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### Strengthening Community Cohesion in Maitland Garden Village

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# WPI

## STRENGTHENING COMMUNITY COHESION IN THE MAITLAND GARDEN VILLAGE

An Interactive Qualifying Project Report Submitted to the Faculty of WORCESTER  
POLYTECHNIC INSTITUTE in partial fulfillment of the requirements for the Degree of  
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Submitted to:

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Cape Town, Project Center

In Cooperation With:

Ronell Trout, Green Light Project  
Maitland Garden Village Community  
Green Light Project

This report represents the work of four WPI undergraduate students submitted to the faculty as evidence of completion of a degree requirement. WPI routinely publishes these reports on its website without editorial or peer review. For more information about the projects program at WPI, please see: <http://www.wpi.edu/Academics/Projects>.

December 10<sup>th</sup>, 2019

# Abstract

The Maitland Garden Village (the village) in Cape Town, South Africa, faces low community cohesion, leading to struggles with drug abuse, high teen pregnancy rates, and unemployment. Our sponsor, Ronell Trout, founded the Green Light Project (Green Light) to combat these issues. However, Green Light struggles to engage the community with its current offerings. To address this concern, we interviewed community members, program leaders, and our sponsor; attended community programs; and observed the village's community dynamics. Using our findings, we developed several recommendations: increase funding, secure meeting space, improve the structure of existing programs, and create new programs targeting youth. These steps can help Green Light to effectively strengthen cohesion.

# Executive Summary

## The Green Light Project

Many individuals residing in the Maitland Garden Village (the village), a small suburban community of Cape Town, struggle with social isolation, which can be related to low community cohesion. This pervasive social isolation can have a significant negative impact on the affected individuals' physical and mental health. Our sponsor, Ms. Ronell Trout, chairperson of the Green Light Project (Green Light), attempts to address this concerning issue through community development programs.

In 2011, Ms. Trout began work with a Worcester Polytechnic Institute (WPI) student group to establish nine community programs aimed to combat social isolation at The Village. Since then, many of the programs are no longer active, and current programs struggle to engage the community. Ms. Trout has asked our group to analyze and determine how to revitalize the Green Light's programs to once again improve the Village's community cohesion.

## Project Goal and Objectives

The goal of our project was to increase community cohesiveness within the Maitland Garden Village by improving the engagement and efficiency of the Green Light Project programs through a documented plan including program outlines and our recommendations for improvement. To achieve this goal, we completed four objectives:

Objective 1: *Assess the village's community dynamics and the current operations of the Green Light programs.*

Objective 2: *Measure the current levels of community participation and engagement in the Green Light programs.*

Objective 3: *Determine the factors that contribute to current levels of participation and engagement in the Green Light programs.*

Objective 4: *Develop a strategic plan to improve the Green Light programs' operations and engagement.*

## Methods

Our team started by assessing various potential Green Light meeting locations in the village, such as Village Tods Educare, the Community Hall and other important locations. We also observed the community's Garden program and the Soup Kitchen program, and actively participated in the weekly Yoga class.

Our group also conducted semi-structured interviews with our sponsor, the Principal of Village Tods, the Community Ward Counselor, and a total of sixty community members, stratified by age and gender.

To supplement semi-structured interviews, our team informally interviewed our sponsor and many older community members who either played a role in forming Green Light or felt concerned about the community youth.

Lastly, we examined Green Light documentation including attendance sheets, NGO reports, bank statements, various materials relating to the programs themselves, such as music scores, and activity flyers.

## Findings

### *The current the village community dynamics and Green Light programs*

The village struggles with unemployment, drug abuse, and teen pregnancy. Our sponsor estimated the unemployment rate is around 60%-70%. Additionally, interviewees of all ages voiced concern over a growing drug abuse issue and linked the lack of structured activities and boredom to drug usage. Many older community members described a teenage pregnancy problem. Our team also noticed that the older community members and younger community members identify the same community issues, but the older community approaches solutions to the issues differently.

The Green Light program offerings have been reshaped throughout the Green Light's 9-year tenure. To date, there are only two programs that run consistently, the Soup Kitchen and the Yoga program. Participation in the Soup Kitchen will most likely persist, as many people attend because of need. However, participation in other less essential programs remains at risk, particularly when the maintenance of the Green Light programs hinges on the availability of space and external funds to support them.



*Picture B. Ms.Trout and two community members at the annual breakfast fundraiser*

The Green Light is currently underfunded. Only the Soup Kitchen program is funded; by an annual fundraiser hosted by the Green Light in the community hall where community members can buy breakfast for ZAR40 (South African Rand). Ms. Trout provides money out of pocket to the other programs as she sees necessary. Previously, the local government provided funding and aid to the village community. However, in recent years the Department of Social Development (DSD) has stopped their aid due to restructuring.



*Picture C. Ms. Trout's home, currently used to run the soup kitchen*

Lack of meeting space is another problem for the Green Light. Currently, Ms. Trout often runs programs out of her own house, which creates a dependency for Ms. Trout to be present. Other potential spaces which can be used by the Green Light include the community hall, which can only be booked for three-month periods through the City of Cape Town, the Village Tods, which can be used for gardening activities, and the public school. Additionally, Ms. Trout has been working with the Community Ward Counselor to secure an old rental office to serve as a home base.

Lastly, we found that the Green Light is not prepared for an eventual change in leadership, as the community has remained largely uninvolved in its operations.

*Factors that contribute to poor participation in the Green Light programs at*

One factor that contributes to the lack of community engagement is the lack of program structure. Most programs lack a formal schedule or have unreliable communication system, which discourages potential new participants from getting involved.

Additionally, many of the programs seem to be geared towards the older women in the community. The yoga program participants are all senior women, and the Green Light built programs like gardening and homecare around the elderly's concerns for the youth as opposed to the youth's concerns for themselves.

Young members expressed the desire for practical programs that help them build skills for career development. Many found

little time to participate in the Green Light programs because they were preoccupied with job search activities. They also expressed a desire for self-run, unstructured, and intergenerational social programs, such as a regular game night or movie night.

In addition to the needs young adults identified for themselves, they also identified several needs for the children. Both men and women wanted to revive the Green Light soccer program. Women identified the need for babysitting services to enable them to participate in community development programs.

Lastly, many the village young adults felt uncomfortable in offering suggestions and concerns about Green Light, suggesting the need for there to be a process in place permitting anonymous feedback and suggestions. Many also expressed the desire to lead many of the programs and participate in Green Light's operational functions.

**Recommendations**

*We recommend the Green Light to perform the following operational adjustments*

Funding:

Green Light should continue to seek out funding from the places it has in the past, including the Rotary Club, city of Cape Town, and individual donors, as well as expand its fundraising efforts to additional fundraisers annually.

Meeting Space:

Program meeting spaces are another aspect of the Green Light that requires adjustment. We feel that program meetings should remain at the community hall and Village Tods Educare and extend to the public school (assuming an agreement can

be made with the principal) and rental office (assuming a compromise can be made between interested parties to attain the space).

#### Program Structure and Communication:

Our group recommends that the Green Light adjust its program structure in the following ways: Each program should produce a formal schedule and an operations document for the Green Light to post in community meeting places, to promote awareness. Additionally, the Green Light needs to create a centralized communication system through WhatsApp that allows program participants to receive updates from leaders and voice their input about programs.

*We recommend that the Green Light integrate the younger community with their operations*

To meet the needs of all community members, the Green Light must involve the community youth in the following ways. First, we recommend that a babysitting aspect be added to the Green Light programs or created among the parents of the community. Second, the revival of the sports program, as recommended by many community members, will assist in entertaining the minors of the community. Third, the creation of programs supporting job skill development and life skill training will also increase participation from the younger community while improving their chances of finding employment.

*We recommend that the Green Light place greater importance on community leadership*

To aid with this, our team recommends the creation of a monthly Green Light town hall meeting. This meeting will provide community members with a forum to voice their opinions and to learn what matters most to community members. Additionally, several members of the community have expressed interest in joining the Green Light leadership, which would inject fresh ideas into program offerings. Having a forum where community members can freely voice opinions and exchange ideas would not only keep members actively engaged in solving community problems, but also help sustain the programs, as community members share ownership of their successes and struggles.

#### **Conclusion**

Green Light programs have historically proven to be successful in promoting community cohesion, but currently struggle to engage the community. We created recommendations to both engage the village community and promote Green Light's longevity. Green Light has the potential to combat the village's social isolation, substance abuse, unemployment, and high teen pregnancy. We hope to see Green Light grow into a self-sufficient organization that benefits community members of all age.

# Acknowledgements

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| Factors That Contribute to Poor Participation in Green Light Programs at the village | Andrew Poutry, Danielle Rubin, Oliver Thomas   | Andrew Poutry, Danielle Rubin, Oliver Thomas |
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# 1 Introduction

Social isolation and social disengagement from one's community have been found to have profound negative impacts on an individual's physical and mental health (Berkman et al, 2000), whereas living in a cohesive community has a marked benefit on personal wellbeing (Wiseman & Brasher, 2008). When opportunities for social engagement within a community are limited, it is difficult for individuals to advance their status and improve overall wellness. This can lead to undesirable socioeconomic and health outcomes within a community, including prolonged welfare dependency (Tigges et al, 1998), deterioration of physical and mental health (Heinrich & Gullone, 2006), and greater dependence on psychoactive and addictive substances (Copeland et al, 2018). The community as a whole might experience greater poverty (Cuddy & Reeves, 2015), higher crime rates (Johnson et al, 2018), environmental decay (Gillespie, 2018), greater healthcare costs (Social Finance, 2015), and gradual attrition of community members who choose to seek a brighter future elsewhere (Adato et al, 2006).

On the other hand, social cohesion builds resiliency and promotes economic prosperity, social security, and sense of belonging (Fonseca et al, 2018; Stanley, 2003; European Committee for Social Cohesion, 2004). Social cohesion refers to the capacity of society to ensure well-being of all its members while minimizing disparities and polarization (European Committee for Social Cohesion, 2004), two important aspects of social cohesion are the social and the physical infrastructure, with social infrastructure being more important than physical infrastructure in building social resilience (Fonseca et al, 2019). However, social cohesion and resilience can only be maintained if social outcomes are distributed equitably; otherwise, social cohesion crumbles and positive social outcomes cannot be achieved (Stanley, 2003).

