise some aspects it could be built into the proposal. For the purpose of this study no pilot study was done.

3.8 RELIABILITY AND VALIDITY

Reliability refers to the extent to which an instrument tool persistently measures a perception (Burns and Grove, 2003: 494). In a qualitative approach the principles of trustworthiness as described by Lincoln and Guba (1985:29), are credibility, conformability, dependability and transferability which were applied in this study.

3.8.1 Credibility

The credibility of a study as described by Trochim (2006:1), was determined by the participants in the research study who found the information to be believable and credible.

Credibility was further ensured by the accurate description and interpretation of the experiences of the participants who participated in the integrated programme implemented in Kuils River. Experts in the field of nursing and research methodology were consulted to determine the feasibility and content of the study, as well as to evaluate the research process and outcome. Internal validity was assured by being satisfied that the participants accurately understood the questions and agreed with the way it was interpreted. The researcher clarified and verified the information given to her with the participant to ensure that it was correctly understood.

3.8.2 Transferability

Transferability in a study is important to enable the deduction of general principles or criteria which could be applicable to other similar projects. In this study transferability was assured through the guidance of a conceptual theoretical framework which guided the study (Trochim, 2006:1). Furthermore, the creation of codes and themes were used (Creswell, 2009:218). The number of times the theme occurred was recorded by counting lines and sentences. The same findings will be found if the study is repeated with the same participants to ensure consistency.

3.8.3 Dependability

In essence dependability wants to determine whether the study would show the same results if it could scrutinize the same information again (Trochim, 2006:1). According to Brink (2008:119), dependability of a study should be ensured by an investigatorial auditor that should determine whether the procedures the researcher used is reliable. Dependability in this study was ensured by an investigatorial auditor who followed the process and procedures the researcher used to determine whether the information is reliable as described by Brink (2008:119).

3.8.4 Conformability

Conformability refers to the extent to which other researchers could confirm the results (Trochim, 2006:1). Therefore, to ensure that this study could be confirmed by another study a reflective diary was kept by the researcher which contains reflections concerning the study. The researcher remains neutral when probing participants about their lived experiences (De Vos, 2009:347).

3.9 DATA COLLECTION

The principal investigator personally interviewed the various participants. Five (5) individuals as well as a focus group with five (5) participants were interviewed. The interview was approached as follows:

- An introduction and rationale was given orally.
- The researcher used a tape recorder to tape the discussion with the permission of the participant.
- The interview was guided by the guidelines set for the collection of data.

The researcher used the same interview schedule but probed and added additional questions as the in-depth discussion progressed.

8.10 DATA ANALYSIS

The qualitative data analysis of this research was done as follows:

According to Brink (2006:184), "The data in qualitative research is non-numerical, usually in the form of written words or videotapes, audiotapes and photographs. Analysis of data in qualitative studies therefore involves an examination of words rather than the numbers that are considered in quantitative studies".

For the purpose of this study's data analysis the same technique was applied with each interview. The data obtained was studied, coding for themes and subthemes, and categories were used. Memos were made about the variations in the phenomenon of the study. Selected themes were verified through reflection on the collected data. Data was discussed with other experts in the field (Brink, 2006:185).

3.11 LIMITATIONS OF THIS STUDY

As Stellenbosch University is an active stakeholder in the LINK network, the researcher was not allowed to include participants from Stellenbosch University to prevent bias; consequently valuable information was not obtained from the university as a partner in this community collaboration partnership. Teachers were on strike during the period of the data collection and interviews with the headmasters of relevant schools, the Director of the Education Department and other relevant participants became impossible.

8.12 CONCLUSION

In this chapter the research methodology as applied in the study was described including a review of the purpose, objectives and limitations of the study.

In the next chapter, chapter 4 the data analysis and interpretation are discussed. A thorough analysis of the results was done.

CHAPTER 4

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 INTRODUCTION

In this chapter descriptive information about the phenomenon of the lived experiences of several stakeholders about the value of collaboration in an integrated community development programme are discussed.

Data analyses include a collection of open-ended questions and the analysis of the information that was gained from the questions asked (Creswell, 2009:184). However, according to De Vos (2002:341), the interaction between data collection and data analysis is the aspect that distinguishes qualitative studies from other established studies.

4.2. FINDINGS OF DATA ANALYSIS

The researcher started the interpretation of the collected data where the participants described their lived experience of the value of collaboration, by coding each participant starting from 1 to 10. The researcher applied the five steps for data analysis as anticipated by De Vos (2002:340):

- collecting and recording date
- managing data
- reading and writing memorandums describing, classifying, interpreting
- representing, visualising

This was supported by a discussion by Johnson & Christensen (2007:1), on how the findings showed to what extent the phenomenon of "the value of collaboration in an integrated community development programme" has affected the participants.

The researcher started the analysis process by intensively reading through the interviews to get an overview of all the transcriptions. Some themes were identified and written down. During step two the researcher selected a transcription that had the most valuable information recorded. Thoughts, themes and categories were written down and some notes were made on the transcription. This process continued until the researcher worked through all the transcriptions.

In step three the researcher abbreviated the codes to make it easier to write on the transcripts at the applicable information. New themes, subthemes and codes were identified throughout the process. Too many themes were identified, therefore the researcher had to group similar themes together that were inter-related. Themes were then identified by trying to find the best description for a specific topic. More than one topic was then grouped together under one theme. Applicable data for a specific theme was then gathered together to make the analysis process easier as described by Tesch (1990:154-156).

This study was conducted in a very poor area where the community is exposed to a diversity of social pathologies such as alcohol abuse, drug abuse, gangsterism and woman and child abuse. These pathologies are part of their daily lives. It is happening where they live or where they work. They deal with the effects of these pathologies in different ways, but they all work together towards the same goal. The participants all want to be part of a community development programme, to serve their communities and to try and relieve some of the suffering they themselves experience or they see children and adults experience. Seven of the 10 participants were unemployed. Participants were all actively involved in the LINK network. The participants were selected as follows:

Individual interviews:

- a full time employed community development worker
- a full time employed teacher and one of the founders of the LINK network
- a full time employed social worker from the Department of Education
- a full time voluntary community development worker, initiating her own projects
- an unemployed project leader

Focus group:

- a part time volunteer and single parent

- a part time volunteer and parent

- a part time volunteer who also does voluntary counselling for traumatised women in collaboration with a local police station)

- a part time volunteer and parent

- a part time volunteer and parent

The data collected are reported on as follows:

- topics that the researcher expected to appear based on the previous research

- topics that the researcher did not expect to have identified

- and the interventions that took place as a result of successful collaboration.

