OPEN PLAY FOUNDATION:

KAYAMANDI PROFILE AND INVESTMENT INTERVENTIONS

openplay
FOUNDATION

STELLENBOSCH
FOOTBALL CLUB

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Activating
Communities

Contents

1. PREAMBLE

One of the most important contributions that the OpenPlay Foundation initiative can deliver is enabling the Kayamandi community to take ownership of their future.

The proposals in this report support a sustainable journey that commences with the OpenPlay Kayamandi Primary School project, and that includes short, medium and long-term community actions. It is based on a place-based, people-centred and citizen-led approach.

The value of the approach is that it offers the space for Kayamandi stakeholders to initiate **innovative approaches** that promote integration and sustainability and link planning closely to implementation.

Significant benefits of the approach include:

- Establishing a clear vision and evaluation framework;
- Supports a consistent message;
- Establishes defined roles;
- Promotes investing in short-term projects that allow residents to work together towards tangible goals and demonstrate that change is possible;
- Builds community capability to identify and respond to opportunities; and
- Use data to understand the local context; and

Common characteristics of the approach include[1]:

- A tailored response to complex, interrelated or challenging community development;
- A strength-based delivery approach that focuses on prevention, not just intervention;
- A dedicated focus on identifying and working on community priorities, valuing local knowledge, and building on and from social and cultural relationships; and
- The ongoing building of capacity and capability amongst all Kayamandi stakeholders involved;

The proposed approach is collaborative and involves different Kayamandi stakeholders playing different roles, for example:

- The **facilitating partner** is the person or group who convenes, facilitates and catalyses development and inclusion.
- **Community Benefit (CB) leaders** are often a group of community leaders (or quorum) from different organisations and the community who play a leadership and governance role.
- The **broader collaboration** is all the organisations, including community groups, academics, service providers and Government, policymakers, individuals, and families involved in implementing.
- **Funders and investors** are the people, organisations or agencies providing funding (often funding the facilitating partner) – these are usually the Government, philanthropic organisations, and social and Impact investors.

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[1] Source: Place-Based Approaches: Characteristics and Learning: Sarah B Davies: 2019: https://www.anewdirection.org.uk/asset/4117

2. EXECUTIVE SUMMARY

During May and June 2023, Kayamandi stakeholder engagements were held as part of a process (see Figure 1) to identify priorities and possible interventions. The stakeholders identified the following priorities :

- School safety needs attention;
- There is a need for quality recreation spaces;
- The existing sports fields are unsafe;
- There are insufficient counselling services for children;
- Health facilities are not sufficient;
- Support for enterprise development is needed;
- Violence is high, and where appropriate, communities should get involved with crime prevention activities;
- Enterprises need assistance with product development; and
- Job creation and further enterprise development need attention.

What was encouraging is that there was a clear message from the engagement sessions that the community of Kayamandi is already working together to address some of the mentioned priorities.
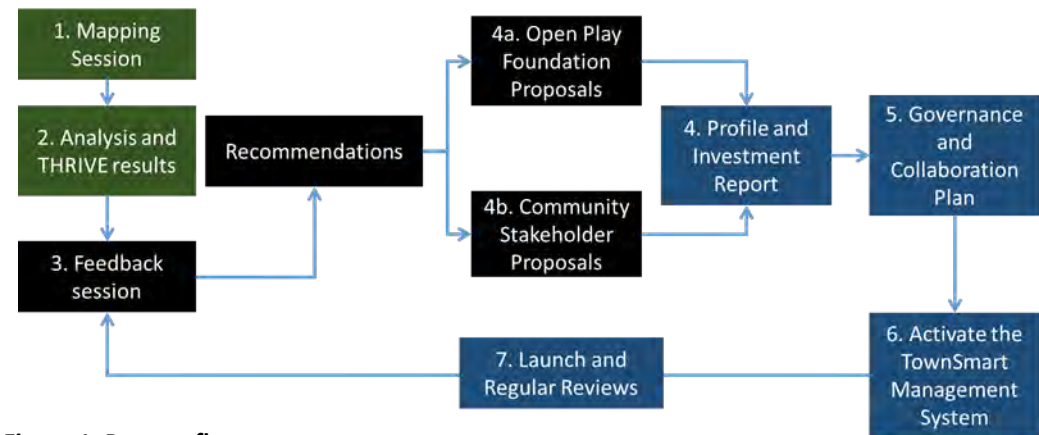
Figure 1: Process flow

The participants supported the Investment Road Map (see **Figure 2**), understanding that Open Play Foundation (OPF) has a clear mandate and cannot address all of the mentioned priorities. Where appropriate, OPF, will partner with relevant stakeholders to give attention to issues, e.g. job creation.

OPF presented catalytic interventions (see **Map 1**) to the participants for discussion. Participants supported both interventions with the understanding that the project at Kayamandi Primary would be initiated as phase 1, and the second intervention will require further discussions.
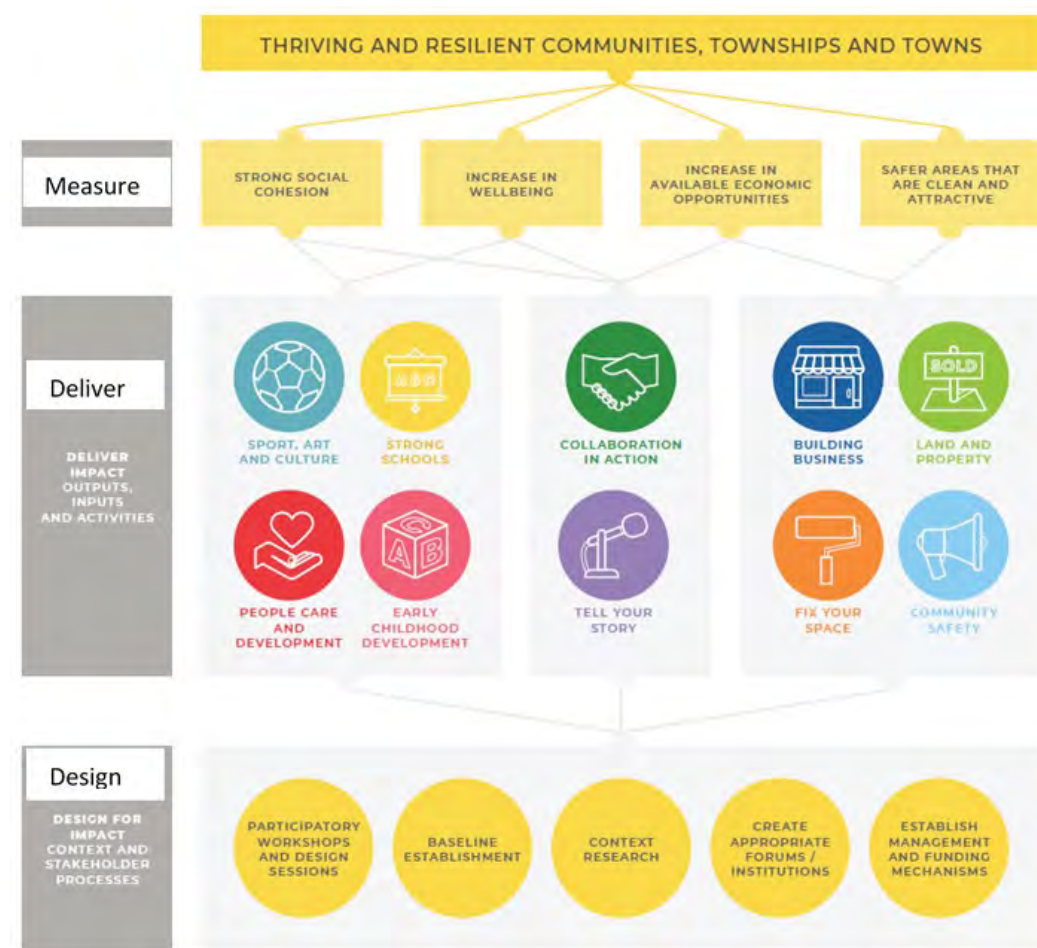
Figure 2: Theory of Change: Investment Road Map
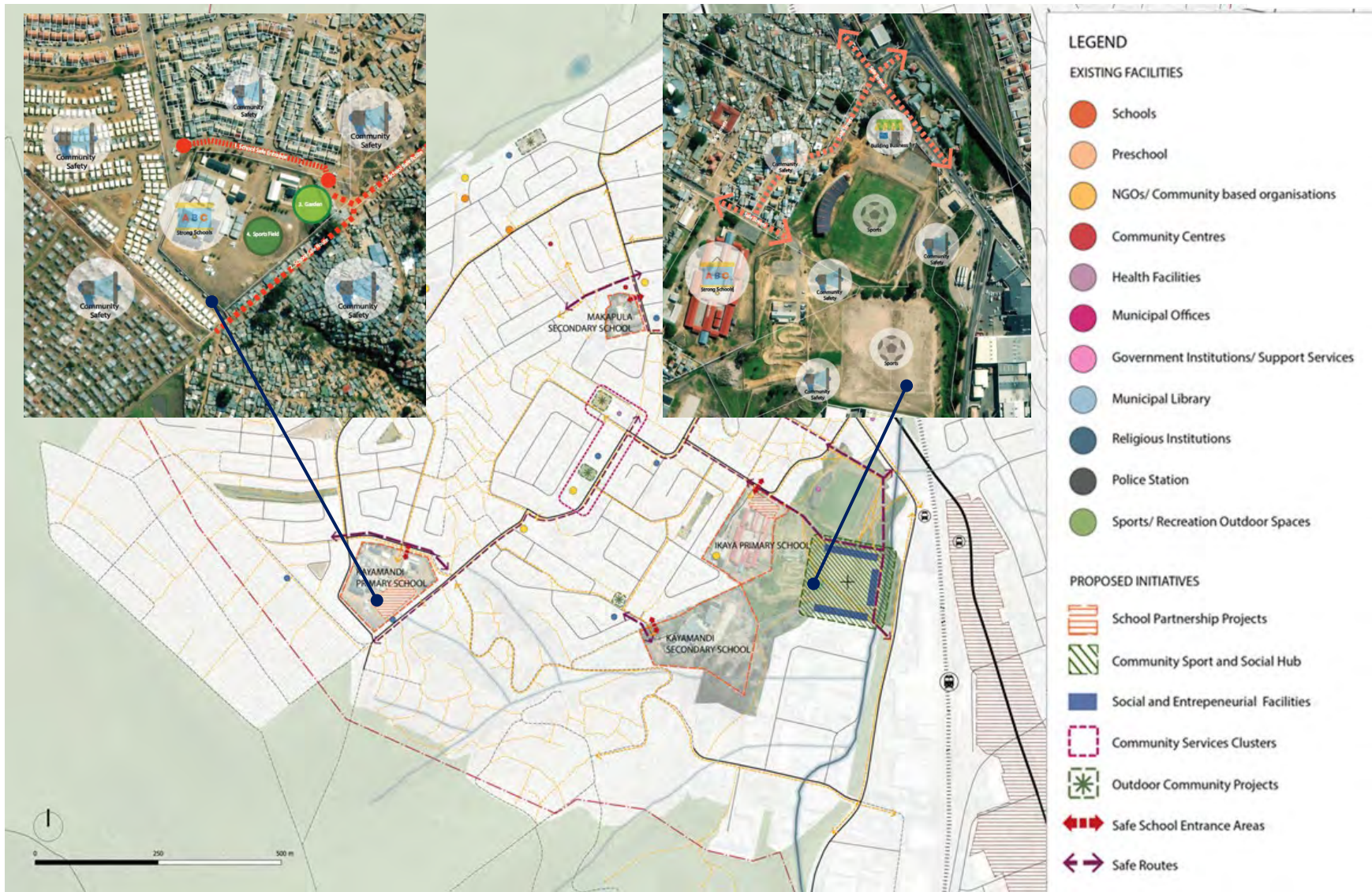
Map 1: Spatial Framework and catalytic interventions

LEGEND

EXISTING FACILITIES

- Schools
- Preschool
- NGOs/ Community based organisations
- Community Centres
- Health Facilities
- Municipal Offices
- Government Institutions/ Support Services
- Municipal Library
- Religious Institutions
- Police Station
- Sports/ Recreation Outdoor Spaces

PROPOSED INITIATIVES

- School Partnership Projects
- Community Sport and Social Hub
- Social and Entrepeneurial Facilities
- Community Services Clusters
- Outdoor Community Projects
- Safe School Entrance Areas
- Safe Routes

3.   CONTEXT

3.1.   Study Area

Map 2 illustrates the study area. The study area comprises Kayamandi wards 12, 13, 14 and 15.