An important strategy to build social cohesion is to establish a structure for community members to actively engage in activities they find enjoyable. Charitable work, athletics, cultural associations, and organizations for children and young people play an important role in bonding people together. For this reason, governments should help communities to create a favorable environment to support such activities (European Committee for Social Cohesion, 2004). In South Africa, however, the government has historically played a large role in causing social disintegration in communities. The South African apartheid regime purposefully disconnected Black (i.e. indigenous South African) and Coloured (i.e. mixed white European and black African or Asian ancestry) communities, to weaken their ability to resist the oppressive regime. As a result of the disconnectedness, these communities experienced higher levels of divorce, unemployment rates, violence, teen pregnancy, and alcohol and drug abuse (Ramphela, 1991). The Maitland Garden Village (the village), a predominantly Coloured suburban community of Cape Town, South Africa, was formed as a settlement for Coloured and Black people who were workers in the surrounding factories. Like all Black and Coloured communities in other parts of South Africa, they received poor services from apartheid government. To date, the village community struggles with many socioeconomic challenges, including limited job opportunities

and recreational outlets (Fouchee, n.d.). The community has depended on its own resources and community cohesion to sustain themselves. To help the village strengthen social cohesion, the village community leaders created the Green Light Project (Green Light) programs in 2011 for community members to engage in social activities. Unfortunately, participation levels in these programs have been dwindling. Our team partnered with the village community to help them develop strategies to improve participation and engagement in these programs, and to identify resources that would help sustain the programs. Through continued engagement in the Green Light programs, we anticipate that the village members will build stronger bonds with each other and have better opportunities to network with others outside of the village. This, in turn, can provide them with better opportunities to thrive as individuals and as a community, and ultimately, develop better social resiliency to adverse events.

The remainder of this report is organized as follows: Chapter 2 presents background information on social cohesion, factors affecting individual and community wellbeing, the importance of community development in improving cohesion and wellbeing, community cohesion in South Africa, and the village community. Chapter 3 discusses our methodology used to achieve the objectives of the study. Chapter 4 describes the findings of our research and discusses any limiting factors the research produced. Chapter 5 provides recommendations for the village community to implement in order to sustain the Green Light Project.

# 2 Background

## Community Development

Community well-being is defined as the "combination of social, economic, environmental, cultural, and political conditions identified by individuals and their communities as essential for them to flourish and fulfill their potential" (Wiseman & Brasher, 2008, p.358). These conditions differ between communities, often including some variant of health, economy, social relations, and security. Other conditions that are equally important to the community well-being, but are difficult to measure, are sustainability, equality, cultural heritage, and inter-generational relations (Atkinson et al, 2017). Wellbeing can be influenced by many factors, however, "social connectedness" and "having one's voice heard" are two key ingredients to improving community wellbeing (Atkinson et al, 2017).

Humans instinctively long for social connections and the sense of belonging (Ingram & London, 2015). When individuals lack the resources necessary for meaningful social connections, they become isolated and disengaged from society. Research shows that social isolation, or "the absence or perceived absence of satisfying social relationships" (Ingram & London, 2015, p. 1; Young, 1982), damages the individual's health and well-being (Ingram & London, 2015; Hawkley & Capitanio, 2015). Common health harm includes depression, suicidal tendencies, increased anxiety, sleep disturbances, lower self-esteem, and increased risk of substance abuse, obesity, higher cholesterol, higher blood pressure, headaches and stomach aches (Ingram & London, 2015; Holt-Lunstad et al, 2015; Holt-Lunstad, Smith, & Layton, 2010; Pantell et al, 2013). Combined, these potential harms reveal social isolation to be "a risk factor for death that is comparable to or even exceeds other well-established and well-publicized risk factors for mortality" (Ingram & London, 2015, p. 1). Harm from social isolation can also be seen in school performance in children. Socially isolated, children tend to be less motivated, exert less effort, perform worse on exams, have higher truancy rates, participate less in class, and have a lower likelihood of completing high school (Ingram & London, 2015).

Social isolation not only affects individuals, but societies in general. Disengaged people tend to focus only on themselves and their problems, while ignoring the concerns of others, resulting in decreased charitable outreach and heightened levels of incivility among individuals interacting in public places (Eitzen, 2004). Their feeling of hopelessness and agitation leads them to be unlikely to participate in civic activities. Over time, this trend of unraveling community bonds creates thicker walls between the "haves" and "have nots," resulting in greater hostility, higher crime rates, and a more prevalent sense of fear (Eitzen, 2004).

One strategy to address social isolation, reduce inequity, and improve community wellbeing is to build social capital through community development projects. Social capital is defined as "social relationships and patterns of trust which enable people to gain access to resources such as government services or jobs" (Schneider, 2002). Studies have shown that

higher levels of social capital are associated with positive socioeconomic outcomes, including improved employment opportunities, higher incomes, increased savings and assets, and greater access to credit (Weaver, & Habibov, 2012; Brisson, 2009; George, & Chaze, 2009; Yusuf, 2008).

To achieve the best results, communities should adopt the following eight practices when implementing community development projects: 1) Projects should be designed and implemented to support a larger community revitalization strategy. 2) Community members should be integrally involved in the process. 3) Achievements should be designed to impact community members equitably. 4) Project leaders should clearly define how their organization can contribute to revitalization. 5) Projects should address specific neighborhood needs. 6) Projects should be guided by best practices derived from the experiences of other communities. 7) Longer-term success should be targeted over short-term goals. 8) Projects should be subjected to ongoing evaluation and redesign (Lansberry, 1995). Adherence to these practices improves the likelihood of success of community development projects, which in turn works to boost the wealth of communities and foster the accumulation of social capital and social connectedness (Rose, 1996; Roseland, 2000). Unfortunately, community projects often rely on government grants to operate, and oftentimes this form of aid is temporary, weakening the social capital of such communities.

## Community Cohesion in South Africa

The benefits of community connectedness and social infrastructure are universal, and South African communities are no exception. One South African study made a comparative analysis between two communities, one in Mpumalanga and another in the North West province, of the effects of community cohesion on alcohol intake, HIV prevention, and high-risk sexual behaviors (Monson et al, 2012). The behaviors studied were all found to have massive effects on quality of life in the communities. The researchers found that members of the Mpumalanga community with high ratings for connectedness reported fewer high-risk behaviors than a community in North West, a less interconnected counterpart. For each additional point in community connectedness, men were 40% less likely to report being excessive drinkers. Group cohesion also discouraged women from having multiple sexual partners and increased chances of community members completing HIV screening. The researchers inferred that community cohesion helps prevent risky behaviors and concluded that strong communities spread health information and strong values (Lippman, 2018). As such, increased community cohesion has likely aided in combatting societal threats including drug abuse, HIV, and teen pregnancy in South African communities.

There are also concrete examples of the importance of community connectedness in the Western Cape Province. The Tsoga Environmental Center, a community service and recycling center in Samora Machel in the Philippi township, a suburb of Cape Town, exemplifies how using community connectedness can help to mitigate poverty cycles. Samora Machel, like

Maitland Garden Village (the village), is characterized by high unemployment, low wages (averaging less than 200 USD per month), and a less educated and less skilled population (Schalcher, 2008). The South African government recognized the potential for a well-developed community center and funded the construction of the building, after which the community used this resource as the center for numerous initiatives designed to benefit the population, including waste collection and recycling, fruit, vegetable and tree farming, a food program for the poor, craft sales, landscape contracting, life-skills training, youth programs, educational programs, and environmental education workshops. The Tsoga Environmental Center not only supports community activities, it also is a place where members can obtain jobs. The government department that addresses community issues like those of Samora Machel, is the Department of Social Development (DSD). This department works to implement services with the goal of “enabling and empowering the poor, vulnerable and those with special needs” (DSD Annual Report, 2018). Its two major emphases are to assist with social welfare and to encourage community development. Specific services offered by the DSD include providing courses to community members that address pressing issues such as substance abuse and youth development. Through these efforts, the DSD ultimately works to aid the underprivileged in entering the working world and to assist with their daily needs.

The success of the Tsoga Environmental Center in Samora Machel relies on the adoption of some key best practices for community development. For example, the Center was designed to enable the Tsoga Community to be self-sufficient in the long-term. Members of the Tsoga Community were involved in the planning of the Center to determine its requirements and use. The Tsoga Community members received hands-on training in environmental practices to sustain themselves (Schalcher, 2008). As a result, the community has been able to substantially reduce the need to expend funds on nourishment by largely sustaining themselves with the food they grow in their garden (Schalcher, 2008). These methods of creating a trade surplus have proven to be crucial to enhancing the community’s well-being (Schalcher, 2008), demonstrating that community organizations can help steer South African communities towards self-sufficiency through community cohesion.

## Maitland Garden Village (the village) and the Green Light Project (Green Light)

The village is one of many communities in South Africa that struggle with community development. Founded in 1922, the village is one of the oldest communities in the Cape Flats, a designated area for non-Whites since the 1950s under the Group Areas Act (Anonymous and Fouchee, n.d.). This legislation forced non-White people (Black and Coloured) out of central urban areas into government-built townships in the Flats (MacMaster, 2009). The village is a small community with 1,834 people living in 363 households. Approximately 51.6% of the population is female and 48.4% is male. Most (87.5%) of the village are Coloured. About 5% of the population is Black African, and 6.2% of the population is White. The remaining 1.3% is



Indian or Asian and other. About 69% of the population speaks Afrikaans as their first language, and 29% of the population speaks English as their first language (Frith, n.d.).

The village's residents experience high unemployment, drug and alcohol abuse, and teenage pregnancy (Cape Town Interactive Qualifying Group, 2011). In an attempt to address some of these issues, a 2011 WPI student group established the Green Light Project which included nine program committees designed to reflect the strengths and common interests of the village's community and to help members become engaged in community activities (Green Light Project, n.d.). To date, there are significant issues with underfunding and lack of participation affecting the Green Light Project and within the village community (Ms. Trout, pers. communication, 2019). According to Maitland community leader, and our project Sponsor, Ms. Trout, the vision of the Green Light Project was to increase cohesiveness within the community, with the Green Light Project committees serving as the main conduit for achieving this goal.

To support Ms. Trout's vision, our group reviewed the existing programs at the village to evaluate the overall impact and sustainability of Green Light and its programs. In the methodology chapter, our team describes the methods used to assess the village leaders' vision for sustaining the Green Light programs, the current engagement level of the programs, and barriers to participating in and sustaining the programs. Our intention was to strengthen these programs within the context of the eight attributes of effective community development described above, with a focus on promoting the overall goal of increasing the cohesiveness of the community.