CATOGORY A: EXPECTED TOPICS BASED ON PREVIOUS RESEARCH

Theme A1: The value of collaboration as experienced by participants

"Some people are referring to technology when they talk about collaboration; others are looking at the "collaborative culture" within organisations, while still others consider collaboration from an individual's perspective. All are valid topics, but the breadth of collaboration can lead to crossed lines when we try to bring them all together" (Roberson, 2008:1).

Although the backgrounds of the 10 participants who were interviewed were very different they all agreed collaboration between the stakeholders in an integrated community development programme is crucial. Because of their active involvement in an integrated community development programme the researcher expected positive feedback on this question. This is how they have responded to the question: "**Is collaboration a solution to community development**?" as described in table 4.1, Table 4.2, Table 4.3 and Table 4.4.

Table 4.1: The value of collaboration

Participant number	Theme: The value of collaboration
1.	"Some of us did not know each other, but at the winter school we work together. It was very nice working together. We had no differences. That is why I can see that communities can work together".
2.	"Yes, we can help to support each other and we were there for each other"
3.	"If more people work together, more things can be solved".
4.	"When I was involved in working at the winter school, I could see the change".
5.	"We stood as together as a team. We could cry and laugh together".
6.	"A link can only hold if it is chained into each other. We are linking in and through that we are empowering our communities. Collaboration with other organisations and businesses is very, very important".
7.	"It is a big help for somebody who wants to start an organisation. If you want to start a project, the first idea that comes to mind is to expand and to make contact with other people to share resources".
8.	"Yes, I would say it is a solution in the sense that everybody at the end of the day every body aims at the same goal."
9.	"Yes, I think it is a perfect solution, because what happens is you get results when different organisations working with

	one group in the community, doing the same thing collaborate."
10.	"Collaboration is very important. Integration of all the parties definitely contributes to the development of the communities".

Theme A2: The advantages of collaboration as experienced by stakeholders

It was expected that because of the diversity of personal needs and circumstances of the participants, the advantages they have experienced in the collaboration would differ. However, the empowerment they felt amongst themselves proved to be very valuable and important to them. The participants who were employed full time seemed to comment more on the community and the advantages the collaboration had on the community. The participants who were not paid (volunteers) focused more on themselves and how they personally benefitted from this collaboration. The response to this theme is described in table 4.2.

Table 4.2: The advantages of collaboration

Theme : The advantages of collaboration	Participant number
Bigger organisations support smaller organisations	4
Bond people together towards a common goal	4
Build the right attitude and relationships amongst participants	3
Different organisations link together to intervene in the community	6
Diminish burn out of the participants	1
Diminish duplication	2
Emotional support to participant	4
Empowerment of the participants	8
Financial support to smaller organisations	4
Identification of potential between participants	2
More people can benefit from an intervention	5
Organisations do not work in isolation	6
Personal development of participants	6
Personal support to participant	7
Put participants in contact with the right people	4
Sharing of ideas	5
Sharing of resources	4
Sharing of skills	5

Theme A3: The value of trust and respect in collaboration as experienced by stakeholders.

Two of the key elements in a collaboration as discussed in chapter 2 are **trust and respect** amongst the stakeholders. Not just trust and respect amongst the stakeholders but also the respect and trust they have gained from the community through interventions. By carefully analysing the interviews, the importance of these two elements were made very clear by most of the participants even though these were not part of the structured questions. During the analysis it also became very

clear that the volunteers specifically valued the trust that the community had in them (See table 4.3).

Table 4.3: The value of trust and respect

Participant number	Theme: The value of trust and respect
1.	" Those children can respect us until today"
2.	" The children saw our way and they have changed"
3.	" There are children that live in my street and irritated me, but now they call me and we all do stuff together"
5.	" I trust the community developer" "If it was not for her where would my family and I have been today" " I admire her" " She kept to her word"
6.	" We also say thank you even if they (other stakeholders) say, no" "We talked about bad behaviour that showed up at times between the volunteers"
7.	" I trust the people at LINK. I Look up to them. They inspire me to do things" " You need to have respect for other people so that they can respect you"
8.	"I can advise them but I cannot tell them what to do" " You need to trust in somebody that already knows what to do"

Theme A4: The challenges in collaboration as experienced by the stakeholders

Again after analysing the data it revealed that the challenges relating to a full time employed participant and the challenges relating to an unpaid volunteer were totally different. The challenges the full time participants experienced were more logistic. On the other hand the volunteers experienced the challenges at a very personal level. Funding is and stays a big problem. The irony is that the volunteers are unemployed and they are still responsible for some unforeseen expenditures whereas the full time employed participants draw resources and funding from their

financial facilities. None of the full time employed participants commented negatively on the availability of funding. However, one of these participants did acknowledge the fact that some sort of funding should be available to compensate the volunteers in some or other way.

Table 4.4 shows the difference between the two groups with reference to their own feelings, personal experiences and beliefs they encountered as a challenge in the collaboration process.

Table 4.4: The challenges in collaboration

Sub themes	Full time employed participants	Volunteers
1. Lack of support from family		Participant 1: " and then my husband says, you know you make me so mad, because if you worked for money it would have been fine"
2. Lack of transport	Participant 10: "LINK network transport will make it much easier for volunteers to get to the projects"	Participant 1: "The police station phones me at 3 o'clock in the morning for a case. They pick me up at home, but then I must wait for an available police van to take me back" Participant 6: "I must pay somebody to drive me somewhere if somebody wants to see me about food or if somebody wants to see me over the week end"

		Participant 7:" We ask our friends to drive for us. We club together to get the children there"
3. Communication		Participant 6: "What happens is I am robbing my family for the project for airtime" Participant 7 : "If it is possible I use my own phone to contact the children"
4. The opportunity for other participants to take volunteers for granted	Participant 10: :" To keep the volunteers they must be involved in development programmes throughout the year"	Participant 6: "because volunteers are unemployed they are also treated as unemployed." " At 4 o'clock the full time workers want to leave, but the volunteers clean up until six o'clock" " Do not just use them when you need them"
5. More room for a more diverse participation	Participant 9: " A real link should not just be a committee" Participant 10: "We need more involvement, more churches, more	

	headmasters, more businesses"	
6. Funding		Participant 1: " We worked for 4 weeks and we went to a place where we sweat and we did not get any money" Participant 6: "I have a challenge at my own house that what is meant for my family I put into airtime, the other volunteers too. With funding we could sort this out" Participant 7: "We do not always have money, but we do our best"

Theme A5: The LINK NETWORK as a collaborative partnership programme

As discussed earlier all the participants in this study were active members in the LINK Network. Therefore, it is also important to analyse their experiences and feelings about the programme they were participating in. From this analysis the researcher could capture the fact that people with different backgrounds and needs experienced the value of this programme totally differently. Again the personal experience and fulfilment they experienced contributed towards the level of importance this programme had for the individual participants. Table 4.5 captured the feelings and opinions towards LINK individually in response to the question: "Does an integration of all community stakeholders make a difference in developing societies?"