Map 2: Study area

3.2.   Kayamandi History

Kayamandi has a rich history that goes back over a century ago. Despite its legacy as one of the longstanding townships in the Western Cape, limited information regarding the area's development and cultural heritage has been captured in academic research. This summary is based predominantly on an extensive Master of Heritage thesis by David Rock in the Faculty of Arts and Social Sciences in 2011 and the seminal book '*Human Geographies of Stellenbosch – Transforming Space, Preserving Place?*' by a research collective in the Department of Geography and Environmental Sciences, both published at Stellenbosch University. The following text uses terminology as it was officially designated during the previous and current political regime, for historical accuracy and with no intention to offend.

Kayamandi was officially established in 1941, its origins can be traced to two decades before this. The first workers started settling near this area as early as 1920. The various waves of spatial development recognisable in the urban fabric today can be associated with the various laws and political agendas instituted in the years leading up to and during the Apartheid era. The development of Kayamandi can be outlined in four main stages:

1900-1941: Settlement of predominantly farm workers.

1941-1953: Formal housing built by the local authority.

1953 -1980: Restriction on family housing/ accommodation for women. Construction of hostels for male workers.

1980 – current: Apartheid laws are rescinded and Kayamandi develops into a dense township with a proliferation of housing types (formal and informal).

1900 – 1941: The Origins of Kayamandi

The 1911 census of Stellenbosch indicated a small black population of 29 people living in the Stellenbosch area. By 1920, this number had increased mostly due to the growing industrialisation and its related employment opportunities. Stellenbosch remains an attractive centre for employment today. During the early years of the 1900s, people resided in culturally diverse neighbourhoods. It is only after the institution of the Native (Urban Areas) Act of 1923, that designated housing for black labourers was built in the area that today is known as the Du Toit Station area (anecdotally also referred to as Du Toitville).

In August 1938, a report by C.W. Slarke, the Inspector of Native Locations, outlined the 'deplorable and unsanitary' conditions at the labourers' housing and recommended the relocation of the community to a more spacious location. A new location was identified against the foothill of the Onder Papegaaiberg reserve on the opposite side of the railway, on the site that later became known as Kayamandi.

The construction of Kayamandi started in 1940; sometime in the next year, the new location received its name. Originally written as Kaya Mandi, it was translated to mean 'Our Home'. Anecdotally, this name has also alluded to the identity of some of the founding families in the original Du Toitsville community.

1941-1953: The early days of Kayamandi

Kayamandi was officially established as a township in 1941 under the management of the Native Advisory Board. In the period between 1941 and 1953, Kayamandi expanded and developed into a community. There was an influx of migratory movement towards the end of World War II since the war had initiated large-scale industrialisation. This was true for Cape Town and Stellenbosch industries, providing ample employment opportunities. But the initial relocation to Kayamandi was slow. The first phase of construction resulted in only 55 homes. Due to the overcrowding in the Du Toit section of Stellenbosch, many families relocated to Ida's Valley and Jamestown before moving to Kayamandi once the later extensions were completed and the Group Areas Act of 1950 made it compulsory.

A superintendent, H.D.R. Blok, was appointed at this time to act as an intermediary between the Native Advisory Board and Stellenbosch Municipality. He lived in Kayamandi and supervised the construction of the first extensions of formal housing, several churches and the first school. In 1942, the construction of the first

sports fields and tennis courts took place. Sport was an important aspect of community life and many people in Kayamandi played tennis, rugby and soccer. The first school was built as a primary school and there would be no high school in Kayamandi until 1993.

1953 – 1980: The political struggle in Kayamandi

Despite the rising national unrest and increasing political difficulties induced by the Apartheid regime, the years leading up to 1960 are generally considered to have been marked by harmonious community life in Kayamandi. Most people had moved to the Western Cape from the former Ciskei and Transkei, what is today the Eastern Cape, and identified as Xhosa. This assimilation of migrants from the relatively small Eastern Cape areas means that many people living in Kayamandi today are still Xhosa, although the general demographic is diversifying.

However, from the 1960s onwards tensions were mounting. A national directive on the control of the black labour force resulted in a quota system being imposed on work permits and who could live in locations. Many women and children were deported from Kayamandi to the homelands to curb natural population growth. There was a moratorium placed on the construction of family housing. Instead, several single-quarter hostels were built for single labourers. In 1962, the first beer hall was also built in Kayamandi. Community life was decidedly impacted by the more stringent control of which families were allowed to continue residing together in Kayamandi.

1980 - current: The burgeoning Kayamandi

By the 1980's the political tides in South Africa were changing. In Kayamandi, more power was given to residents with the creation of the Kaya Mandi Town Council (Kayad) in 1983. The council became a separate administrative entity charged with

determining rents, building new housing and constructing the necessary social facilities.

Since the beginning, Kayamandi was faced with an overwhelming backlog of housing. Overcrowding had started once the construction of family housing was halted in the 1950s. This situation was exacerbated by the influx of people in the late 1970s and early 1980s moving to rejoin their family members already residing in here, or new residents seeking employment opportunities. Informal settlements were started to appear, first around the existing hostels and then in other open places like the sportsfields. To alleviate this pressure, more extensions were laid out and the Stellenbosch municipality tried to procure additional land from neighbouring farmers.

It was clear that an additional school was crucial, but this would not be completed until the mid-1980s. Eventually, additional land was procured in the 1990s, which meant the primary school could have its premises and a separate site was earmarked for the new high school. The high school was finally completed by the mid-1990s. Despite the multiple expansions of spatial zones and the development of human

settlement projects, the supply of housing and additional educational facilities remains too slow to accommodate the growing population. This has forced many residents to construct informal housing. The immense pressure on space has resulted in a lack of quality public space.

References:

Donaldson, R. (ed.) (2020) *Human Geographies of Stellenbosch - Transforming Space, Preserving place?* Stellenbosch: African Sun Media.

Rock, D. (2011) *The Location Shall Be Called Kaya Mandi: A History of Kaya Mandi*. Theses for Master of Arts (History) in the Faculty of Arts and Social Sciences. Stellenbosch University. Available at: https://scholar.sun.ac.za/handle/10019.1/17830.

3.3.   Municipal Planning and Priorities

Municipal Spatial Development Framework

Stellenbosch Municipality is located within the Province of the Western Cape and is strongly linked to the regional economy of the Province.

It is home to an expanding population in excess of 174,000 population[2].

Agriculture is a vital economic foundation of the town and Municipality. In addition, it is home to many of the leading South African corporations and academic institutions and has become a leading tourism destination given the abundance of scenic and cultural landscapes and activities.

Beyond these economic assets, the Municipality is challenged by a population that is "in need" and not easily absorbed into the job market. As the MSDF suggests:

"Stellenbosch grows, both naturally, and because more people are attracted here. Those drawn include the poor, better off, and large corporations.

Stellenbosch is a special place; all of it … its various settlements, nature areas, farms, education institutions, innovative corporations, small businesses, places to visit, places to live, festivals, history … its people.

Stellenbosch is harsh on some. Many who live here do not have adequate shelter or the opportunity to work.

From the two spatial planning documents, the following key headlines are of importance to the planning and infrastructure for Kayamandi.

Since approval of the MSDF in 2013 and 2017, MSDF related work has focused on:

- Area-based planning investigations for parts of the Municipality, notably Stellenbosch town, Klapmuts, and the area north of Kayamandi.

- Water quality and habitat diversity in the Plankenbrug River which have been reduced by stormwater and wastewater discharges from Kayamandi and Stellenbosch. This river has been identified as a high-risk area for human health by the 2005 State of the Rivers Report[3].

RE: Housing and Shelter:

- Cloetesville, Idas Valley, **Kayamandi**, and Jamestown; all within a 5km of radius of Central Stellenbosch make up 45% (7 035 / 8500 on housing need map) of the SM's total BNG housing need.

- Given the current profile of those on the waiting list for less than 10 years, it is evident that applicants from Klapmuts and Kayamandi will drive housing demand.

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[2] MSDF- page 34

[3] Protective action: Proposal is to Improve water quality in the Plankenbrug River (through infrastructure improvements in **Kayamandi**).

- Neither Idas Valley, Cloetesville, nor **Kayamandi**, have extensive land options to accommodate the current demand.

Ideally, **Kayamandi** should not be extended beyond the northern reach of Cloetesville (with Welgevonden Boulevard as the northern edge) and its reach to the east should be minimised as far as possible (in other words, a band of development along the R304 should be promoted).

The inclusivity of infill housing opportunity – referring to the extent to which the housing provides for different income and demographic groups – whether as part of the Adam Tas Corridor or elsewhere within Stellenbosch town – is critical. Unless more opportunity is provided for both ordinary people working in Stellenbosch, and students, it will be difficult to impact on the number of people commuting to
and from Stellenbosch town in private vehicles on a daily basis."

Change Actions:

- Define and hold the northern and eastern edges of Kayamandi.
- Support land use change along George Blake Road to enable the integration of Kayamandi with the Adam Tas Corridor and Stellenbosch central area.

Stellenbosch Northern Extension

A number of comments relate to the delineation of the northern edge or Stellenbosch town in the vicinity of Kayamandi. The proposed northern edge has been adjusted in discussion with municipal housing officials.

"The Kayamandi urban development area should not extend into the Papegaaiberg Nature Reserve."

"It is argued that while the MSDF sets out to actively curtail urban sprawl it appears as if this rule is geographically selectively applied as there are some other areas proposed in the MSDF where urban edge expansion is included, for example Jamestown and Kayamandi North. "

"a new issue of concern to the SRA is the major westward expansion of the urban edge at Kayamandi as shown in Fig. 28 of the June 2019 MSDF. Although the SRA assumes that this has to do with the land invasion of the Farm Watergang, this is unfortunate."

Project Name	Erf / Farm no.	Type	Extent / Units	Status
Kayamandi Enkanini Enhanced Services	Various	Other	18 / 1300	Acquiring Approvals
Northern Extension	Various	Mixed	300 / 6000 - 9000	NB: land invaded 2018
Kayamandi (Zone 0)	Various	Other	18 / 711	Acquiring Approvals
Kayamandi (City Centre)	Various	Other	18 / 1000	Acquiring Approvals

**Adam Tas Development Corridor:**

Kayamandi has been under new pressure for outward expansion, specifically from new residents moving to Stellenbosch from elsewhere (within and outside the metropolitan region). This pressure, arguably, hinders efforts to upgrade and transform the area. Through land invasion, new residents increase pressure on municipal and other resources that could be used for upgrading.

Conceptually, the Adam Tas Corridor is the focus of new town building, west of the old Stellenbosch town and central business district (CBD).

*"The most significant redevelopment opportunity within Stellenbosch town is the Adam Tas Corridor, stretching from the Droë Dyke and the Old Sawmill sites in the west along Adam Tas Road and the railway line, to **Kayamandi**, the R304, and Cloetesville in the north. Large industrial spaces – currently disused or to be vacated over time – exist here. Redevelopment offers the opportunity to accommodate many more residents within Stellenbosch town, without a negative impact on agricultural land, nature areas, historically significant precincts, or "choice" lower density residential areas."[4]*

Kayamandi is located within the northern sub-district, one of the three sub-districts of the ATC – a catalytic initiative within SM. The sub-districts include the
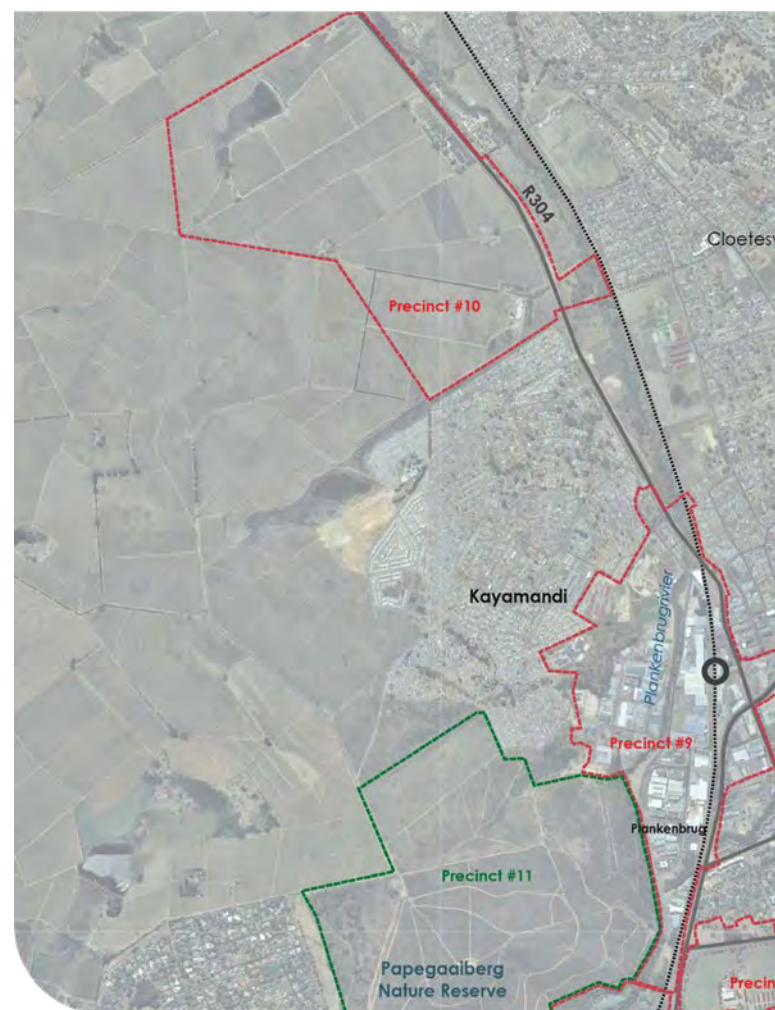
Map 3: Adam Tas Corridor- p50, July 2021

[4] Ibid – page 67

a. **Southern district** comprising the disused sawmill site, Droë Dyke, and the Adam Tas complex. It can accommodate a mix of high density residential and commercial uses, as well as public facilities (including sports fields).

b. **Central district** as the largest, including Bosman's Crossing, the Bergkelder, and the Van der Stell Sports complex.

c. **Northern district** focusing on the southern parts of Kayamandi. The central and northern districts are linked through George Blake Road. This area effectively becomes the "main street" of **Kayamandi**, a focus for commercial, institutional, and high density residential use integrated with the rest of the corridor and western Stellenbosch town.