# 3 Methodology

The goal of our project was to increase community cohesiveness within the Maitland Garden Village (the village) by identifying ways to improve the engagement and efficiency of the Green Light Project (Green Light) programs. Our team evaluated the Green Light programs' current offerings, operations, engagement, and barriers to participation. We worked with the chairperson of the village and Green Light, Ms. Ronell Trout, to develop a strategic plan, including program outlines and our recommendations to improve community cohesion within the village. To achieve our goal, we developed four objectives:

1. Assess the Maitland Garden Village community dynamics and the current operations of the Green Light Project programs.
2. Measure the current levels of community participation and engagement in the Green Light Project programs.
3. Determine the factors that contribute to current levels of participation and engagement in the Green Light Project programs.
4. Develop a strategic plan to improve the Green Light Project programs' operations and engagement.

The methods we used to achieve these objectives included observations, semi-structured interviews (both closed-ended and open-ended questions), unstructured interviews, and document review (e.g. program description, attendance sheets, program materials, funding requests, etc.). Document reviews generally provide researchers with additional material including background information and a broad range of data, which deepen and strengthen research (Bowen, 2009). In our case, document reviews provided us background information to better understand: 1) the village community, 2) the village's effort in implementing and sustaining the Green Light programs, 3) Green Light program participation, program personnel, and program costs, and 4) any barriers faced in operating the programs.

On the other hand, observation permits researchers to provide a "written photograph" of the situation at hand using their five senses (Erlandson, 1993; Kawulich, 2005). In our case, observations allowed our team to: 1) identify which programs are in operation, 2) quantify current program participation, 3) document who attended the programs, how many attended, and how long each program lasted, 4) understand how participants interacted with one another and with the program leader, 5) assess the space in which each Green Light program operates, and 6) verify inaccuracies of interviewees.

Semi-structured interviews typically are best used when researchers want to seek in-depth information on the issue at hand and to learn about the importance of an issue to the interviewees and its relative importance to other issues (Harrell & Bradley, 2009). Our team used semi-structured interviews to gain information from community leaders (Appendices B and C),

program participants and non-program participants (Appendix D) about various issues including: 1) the strengths of the village community, 2) the vision for the Green Light programs from community leaders, 3) changes that resulted from participating in the Green Light programs, 4) program offerings, features, and recruitment process, 5) reason for participating and not participating, 6) self-rating of social support, and 7) suggestions for improvements. Lastly, we used unstructured interviews when appropriate to explore unforeseen issues facing the village communities at hand with the respondents.

## Objective 1: Assess the Maitland Garden Village community dynamics and the current operations of the Green Light Project programs

Upon our arrival in the village, the team focused on understanding the history, goals, and general dynamics of both the community and the programs run by Green Light. This background information was essential when developing a plan that fit the community's and Green Light's needs. Building an understanding of the community and Green Light programs helped us assess the potential impacts of Green Light programs. We visited the village, focusing on places related to the Green Light such as, Village Tods Educare Center, Garden Village Primary School, the community hall (identified as a potential meeting space by Ms. Trout), and Ms. Trout's house (the current meeting place for most of the Green Light operations) with the intention of learning about how and where the programs operated. Throughout these visits, we observed the interactions among community members, both on the streets and in the schools, as well as the interactions between the community members and Ms. Trout. We paid close attention to interactions between members from different racial, social, and class groups to observe how they treated one another within their own group and across different groups. These observations of interactions provided in depth understanding of the village social connectedness which helped us formulate our interview plan.

We examined individual Green Light program documentation such as government funding requests, attendance sheets, community announcements, and various materials used directly in the programs (i.e. gardening layouts). Our team utilized these documents to enhance our knowledge about the programs' operations. We also reviewed documents to understand the programs' goals, target populations, recruitment process, and challenges, as well as how the programs were implemented. Our team studied the information we gathered from these documents and our observations to compare the present functions of the programs to the program's past operations. With this, we analyzed the progression or regression made by each program. The group also examined previous WPI Projects with the village to further inform ourselves about the history of Green Light.

To increase our background knowledge, we reviewed the Green Light history through informal interviews with Ms. Trout and a few of the founders of Green Light programs (See Appendices B and C). Our team informally interviewed community members at the soup kitchen both who were and were not previously involved in Green Light programs to learn about the concerns that many seniors and young adults had with the community and what they believed were its challenges (Appendix D).

We performed several semi-structured interviews with key figures in the community. Our team interviewed the principal, Ms. Booyesen, of the Village Tods Educare center to help us gain insights on the relationship among the preschool staff, the village community members, and Green Light program staff and to help us better understand how the creche works and benefits the community (See Appendix E). We also interviewed the Community Ward and a representative from the DSD about the government's relationship with Green Light's program staff and Green Light's previous attempts to attain funding (See Appendix F).

## Objective 2: Measure the current levels of community participation and engagement in the Green Light Project programs

To achieve this objective, our team collected information from documents, interviews and observations within Green Light. We reviewed program documents including attendance sheets that Ms. Trout filed to compare the programs' levels of engagement over time. Document review allows researchers to gather basic program information in terms of the number and type of participants, the number and type of program personnel, and program costs (CDC, 2018). For analysis, we analyzed the demographic breakdown and looked for turnover versus consistency among participants. Our group observed the operational programs to tally attendance and analyze if participants exhibited signs of engagement (i.e. if participants actively asked questions, interacted with others while participating in the program, etc.). We measured participation levels using criteria suggested in the literature (Schmuck, 1997). We observed how program participants interacted with each other and with the program instructor, how much time program participants spent in each activity, who attended the program, and how many attended. We attended two programs, a yoga session and the soup kitchen, and made observations at the community garden. At the soup kitchen, we observed how participants used the space and engaged with other community members and our sponsor. Similarly, for the yoga program, we observed how the participants interacted with each other and with their instructor. Throughout the session, we also observed how the participants used the instructor's material. For the garden program, our team observed the volunteers, paying close attention to their effort levels. These observations of engagement and attendance helped us assess what worked well for the programs and what needed improvement.

To cross reference attendance records and participation levels among the participants of Green Light, we conducted interviews with different groups in the village community. We completed semi-structured interviews with our sponsor and leaders (both current and former leaders) of the soup kitchen program, the homecare program, and the yoga program. We used questions outlined in Appendices B and C for the interviews. We also held informal group interviews with community members who participated in the soup kitchen program and the yoga program to understand their reasons for participating in the program and to gather their suggestions for program improvements. In addition, we interviewed the village youth members who did not join Green Light to understand their reasons for not participating and to document any barriers they faced.

Our sponsor, Ms. Trout, organized the group interviews by demographic and her knowledge of the village group dynamics. The group interviews enabled us to solicit input from different community members, observe group dynamics, and gather group assessment of the Green Light program features (i.e. instructor, program activities, social opportunity, etc.). We used questions in Appendix D for these group interviews.

### **Objective 3: Determine the factors that contribute to current levels of participation and engagement in the Green Light Project programs**

To determine factors affecting the sustainability of the Green Light programs and program participation, we used multiple data collection approaches. First, our team interviewed our sponsor, Ms. Trout, about the village cohesiveness and needs (Appendix B), including financial needs to sustain Green Light programs. Then, we reviewed program financial records to assess each program's budget. Next, we conducted individual and group interviews with various parties, including groups that either fluctuated in and out of employment, those that attended the soup kitchen program, and the young adults in the community, to learn about their motivation and barriers for participating in the Green Light programs. We used interview questions in Appendix D for the community member interviews.

### **Objective 4: Develop a strategic plan to improve the Green Light Project programs' operations and engagement**

Having identified the challenges of the Green Light programs through the work outlined in Objectives 1-3, the team analyzed all information gained from our research: semi-structured interviews, unstructured interviews, document analyses, and observations, and developed a strategic plan document which outlined for each Green Light program, recommendations to promote future sustainability. The outlines for the Green Light programs included schedules (i.e.

when each program should run and what material should be covered) as well as strategies to enhance their communal impact. We communicated with Ms. Trout to ensure that she agreed with our findings. By way of these documents, our team offered Green Light strategies for future sustainability, in hopes that they improved community cohesion within the village.

## 4 Findings & Discussion

In this section, we present findings of our research and discussions of strategies that the village might consider in improving the sustainability of Green Light. We divided our findings into two sections: the current community and Green Light dynamics, and the factors that contribute to poor community engagement. Within the first section, we highlight the issues the community faces, Green Light's current status and engagement levels, and the programs' successes and operational challenges. The second section details why the programs struggle to engage members and the community's wishes for the programs. In the Discussion section, we compare Green Light's implementation process with the eight best practices suggested in the literature for sustainable community development (Lansberry, 1995). This section concludes with study limitations.

### Findings

#### The Current Maitland Garden Village Community Dynamics and Green Light Project Programs

Currently, the Maitland Garden Village (the village) struggles with unemployment, drug abuse, and high teen pregnancy. Ms. Trout highlighted astronomical unemployment rates of around 60% to 70%. All twelve young community members we interviewed expressed their difficulties in finding steady work. A few older community members voiced their concerns about the younger generation's high unemployment rates as well. In talking with our sponsor, we learned that many of the employed community members work for the government on short-term contracts of one to three months and then must pursue another job. Access to public transportation also complicates finding employment as taxis and busses do not service the village and members must walk at least half a mile to the nearest train station. Additionally, the village experiences high dropout rates in all levels of schools, and many community members may lack skills necessary for the jobs available to them. According to the Community Ward Counselor, the Department of Social Development (DSD) occasionally holds workshops to teach community members skills such as basic computer knowledge. However, even with these trainings young community members struggle to find work.

According to the Community Ward Counselor, drug abuse is a pressing issue of increasing volatility for the village community. He was worried that a community drug problem can lead to increased community crime, gang involvement, and other safety issues. The Green Light Project (Green Light) Director, Ms. Trout, and community members of all ages shared the same concerns. We interviewed forty community members and the majority linked early drug

usage to a lack of structured programming for teenagers and young adults. Young adults spoke of boredom as a major contributing factor towards drug usage.

Through our interviews with Ms. Trout, elderly community members, and young women, we learned that the village experiences high rates of teen pregnancy. We found it common for women to be mothers in their early twenties or late teens and saw first-hand as the six young women we interviewed at Village Tods were all mothers. On the other hand, the six young men we interviewed were not fathers. However, they showed concern for the children in the community in general, and many could see themselves as mentors.