Table 4.5: The Link Network as a collaborative partnership programme

Participant number	Experiences and feelings of unpaid volunteers
1.	"We can benefit from the ideas we share here. There came a solution for many things" "Several parties came aboard to help. We linked up the crèche and through that we link up with other crèches." "One person is needed to keep everybody together" "I learned a lot about myself" "The winter school made me stronger. If I was alone it would have been very sore" "We enjoy ourselves" "We work together wonderfully and we fitted in" " It is very important that some stakeholders must come from the community itself" "Collaboration is important to us, because we classify ourselves as people of little value"
2.	" We help each other, we support each other and we are there for each other" " It means a lot to us to be able to collaborate on this project" "The programme are organised and well planned" "Everybody collaborated" "It is good to work with others and so you learn too" "Self development takes place" " I feel good about myself"
3.	"I was never involved in voluntary work. This is the first time and now I like it." "I was so surprised by the young people doing voluntary work" "LINK teaches them a responsibility" " More men can be involved" "I enjoy myself"

5.	"I volunteer at LINK for one year now. I wanted to reach out to people" " When I met Auntie Rosie my life turned around"
6.	" I am proud to be part of LINK" "The name of the organisations tells it all" "We are linking in and through that we are empowering our communities, our community in Kuils River and now also other communities" "I am here from the beginning. Why so I stay here? I see the differences that took place and because I want to make a difference" "Each one touch one and each one reaches one" "LINK makes difference in many children's lives" "She is empowered by LINK and now she feels so good" "More and more people buys in" " I can honestly say a lot more people came to help" "LINK is the umbrella of all our organisations together"
7.	" If you begin a project... people can get together and share resources" "At LINK they accept us" " LINK understands what it is all about" "LINK use us to participate at functions and projects" " I did not struggle to fit in" "LINK is an amazing Network. You come to LINK and they bring you in contact with other networks and then you see how you can help each other" "There are people at LINK who really works hard" " The meetings as LINK are very professional" "I do not feel threatened. I rather feel I can learn a lot from them. It stimulates me. It makes me feel proud" " I have never tried a project like this before, but with the help of the people at LINK it opened doors for me"
	Experiences and feelings of full time employed participants
8.	" There is very good collaboration"

	"Every second week we share our ideas and information at the meeting" "There are a lot of different role players" "We all have a common goal and we link in with each other" "We can organise better and we can plan better. Everybody must give their collaboration"
9.	"LINK is not an organisation it is a network" "Organisations come together and they pull the resources or to distribute their resources equally in the community. So this way they can determine where most of the resources are needed" LINK wants the entire organisation to pool together their resources and their money together. Kind of determining what the situation is in the community and what help is needed" "Smaller organisations link up with LINK and it makes them stronger...and they will get more in resources to help the community" " LINK guides them and link them up with more experience"
10.	"The network does not function in isolation" "The network functions so much better, because all the available resources" " Participating organisations need to understand the goal to ensure success"

CATOGORY B: UNEXPECTED TOPICS THAT AROSE FROM THE COLLECTED DATA

Theme B 1: The value of spiritual support in a collaboration

During the interviews and the data analysis the researcher found that the spiritual support these participants gained from being part of collaboration with each other is worth reporting on. All 7 of the volunteers continuously made it very clear in their interview that they deeply rely on their religion to be part of their participation. They found spiritual strength in collaborating with other religious partners and when they

took part in a project it is usually on a religious foundation. It was also significant that although two (2) full time employees made a comment that more churches should be involved, this spiritual theme was much more prominent with the volunteers. Table 4.6 will clearly show the value of the spiritual support.

Table 4.6: Spiritual support

Participant number	Feelings on spiritual support
1.	"It hurt me deeply and then everybody prayed together" " They put me in the hands of the Lord in prayer and it made me a total different person"
2.	" I can thank the Lord , for the spirit of my colleagues" " With Him we can accomplish a lot"
5.	"There were not food, but I continued with my life. I said Lord why must I do this to you. Are you not alive? I trust you. and then I met auntie Rosie"
6.	"The Lord was with us. He blessed them with a piece of bread, tooth paste and a face cloth to take home" "We depend on the grace of God. The grace of God really came through for us"
7.	"We go to youth evenings at the churches. We take everything from the bible. the method could have changed a little but the message stays the same"

Theme B2: The need for belonging and to be loved

Six (6) of the volunteers who took part in this study were woman. They are all unemployed. One is unemployed out of own choice. She wants to work full time in uplifting the community. The other 4 participants cannot find a job. One of the participants is an unmarried male also looking for a full time job. This will however not influence his volunteer work.

The need for belonging and love needs are on the third level of needs as described in Maslow's hierarchy of the needs pyramid. These are some of the most basic needs of every human being (Weiten, 2007:489). Table 4.7 shows how these volunteers felt needed and loved. This made them feel good. They wanted to go back and give more. Two of the volunteers even involved their children and one volunteer involved her husband and her in laws.

Table 4.7: The need for belonging and to be loved

Participant number	Sub theme: Feeling needed	Sub theme: Feeling loved	Sub theme: Feeling of Responsibility
1.	"We enjoy working together" "It gives us courage and joy to know it was worth the while" " After the winter school I was lost"	" I feel proud that you came so far to our house"	" We all come from broken lives, broken marriages and as a child we really suffered and this made us to reach out to people in need" " More people must come and give support to these children" "You must reach out. You must give your collaboration to the community. It is good to work with other people"
2.	" It made a difference in the children we look afters' lives"		
3.	" I love doing this" "I sit at home and do nothing. So I can just as well do something for		

	the community"		
4.	"I enjoyed myself"		"People must become more involved"
5.	"We could all laugh and cry together"		"I want to do this for the community. I want to reach out to them"
6.	" I left my job to work full time in uplifting the community" "I told her come to the programme. You have a role to play here"	" I am proud to be part of LINK" "It made her feel good, because she had the support of others"	" She wants to put back in the community what she have experienced at LINK" " She got her daughter back and she then felt that she had to give something back to the community"
7.	I work 2 hours with them, but after 2 hours I can do nothing" "I feel a need to do it"	"My love for children makes it much easier" "They look up to me"	"I feel I owe the community something, but I do not know why"

Theme B3: Personal development

Even though all the participants in this study worked towards a common goal of community development, the development that took place between the participants is worth mentioning. This development took place with the help of the interactive community network. Although the researcher could pick up many opportunities for participants to develop their leadership skills, the study did not reveal any formal training that has been offered to any of the participants. The researcher could only identify personal development within the seven (7) unemployed volunteers. Table 4.8

shows which type of development has taken place between six (6) of the seven (7) volunteers.