In many ways, the Adam Tas Corridor represents the key to protect and enhance what is special within Stellenbosch town, as well as the relationship between the town and surrounding nature and agricultural areas.

The "seam" between the new and old districts comprises Die Braak and Rhenish complex, which can form the public heart of Stellenbosch town. The CBD or town centre in itself can be improved, focused on public space and increased pedestrianism. A recent focus on the installation of public art could be used as catalyst for further public space improvements.

Other infill opportunities also exist in Stellenbosch town, specifically in Cloetesville, Idas Valley, Stellenbosch Central, along the edges of Jamestown. There are also opportunities to change the nature of existing places to become more "balanced" as local districts.

- A package of plans[5] will be the basis for approval of development rights;
- Bulk (rights) per precinct (following table) allocated to a Precinct Plan shall be allocated via a Site Development Plan – Precinct 10 impacts on Kayamandi[6];
- Detailed criteria and administrative considerations relating to the for provision of inclusionary housing;
- The establishment of lead projects that contribute to the overall development objectives for the area, do not impede future opportunity, and assist in learning about and enabling future roll-out of development in the area.

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[5] a) Contextual Framework b) Development Framework c) Precinct Plan d) Subdivision Plans e) Site Development Plans f) Building Plans

[6] Note the min and max bulk rights for sport of 23,000 and 33000m respectively for Precinct 10.
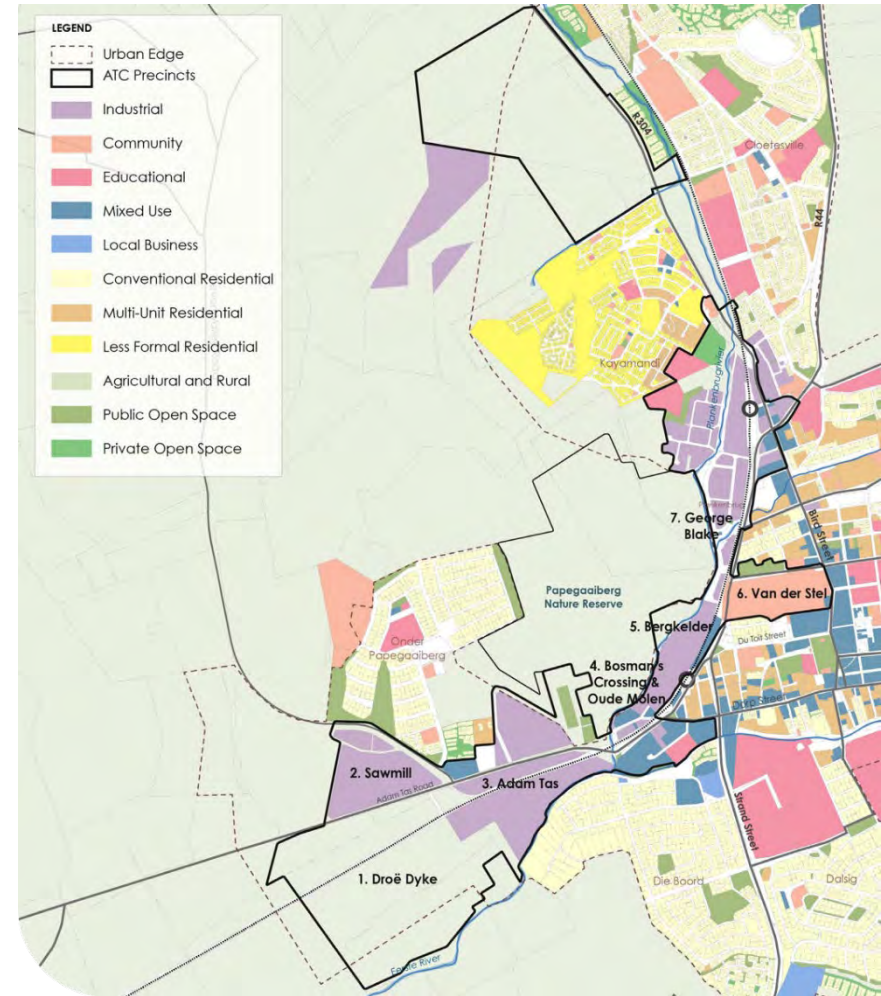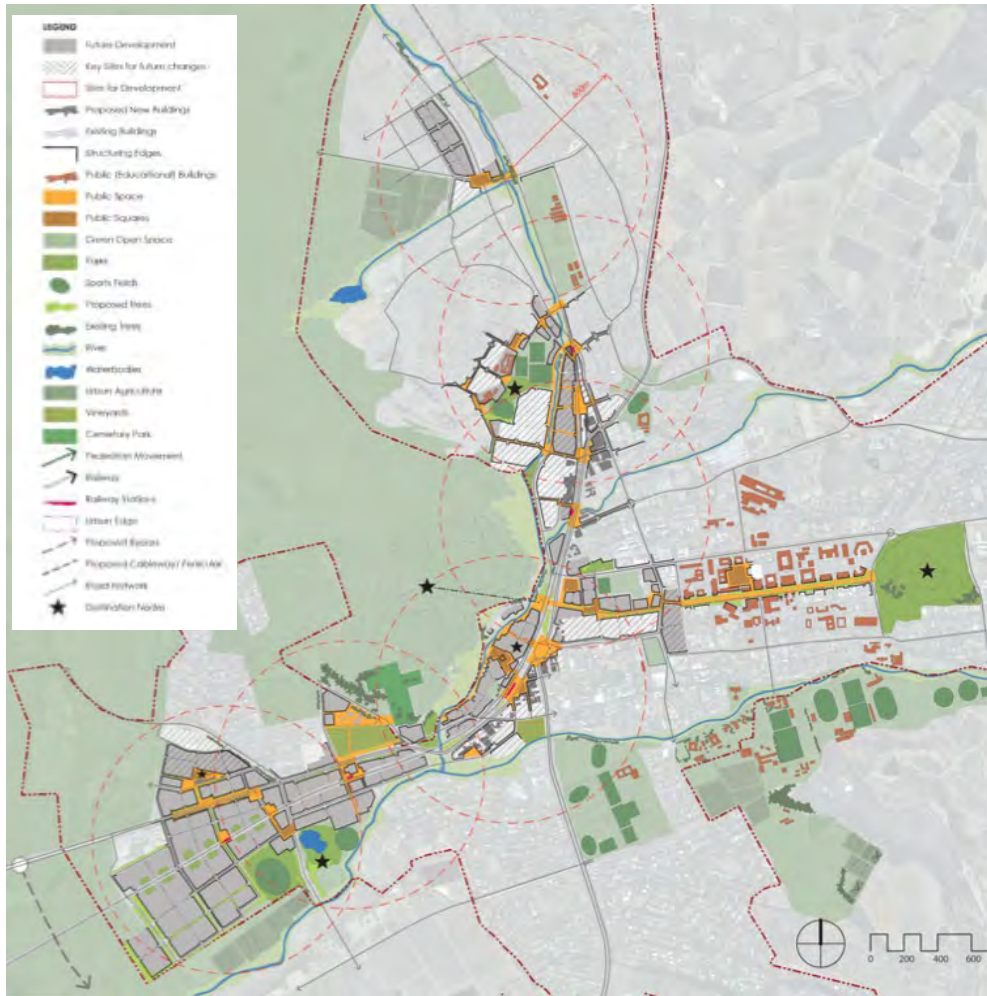
Map 4: Draft development Framework for ATC

3.4.   Socio-economic trends

Based on the 2011 Census, the following key socio-economic and demographic profile is presented in Khayamandi.

The data is a combination of all the wards in Kayamandi.

From the infographics above, it is evident that the 2011 population figures reveal a local population of 24 645 people within Kayamandi, which amounts to 8 780 households.

The average household size of Kayamandi in 2011 amounted to 2.87 people per household.
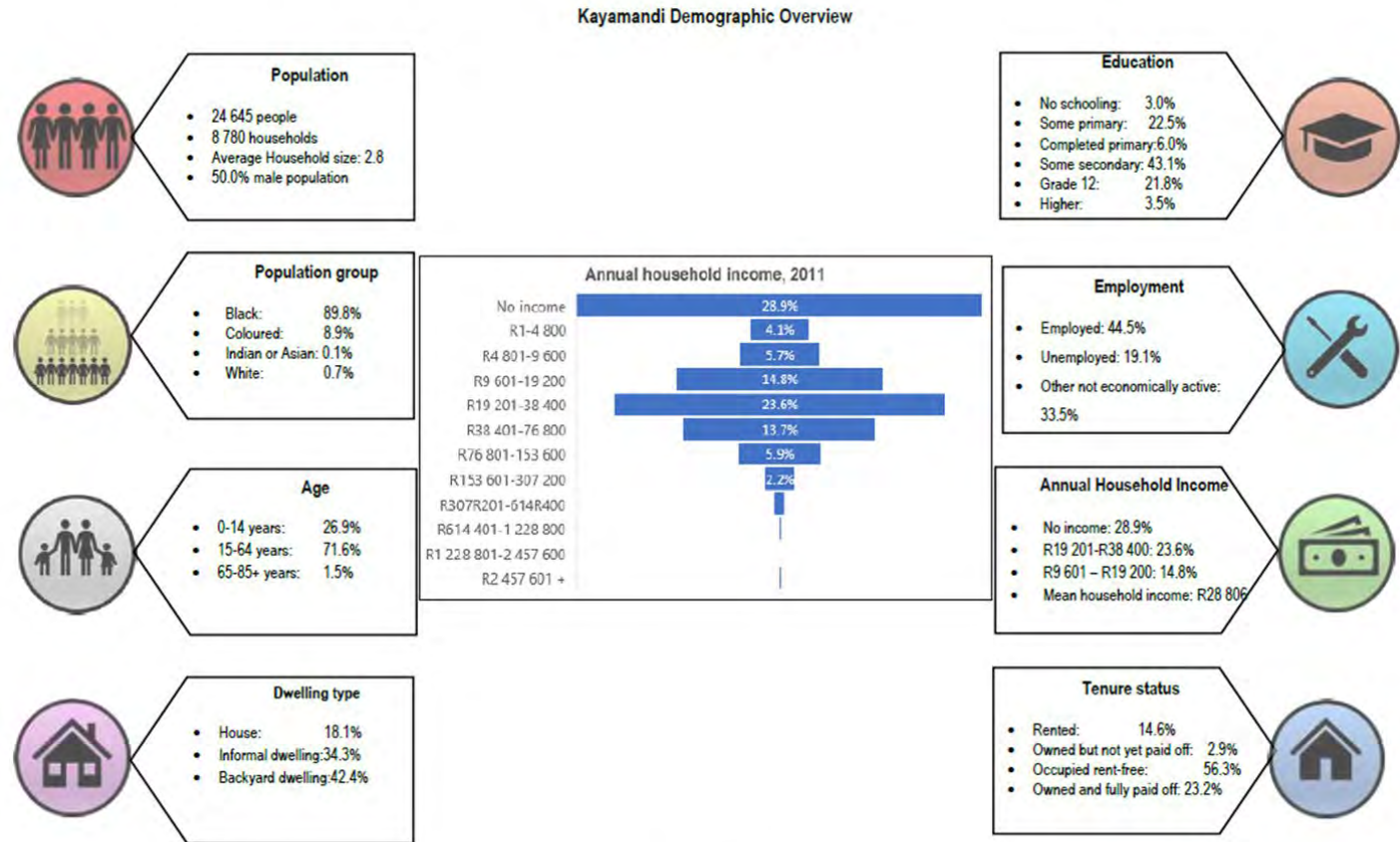
Based on own calculation, the estimated 2022

Figure 3: Kayamandi demographic overview

population figures for Kayamandi is 28 314 people (1.7% growth rate).