We found that while younger and older community members oftentimes identified the same community issues, the older generation is disconnected from the desires and needs of the younger generation. Through our interviews we found that community members agree on the existence of issues in the village, such as teen pregnancy, drug abuse, etc., however, disagreed on how to solve these problems. Older community members focused on long-term solutions and believed that strengthening the community could help to combat the village's issues. They believed that every program should be beneficial to both the individual and community, however, prioritized the community over the individual. The older population valued the idea of community to a higher extent than the younger population and oftentimes showed concern for not only their peers, but every community member. To contrast, the younger generation, while showing concern for other community members, tended to focus on their own needs and the needs of their direct peers and family. Younger community members viewed the current Green Light programs as idealistic and did not think of them as a worthwhile time commitment.

When Green Light began in 2011, there were nine committees that were consistently running (See Appendix G). Throughout the eight years, the leaders adapted certain programs and replaced others to better fit the changing needs of the community. Green Light replaced the Soccer Committee with the Sports committee to broaden the program scope, the Drum Majorettes Committee with the Educational Program Committee, and the Gym Committee with the Yoga Committee. Eventually, Green Light retired the Educational Program Committee, as they passed the responsibility to Village Tods Educare Center. Green Light still operates today mainly due to the careful management of Ms. Trout and her ability to adapt programs.

Currently, two programs are running consistently and the other programs either run inconsistently or not at all due to lack of funding, a lack of space to operate, and low community participation (See Table 1 below). The two programs that meet consistently, the yoga program and the soup kitchen, meet weekly until the end of the year. The yoga program runs every Friday morning in the community hall. This program consists of a core group of eight older women who participate regularly and other women who attend occasionally. The yoga instructor is an outside volunteer. The soup kitchen runs every Wednesday at 11:00 AM out of Ms. Trout's home.



Table 1 Current committees in the Green Light as of 2019 and their operation statuses.

| <u>Current Committees</u> | <u>Current Status</u>  |
|---------------------------|------------------------|
| Awareness                 | Running Inconsistently |
| Dancing                   | Not Running            |
| Educational Program       | Not Running            |
| Fundraising               | Running Inconsistently |
| Gardening                 | Running Inconsistently |
| Homecare                  | Not Running            |
| Music                     | Not Running            |
| Soup Kitchen              | Running                |
| Sports                    | Running Inconsistently |
| Yoga                      | Running                |

Previous Green Light programs engaged more community members than current Green Light programs. We reviewed attendance sheets dating between 2011 to 2016 (Green Light leaders stopped tracking attendance in 2016) and compared 2015 and 2016 participation levels (See Figure 1 below). The increase in soup kitchen participation contrasts the general decreasing trend in participation across other programs. The difference in participation reflects the different function of the soup kitchen. The soup kitchen addresses food insecurity, so many community members attend out of need, as opposed to other programs which involve social activity where members would attend to socialize, have fun, or learn. The participation in other programs, such as the gardening and homecare committees, on the other hand has decreased, because the programs lost the appeal of being new and community members prioritized their individual needs over the community programs.

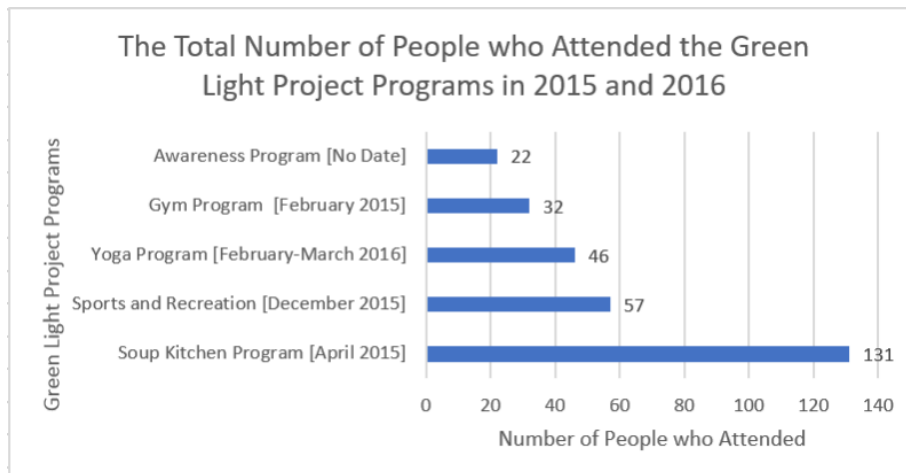


Figure 1 The bar chart shows the total number of people who attended Green Light programs in 2015 and 2016. The dates are provided to display the last date that attendance records were filed. The number of people in attendance for each program conveys the interest in programs when they were running consistently.

The termination of previous programs and the disorganization of the current programs is in part due to Green Light's inadequate resources for sustaining its programs. Through conversations and interviews with Ms. Trout, we deduced that the sole source of funding for the Green Light is an annual breakfast fundraiser. Ms. Trout sells tickets within the community to raise around ZAR 4000 or 270 USD (US Dollars). These funds supply the soup kitchen alone, leaving the garden and yoga programs to operate without a budget. Once Green Light spends their budget, Ms. Trout supports the programs from her own pocket. Previously, the South African government has given funding and resources to Green Light through the DSD. In 2011, the DSD for the Maitland area provided garden seeds and materials such as spades, forks, and a wheelbarrow. The government did not provide any further resources until supplying the community with seedlings in 2018. In terms of funding, the DSD has provided less to the Green Light in recent years. In recent years the DSD switched from serving every section of Cape Town annually, to dividing their funding and class services between the North, East, South, and West, rotating annually. Ms. Trout explained that the DSD was very responsive when the Green Light originated in 2011, however, more recently response times have slowed due to this new system. Without proper funding, Ms. Trout cannot provide the essential materials to the operational programs, such as a water tank, fence, and netting for the garden and permanent space for the soup kitchen, yoga, and awareness programs.

Currently, Green Light does not have a permanent meeting space for its programs. As stated above, the gardening programs must be held at Village Tods Educare Center and the yoga program must take place at the Community Hall. Both locations limit meeting times and complicate scheduling logistics. Ms. Trout must even hold certain programs and meetings directly from her house, such as the soup kitchen. This means her presence is required for the soup kitchen to run and while it is running, she cannot be present at or manage any other programs. Currently, Ms. Trout is working with the local Ward Councilor to obtain an abandoned rental office in the village. Through an interview, the Ward Councilor informed us that in 2018 the Green Light was close to receiving the office from the government, however, the ownership of the building was in contention with two other parties: a woman from the local residence association and a woman from the Community Police Forum (CPF). Since Green Light, the residence association, and CPF could not conclude who would receive the space, the building has remained unoccupied to date. More recently, Ms. Trout has become leader of the residence association; however, she still needs to form a coalition with the CPF. The Ward Counselor also expressed in our interview alternative methods to acquire meeting spaces. The first method is through the City of Cape Town government, once Green Light develops a proposal for the programs and their benefits. The Community Ward explained how the City of Cape Town may grant Green Light with prioritized access to the community hall if the government official known as the decision-maker agrees that the program fits national criteria. According to the Community Ward, Ms. Trout has had success in the past working through this process. Later, Ms. Trout explained Green Light does currently have prioritized access to the community hall through the city, however, there is still a three-month restriction for bookings.

The second method is to request space from the village's primary school. This is not ideal because of high costs, limited time availability, and dependence on the cooperation of the school's principal. Having a permanent space would allow Ms. Trout to move the soup kitchen out of her house and would permit the other programs to run year-round promoting sustainability.

Our research also revealed that Green Light programs could use more leadership support from the community. This would both help Ms. Trout delegate work outwards and prepare Green Light to eventually replace leading members in the program if they were to leave Green Light. Our sponsor has alluded to the fact that she, along with some of the other program leaders, are looking for assistance in running some of the programs. Members of the younger generation have expressed interest in leading programs themselves and eventually taking over the operations in the future. Ms. Trout revealed to us that she would be open to including the youth in the program's leadership and we believe that this could help bridge the generational divide that has formed within the community by allowing for input from the younger generation.

### Factors That Contribute to Poor Participation in Green Light Project Programs

The Green Light programs unsatisfactory participation levels primarily stem from a lack of formal structure that would encourage participation. After conducting interviews, having group discussions with members of the village's community, and making observations within the program settings, our team observed that there seem to be some holes in the structure of Green Light programs, which stemmed from a lack of formal program outlines and a set form of communication.

The first of these issues, formal program schedules, has a significant impact on the community's perception of the programs. When speaking with community members at the soup kitchen, our team quickly realized that many of our interviewees were unaware of several of the offerings available to them and what each of the programs consisted of. Our team discerned that even though program calendars exist, which inform the community of Green Light events, they were not up to date with current programs and most of the community was unaware of their existence. Additionally, programs such as the gardening program lack a formal schedule which can discourage new members from becoming and remaining involved in the program.

From our interviews with the yoga participants, our team uncovered that Green Light lacked a centralized communication system. Currently, it is standard for the yoga program to communicate through a grapevine method (one person tells another) and the gardening program relies on Ms. Trout to call in community members to participate. These are not reliable means of communication and could be another reason for the low participation level. The methods utilized thus far, hinder new members from joining and the grapevine style of communication works well in tight-knit groups but does not proactively encourage others to join. Our team believes that a

lack of centralized communication system makes it increasingly difficult for the community to become aware of program meetings as well as changes within programs.

Many current programs tailor themselves towards the needs and desires of the older women in the community and do not cater to the needs and desires of the younger population. The younger community members participated in Green Light in 2011, but the programs were unable to capture the prolonged interest of the younger generation due to the disconnection between what the older generation assumed were the needs and wants of the youth and what those priorities truly were. Because the youth do not necessarily relate building a stronger community with alleviating their personal struggles, programs need to advertise towards the self-identified needs of the younger generation. The programs that attract the youth will prioritize the needs and desires of the individuals over factors that build a sense of community and recognize that high program attendance will naturally promote community cohesion.

The younger population was very hesitant to voice their opinions in front of Ms. Trout and other older community members at the soup kitchen. When we asked a group of young men in the absence of Ms. Trout if they felt comfortable speaking to our sponsor about their concerns and suggestions regarding Green Light, most of them said no because they were worried Ms. Trout was too busy or they did not want to disappoint her. This lack of communication has most likely contributed to the needs of younger community members remaining unmet.