Table 4.8: Personal development

Skills development in computers	1
Resource development	1
Counselling skills	2
Volunteers who indicated that they have learned a lot about themselves	3
Empowering sessions for volunteers: • Discover yourself • Your health status • Relationships • Abuse • Pregnancies • Gangsterism	5

CATOGORY C: THE OUTCOMES OF INTERVENTIONS AS A RESULT OF COLLABORATION

Theme C1: The value of the winter school as experienced by participants

One of the biggest interventions this study has identified took place over a period of 4 weeks during the school holidays during the time of the 2010 World Cup Soccer tournament. With the theme " Beat the kicks 2010" the main goal was to keep the children in a specific area entertained, off the streets and under adult supervision for the 4 weeks. It was a major collaboration effort between LINK and the community. Every day was adopted or sponsored by a different stakeholder. Stakeholders included the following:

- LINK
- Stellenbosch University

- Medi-Clinic
- Teachers
- Churches
- The MTN Science Centre Planetarium
- The Police Department
- The Department of Education
- The Department of Health
- The Department of Social development
- The community of Kuils River
- The Peninsula feeding scheme
- The Fire Department
- Medical Research Council
- Shooting Stars
- Nongovernmental organisations
- Faith Based Nongovernmental organizations
- Businesses and shops
- Ithemba laboratories
- And many more

The planning already started the previous year (2009) and it was planned for 500 children that included the following: 2 meals a day, a diversity of educational programmes and supervision from 8:00 until 16:00 every day for 4 weeks, except for weekends. In the end up to 700 children attended the programme. This caused on the spot crisis management and creative collaborative interventions to find extra food and resources for 200 extra children.

Table 4.9 shows the value of this winter school as experienced by participants of this study who were also part of this intervention.

Table 4.9: The value of the winter school as experienced by participants

Participant number	Theme: The value of the winter school as experienced by participants
1.	"It was wonderful. It was like a camp. We enjoyed it thoroughly"
2.	"The voluntary work made a big difference in my life. The programme was well planned and everybody gave their co-operation"
3.	" It was a challenge for me to see how they do things" '" I liked it"
4.	" It was worth the while"
5.	" We all stood together as one team"
6.	" Number one every year for the last 5 years the children are looking forward to the winter school, because it makes a difference in their lives"
9.	" Our biggest link was during the school holidays"

Theme C2: The perceptions of the outcomes of the winter school as experienced by participants

As the winter school project was aimed at children at primary school level it also gave the opportunity for 70 young people from the area to volunteer as well. Most of them were still in high school and many of them came from the same troubled area as the children. Some of the volunteers came to help because of the lack of food at home. This way they could at least get a decent meal.

Many of the children who attended the winter school benefitted from the Peninsula feeding scheme at their schools. They do not get food during school holidays so this was a way for them to still have their food every day.

Table 4.10 shows how the participants in this study experienced the outcome of this intervention.

Table 4.10: The perceptions of the outcomes of the winter school

Outcome	Participant number	Perception
Behavioural change	1	"The children in my street calmed down during weekends. Nowadays they are very calm. Previously they made a lot of noise. Now they are quiet"
	2	"It brought a big change in the children's lives. Just the way we worked with them"
	3	"The children were rebellious. As we have changed the children have changed"
	4	"They do not have to go and drink and have a party. It was school holidays, but they came to help other children" " I could see the change"
	6	"At the end Carol was chosen. She is in grade 11 and this motivated her to change her live. She also said that she now wants to do even more for other children"
Fulfilment of basic needs	4	Every day more and more children came. Many came for a piece of bread, because they had nothing to eat at home" "At their schools there are feeding schemes. During
	6	the holidays at their homes there is nothing to eat. But with LINK's winter school programme they at least get something to eat" " One of the volunteers said she came together with her brother and her sister, because there is nothing at home to eat"

	5	" We could give them tooth paste and a tooth brush, because they really did not mind to work" "We gathered all the little ones and dressed them with new jerseys. Every girl received a hat and a knitted doll"
Emotional support	6	"One of the unemployed mothers wanted to commit suicide. Things were bad at home... I asked her to come to the programme as a volunteer. It made her feel very good, because she now had the support of everybody at LINK"
Safety and security needs	6	"The secret was that we as adults could watch over the young volunteers. They did not have time to do drugs or wrong things. We had the youth in our hands"
Educational needs	5	"My children are also very happy. They could learn from other people's back ground and could apply that to their lives"
	1	" They were taught responsibility"
	6	" They are being educated in a playful manner"
Care	6	"We had 5 street children on the programme. They were lovely"
Information Booklet	9	"So we had people coming together linking with resources that's not just in Kuils River. LINK are organising a booklet where all the organisations whether they are registered or not. All the groups with talent with what they have to offer. All the departments that are already linked with us with a contact list with telephone details and so..."

Theme C3: The challenges of the winter school as experienced by participants

The study showed that all the participants experienced the winter school as a big collaboration success. However, some difficulties they experienced that could contribute to creating an even better effort in the future are captured in table 4.11.

Table 4.11: The challenges of the winter school as experienced by participants

Challenge	Participant number	Comment
Bigger involvement	4	"Men must become involved"
	5	"More children could have been reached and that would listed if there were a male figure"
	9	"There must be very different representation at the meetings e.g. the police"
	10	"More involvement from churches, headmasters and businesses"
Bigger awareness of the programme	4	"People in my area did not know about this. When I told them they were interested"
Funding	6	"One of our biggest challenges was funding" "We need some sort of petit cash so that you can buy extra bread or extra whatever. Or for petrol money to pay somebody to pick up a donation. I could do much more if I only had funding"
Volunteers	6	"Do not take volunteers for granted. I can see that happening now. We need to take care of our volunteers, we need to look after them and support them" " Reimbursement for needy volunteers"

Better planning and organisation	8	"We started planning early, but at the end of the day a few of us had to run around. We all plan together but at the end only a small group of people do the work. Everybody must give their co-operation"
Information Booklet	9	"The information booklet must also be available in the community so that they can know who to contact when they needed somebody"

Theme C.4: Maties Community Service as experienced by one of the participants

One of the participants who is a founder member of LINK described Maties *Community Service* (MCS as one the successful interventions of the LINK collaboration programme. The collaboration is between Stellenbosch University, the LINK volunteers, the Department of Education, NGO's, the school nurse and the churches. A health clinic service is offered on specific dates to the people of Kalkfontein and Sarepta areas. Kuils River has no public primary health care services. Consequently, access to the nearest public primary health care service is by taxi or train. The MCD clinic is for many of the members of the community, their only contact with medical care. In table 4.12 the collaboration process is explained as described by a participant.