From an aerial photograph analysis of the area, it is evident that large-scale urbanisation occurred along the western boundary of Ward 12. There are an estimated 12 167
structures in the area that can be used as a dwelling unit.
Interesting males and females are distributed equally within Kayamandi.

Regarding the age group, most residents (71.6%) are between the 15 – 64 years old. Kayamandi has a relatively high number of young people (26.9% between 0-14 years). The age structure of a population affects an area's key socio-economic issues. Areas with young populations (high percentage under age 15) need to invest more in early childhood centres and schools, while areas with older populations (high percentage ages 65 and over) need to invest more in the health sector.

The racial profile of Kayamandi's population revealed that the vast majority of residents are Black/Africans (89.8%), followed by Coloured (8.9%). A very small proportion of Whites (0.7%) and Indian or Asian (0.1%) population is evident in the area.

The level of education is an important indicator impacting the level of human development. It is evident that the Kayamandi's population is characterised by moderate education levels, with most of the older population having access to some secondary school education (43.1%).

Employment is the primary means by which working-age individuals or households may earn an income that will enable them to provide for their basic needs. As such, employment and unemployment rates are important indicators of socio-economic well-being. Kayamandi is reflecting a moderate to high dependency ration as 19.1% of the residents are unemployed and 33.5% of residents is not economically active.

Most of the residents in Kayamandi (42.4%) reside in a backyard dwelling followed by 34.3% of residents who reside within an informal dwelling.

The largest proportion of residents within Kayamandi (56.3%) occupy their dwelling rent-free, followed by residents (23.2%) who own their dwelling and it has been fully paid off.

Average household income, to an extent, reflects the living standard of a household. A notable proportion (28.9%) of Kayamandi's households have no income. The average annual household income is approximately R 28 800. This indicates that the area is predominantly characterised by a low to low-middle income earning household.

3.5   Spatial Analysis

This section identifies spatial and location characteristics, patterns and trends to help make better investment decisions.

Map 5 indicates 5-minute drive times from each of the Kayamandi schools. As illustrated on the map, all of the schools can be reached within 5 minutes.
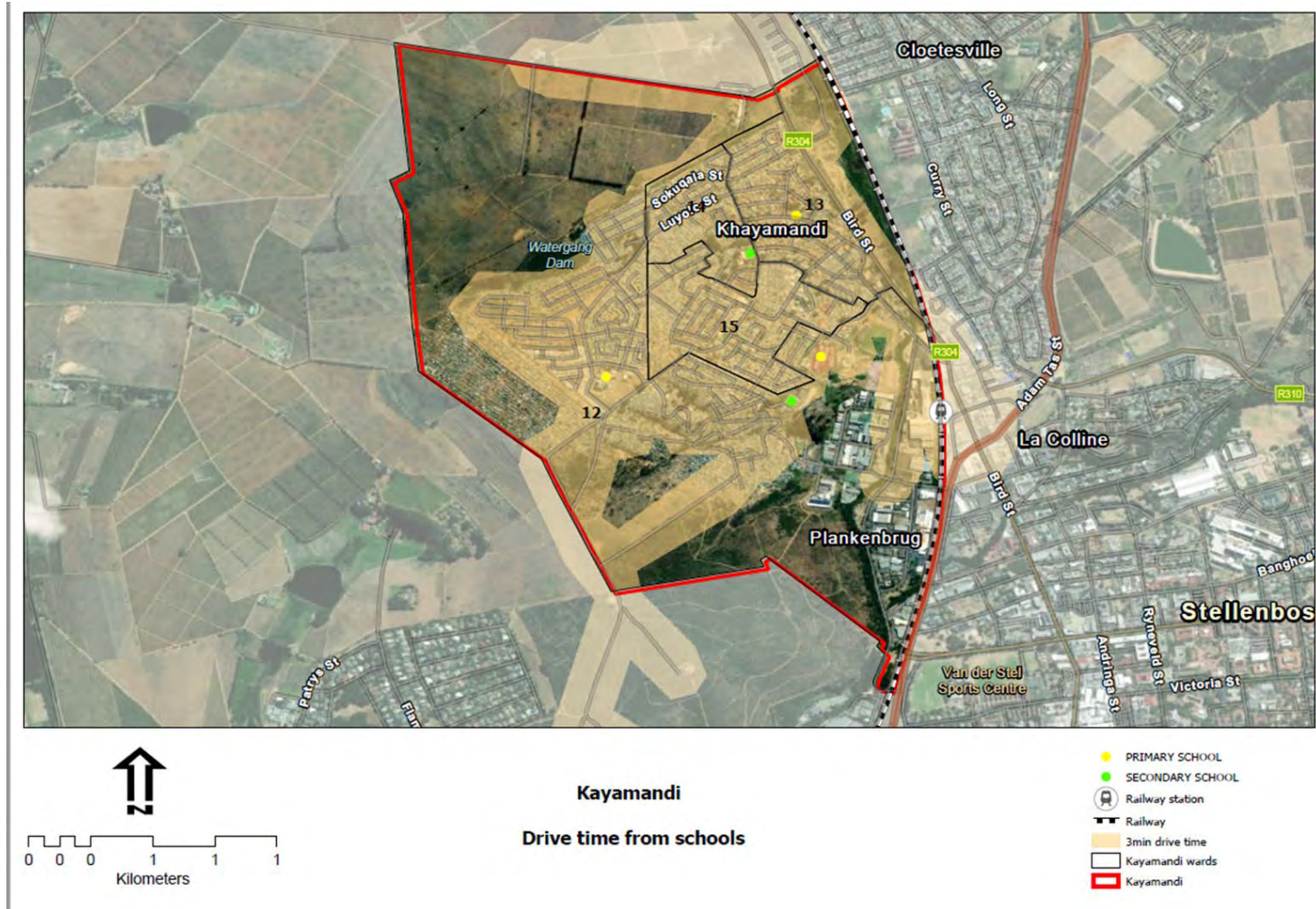
Map 5: Kayamandi drive time from schools

Map 6 indicates 3-, 5- and 8-minute walking times from each Kayamandi school. The map illustrates that all schools can be reached within the allocated walking times.
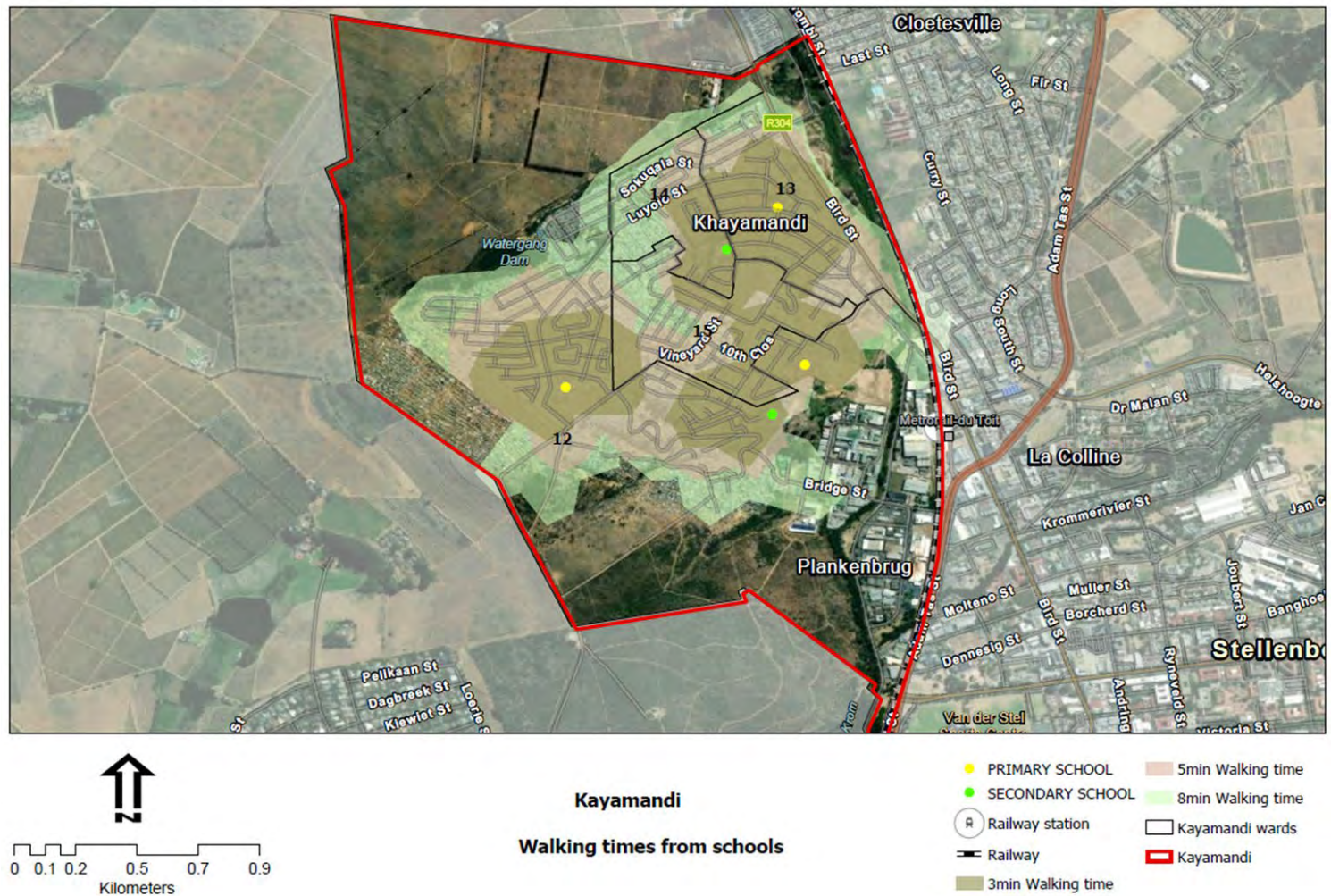
Map 6: Walking time from schools

Map 7 indicates dwelling structures and density patterns of structures. It is clear from the map that most of the dwelling structures are located in the western section of Kayamandi. The pattern includes very dense informal dwelling structures. Kayamandi Primary School is located in the most dense part of Kayamandi.
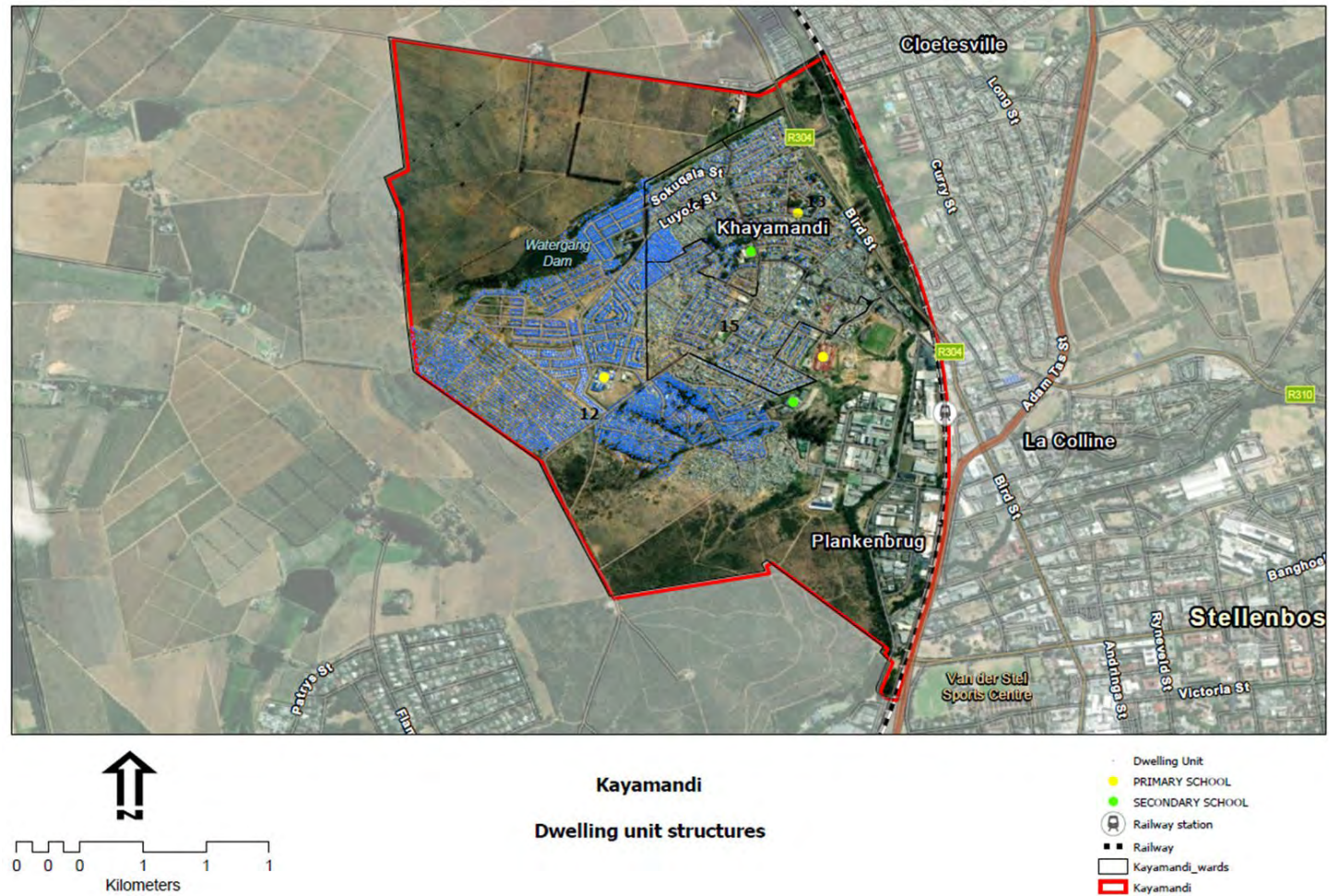
Map 7: Dwelling Unit Structures