One program that highlights the lack of youth participation is the currently dormant Homecare Committee. Older community members identified a need for other older community members to receive help with self-care and day-to-day tasks. They further assumed that the younger generation would be interested in helping the elderly. However, through interviews at the soup kitchen, we learned that there were very few participants in the program. When we interviewed a previous young homecare participant at the soup kitchen, she expressed that while she thought taking care of the elderly was important to her, she was no longer working in the program, as she prioritized her job search over the volunteer work.

The garden program also largely failed to connect with youth priorities. Whereas the older community members viewed the garden program as an opportunity to steer young adults towards a productive and healthy lifestyle, many younger community members, especially women, failed to see the same benefits and oftentimes could not cite a single long-term benefit. Younger interviewees at the soup kitchen fondly remembered seeing the garden grow. However, this short-term benefit could not motivate younger garden participants enough to keep them engaged, especially when the garden struggled due to water shortage. Young women quickly prioritized making money over volunteering at the garden. A few young men praised the community garden, recalling how it helped them build interpersonal skills and work with others, but even these men were hesitant to work at the garden when it underperformed because they no longer saw the program as worthwhile when it was not producing. Recent youth participation has been stagnant, and many of the remaining participants work in the garden solely for a stipend.

Additionally, we observed that the weekly yoga class did not have a single participant younger than fifty and discovered through interviewing community yogis that the yoga class never engaged young community members. A few of the young men we interviewed expressed an interest in yoga classes but felt as if the yoga program catered only towards elderly women. Thus, the yoga program never marketed itself properly to the younger generation and in turn the younger generation never participated. Therefore, the community yoga program has the potential to attract different demographics and increase participation with different advertising.

The younger women in the community do not view the current programs as practical. While the current Green Light programs do not fit the needs of the younger community, younger women were very vocal about their need for practical programs. With a high community unemployment rate, many of the young women and men we interviewed were unemployed. Thus, many of the younger community members prioritize finding a job over attending the current Green Light programs.

As expressed earlier, Ms. Trout oftentimes must pay community members to work in the garden or take care of elderly in the homecare committee. This indicates that the community members have a general priority of fulfilling basic needs over participating in programs. Additionally, through interviewing younger community members in the soup kitchen, we discovered that they have difficulties marketing their skills gained in the gardening or homecare programs in a way that would highlight valuable skills that potential employers may find attractive. Many members could not name a single, nontangible skill required to participate in the programs and when probed about how current programs would boost their career, they responded with phrases similar to “I learned how to take care of the elderly”, as opposed to “I learned patience and how to understand the needs of others”. This suggested that younger participants need further training on how to market their learned skills more effectively when interviewing for jobs. However, the fact still remains that many of the Green Light programs are not best equipped to help members in the job market. For example, gardening is a common hobby in South Africa, so the mere act of participating in a community garden would not distinguish a job candidate from other candidates.

The six young women we interviewed, all unemployed, unanimously agreed that there is a need for a career development program that would help them with their job search. They saw this program as worthwhile as they knew it would directly help them find jobs. The women interviewed expressed classic career development troubles, such as being told that they did not have enough practical experience, and they were unsure about how to navigate the job search in ways where they could market themselves appropriately.

Additionally, the women expressed a desire to learn general life skills they felt they lacked such as fixing various odds and ends around their houses. They divulged frustration about needing to ask men to help them out, as most of these women mainly functioned independently of men and did not want their common home fixes to be a source of reliance. Young men also

felt they lacked basic life skills, and many elderly community members were concerned about the youth's lack of basic life skills.

Lastly, from our interview with the community Ward Counselor, he also expressed a great need for career development in the form of job training and suggested that the local government oftentimes supports programs of this nature. All in all, young women have the potential to become active participants if Green Light programs offer practical options.

Along with their wishes for a job skills training program, the younger generation desires a social program as well. Green Light offered social programs in the past, such as the sports or dance committees; however, the formal program structure deterred younger community members from participating. The younger generation believed that they would be able to socialize more easily if the social program was community run with minimal structure rather than revolving around a leader and set activities. The women explained how a monthly game night would be enjoyable and beneficial to the community because it would serve as an opportunity for members to gather, destress, and socialize in a relaxed setting. Their vision for the program included family activities, such as simple board games, and sections for the little ones to play and the older generation to relax and converse. Additionally, the women suggested a concert night and a modelling show, because both are simple events that engage a large group. The women believed that this social program could be self-organized if they had the proper resources and that people would participate if it was advertised correctly.

The men agreed with the potential benefits a social gathering could bring, however, stated that the program should be held weekly. They also suggested that the program should rotate between activities to suit everybody's interests, explaining how one night they could play games, one they could dance, another they could swim at the community pool, etc. They emphasized their willingness to partake in leading these activities. Both the males and the females stressed the importance of a social gathering to deter drug and alcohol abuse by providing a fun alternative to combat boredom.

The men expressed enthusiasm towards reviving the sports program, another social outlet. They explained how many community members enjoy soccer, but currently, if a child wants to join a team they must travel far outside of the village. Young men estimated that not including volunteer coaches, the program would engage fifty plus participants, both girls and boys. Rather than taking the form of casual practices and scrimmages, the men indicated that if there were scheduled practices with a final community tournament the children would be more engaged. Again, the men expressed their enthusiasm in leading this program. These social programs would serve as a great outlet for the village members of all ages to unite, promoting intergenerational relationships and community cohesion.

As stated earlier, the village community struggles with high teen pregnancy and due to this, it is difficult for young women to become involved in Green Light programs because they do not account for familial responsibilities. A major oversight of the programs is the Green



Light's failure to advertise their basic child-care services to many young women in the community, and in many cases, failure to supply child-care to the extent that would meet the mother's demands. The six women we interviewed, all mothers, described how they struggled to balance looking after their children and participating in Green Light programs. Green Light currently does not have a formal babysitting program, and instead requires women to request that service from Ms. Trout. Furthermore, many Green Light programs currently exclude children, both intentionally and unintentionally. For example, there is a fence surrounding the community garden with the intent of keeping unsupervised children out, yet there is no current effort to include children in a supervised manner. The yoga class, as it stands, is not child friendly either. Additionally, when we interviewed young mothers, they stated that Green Light's lack of babysitting makes it difficult to attend programs. However, when we discussed this point of concern with Ms. Trout, she voiced how Green Light already offers to babysit children. Thus, many women are either unaware of the current babysitting offerings or unsatisfied with the lack of formal babysitting programs. Therefore, many young women are limited in how they can participate, meaning the original Green Light offerings overlooked the needs and priorities of the younger generation and Green Light continues to struggle to attract this population.

## Assessing Green Light Practices Against Community Development Best Practices

Resolving the social problems faced by the village community is no simple matter. It requires strong leadership, unified support from community members and local agencies, as well as, government's investments in the community's infrastructure and the people. We learned that the success of the Tsoga Environmental Center relied on funding support from the South African's local government for the construction of the building, active engagement of community members in every step of the process, and committed leadership to ensure that the Center is self-sustainable in long-term. The Tsoga Environment Center serves as an example of how community's efforts, when unified, can help to combat difficult economic challenges facing communities. We believe that the village community can achieve the same result if the community members, along with their leaders, work collaboratively to develop a unified plan for Green Light to help the community combat its challenges. To help the village community refine its strategies to sustain Green Light, we draw on the eight best practices suggested in the literature for community development (Lansbury, 1995). These eight practices were presented in the background section and are repeated here for our discussions of areas where Green Light has succeeded and areas where it needs improvements to promote Green Light's self-sufficiency.

1. Projects should be designed and implemented to support a larger community revitalization strategy
2. Community members should be integrally involved in the process
3. Achievements should be designed to impact community members equitably

4. Project leaders should clearly define how their organization can contribute to revitalization
5. Projects should address specific neighborhood needs
6. Projects should be guided by best practices derived from the experiences of other communities
7. Longer-term success should be targeted over short-term goals. 8) Projects should be subjected to ongoing evaluation and redesign

### **1. Projects should be designed and implemented to support a larger community revitalization strategy**

Currently Green Light programs attempt to revitalize the community, but miss the mark with the youth, a key demographic, who feel as though the programs have been ineffective. The village Community might consider revising the programs to be inclusive of youth to address the many issues they face in the community, including drug misuse, high school dropouts, and teen pregnancy. Social programs like game nights or talent shows might be useful in keeping youth out of trouble as they expressed high interest in participating in such programs.

### **2. Community members should be integrally involved in the process**

The programs were established based on the wants of the community. However, since then, community members have not been involved in the development process. We interviewed older and younger adults of the village who each have expressed their opinions of the programs, suggested improvements, and proposed potential new programs that Green Light has not implemented. The youth especially have mentioned their interest in leading programs and running community events. To better engage youth in Green Light, previous program leaders could consider partnering with those interested and train them the skills needed to lead the programs. Involving the youth in leadership could help improve the Green Light's self-sustainability.

### **3. Achievements should be designed to impact community members equitably**

While Green Light does not turn away any community member from the soup kitchen and works to involve everyone free of cost, many members in the community have voiced their concerns that Green Light does not necessarily cater to their needs. To be inclusive of young mothers, Green Light programs need to either offer childcare services to mothers or have children's activities integrated into the programs. To be inclusive of youth, Green Light programs need to cater to their immediate needs by training them in the necessary skills to obtain employment. To be inclusive of new members, programs should be marketed to the general public so they can learn about Green Light and its offerings instead of solely relying on the word of mouth.



#### **4. Project leaders should clearly define how their organization can contribute to revitalization**

Current programs, such as the homecare committee, have had difficulties linking their programs to unemployment relief and combatting other community issues. Many community members we interviewed believed programs could combat drug abuse, unemployment, etc. To best help the village community, the Green Light leaders might consider revising the programs to address these pressing issues. For example, the Green Light could have a program to train community members in the necessary skills to obtain a job. These might include skills to search for a job, write curriculum vitae and cover letters, and interview.

#### **5. Projects should address specific neighborhood needs**

Green Light has given its best efforts in addressing the village's needs. The original nine programs were developed with the community in mind and despite facing many struggles, the Green Light remained operational to benefit the village. Throughout its eight years, the Green Light has ceased certain programs and altered others to best fit the community's needs. However, based on our findings, young mothers need childcare services for them to attend community programs, the youth need programs catered to help them find a job, and the community as a whole expressed interests in having social activities like game nights, talent shows, or dance nights to help keep youth out of trouble and to improve social connection among community members. Neighborhood needs evolve overtime and it will be useful for the community to have a means to keep track of their needs through regular meetings.