Table 4.12: The collaboration process of the MCD Clinic

Organisation	Responsibility
LINK	Provides the necessary volunteers who help with the discipline and the cleaning up of the facility
Department of Education	Provides the school facility to the community for free
The Police	Give support to reduce the risk of crime
Community	Awareness to the community of the clinic dates

workers	
Stellenbosch University	Providing students from the departments of medicine, physiotherapy, nutrition and primary health care nurses

4.3 DISCUSSION

In this chapter the collected data were described, classified, interpreted and represented in tables and text as discussed in section 4.2.

4.3.1 The purpose

The goal of this study was to investigate the value of collaboration of an integrated community development programme, as experienced by stakeholders, introduced in Kuils River.

4.3.2 The objectives

The following objectives were set to determine whether:
- collaboration is a solution to community development and
- an integration of all community stakeholders does make a difference in developing societies.

The goal and objectives set for this study were investigated adequately and successfully.

A study that was conducted by Brown, White and Leibbrandt (2006:177), to determine whether collaborative partnerships are the cornerstone of successful clinical experience of nursing students, showed many similarities. They recognized the fact that a non-profitable organization needs to link up with other organizations to be successful and that far more can be done through collaboration than working in isolation. They also reported that the findings in their study may also be applied to other organizations. The findings on collaborative partnerships in the current study

may also be applied to other communities and organizations, since this study is based on a conceptual theoretical framework. According to De Vos et al. (2009:42), the findings of a study can be generalized to other communities and organizations if based on a theoretical conceptual framework. Added to this, El Ansari (2005:6-7), also supported the value of collaborative partnerships.

However, he pointed out that collaborative partnerships should involve more research on empowerment and capacities (see theme B3), costs and benefits (see table 4.6) and the value of stakeholders (see table 4.8). In the current project, during the interviews, specifically the focus group, various participants commented on the value of empowerment of the stakeholders. It was clearly shown that empowerment enables communities to fulfil their individual tasks more effectively (See theme B3).

The outcomes of this project correspond with the outcomes of the recommendations of El Ansari and Weiss (2005:175-179), who reported that researchers in the field who do research on community partnerships should think "out of the box" and focus on the bigger picture. The current project aimed to find new evidence of the bigger picture of the value of collaboration and have identified the value of personal, spiritual and emotional support experienced by stakeholders. Furthermore, the study has shown high importance of personal development and empowerment experienced by stakeholders.

4.4 CONCLUSION

In this chapter the management, data analysis, interpretation and findings were discussed. The purpose and objectives set for this study were investigated successfully and findings have been discussed and tabled. In the following chapter the recommendations based on the findings of the study are discussed.

CHAPTER 5

DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.1 INTRODUCTION

In chapter one the researcher described the purpose of this study namely to investigate the value of collaboration of an integrated community development programme, as experienced by stakeholders, introduced in Kuils River. The objectives to determine whether collaboration is a solution to community development and whether an integration of all community stakeholders does make a difference in developing societies have been scientifically investigated. An in depth literature review was explored and described. In chapter 3 the research methodology as applied in this study was described followed by chapter 4 providing a detailed report on the analysis and interpretation of the qualitative data collected. In this chapter the researcher presents conclusions on the findings as well as proposals with regard to detailed recommendations on the scientific findings of the study.

5.2 DISCUSSIONS AND RECOMENDATIONS

5.2.1 Objective 1: Is collaboration a solution to community development?

5.2.1.1 The value of collaboration

To improve the practice of partnerships and collaboration the effectiveness should be captured. This would contribute to the success of changing the lives of people and their social care (El Ansari et al., 2001:215).

This study focused on the participants involved in the LINK project of community development. The acronym LINK is a derivative of local integrated network in Kuils

River. The acronym explains the goal of this project to link the community and developers together through collaboration towards a common goal. The success of the LINK programme is clearly shown in the findings of this study. To improve the value of collaboration for further integrated community development programmes it is suggested that the following processes are considered:

- A person or persons with a shared goal should get together and with participative discussions and decisions, organise a structured meeting and invite the right people to initially take part in the establishment of a new project or organisation.

- It is very important that a diversity of stakeholders should be involved at this initial meeting to get shared input right from the start. Organizers of the initial meeting must also make absolutely sure that the right people are involved in sharing a common goal.

- At a facilitated meeting a constitution or initial guidelines to guide the process should be discussed and decided upon. Everybody, and most important the entire community, should have equal input in the decision making process of these guidelines or constitution.

- The meeting should as a group decide on an **appropriate name** for the organisation and thereafter refer to their organisation by its selected name. It is central to compile a shared **vision and mission** which has been debated and accepted by all stakeholders.

- **The objectives** should be set right from the start to co-ordinate services, prioritize services and projects, initiate and identify projects. The objectives should also encourage communication and the marketing strategies that can improve leasing between stakeholders. By setting the objectives social, economic, political and cultural barriers can be addressed.

- **The nature** of the organisation should be clarified and stakeholders should know whether the organisation should function as a corporate body with an own identity and who will be allowed to be part of this corporate body. Aspects such as income, property and shares should be agreed upon by all the stakeholders.

- **Geographical boundaries** should be clarified when the objectives have been set. This is applicable to a community or area. If no geographical boundaries are applicable it should be recorded in the constitution.

- It is also significant to clarify the **membership and composition** of the organisation**.**

- Although a democratically selected committee should be in place to see to the management of the organisation it is imperative that meetings should be open to all stakeholders and the organisation should accept new stakeholders at each meeting.

- The committee should be responsible for compiling an **annual report** that should be available to all the stakeholders.

- The number of **meetings** during the year should be decided upon, but special meetings should be allowed to be called.

- If the organisation feels that staff should be appointed for the effective **management and organization** of this organization, this should be allowed.

- A policy should be in place to clarify the **powers of the organization** regarding the management of funding and other assets or investments. Discussions on the management of collected **funding** regarding the income tax law and other general accounting strategies should be put in place.