Map 8 indicates income distribution in Kayamandi. Income distribution is an important indicator that will impact the sustainability and viability of future programmes. The lighter white indicates higher-income areas, while the darker blue indicates lower-income areas.
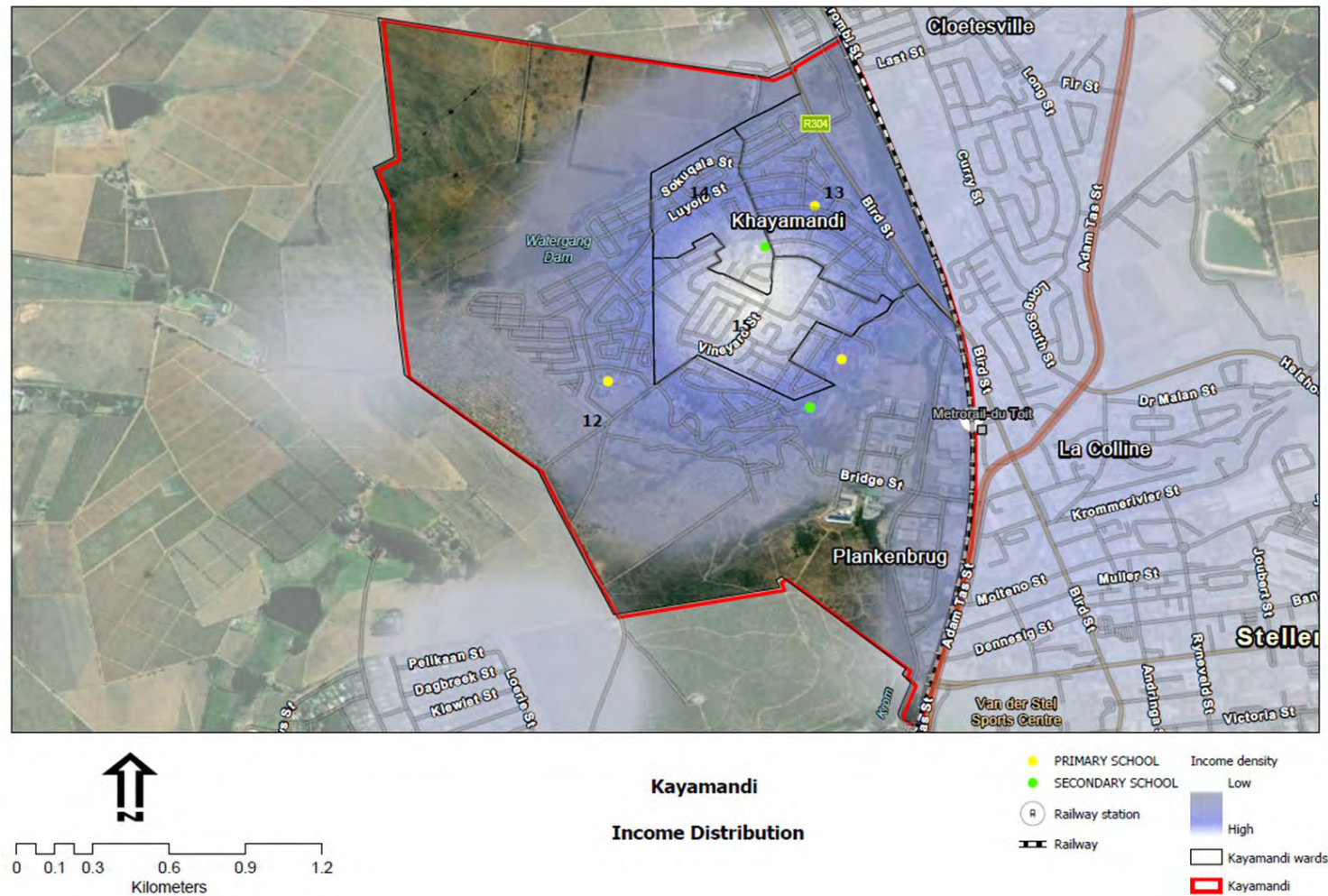
Map 8: Income distribution

Map 9 illustrates the population density in Kayamandi. The pattern of high density collates with the income patterns. The lower-income areas are also the highest-density areas. Kayamandi Primary is located in the high-density area.
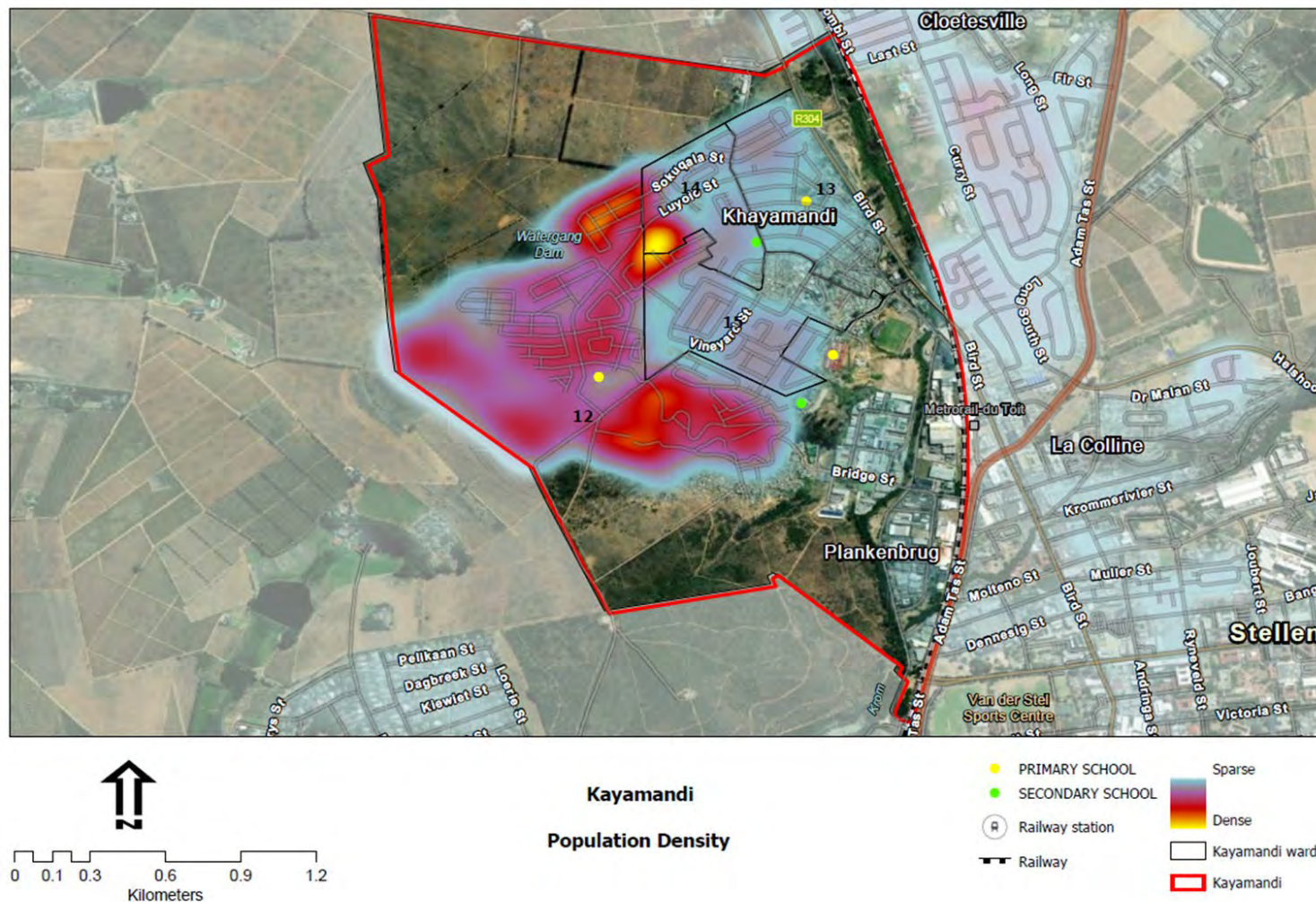
Map 9: Population density

4.   THRIVE MEASUREMENT

4.1.   Engagements

The team used the 4THRIVE Measurement Framework© (see **Figure**..) .

Ranyaka's 4THRIVE model provides intelligent, measurable, relevant actions to ensure sustainable collaborative efforts across all sectors. It is place-based, people-centred, and citizen-led. It creates a platform for partnerships between communities (residents and local businesses), Government and corporate South Africa.

Notably, the framework provides clear outcomes that can be achieved at neighbourhood, township and town levels. The 4Thrive model includes project plans, practices and practical tools to:

- Develop and grow local economies;
- Create safe and clean environments;
- Provide better social, health, recreational and education services;
- Build local networks for collaborative and collective action; and
- Design and measure impact.

In 'public hall' type gatherings (**see Figure for photos**), we prepare and print maps of the neighbourhood and a mindmap of the 40 indicators over four outcomes. A feedback session was held during June 2023.

The Kayamandi Community DNA workshop took place on 5 May 2023 at Amazink Live attended by approximately 70 - 80 individuals representing schools, NGOs, local authorities, faith-based groups and most importantly the voices of local community members.

The baseline measurement scores of these outcomes reflected in Figure XX will have an impact on the operations and Impact of the Kayamandi investment plan.

Photo 1: Kayamandi mapping attendees

Photo 2: Kayamandi mapping exercise

4.2.   THRIVE Results

The data presented in this document shows the perceptions of the collective group, and the scores are based on the averages drawn from a total of seven groups of approximately 10 persons each.

This section addresses the key results of the engagement session held in May 2023 .

Kayamandi's average score is 45% (see **Figure 4**).

The social cohesion outcome scored the highest result. This is an outstanding result that means the community can work together to change some limiting results from the other 3 outcomes. A high score also implies good leadership.

Quality infrastructure provision is one issue that influenced the Qauity Place outcome. In addition, the availability of quality business premises pulled down the Productive Local Economy outcome result.

More detail is provided in **Figure 5**.

Data analysis

Level 2 scoring: As illustrated in figures 1-4, the top three indicators had the lowest scores and represented the primary pain points under each outcome.

Level 3 scoring: Level 3 represents the sub-categories under Level 2. The indicators which had the lowest scores represent the underlying root causes of level 2.

Priorities: Each group indicated three priorities under level 2 which they felt should be addressed first. The data below

represents the level 2 & 3 indicators with the highest joint priority indication by the groups.