#### **6. Projects should be guided by best practices derived from the experiences of other communities**

The community Ward Counselor, who works with several groups from surrounding communities, spoke of Ms. Trout's effectiveness at working with the government to fulfill her NGO's needs and praised her work as a community leader. Despite her success thus far, Green Light should not rely solely on the efforts of Ms. Trout. Green Light may find greater success if they were to partner with surrounding communities and other NGO's that share similar goals. These partnerships would allow for the organizations to compare strategies in developing and implementing community projects.

#### **7. Longer-term success should be targeted over short-term goals**

While many older community members believe the current structured programs have the potential to help the community with its long-term goals, younger community members felt as if the programs did not help them with employment, nor did they reduce drug abuse or teen pregnancy. For the Green Light programs to be successful, the community leaders should take

into consideration the needs of all members in the community. This might require understanding the goals of the youth, the elderly, mothers, the employed, the unemployed, etc.

### **8. Projects should be subjected to ongoing evaluation and redesign**

To date, there is no process for Green Light evaluation. While the Green Light programs have been altered over the years, the process of alteration may not have incorporated community members' inputs as many community members have expressed their tentativeness to suggesting their ideas. One way to address this issue is to have a process in place for community members to freely express their inputs anonymously. Their comments can then be collected by the leaders of the Green Light to review, summarize, and potentially implement. Community meetings can also help solicit further inputs from members as to how to revise the programs so that their needs are best met. Program process and outcome measures can also be developed and monitored over time to assess the progress of the programs in meeting community's needs.

While Green Light's current strategies reflect upon each of these eight practices, much can be improved to its operations to promote self-sufficiency. Our team has created a list of recommendations below, guided by the results of the Tsoga community, that relate to our findings and work towards fulfilling the eight best practices for community development.

## **Study Limitations**

While our team was successful in interviewing many different age groups in the community, we did not interview children. While we hope that children will actively participate in many programs, we recognized children's limited availability during the school day. We feel that the programs that the young adults suggested for the children will engage them because the young adults were attentive towards the children in the community. For example, one young adult suggested a dance program because he always sees children dancing in groups.

We also did not manage to interview a representative from the DSD. Social Development could potentially play a role in funding the Green Light programs and booking space. However, the Community Ward Counselor voiced that the government most likely would not grant Green Light programs with direct funding and described how the local government runs public spaces in the village. Ms. Trout and the Green Light should continue to check in with the DSD to discuss funding and space related issues.

## 5 Recommendations

After reviewing our findings, our group created a set of seven recommendations to increase community engagement in Green Light Project (Green Light) programs and keep programs running in the future. We divided the recommendations into three main themes. The first, operational adjustments, focuses on the recommendations Green Light can use for its overarching program management. Next, we discuss strategies to involve younger community members. Last, we detail how to encourage community members to get involved in Green Light leadership opportunities and voice their suggestions and concerns.

We recommend that the Green Light Project perform the following operational adjustments.

**Green Light should seek alternative routes for funding and support.** The Department of Social Development (DSD) has been helpful in the past and Green Light should continue applying for their funding and support, however, recently the department has been unresponsive. Green Light should utilize the opportunities presented by its programs. If the crops from the garden regrow, the produce should first supply the lunches for the children of Village Tods and any surplus should be sold to restaurants like done before. If Green Light follows our recommendations for establishing a community concert and fashion or talent show, they should create a fundraiser out of the events and sell ZAR 20 tickets to those who wish to attend. To increase profits, the children of the community should perform the acts, attracting their parents to purchase tickets. Aside from the programs, Green Light should seek donations from external organizations such as the Rotary Club or individual donors. With additional funding, Green Light will be able to support more programs, supplying them with necessary equipment. Green Light can also use the additional funding to pay for space at the community center and local schools, addressing the Green Light's need for a meeting space.

**Green Light should continue to utilize Village Tods Educare center for meeting space as well as work with the city to continue to receive prioritized access to the three-month period community hall bookings, however, Ms. Trout should consider additional outlets.** The best option for space is the old rental office in the community that is currently unoccupied. Green Light would need to sign a 3-year lease to rent out the space. In addition, this space needs to be shared with other community organizations who are also interested in utilizing the rental office. To obtain the space, we highly recommend that Green Light works with the Ward Councilor and the CPF to make their best attempts in joining a coalition. If the three parties can agree on a compromise on how to share the space, this permanent space will be extremely beneficial to Green Light, allowing for programs to move out of Ms. Trout's house and to function year-round. Green Light should also develop an additional garden in the rental office's lawn if attained. The office is well gated, providing security from those not involved in the program. This new location will no longer have the time and entrance restrictions of Village Tods, allowing for the garden to run more frequently and open for those who the principal may

not have trusted around children. An additional opportunity for a program space is the local primary school within the village. Green Light should consult with the principal of the school to try and schedule program meeting times as an alternate meeting location.

If Green Light cannot attain permanent space, they should divide its programs' meetings between Village Tods Educare center, the primary school, and the community hall. The programs should use these three spaces as much as possible to host meetings for various programs. To accomplish a synchronous plan, Green Light must understand each space's availability (See Appendix H). **Next, we suggest that Green Light create a formal schedule to ensure that the Green Light programs can use the designated space at different times without conflict.** Leaders of Green Light must actively communicate with the community members to ensure success and increase participation.

Building on this idea our group suggests that Green Light creates schedules for all programs and posts them at all Green Light programs and general community meeting spaces to improve awareness. The schedules should reflect all program occurrences in the week to come, as well as list when any additional meetings or events take place. Programs should have the same meeting times from week to week and whenever any times change, new schedules should reflect such (See Appendix I).

**Our team recommends the implementation of a centralized communication system in Green Light to promote community awareness of the programs.** In speaking with members of the community, we have deduced that WhatsApp is the most used platform in the community. Green Light should create groups for each of the programs and one for general operations and updates. Our team feels that this would both increase awareness but also community input into the programs and therefore increase the participation into the programs. Members of the community would start by joining the general Green Light group and could then subsequently join the programs they were interested in. We believe that by implementing this communication system, program awareness and participation will increase.

## We recommend that the Green Light Project integrates the younger community with their operations

Oftentimes, mothers in the community have trouble attending Green Light programs because they must look after their children. In order to ensure that young mothers can attend Green Light programs, **we recommend a babysitting program.** This program should run whenever programs such as job skills, awareness, or life skills are in session. Green Light should actively market babysitting when running programs such as life skills. Thus, women will be aware of the babysitting offerings and will be able to participate in Green Light programs that do not directly entertain their children. We also recommend creating a separate babysitting rotation program that mothers can utilize when they have an interview, want to run errands, etc. when

they have a certain point balance. The city of Cape Town has attempted to implement a similar program in the past and failed because they could not hold women accountable to pick up their kids in a timely manner. We believe a community program will be more effective because the women can work to keep each other accountable; using a community sign-up sheet, women who abuse the system will naturally not be able to find someone who is willing to babysit their children. (We have included a sample babysitting request sheet and suggested rules in Appendix J.)

We also noticed a lack of programming that caters directly towards children. In order to involve adolescents, **we recommend reviving the Green Light sports program.** Green Light should try to partner with the City of Cape Town in order to book consistent field space. Our team suggests that the sports program choose a sport with inexpensive equipment, like soccer, and divide the participants into teams. Initially, the program should focus on allowing every participant to play and as the program grows or becomes more competitive the community can decide the best way to separate these teams (e.g. by age, gender, skill, etc.). Green Light should try to utilize their younger male population to coach and referee the sporting events. Additionally, Green Light should set up a game schedule and small tournament to encourage consistent attendance from children and their parents.

**Green Light should also work to implement kid friendly curriculum into the garden** and should encourage one-to-one garden interactions between parents and their children. Mothers and fathers can teach their children a simple task like weeding or identifying various vegetables. Kids can also learn about environmental science topics like weather and bugs.

Based on our findings from interviewing young men and women in the community, **we recommend that Green Light should establish a social program with several relatively unstructured activities including a games night, dancing, and other social activities every month.** The program can also host a fashion show and concerts that could potentially be fundraisers when desired. The community game night should be a relatively low maintenance and low-cost program that runs about once a week. The younger community members have expressed interest in leading the program, spreading the word, and including their children. Green Light would be responsible for providing a meeting space and a variety of games including cards or simple board games and checking in with the community members from time to time to reevaluate needs. Green Light may even consider involving young community members in the process of booking meeting spaces to encourage youth leadership opportunities. In order to implement the program, young men and women should be involved in the process of choosing the various games. Engaging the youth in leadership of the program will maximize participation since they know the needs of their peers. Additionally, the community can perform concerts led by children or fashion shows as a fundraising method. The preparation for these events would replace games and movie night times for a few meetings and Green Light can select a few community members to run the event, or the community can vote on event leaders at the program.

**Green Light should also work to establish a structured job search and development program that takes place during weekdays every week or biweekly.** The job search club should work to obtain sponsorship from local Cape Town government to ensure that the program takes priority over other events and could work to bring in local government figures and volunteers to advise the participants. This program would alternate between teaching skills that employers deem important and teaching skills to help the community apply and interview for jobs. For example, an effective activity might include mock interviews or general computer skills.

In addition to a jobs search and development program, **we also recommend the implementation of a life skills program.** This program would utilize the skills of older men and women in the community to teach young men and women skills like fixing a leak. This program would be effective running biweekly. Community members who are interested in participating could suggest skills that they would like to learn at each class, and the class topics should be posted to community members as far in advance as possible in order to generate interest.

## We recommend that the Green Light Project places greater importance on community leadership

Our team has found that many members of the community do not attend programs because of conflicting prior engagements, lack of awareness, and disinterest. To combat this, **our team recommends that the Green Light Project holds a monthly meeting open to all members of the community.** This would create a forum where the community can voice its opinion on programs it would like to see as well as give any complaints that they have with the current programs.

Currently, much of the organization and responsibility of the Green Light programs centers around Ms. Trout and **our team feels that it is important to expand the programs leadership roles to a greater number of people.** By increasing the leadership, we believe that Green Light will have a greater support network to rely on in times of need and additionally the new leaders will be able to help relieve some of Ms. Trout's workload. We feel that there are a variety of positions that these leaders could fill, however, at this time it is important to select members of the community to head each program and therefore take some of the burden off of Ms. Trout. Some of their tasks would include keeping the program calendars up to date and managing the programs WhatsApp. Ideally, these should be people who Ms. Trout trusts, but it should also be known publicly who they are so that the community can help push them to follow through on their responsibilities. Our group has found that there are members of the community who have expressed interest in taking a leadership role in the programs and believe they can provide vital input to revitalizing some of the programs. Reaching out to the community for this assistance will be vital to not only increase input from the younger generation but participation as well.