- If the organization receives advice or suggestions to change or **modify the organization this** should be possible, but a decision should be made and accepted by the majority of stakeholders. This will also be applicable for the **disbandment** of the organization for a very good reason e.g. if the objectives of the organisations are not met (LINK Constitution, 2006:2-6).

According to the purpose of this study it was decided to determine whether collaboration is a solution to community development. Participants that were selected to participate in this study were all active members in the LINK network. This network functions exclusively on collaborative partnerships. The study showed clearly as described in table 4.1 that the network has great success in living out the objectives that were adopted in its constitution in November 2006. These objectives are to co-ordinate services, endeavour to alleviate and prevent crime. It furthermore prioritizes services and projects, initiate and identify applicable projects and should identify and address all social pathologies in the area of Kuils River. Encouragement of communication and the marketing of the network were identified to be some of the objectives. The fact that the LINK programme's constitution is based on a conceptual theoretical framework, upon which this study is based, makes the programme generalisable (annexure A). The network strives to address all social, economical, political and cultural barriers (LINK Constitution, 2006:2-6) .

All the participants felt that working together towards a common goal is crucial. Even though their personal reasons for being part of this collaboration were diverse they all had **a mutual goal or good reason as emphasized** by Brown et al. (2006:173), that a common goal is essential within a collaborative partnership.

In the LINK network all stakeholders wanted to uplift and empower the community. However, one participant did feel that, true to the characteristics of a successful collaboration, the mutual goal should be very clear to all the participants.

This study also showed that the reciprocated feeling between the participants were that collaboration between stakeholders in an integrated community development

programme is a good thing and positively contributes to the empowerment of the community.

5.2.1.2 The advantages of collaboration

The literature review discussed the advantages of collaboration with the community involved. However, new information in the study was identified which was not discussed in the literature review. This new data showed that the personal needs of individual participants were fulfilled and that collaboration brought about personal advantages specifically for the unpaid volunteers.

Maslow (1968, 1970) believed that human needs are arranged in a *hierarchy of needs* where the most basic needs must first be met before the highest priority needs can be met (Weiten, 2007:489). The seven (7) unpaid volunteers who participated in the study focused the advantages on themselves while the three (3) full time employed participants focused the advantages on the community as described in table 4.2. Eight (8) of the ten (10) participants felt that personal empowerment of the participants was a vital advantage, while six (6) of the ten (10) participants also felt that personal development is a "big" advantage to them. These needs of emotional support five (5), personal support seven (7), personal development six (6), empowerment eight (8), to bond with people four (4) and the identification of personal potential two (2) relate to the lowest level of Maslow's hierarchy of needs. Therefore, it is important that this be acknowledged. The personal support from the group they were collaborating within, all unpaid (7) volunteers felt it is also of great significance.

According to Brown et al. (2006:173), the **best possible people** should be involved. This is also emphasized by Wilcox (2000:7), who feels that contact should be made with a potential partner to test the attitudes and to find out whether or not they really want to be a partner. One participant felt that collaboration with other stakeholders put him in contact with the right people to the advantage of the project he was involved with.

As in most of the previous studies the key element of **trust and respect** appeared to be imperative. This study showed no difference. Not just trust and respect that the participants experienced amongst each other but also the trust and respect they have gained from the community. This appeared to have been very important for especially the unpaid volunteers who believed that this contributed to a better self-esteem.

5.2.1.3 Recommendation

To help collaborative partners such as volunteers to develop leadership and to help them to fulfill the highest level on Maslow's hierarchy of needs, **the need for self actualization,** I would recommend a structured programme of mentorship within such an integrated community development programme to help volunteers into established leadership roles that could lead to opportunities for them to be employed elsewhere. As discussed in chapter 2, Fawcett et al. (2000:177), also share this view and they believe that leadership can also be developed by natural leaders who can mentor new generation leaders into leadership roles, as a new and ongoing skill.

I would also recommend that because of the high significance these volunteers put on the importance of spiritual support they gain from the various churches which are collaborating denominations, these churches should participate in the mentoring process according to the preference of the individual.

5.2.2 Objective 2: Does integration of all community stakeholders make a difference in developing societies?

The findings on the views of the participants on two interventions that were undertaken by the LINK network clearly showed that the integration of all community stakeholders do make a difference in developing societies. A huge collaboration effort on this scale in itself is a very big challenge. At the winter school project that took place during the World Cup in 2010, up to a maximum of 700 children between the ages of four and thirteen, including 70 youth volunteers, participated in various educational programmes. During this period of twenty (20) days they all received two

meals. Therefore, it had to be successfully conducted with good planning, effective leadership and co-ordination despite the fact that the reality is a lack of sufficient funding. However, some significant challenges as discussed in table 4.11 were identified and need some attention in the future.

5.2.2.1   Recommendations for an integrated community development programme (ICDP)

5.2.2.1.1 Increase stakeholder involvement

Even if an ICPD is already a very big collaborative network the value of even more and continuous involvement form the community and people outside of the community should not be underestimated.   Involvement from the police to give guidance on the evidence of the social pathology of the community could be very valuable. Some of the participants also suggested involvement of more churches, school headmasters and more males. The involvement of more businesses, also outside of the community, could solve the problem of the continuous lack of funding.

Despite the fact that the ICPD committee meeting is open to all the possible stakeholders it should advertise widely and make all possible stakeholders aware that the network is open to all. A concerted effort should always be undertaken before, during and after every meeting to get all the stakeholders that can potentially be involved in this network together and informed of the meeting.

5.2.2.1.2 Increase awareness of the ICDP and its planned projects

Marketing and communication will always be a priority, even though the ICDP does advertise in the local newspapers and on the local radio stations, I would recommend as suggested by a participant that the collaboration with the local and the broader media should be structured. A specific committee member or stakeholder should be allocated this responsibility and get the applicable training to liaise with the media on a continuous basis in a structured manner. In this way the

results of interventions could be made public and could motivate future participation from the community and stakeholders.

5.2.2.1.3 Volunteers

The unemployed, unpaid stakeholders or volunteers in this study sometimes experienced a feeling that they were taken for granted. They come from the same poor community they work towards developing although they share the same needs and personal experiences as the members in the community. An ICPD is not an organization and therefore cannot apply to be registered for funding. I would recommend that specific organizations within the ICDP adopt a volunteer for the organization to take care of. This organization should be responsible for the personal support, support and personal development of the volunteer. This gesture will add to the social responsibility now expected of all organizations in the country.