Figure 4: 4THRIVE Dashboard

Outcome 2: Productive society and economic and job opportunity for all

Level 1	Level 2		Level 3	
	Quality of enterprise development	1,50	Enterprise support	1,00
			Product development	1,00
			Market access	1,86
			Skills assessment	2,14
	Ability to save money	3,10	Consumer finance education	1,86
			Access to "banking " services	2,71
			"Stokvel" or savings support	4,71
	Income levels	1,29	Income levels	1,29
	Access to mentorship	1,57	Access to mentorship	1,57
	Access to technology	3,86	School and library capacity/IT support	3,29
			WiFi availability	3,86
			Cell phone connectivity	4,43
	Access to business opportunities	2,55	Waste management	1,86
			Agriculture	1,86
			Delivery services	2,14
			Arts and Crafts	2,43
			Artisans and maintenance services e.g.	3,00
			Fresh produce markets and food	3,29
			Services business e.g. driving schools	3,29
	Job availability	1,86	Job availability	1,86
	Access to training	2,14	Access to training	2,14
	Availability of business / office premises	1,29	Availability of business / office premises	1,29
	Support from local businesses	1,29	Support from local businesses	1,29

Outcome 3: Clean, safe and attractive environment

Level 1	Level 2		Level 3	
	Quality of community facilities	1,41	Theatre or movie house	1,00
			Mobile parks or gym	1,50
			Parks, sports fields etc.	1,57
			Community centres, youth centres etc.	1,57
	Is the streets safe at night ?	1,95	safety and communication systems/devises	1,29
			Effectiveness of street committees etc	1,86
			Availability of streets lights	2,71
	Quality of shelter	1,79	Old age homes or places of care	1,00
			Safe houses or shelters	1,29
			Single standing houses	2,14
			Flats and multi storey dwellings	2,71
	Availability of water	3,57	Household Water use and management	3,29
			Water supply	3,86
	Is the place attractive and clean ?	1,50	Quality of natural open space e.g. rivers, natural open spaces	1,00
			Place making eg. street art, micro food markets, paint-a-wall, open	1,29
			Community gardens, side walks, business areas etc.	1,57
			Waste management	2,14
	Quality of sewer infrastructure	1,57	Quality of sewer infrastructure	1,57
	Access to title deeds/ownership	3,00	Access to title deeds/ownership	3,00
	Quality of public transport	3,50	Quality pedestrian facilities eg bus/taxi stops	3,00
			Availability of busses/taxi's of transport	4,00
	Availability of electricity	2,43	Alternative energy	1,86
			Electricity supply	3,00
	Crime prevention	1,76	Community interventions	1,00
			SAPS activities	1,86
			Facilities e.g. police station, security rooms	2,43

Outcome 1: Healthy, educated and active society

Level 1	Level 2		Level 3	
	Quality of recreation activities	2,36	Markets/festivals/, events etc.	1,86
			Pop-up events	2,43
			Arts and craft	2,43
			Sport	2,71
	Quality of youth programmes	2,71	Camps	1,86
			Leadership training	2,43
			Youth programmes	2,71
			After school programme	3,86
	Quality of education	2,31	Children counselling	1,00
			School safety	1,29
			ABET	1,57
			Tertiary education	2,14
			Strengthen school management and capacity	2,71
			School attendance	3,57
			ECD interventions	3,86
	Availability of quality food	3,00	At education activities	3,00
			General availability	3,00
	Quality of health care	1,91	Mental health	1,00
			Health facilities	1,00
			Physical health	2,14
			HIV/Aids	2,43
			Spiritual health	3,00
	Level of collaboration with the municipality	2,90	Level of partnerships	2,43
			IDP participation	3,00
			Ward committee participation	3,29
	Quality of programmes to support vulnerable people	1,90	Prisons	1,00
			Homeless people	1,29
			people with disability	1,86
			Orphans /Vulnerable children	2,14
			Women	2,14
			The aged	3,00
	Level of violence prevention	1,00	Level of violence prevention	1,00
	Quality of family planning and support programmes	1,67	Quality of family planning and support programmes	1,67
	Level of Substance abuse	1,00	Level of Substance abuse	1,00

Outcome 4: Strong social cohesion

| Level 1	Level 2	
	Level of active volunteering	1,57
	Support of crime prevention initiatives	1,86
	Level of support for school activities	1,86
	Quality of family relationships	2,43
	Level of attendance of community activities	2,71
	Can you depend on your neighbour for help ?	3,00
	Quality of inter-culture relationships	3,29
	Do you have hope for the future?	3,57
	Level of religious activity/events	4,71
	Social media networking	5,00

Figure 5: THRIVE heat maps
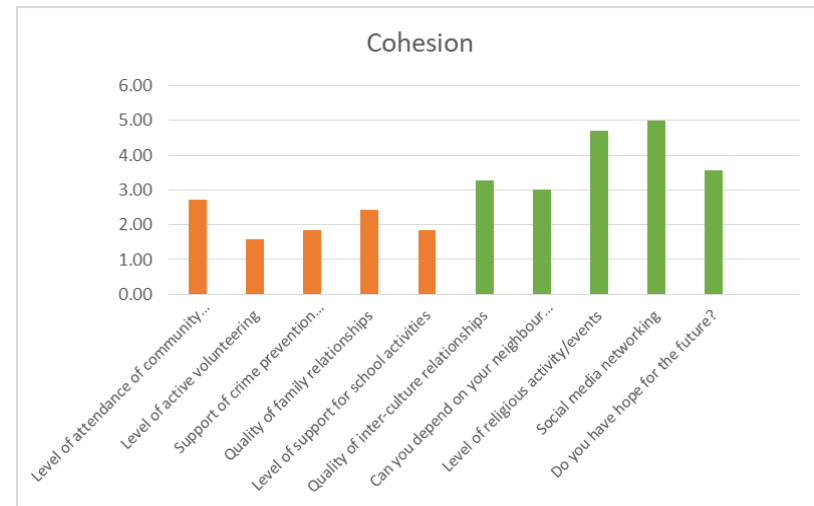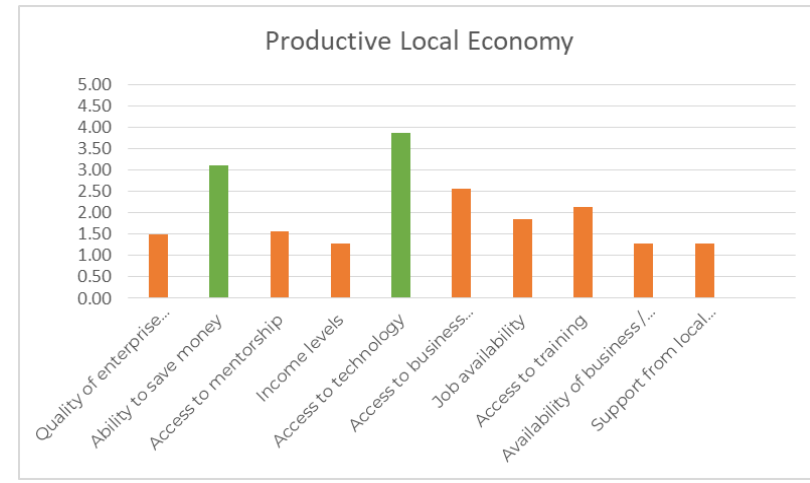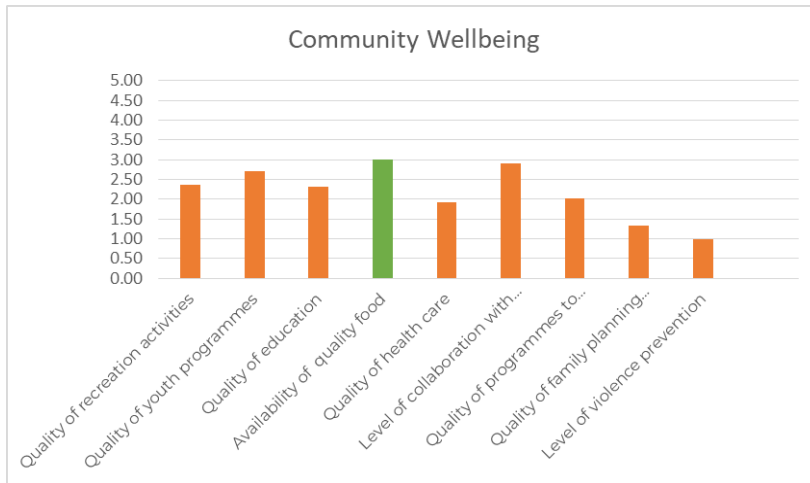
Figure 6: THRIVE results

The following table summarises the THRIVE results.

	Outcome 1: Social	Outcome 2: Economic	Outcome 3: Spatial	Outcome 4: Cohesion
Level 2 scoring	• High level of Substance Abuse • Low quality of family planning and support programmes. • Low level of Violence Prevention initiatives	• Low Income levels • Low availability of business / office premises • Low level of support from local businesses	• Not enough or sufficient Community Facilities • Not a clean and attractive place • Low quality sewer infrastructure	• Low level of active volunteering • Low support for of crime prevention initiatives • Low level of support from school activities
Level 3 scoring	**Quality of Education** • Insufficient counseling for children • School safety **Quality of Health** • Insufficient mental health support • Insufficient health facilities **Quality of Programmes to support vulnerable people** • Insufficient programmes for ex-offenders / prisoners • Youth Programmes.	**Quality of Enterprise Development** • Insufficient support for Enterprises • Insufficient Product development support **Jobs availability** • Insufficient Jobs / job placements / matching **Access to business opportunities** • Insufficient Waste Management services • Insufficient agriculture	**Quality of Community Facilities** • Insufficient Recreational spaces **Street safety** • Insufficient devices / systems **Quality of Shelter** • Insufficient old age homes / places of care • Insufficient safe houses (GBV) **Clean and attractive place** • Unsafe fields, parks **Crime prevention** • Community interventions	• **No level 3**

Priorities	1. **Quality of Health**
	  • Insufficient mental health support
	  • Insufficient health facilities
	2. **Quality of Education**
	  • Insufficient counseling for children
	  • School safety
	3. **Level of Violence Prevention**
		1. **Quality of Enterprise Development**
		  • Enterprise development support
		  • Product development
		2. **Income levels**
		3. **Jobs availability**
		  • Jobs placements / matching
			1. **Crime prevention**
			  • Community interventions
			2. **Quality of Community Facilities**
			  • Recreational spaces
			3. **Clean & Attractive place**
			  • Unsafe fields, parks
				1. **Level of attendance of community activities**
				2. **Support of crime prevention initiatives**
				3. **Quality of family relationships**

# 5.	KAYAMANDI INVESTMENT STRATEGY

## 5.1.	Introduction

The context chapter makes mention of community engagement and participation—better communication and relationships to build trust.

However, the degree of empowerment depends on the capacity, the quality of activity and the availability and access to resources that a community has to address development outcomes that are within their control or can influence.

In general, communities need four conditions or capabilities to drive their development:

1.	An enabling and inclusive Kayamandi with adequate access to, for example, basic service, affordable transportation, and affordable housing in sustainable, clean and safe settlements;
2.	Opportunities for Kayamandi to engage or influence and be involved with government and mainly corporate and municipal planning, budgeting and implementation processes;
3.	Opportunities and choices for Kayamandi to be involved and build local networks and partnerships to drive initiatives that empower neighbourhoods/villages and reward innovative practices outside of "legislative" processes; and
4.	Kayamandi is to promote multi-sector funding support through public-private partnerships to build community capabilities to respond to local area challenges, including service provision, addressing social needs and building local economies.

Communities need access to qaulity business premises, opportunities to be part of planning processes, partnership events and access to LED opportunities.

Photo 3: Intervention examples

5.2.   Placed-Based and People-Centred Approach

The Kayamandi Place-based investment and development strategy aims to bring cross-sector (education, business, sports etc.) organisations together to address the underlying causes of complex social problems holistically.

[7]**Common characteristics** of Placed Based development include:

- A tailored response to complex, interrelated or challenging community development in Kayamandi;
- A dedicated focus on identifying and working on Kayamandi community priorities, valuing local knowledge, and building on and from social and cultural relationships;
- The commitment to strategic learning and using Kayamandi data and evidence to adapt in real-time collectively;
- The ongoing building of Kayamandi's capacity and capability amongst all stakeholders involved;
- Institutional development and organisational reform lead to increased effectiveness.

The Kayamandi Impact Thesis is illustrated in **Figure 7.**

The impact thesis is Kayamandi's outcomes-based premise of how the development strategy contributes positively to creating a thriving community that is resilient and that follows sustainability practices.

1. Kayamandi use their values and principles to connect people with each other	So that new ideas can be generated, resources can be shared and better opportunities can be generated.
2. Kayamandi creates a platform for social service agencies to work in the neighbourhood	So that there is increased access to quality programs and services
3. Kayamandi connects people in the local economic system	So that there is increased participation in the local economy
4. Kayamandi creates platforms and capacity building for resident organizing	So that there is increased civic participation
5. kayamandi co-designs programs that address social, economic, environmental and infrastructure challenges	So that communities are healthier and safer, individuals more productive and places are more attractive
6. Kayamandi leverages local resources and raise funds	So that all stakeholders have equitable access and are included into change-making processes that leads to increased social cohesion across communities
7. Kayamandi creates platforms to share stories and experiences	To build trust, cultivates norms, transfers tacit knowledge, facilitates unlearning, and generates emotional ownership

Figure 7: Kayamandi Impact Thesis

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[7] Source: Place-Based Approaches: Characteristics and Learning: Sarah B Davies: 2019: https://www.anewdirection.org.uk/asset/4117

The proposed Kayamandi investment strategy is based on urban planning principles and focuses on locally-rooted and collective action in partnership with government, civil and business stakeholders. The main intention (Impact) is to improve the Kayamandi communities - positive change that benefits communities by contributing to their well-being and influencing a more sustainable and resilient future.