## 6 Conclusion

Social isolation is a much greater issue than many realize, causing potentially serious negative impacts to mental and physical health. The Green Light Project (Green Light) was initially designed to address this social issue, however, has recently struggled to do so due to operational aspects such as limited funds and meeting space but also due to low community involvement. Unfortunately, many of the village's members fail to recognize the benefits the Green Light programs present.

Over our eight weeks at the Maitland Garden Village (the village), we worked with Ronell Trout, leader of Green Light, interviewing community members and local government officials to evaluate Green Light and improve their operations. From these evaluations, we created recommendations for Green Light to follow including methods to increase funding, obtain permanent space, and promote community leadership, especially within the youth. These recommendations address the current struggles of Green Light but also consider future development.

Green Light has positively impacted the community before and has the potential to increase community cohesion once more, reducing the issues found from social isolation. In the future, we hope to see Green Light grow into a sustainable organization through the development of community forward programs and increased operational structure and for the village's members to utilize the socially beneficial programs provided.



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# Appendices

## Appendix A

Below is a list of what we observed about the Green Light Project (Green Light) programs while working in the Maitland Garden Village (the village). The observations helped us achieve our first and second objectives.

### Green Light Program Observations

We observed the following:

- How program participants interact with one another
- How program participants interact with program leader
- How program leader communicates with participants
- The energy level of the group--Do participants seem to enjoy doing activity?
- The types of information exchanged in the program
- Number of participants attending
- Make-up of program participants (proportion of males to females, youth, elderly, adults)
- The amount of time spent in program (e.g. start time and stop time of program)
- What activities participants perform in the program
- Do the same participants attend the program each time, or are different participants involved?
- Location of program

## Appendix B

### Ms. Ronell Trout Interview Questions

We interviewed Ms. Ronell Trout to gain understanding of the Maitland Garden Village (the village) community and Green Light Project (Green Light) programs (objective 1). We also used this interview to ensure that we were completing a project that was cohesive with Ms. Ronell Trout's vision.

Ms. Ronell Trout:

Thank you for your time participating in this interview. As you already know, we are university students from the United States. We are here to help the Maitland Garden Village with the Green Light Project. Your input is very valuable in helping us and the Maitland Garden Village leaders find ways to make the Green Light Project work better for your community. All information you provide will be kept confidential. Your responses will not be shared with anyone in your community or outside of your community. Your name will not be revealed in any report we produce from this interview. We do not anticipate any risks for you to participate in this interview other than a very slight possibility of you feeling sensitive to some of the questions we ask. If this occurs, you can choose to skip the question or stop the interview at any time.

The interview will take no more than an hour of your time. With your permission, we would like to proceed.

Do we have your permission to continue with the interview? \_\_\_\_Yes \_\_\_\_No

Before we begin, do you have any questions for us?

1. How would you describe the village community? Probe:

- a. What is the village community best known for?
  - b. Would you say the village community is a cohesive or a united community?  
How so? What groups interact with one another well? What groups do not interact with one another well?
  - c. What changes do you wish the village community to have to further improve the solidarity of the village community?
2. How would you describe living here in the village community? Probe:
- a. What do most residents here like about the village community?
  - b. What do most residents want the village community to have?
  - c. What do most residents here not like about the village community?
  - d. What are the main challenges people living in the village community face?
3. What is the village's community vision for Green Light? Probe:
- a. Is this the same vision as yours or do you have a different version? If different, how so?
4. How would you describe the current situation of Green Light? Probe:
- a. What works well? How so?
  - b. What works less well? How so?
5. Have you observed any changes in the village community since the start of Green Light?  
If so, in what ways has the village community changed as a result of the project?
6. How would you describe participation in Green Light? Probe:
- a. Which programs have the greatest number of members participating? Why?
  - b. Which programs have the least? Why?

- c. Who tend to participate in the programs? (Probe for youth, elderly, adults, males, females, race)
  - d. What groups of people would you like to see participate more in the programs?
  - e. What changes do you want to see regarding community engagement in the Green Light programs?
7. How are Green Light program leaders selected? Were there any difficulties encountered in finding leaders for the programs? Which programs in particular had difficulties in finding leadership?

# Appendix C

## Project Leader Interview Questions

We interviewed each program leader using this set of interview questions to gauge participation and engagement levels in the programs (objective 2). We interviewed the yoga instructor, the Awareness Committee leader who was also the Gardening Committee leader, and the Sports Committee leader. The program leaders we interviewed were informed that their answers would remain anonymous and their names would not be included in the report.

### Program Leaders

Thank you for your time participating in this interview. We are university students from the United States. We are here to help the Maitland Garden Village with the Green Light Project. Your input is very important in helping us and the Maitland Garden Village leaders to find ways to make the Green Light Project work better for your community. All information you provide will be kept confidential. Your responses will not be shared with anyone in your community or outside of your community. Your name will not be revealed in any report we produce from this interview. We do not anticipate any risks for you to participate in this interview other than a very slight possibility of you feeling sensitive to some of the questions we ask. If this occurs, you can choose to skip the question or stop the interview at any time.

The interview will take no more than an hour of your time. With your permission, we would like to proceed.

Do we have your permission to continue with the interview? \_\_\_\_Yes \_\_\_\_No

Before we begin, do you have any questions for us?



1. How do participants learn about your program?
2. What is the goal of your program?
3. What does your program offer to participants?
4. Can you describe to us how your program is operated? Probe:
  - a. What do the leaders do?
  - b. What do the participants do?
  - c. How frequently do you offer the program to participants? Once a week? Once a month?
  - d. At what time of the day does the program start? When does it end?
  - e. Where do you typically offer the program?
  - f. What do participants need to have to participate in your program?
  - g. Do you have an attendance sheet for your program? Do you keep track of who attends your program at each session? If so, what information do you track?
5. In a typical session, how many people do you think attend your program?
6. What is the typical age group that attends your program?
7. Are the participants mostly males or females?
8. Do people typically attend every session?
9. When people attend, do they seem engaged?
10. What activities attract the most people, if any?
11. How do participants typically get to your program? Walk? Drive? Public transportation?
12. How were you recruited to run the program?
13. What attracted you to take on a leadership position for the program?
14. What challenges have you faced in running the program?

15. Do Green Light Project leaders get paid to run the program, or are they volunteers?

16. Where does the funding for the program typically come from?

17. Do you have a program budget? If so, what is your annual (monthly) budget for the program?

18. Do you have any suggestions to improve program attendance? Probe:

- a. Suggestions for marketing/recruitment
- b. Suggestions for making it more fun
- c. Any other suggestions?

# Appendix D

## Community Member Interview Questions

We used the questions below to interview community members to gauge their current levels of participation and engagement (objective 2) and to determine what parts of the programs were engaging and what parts could use improvement (objective 3). We interviewed as many community members as possible, in varying demographics. Every community member we interviewed was asked the first set of questions about participation levels. Based on their response, we asked them one of the two sets below. If they currently participated in programs, we asked them the second set of questions, and if they did not currently participate, we asked them the third set of questions.

### Community Members

Thank you for your time participating in this interview. We are university students from the United States. We are here to help the Maitland Garden Village with the Green Light Project. Your input is very important in helping us and the Maitland Garden Village leaders to find ways to make the Green Light Project work better for your community. All information you provide will be kept confidential. Your responses will not be shared with anyone in your community or outside of your community. Your name will not be revealed in any report we produce from this interview. We do not anticipate any risks for you to participate in this interview other than a very slight possibility of you feeling sensitive to some of the questions we ask. If this occurs, you can choose to skip the question or stop the interview at any time.

The interview will take no more than an hour of your time. With your permission, we would like to proceed.

Do we have your permission to continue with the interview? \_\_\_Yes \_\_\_No

Before we begin, do you have any questions for us?

#### 1. Screening Questions for Green Light Project (Green Light) Program Participants

**[Screening Question]** Do you currently participate in any of the Green Light committees or programs?

- a. \_\_\_Yes [Use Interview Guide for current Green Light Program Participants]
  - b. \_\_\_No [Go to Q. 2]
2. Have you ever participated in any of the Green Light programs?
- a. \_\_\_Yes [Use Interview Guide for Previous Green Light Program Participants]
  - b. \_\_\_No [Use Interview Guide for Non-Green Light Program Participants]

## Interview Guide for Current Green Light Program Participants

### **Awareness of the Green Light Program and Spread of Knowledge about the Green Light:**

1. How did you learn about the Green Light programs?
2. What are names of the different Green Light programs that you have heard of? Can you describe what each program does?
3. Have you ever told others about the Green Light programs? If yes, who did you tell? How is this person related to you? Did [name of person] join any of the Green Light programs? Which program did [name of person] join?

### **Green Light Program Involvement**

4. Which Green Light programs (or committees) do you currently participate in?

[Interviewer: check all that apply]

a. Fundraising

b. Awareness

c. Gardening

g. Yoga

h. Homecare

i. Soup Kitchen

5. For that (those) program(s) could you please rate the following from 0-10?

- a. Program overall
- b. Instructors
- c. Structure
- d. Activities
- e. Social opportunity
- f. Skill building
- g. Availability of supplies

6. When did you first participate in [name of program(s)]?

7. How frequently is [name of program(s)] offered to participants? (once a week? Once a month? Once very few months, etc.?)
8. Do you go to [name of program(s)] every time it is offered? If not every time, what are the main reasons for not going?
9. Is there anyone in your household also participating in a Green Light Project program?  
Probe for: Who? How old? Male or female?

### **Reasons for Participation, Likes & Dislikes**

10. What are your main reasons for participating in [name of program]? (Probe: what do you wish to gain out of participating in [name of program])
11. What do you like most about participating in [name of program]?
12. What do you like least about participating in [name of program]?

### **Access to Green Light**

13. What challenges have you faced in participating in [name of program, if any? Probe for these challenges:
  - a. Transportation
  - b. Time of when program is offered
  - c. Out-of-pocket expenses required to participate in program
  - d. Any other challenges not mentioned?

### **Suggestions for Improvement**

14. Do you have any suggestions for how to improve the Green Light programs to have more people participate in them? Probe:
  - a. If you could do three things to make the program more fun, what would you change?
  - b. Do you have suggestions for how to better recruit people into the program?