5.2.2.1.4 Funding

Small projects that form part of the ICDP may struggle to obtain funding as this is not a registered NGO or non-profit organization (NPO) which may legally collect funds. My recommendation is therefore that all stakeholders budget independently for support of smaller projects or interventions which are introduced as a collective within the programme.

5.2.2.1.5 Information booklet

One of the participants mentioned that she is putting together an information booklet. This can be a very beneficial tool to the community and the stakeholders. My recommendation is that putting together this booklet should be a much bigger effort. Many more stakeholders should be involved in the gathering, verification and updating of the information.

5.2.2.1.6 Research

Further research about the influence in the dissimilarity between a paid and unpaid stakeholder in a collaboration programme is recommended.

5.3 SUMMARY

In this chapter the recommendations based on the findings of the research as completed according to the objectives for this study, as well as the relevant literature were discussed. The purpose of the study to explore the value of collaboration of an integrated community development programme, as experienced by stakeholders, introduced in Kuils River was successfully achieved. It has been shown that collaboration is a solution to community development and an integration of all community stakeholders does make a difference in developing societies.

The value of several key aspects in collaboration within an ICDP was discussed and recommendations with specific emphasises were placed on the involvement of the best possible people in the ICDP, trust and respect between the stakeholders and between the stakeholders and the community.

5.4 CONCLUSION

The value of collaboration of an integrated community development programme, as experienced by stakeholders, introduced in Kuils River has clearly been shown in the study as most valuable. After investigating the views of the participants about the interventions that were undertaken by LINK, the integration of all the stakeholders in a community development programme also seems to be very significant. LINK has shown successfully to be a new model of integration in development as described by Hogue (1994:np)

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ANNEXURE A: LINK CONSTITUTION

L.I.N.K.

CONSTITUTION

Local Integrated Network of Kuils River

(L.I.N.K.)

Adopted November 2006

LOCAL INTEGRATED NETWORK OF KUILS RIVER (L.I.N.K.)

Masihambeni Kunye: Let us walk together

CONSTITUTION

ARTICLE 1: Name

Local Integrated Network of Kuils River (L.I.N.K.)

ARTICLE 2: Vision

To strive towards the total well - being of our town

ARTICLE 3: Mission

To further the holistic development of all in the community; to establish Kuils River as a socially and economically empowered community and to ensure a model city in a transformed South African society.

ARTICLE 4: Objectives

In the execution of the Mission, L.I.N.K. will;

4.1.   co-ordinate services

4.2.   endeavor to alleviate and prevent crime

4.3.   prioritize services and projects

4.4.   initiate and identify projects

4.5.   identify and address all social pathologies

4.6.   encourage communication and marketing of the Network (L.I.N.K.)

4.7.   address all social, economic, political and cultural barriers

4.8.   liaise with all stakeholders example NGO`s, / Churches, S.A.P.S, Social Services, Universities, etc. within the boundaries of L.I.N.K.

4.9.   monitor progress and processes

4.10.   establish Kuils River as a benchmark for Development

ARTICLE 5: Nature of Organization

5.1.   The Organization is a corporate body with an own identity and existence, which separately has members and office - bearers

5.2.   The Organization further exists as a corporate body, despite changes in the construction of members and office - bearers

5.3.   The Organization will advance the income and property of its aims and objectives, as described above in Article 3 and 4 of the constitution.

5.4.   No shares of the property and income of the Organization will directly or indirectly be paid to a member of the organization except for employees who deliver a service to the organization.

ARTICLE 6: Geographical Boundaries

All areas that fall within the following boundaries:

6.1.   Stellenbosch Arterial Road – Polkadraai Road

6.2.   The R300

6.3.   The Bottelary Road

6.4.   Magisterial Boundary

ARTICLE 7: Membership and Composition

7.1. The Board will comprise of eleven (11) members and the EXCO (Day Management) five (5) members.

7.2. The number of subcommittees is not limited.

7.3. The Day Management Board will consist of the chairperson, vice - chairperson, treasurer, secretary and at least one (1) other member of the Board.
Emergency decisions will be managed by the Day Management which will be condoned at a full board meeting.

7.4. Election period of a board member will be three (3) years.

7.5. The election period of the chairperson may not exceed two office periods.

7.6. At least 50% of the board members can be reelected for the purpose of continuity.

7.7. Membership is terminated automatically:

7.7.1 after the absence of three (3) consecutive meetings without any notice

7.7.2. should the member become mentally unfit

7.7.3. should the member be found guilty whether in RSA or elsewhere for any criminal activity

7.7.4. should the court discharge the member for misconduct

7.7.5. should the estate of the member be sequestrated

ARTICLE 8: Report

An annual report to be given at an annual general meeting of L.I.N.K. during the last quarter of the year.

ARTICLE 9: Meetings

9.1.   At least six (6) meetings will be held for board members and at least two (2) general meetings per year.
         The place for meetings will be conducted in Kuils River as to be determined in meetings.
         Special general meetings can be called.

9.2.   Notice of a meeting will be given within ten (10) working days.

ARTICLE 10: The Management of the Organization

10.1.   If the need arises employees can be appointed.

ARTICLE 11: Powers of the Organization

The organization has the ability to:

11.1.   collect funds, to receive donations and subsidies and to use the funds for the objectives as determined by the organization

11.2.   invest any assets as required by the organization

11.3.   determine its own financial policy and procedures

11.4. manage such funds through a registered financial institution as described in article 1 in the Act of Financial Institution of 1984.

ARTICLE 12: Funding

12.1. When funds are collected through an external body commission it will not exceed 40% of the total income.

12.2. General accounting of all funds of an organization and annual auditing will apply.

12.3. The organization will comply with the Income Tax Law.

12.4. All financial transactions will be managed through a registered financial institution.

ARTICLE 13: Modification of the Organization

The constitution of the Organization may be modified:

13.1. When there is a recommendation for change of a specific article or additions to the constitution. To be accepted by the majority of the members at the annual general meeting of the organization.

13.2. Sent to the Commissioner: South African Income Services after an annual general meeting.

ARTICLE 14: Disbandment

The organization can disband if:

14.1. the organization's objectives are not met

14.2. the organization decides to disband and is approved by the majority of organization members at an annual general meeting of the organization.

14.3. the majority of members have decided that the organization must disband after which all funds will be divided between the organizations with similar objectives.