A framework of programmes (see **Figure 8**) and related projects will be developed and co-created in response to the main pain points that were identified via the stakeholder survey exercise.

Programmes:

- Are multi-dimensional;
- Provide protocols and practices to initiate action or improve existing measures; and
- Are measurable
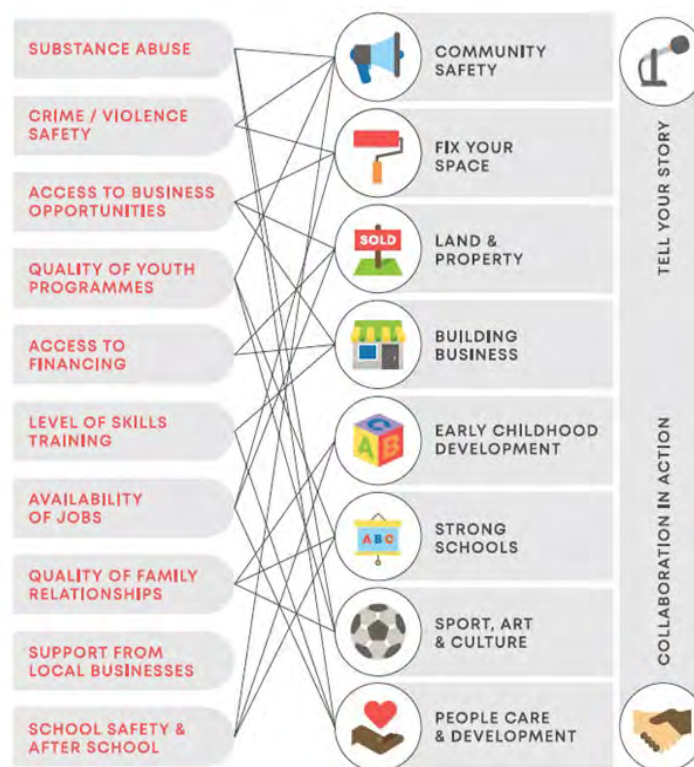
Figure 8: A framework of programmes

These programmes are spatially reflected on the Kayamandi Spatial Investment Framework.

Map 11 illustrates the proposed Kayamandi Spatial Investment Framework. The investment framework consists of the following:

- School partnership projects (Strong schools programme).
- A proposed community Sports and Social Hub (Sports, culture and art programme).

- Outdoor community projects (Fix your Space and Land development programmes)
- Safe school entrance areas; and
- Safe routes (Community Safety).

The Spatial Investment Framework results from the spatial, demographic and THRIVE analysis.

The following tables describe each of the programmes in general. The Open Play Foundation focussed programmes are indicated with the Open Play Foundation logo.

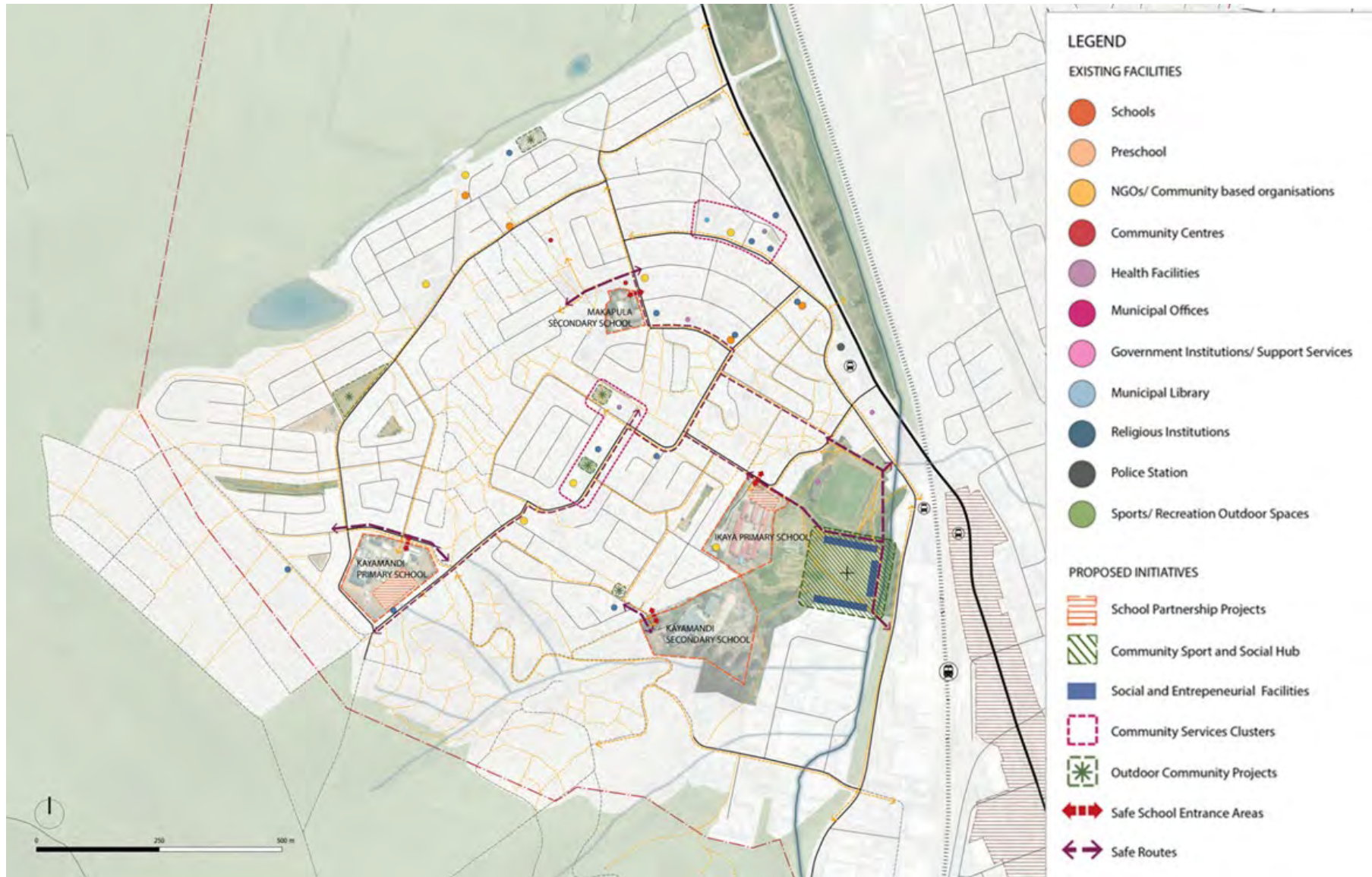|		
EARLY CHILDHOOD DEVELOPMENT · Assisting ECD centres with registration · Creche safety · Food security · Staff training · Volunteering opportunities · Facilitating capacity-building · Support network mapping to identify role players, duplication and gaps DONE IN THE SHORT TERM WITH LOCAL RESOURCES AND SOME EXTERNAL RESOURCES		· Support existing ECD centres and involve local businesses · Follow the basic process in the table icon to develop an ECD strategy · Work with existing ECD forums and strengthen their capabilities · Investment done via existing civic organisations or platforms. Investigate the establishment of a development fund to expand investment choices
STRONG SCHOOLS · Infrastructure and maintenance · Curriculum support · Parent involvement · School safety and food security · Access to mentorship · Development of teachers · Sourcing of donors and funding DONE IN THE SHORT TERM WITH LOCAL RESOURCES AND SOME EXTERNAL RESOURCES	openplay FOUNDATION	· Support existing education initiatives and involve local businesses and relevant government bodies · Follow the basic process in the table icon on the left to develop education facilities · Work with or establish education forums · Investment done via existing civic organisations or platforms
SPORT, ART AND CULTURE · Establishing sports clubs and informal leagues · Support campaigns and events · Training of coaches · Repurposing of vacant urban spaces for safe recreational and sporting activities · Introduction of sport and recreation programmes to communities as identified through networking sessions DONE IN THE SHORT TERM WITH LOCAL RESOURCES AND SOME EXTERNAL RESOURCES	openplay FOUNDATION	· Existing civic organisations to support sports programmes and initiatives · Follow the basic process in the table icon on the left to develop recreation facilities · Create sports, art and culture clubs using SHARE app · Investment done via existing civic organisations or platforms
PEOPLE CARE AND DEVELOPMENT · Youth development · Life skills training · Financial training · Showcasing career and training opportunities · Physical, emotional, spiritual and mental health · Access to mentorship DONE IN THE SHORT TERM WITH LOCAL RESOURCES AND SOME EXTERNAL RESOURCES	openplay FOUNDATION	· Explore ways to deal with CBD homeless persons, food security and physical and mental health · Follow the basic process in the table icon on the left to develop people care and development facilities / programmes · Connect all service providers by using the SHARE app · Investment done via existing civic organisations or platforms

COMMUNITY SAFETY · Mobilise relevant stakeholders (community policing forums, police, neighbourhood watch groups, ward councillors etc..) · Identify crime hot spots through surveys and appropriate locations · Public project noticeboards · Develop response and data management plan · Control room activation · Safety light and alarm installation and distribution	**openplay** FOUNDATION	· Support citizen-led community prevention initiatives · Follow the basic process in the table icon on the left to develop a community safety strategy e.g. Lantana process · Work with CPFs, neighbourhood watches and police · Investment done by local businesses, government and via existing civic organisations or platforms

DONE IN THE MEDIUM TERM WITH LOCAL RESOURCES AND SOME EXTERNAL RESOURCES

FIX YOUR SPACE
· Creating spaces that promote health, happiness and well-being
· Implementing place-making methodology to give a sense of place, celebrate local culture and create recognisable beacons
· Projects that improve the aesthetics of an area
· Builds community pride, cohesion, ownership and can reduce crime
· Quick and affordable e.g. painting, cleaning
· Creating opportunities for investment by / contributions from local businesses

· Conduct survey via community volunteers and identify areas that need refurbishment and maintenance
· Follow the basic process of the table icon on the left to develop a Fix Your Space strategy
· Create a forum or Fix Your Space club via the SHARE app
· Investment by local businesses, government and via existing civic organisations or platforms

DONE IN THE SHORT TERM WITH LIMITED RESOURCES

LAND AND PROPERTY
· Identify residential; and commercial opportunities
· Developing under utilised open land
· Investigating micro-solutions for informal settlement areas
· Supporting and promoting land development for small scale farming / agripreneurship purposes
· Addressing food security through urban farming initiatives
· Repurposing of old / vacant buildings for e.g. commercial activities or community hubs

· Explore small-scale property and improvement initiatives e.g. urban gardening, pop up events etc
· Follow the basic process in the table icon on the left to create a strategy
· Develop a menu of property developments and appropriate financing mechanisms
· Investment done via existing civic organisations, platforms or the proposed transaction mechanism (ITS)

SOLD

DONE IN THE SHORT, MEDIUM AND LONG TERM WITH BIG LOCAL EFFORT AND MOSTLY EXTERNAL FUNDING

BUILDING BUSINESS
· Identifying community entrepreneurs and enterprises
· Enterprise development and entrepreneurial support
· Creating access to market opportunities
· Establishing business forums
· Access to training and mentorship
· Access to financing
· Starter packs for emerging businesses e.g. web design, marketing material, photography

· Work with local enterprises and business networks
· Follow the basic process in the table icon on the left to develop business networks
· Connect all enterprises on the SHARE app and create a business collective
· Enterprise investment and support by the municipality, government, SEDA, EDS grants etc.

DONE IN THE MEDIUM TERM WITH LOCAL RESOURCES AND SOME EXTERNAL RESOURCES

LEGEND

EXISTING FACILITIES

- Schools
- Preschool
- NGOs/ Community based organisations
- Community Centres
- Health Facilities
- Municipal Offices
- Government Institutions/ Support Services
- Municipal Library
- Religious Institutions
- Police Station
- Sports/ Recreation Outdoor Spaces

PROPOSED INITIATIVES

- School Partnership Projects
- Community Sport and Social Hub
- Social and Entrepeneurial Facilities
- Community Services Clusters
- Outdoor Community Projects
- Safe School Entrance Areas
- Safe Routes

Map 10: Kayamandi Investment Framework

6. KAYAMANDI INVESTMENT ROAD MAP

6.1. Introduction

The proposed Kayamandi investment road map comprises:

- A Process that defines the critical tasks and provides tools and mechanisms to achieve the strategy and plan; and
- A Platform to manage all the interconnected elements, manage stakeholders and track progress.