### **Demographic & Socioeconomic Characteristics**

15. Participant is \_\_\_Male \_\_\_Female [Interviewer check one]
16. How old are you? \_\_\_\_\_ Years
17. Are you:

- a. \_\_\_ Mixed Race or ‘Coloured’?
  - b. \_\_\_ White African
  - c. \_\_\_ Black African
  - d. \_\_\_ Indian or Asian
  - e. \_\_\_ Other, specify \_\_\_\_\_
18. Are you currently employed? \_\_\_ Yes \_\_\_ No
19. How many total people live in your household? \_\_\_\_\_ people
20. Prior to participating in [name of program], how would you have rated your sense of how much you could rely on other members of the Maitland Garden Village community who are not your family members or relatives in time of need, using a scale of 1 to 4, where 1 is not at all, 2 is very little, 3 is somewhat, and 4 is very much?
- a. \_\_\_ 1. Could rely on other members in community not at all prior
  - b. \_\_\_ 2. Could rely on other members in community very little prior
  - c. \_\_\_ 3. Could rely on other members in community somewhat prior
  - d. \_\_\_ 4. Could rely on other members in community very much prior
21. Now that you have participated with [name of program], how would you rate your sense of how much you can rely on other members of the Maitland Garden Village community who are not your family members or relatives in time of need, using a scale of 1 to 4, where 1 is not at all, 2 is very little, 3 is somewhat, and 4 is very much?
- a. \_\_\_ 1. Can rely on other members in community not at all now
  - b. \_\_\_ 2. Can rely on other members in community very little now
  - c. \_\_\_ 3. Can rely on other members in community somewhat now
  - d. \_\_\_ 4. Can rely on other members in community very much now
22. How would you rate your sense of how much you can rely on other members of the Green Light Project who are not your family members or relatives in time of need, using a scale of 1 to 4, where 1 is not at all, 2 is very little, 3 is somewhat, and 4 is very much?
- a. \_\_\_ 1. Can rely on other members in Green Light not at all
  - b. \_\_\_ 2. Can rely on other members in Green Light very little
  - c. \_\_\_ 3. Can rely on other members in Green Light somewhat
  - d. \_\_\_ 4. Can rely on other members in Green Light very much

1. What are the different Green Light programs you know of? Can you describe what they are?
2. How did you first learn about the Green Light?
3. Which Green Light program(s) did you participate in?
4. For how long did you participate in the [name of program]?
5. What did you like about the [name of program]?
6. What did you dislike about the [name of program]?
7. What challenges did you face in participating in the [name of program], if any?
8. What were your main reasons to stop participating in the [name of program]?
9. Do you have any suggestions for how to improve the Green Light program that you attended so more people will want to participate in it?
10. Do you have any suggestions for how to better recruit people into the Green Light programs?

#### Interview Guide for Non-Green Light Participants

1. Have you heard of Green Light? How did you hear about it?
2. What are the different Green Light programs you know of? Can you describe what they are?
3. What are your main reasons for not participating in a Green Light program? Probe for:
  - a. Transportation difficulty
  - b. Difficulty in finding time to attend
  - c. Lack of interest in what the program has to offer
4. Do you have any suggestions for how to improve awareness of the Green Light programs?

## Appendix E

The purpose of these interviews was to speak with teachers at the Village Tods Preschool and determine what techniques they implemented to engage their classes and any issues they faced with students. The interviews were semi-structured as to allow room for the interviewees to give us potentially useful information outside of the questions we asked.

Do we have permission to conduct this interview with you? Yes\_\_\_ No\_\_\_

Before we begin do you have any questions for our group?

1. Do you ever notice any times where you struggle to keep kids engaged?
  - a. Please explain your answer:
2. What are some techniques you implement to keep the kids in order?
3. Are the lesson plans that you teach entirely your own, given by the government or a mix of both? How so?



# Appendix F

## The Ward Counselor Interview

These interviews served the purpose of viewing the interactions between the Green Light Project (Green Light) and the local government from the viewpoint of the city officials. The interview was semi-structured in nature to allow for the interviewees to provide us with as much information as possible. They also gave us insight into how NGO's get funding and the relationships that Green Light has with these officials.

Do we have permission to conduct this interview with you? Yes\_\_\_ No\_\_\_

Before we begin do you have any questions for our group?

### Generic Questions:

1. How long have you worked with Green Light?
2. What aspects of Green Light have you seen as more successful than others?
  - a. Please explain:
3. What are some challenges that you've faced working with Green Light?
4. What do you think are some of the greatest challenges that Green Light has yet to overcome?

### Ward Counselor Questions:

1. How do you interact with Green Light?
2. How have you seen Green Light change since 2011?
3. How many communities do you serve?
4. How often do you visit the Maitland Garden Village?
5. What is the process that requests go through when they come to your office?

### Social Development Questions:

1. Do you think the current way that Green Light has allocated aid from your organization is effective or could be improved?
  - a. Please explain:
2. What criteria is generally considered when distributing funds to different NGO's?
3. Are there any grants that you feel Green Light can qualify for?
  - a. What requirements do they need to meet to apply for these?
4. What funding have you provided to the Green Light since they started in 2011?

## Appendix G

### The Nine Original Green Light Project Programs

This table includes the 9 committees in the Green Light Project and brief descriptions of each one. Each of these committees have individual goals they wish to achieve through their activities. Each committee works to engage the community and increase community cohesion.

| <b>Committees</b> | <b>Descriptions</b>  |
|-------------------|--|
| Awareness         | Raises awareness of challenges faced by the community. Challenges may include, but are not limited to, teen pregnancy, substance abuse, physical, verbal, and sexual abuse, HIV/AIDS, etc. |
| Dancing           | Led by a young woman in the Maitland Garden Village who teaches people choreographed dances. There are also opportunities to convey talent through free dancing.                           |
| Drum Majorettes   | Supports the Maitland Garden Village's competitive team that has existed since the 1970's.   |
| Fundraising       | Raises money for the eight other committees in the Green Light Project.  |
| Gardening         | Allows community members to come together and learn to manage a garden. The program also encourages people to "take pride in their homes".   |
| Gym               | Keeps people active and encourages healthy lifestyles. Activities include Zumba, spinning, yoga, and more physical activities.   |
| Homecare          | Aids elderly in their daily activities. The program allows community members of all ages to create intergenerational relationships with the elderly.                                       |
| Music             | Provides the community with opportunities to play instruments and receive singing lessons.   |
| Soccer            | Teaches participants how to play soccer and keeps them active as well. The program encourages all ages to participate and learn the sport.   |

## Appendix H

### Comparison of Potential Meeting Locations

The table below compares the four potential locations that can hold Green Light Project (Green Light) programs and activities. Here, the advantages and disadvantages of each location are used to show which locations would be best for Green Light.

|                      | Advantages  | Disadvantages  |
|----------------------|---|--|
| Village Tods Educare | Currently holds the garden  | Available only during the school year<br><br>Expensive to use the space for activities<br><br>Dependent on principal cooperation |
| Rental Office        | Would allow programs to run year-round<br><br>Can potentially hold the garden<br><br>Can be used for the soup kitchen | Must be shared with other community organizations  |
| Community Hall       | The Green Light partnership with government ensures they will have priority when booking                              | Only booked for 3 months at a time   |
| Local Primary School | Additional Space  | Available only during the school year<br><br>Dependent on principal cooperation"   |

# Appendix I

## An Example of a Green Light Project Monthly Schedule

The figure below displays an example of a schedule for the Green Light Project (Green Light) programs throughout one month in 2020. The programs shown and the times that correlate with the activities are based on information gathered through interviews.

| 2020          |  | [Month]                                  |   | SUNDAY               |  |   |
|---------------|--|--|---|----------------------|--|---|
| CALENDAR YEAR |  | CALENDAR MONTH                           |   | FIRST DAY OF WEEK    |  |   |
| Sunday        | Monday   | Tuesday                                  | Wednesday                               | Thursday             | Friday   | Saturday                                |
| 01            | 02<br>Gardening Program<br>Life Skills Program | 03<br>Job Skills and Development Program | 04<br>Soup Kitchen<br>Gardening Program | 05<br>Sports Program | 06<br>Yoga<br>Gardening Program<br>Community Game Night            | 07                                      |
| 08            | 09<br>Gardening Program                        | 10<br>Job Skills and Development Program | 11<br>Soup Kitchen<br>Gardening Program | 12<br>Sports Program | 13<br>Yoga<br>Gardening Program<br>Community Game Night            | 14                                      |
| 15            | 16<br>Gardening Program<br>Life Skills Program | 17<br>Job Skills and Development Program | 18<br>Soup Kitchen<br>Gardening Program | 19<br>Sports Program | 20<br>Yoga<br>Gardening Program<br>Community Fashion Show Practice | 21<br>Community Town Hall               |
| 22            | 23<br>Gardening Program                        | 24<br>Job Skills and Development Program | 25<br>Soup Kitchen<br>Gardening Program | 26<br>Sports Program | 27<br>Yoga<br>Gardening Program<br>Community Fashion Show Practice | 28<br>Community Fashion Show Fundraiser |
| 29            | 30<br>Gardening Program<br>Life Skills Program | 31<br>Job Skills and Development Program |   |                      |  |   |

# Appendix J

## The Childcare Request Sheet

Below is a childcare request sheet that community members can fill out when they need a babysitter. Suggested rules are provided for guidance of the program. The suggested system is based on points gained by an individual through caring for other people’s children themselves. The more points a person has, the longer they can have someone babysit their own children.

### Childcare Rotation

*Suggested Rules:*

1. *Community members can earn points by taking care of other member’s children. 1 hour of caretaking earns 1 point.*
2. *Community members spend points by requesting childcare assistance. 1 hour of utilizing childcare assistance spends 1 point.*
3. *You must keep your childcare point balance above –5 to be eligible for childcare.*
4. *Please try to keep track of your own points. The Green Light Project will calculate point balance at the end of each month.*
5. *Report any complaints to the Green Light Project.*

| CHILD CARE ASSISTANCE NEED  | CHILD CARE ASSISTANCE HELP |
|---|----------------------------|
| <b>NAME: JOHN DOE</b><br><b>HOURS: 12:00-14:00 (2HRS)</b><br><b>REASON: JOB INTERVIEW</b> | <i>John Doe 2</i>          |
| <b>NAME: JANE DOE</b><br><b>HOURS: 8:00-11:00 (3HRS)</b><br><b>REASON: GARDENING</b>      | <i>Jane Doe 2</i>          |