ADOPTED AND SIGNED AT KALKFONTEIN, KUILS RIVER

ON   WEDNESDAY   29 NOVEMBER   2006

_____ _____

CHAIRPERSON OF L.I.N.K.   SECONDER

Sponsored by Old Mutual

ANNEXURE B: PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

PARTICIPANT INFORMATION LEAFLET AND CONSENT FORM

TITLE OF THE RESEARCH PROJECT:

REFERENCE NUMBER: N10/05/171

PRINCIPAL INVESTIGATOR: Danine Kitshoff

ADDRESS: 25 Blanc De Noir Street, Bellville, 7530

CONTACT NUMBER: 021 9389036

You are invited to partake in a research project. Please take some time to read the information presented here, which will explain the details of this project. Please ask the researcher any questions about any part of this project that you do not fully understand. Your participation is **entirely voluntary** and you are free to decline to participate.

This study has been approved by the Committee for Human Research at Stellenbosch University and will be conducted according to the ethical guidelines and principles of the international Declaration of Helsinki, South African Guidelines for Good Clinical Practice and the Medical Research Council's (MRC) Ethical Guidelines for Research.

What is this research study all about?

> ➢ The purpose of the study is to explore the value of collaboration of an integrated community development programme, as experienced by stakeholders, introduced in Kuils River. The study wants to determine whether collaboration is a solution to community development and if an integration of all community stakeholders does make a difference in developing societies.
> ➢ The principle investigator will personally interview the various participants. The interview will be approached as follows:

➢ An introduction and rationale will be given to the participant via an information leaflet document.

➢ The researcher will use a tape recorder to tape the discussion with the permission of the participant.

➢ The researcher will use the same interview schedule but may probe and add additional questions as the in-depth discussion progress.

Why have you been invited to participate?

➢ You are an active participating stakeholder in the LINK project.

What will your responsibilities be?

➢ As a stakeholder you are part of the research population of the current project. During the interview you will be requested to provide information regarding the pro's and con's of the LINK project

Are there any risks involved in your taking part in this research?

➢ The risk involved in this study is very low. You will only take part in a scheduled interview.

With whom will this information be shared?

➢ The study is for degree purposes.

➢ The findings of the study will be written up for degree purposes and will be made available for reading.

➢ A research report will be given to the LINK board.

➢ The study will also be published.

Will you be paid to take part in this study and are there any costs involved?

➢ No, you will not be paid to take part in the study.

➢ There will be no costs involved for you, if you do take part.

Declaration by participant

By signing below, I …………………………..………… agree to take part in the research study entitled "An ideal leadership style for unit managers in intensive care units of private health care institutions".

I declare that:

- I have read this information and consent form and it is written in a language with which I am fluent and comfortable.

- I have had a chance to ask questions and all my questions have been adequately answered.

- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.

Signed at (*place*) ....…........……………. on (*date*) …………..…………. 2010.

....

Signature of participant   Signature of witness

Declaration by researcher

I Danine Kitshoff declare that:

- I explained the information in this document to …………………………………..

- I encouraged him/her to ask questions and took adequate time to answer them.

- I am satisfied that he/she adequately understands all aspects of the research, as discussed above.

- I did/did not use a translator.

Signed at (*place*) ....…........……………. on (*date*) …………..…………. 2010.

....

Signature of researcher   Signature of witness

ANNEXURE C: GUIDELINE FOR THE INTERVIEW

GUIDELINE FOR THE INTERVIEW
• Is collaboration a solution to community development?
• Does an integration of all stakeholders make a difference in developing societies?

ANNEXURE D: ETHICAL APPROVAL

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

26 July 2010   **MAILED**

Mrs D Kitshoff
Department of Nursing
2nd Floor
Teaching Block

Dear Mrs Kitshoff

"The value of collaboration in an integrated community development programme as experienced by stakeholders"

ETHICS REFERENCE NO: N10/05/171

RE : APPROVED WITH STIPULATIONS

It is a pleasure to inform you that a review panel of the Health Research Ethics Committee has approved the above-mentioned project with STIPULATIONS on 23 July 2010, including the ethical aspects involved, for a period of one year from this date.

1. The informed consent document must include a sentence which states that anonymity will be protected and that information will be dealt withy confidentially.

This project is therefore now registered and you can proceed with the work. Please quote the above-mentioned project number in ALL future correspondence. You may start with the project. Notwithstanding this approval, the Committee can request that work on this project be halted temporarily in anticipation of more information that they might deem necessary.

Please note a template of the progress report is obtainable on www.sun.ac.za/rds and should be submitted to the Committee before the year has expired. The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number of projects may be selected randomly and subjected to an external audit.

Translations of the consent document in the languages applicable to the study participants should be submitted.

Federal Wide Assurance Number: 00001372
Institutional Review Board (IRB) Number: IRB0005239

The Health Research Ethics Committee complies with the SA National Health Act No.61 2003 as it pertains to health research and the United States Code of Federal Regulations Title 45 Part 46. This committee abides by the ethical norms and principles for research, established by the Declaration of Helsinki, the South African Medical Research Council Guidelines as well as the Guidelines for Ethical Research: Principles Structures and Processes 2004 (Department of Health).

Please note that for research at primary or secondary healthcare facility permission must still be obtained from the relevant authorities (Western Cape Department of Health and/or City Health) to conduct the research as stated in the protocol. Contact persons are Ms Claudette Abrahams at Western Cape Department of Health (healthres@pgwc.gov.za Tel: +27 21 483 9907) and Dr Hélène Visser at City Health (Helene.Visser@capetown.gov.za Tel: +27 21 400 3981). Research that will be conducted at any tertiary academic institution requires approval from the relevant hospital manager. Ethics approval is required BEFORE approval can be obtained from these health authorities.

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Fakulteit Gesondheidswetenskappe · Faculty of Health Sciences

Verbind tot Optimale Gesondheid · Committed to Optimal Health
Afdeling Navorsingsontwikkeling en -steun · Division of Research Development and Support
Posbus/PO Box 19063 · Tygerberg 7505 · Suid-Afrika/South Africa
Tel.: +27 21 938 9075 · Faks/Fax: +27 21 931 3352

![S]

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

Approval Date: 23 July 2010

Expiry Date: 23 July 2011

Yours faithfully

MS CARLI SAGER
RESEARCH DEVELOPMENT AND SUPPORT
Tel: +27 21 938 9140 / E-mail: carlis@sun.ac.za
Fax: +27 21 931 3352

26 July 2010 14:50

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3 Beroma Crescent
Beroma
Bellville 7530
01 December 2010

TO WHOM IT MAY CONCERN

This letter serves to confirm that the undersigned

ILLONA ALTHAEA MEYER

has proof-read and edited the document contained herein for language correctness.

(Ms IA Meyer)

SIGNED