6.2. Details of the Investment RoadMap

The proposed process for Kayamandi is based on sound and evidence-based urban planning and community development methodologies and experiences. The proposed Road Map includes three elements:

Element 1: Design for Change:

- The team used facilitation tools to convene various stakeholders to discuss community-based challenges and opportunities in a neutral space. The outcome is a clear understanding of the community ecosystem and vision. The team completed this step.
- Establish a baseline and do context research. The team completed this step.
- Create appropriate forums. In the case of Kayamandi, the report makes recommendations.
- Establish a funding and management mechanism. The proposed Kayamandi coordination initiative could be used for this step.
- Agree on delivery contracts and measurements.
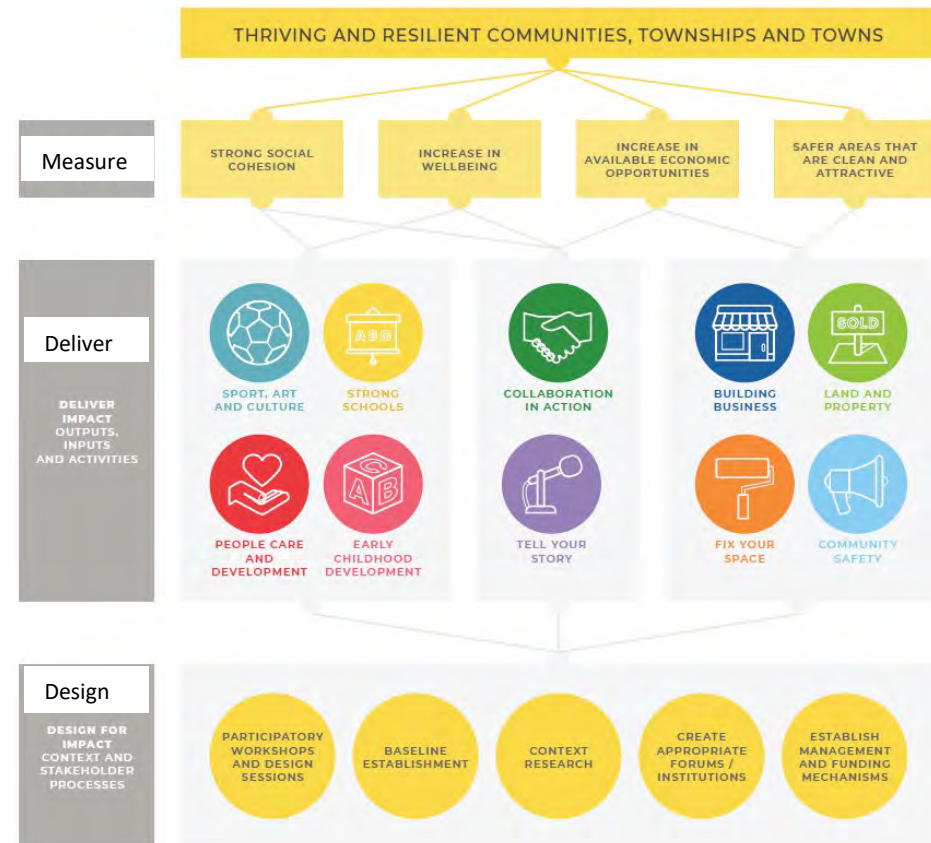
Figure 10: Kayamandi Investment Road Map

Element 2: Deliver Change

- Identify opportunities and projects that allow different stakeholders to work together - across sectors. Use the framework of programmes as per **Figure 8**. Activate the proposed Kayamandi TownSmart management system to assist the coordination office in recording stakeholders, projects and mapped facilities.
- Populate the GIS section of the system with relevant geo-located activities, projects, stakeholders and facilities.
- Set up the communication component of the system and develop event templates and communication and project groups.
- Develop project plans with specific business and funding requirements.
- Arrange funding, partnership meetings, and events to raise support and funding for the proposed initiatives.
- Arrange community feedback sessions and forum events, e.g. ECD forums. Liaise with the Municipality and relevant government departments to align processes.
- Identify events that combine multi activities, e.g. sports events, community festivals etc.

Element 3: Measure Change

- The change is measured using three factors: Compilation of Theory of Change Impact maps to measure Impact, assessing physical change in the physical environment and through people impact narratives.
- Detailed process, project management, funding actions, and procedures required to deliver the strategy and programme.

Photo 4: Investment examples

A critical component of the delivery process is activating the proposed Development Activation Management System (DAMS).

The Web-based management system comprises:

- Event and contact management tool;
- Partnership management and Registrations tool;
- Surveying and analysis capability;
- GIS functionality integrated with systems database; and
- Reports and dashboards

The purpose of the system is to assist the Kayamandi coordination initiative to coordinate development initiatives in its area of jurisdiction. The system would assist in managing the interrelated programmes (see **Figure 8**) in order to achieve development objectives. It simplifies the work of integrated development and provides accountability and visibility of work done.
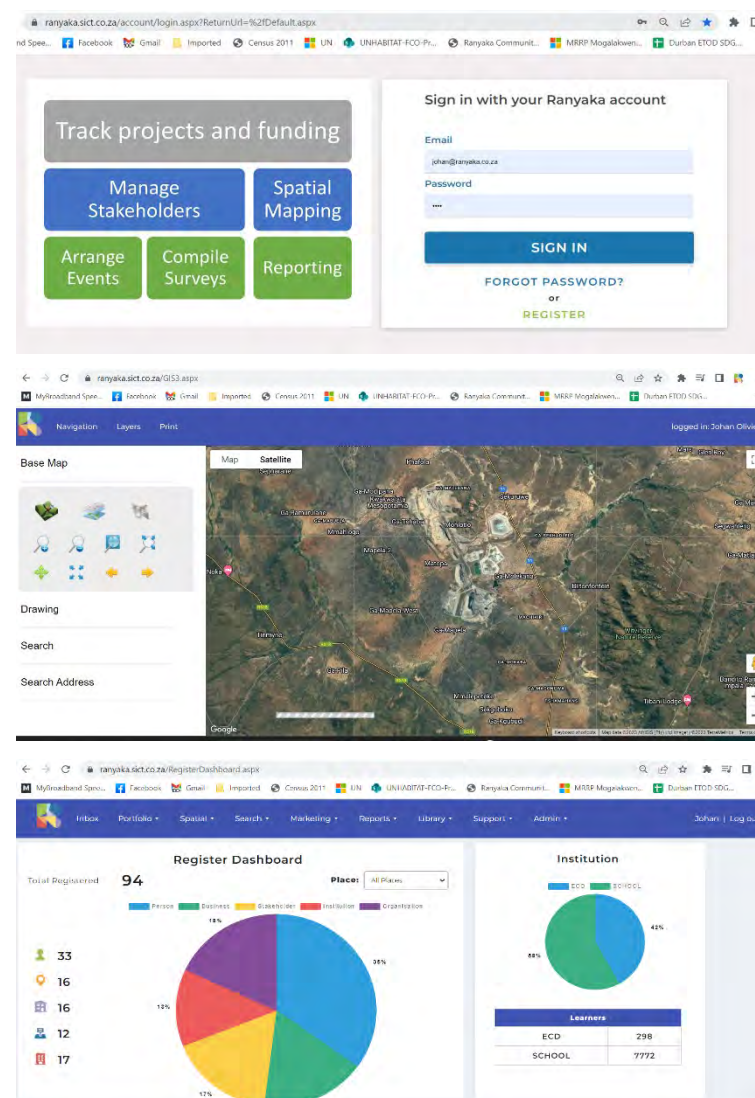
Photo 5: Screenshot of the managements system elements

7. PROPOSALS

7.1.   Introduction

The Investment Proposal section is divided into two sections:

- Section 6.2 addresses the Open Play Foundation proposals and
- Section 6.3 addresses proposals sal that can be implemented by the community, supported by investors and partners.

Typical community upliftment initiatives are project and sector driven. It is usually a linear process of needs identification engagements, project planning and funding and implementation monitoring (**A Axis Figure 11**).

For this document, upliftment is discussed in a broader context. It includes the intrinsic and extrinsic value created when a community is part of a process that builds the ability to sustain investments (**B Axis Figure 11**).

Benefits and values that are created include:

- Maximising returns on corporate investment in development;
- The transformation of regional and local places through a more robust, more equitable and inclusive economy;
- Public support for investments and projects;
- Holding stakeholders accountable;
- Discovery of more opportunities and smarter investment choices; and
- Strong relationships and trust.
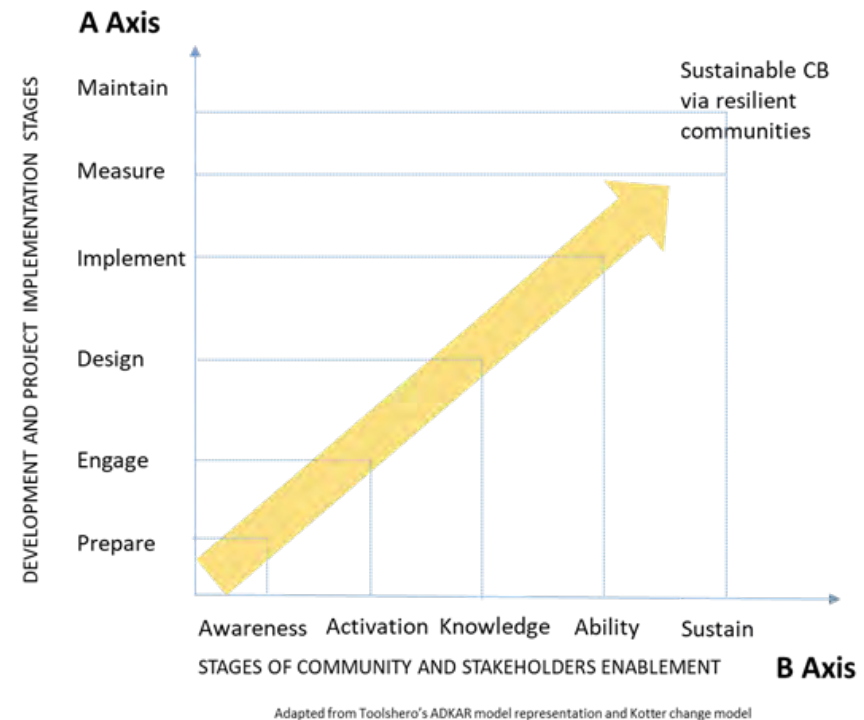
Figure 11: Stages of community enablement

7.2.   Open Play Foundation proposals

First Phase Catalytic project: Kayamandi Primary sports field upgrade

Regarding the Kayamandi Investment Framework (see **Map 11**), the sports field upgrade project relates to the School Partnership projects. Photo 6 shows an example photo and location aerial photo of the proposed site.

The Open Play Foundation NPC strives to enable the children of Stellenbosch to discover their potential by revitalising public spaces into safe and accessible recreational platforms where the transformative power of sport, culture, and education can be harnessed through community partnerships.

After engaging with Kayamandi Primary, a partnership between OPF, SFC and the school was agreed upon for phase one of the organisation's social investment initiatives in Kayamandi. OPF tailors its projects to its intended beneficiaries' most pressing needs, co-designing solutions that support the holistic development and well-being of the child and his/her community.

Photo 6: Photo examples and location of the proposed intervention at Kayamandi Primary

Hence, initiatives are based on the Building Blocks of HOPE Framework.[8]*

The Kayamandi Primary project includes establishing an artificial mini-soccer pitch integrated with water harvesting and purification technology, water-management infrastructure and training for irrigation and sanitary purposes, a revitalised school garden and hunger-relief initiative, access to clean drinking water for the school and community, and a further potential extension, such as solar power infrastructure and a reduced dependency on municipal electricity supply. Skills and maintenance training for relevant stakeholders forms part of the project. It has been approved by the school principal, teachers, SGB, and WCED Circuit Manager, and the investment will be funded by OPF, the Dutch Ministry of Foreign Affairs, a consortium of Dutch, German and Finnish institutions, Remgro, Vumatel, Hungry Lion and GreenSource NPC.

Regarding the Kayamandi Investment Framework (see Map 11), the Open Play GreenSource Project relates to the School Partnership projects. Photo 6 shows an example of a GreenSource pitch in Rustenburg and a location aerial photo of the proposed site in Kayamandi. Construction will commence once final approval has been granted by the WCED.

Ownership will be transferred to the school at the project's completion, and it will be necessary to ensure that the surrounding communities are included in a community safety programme.
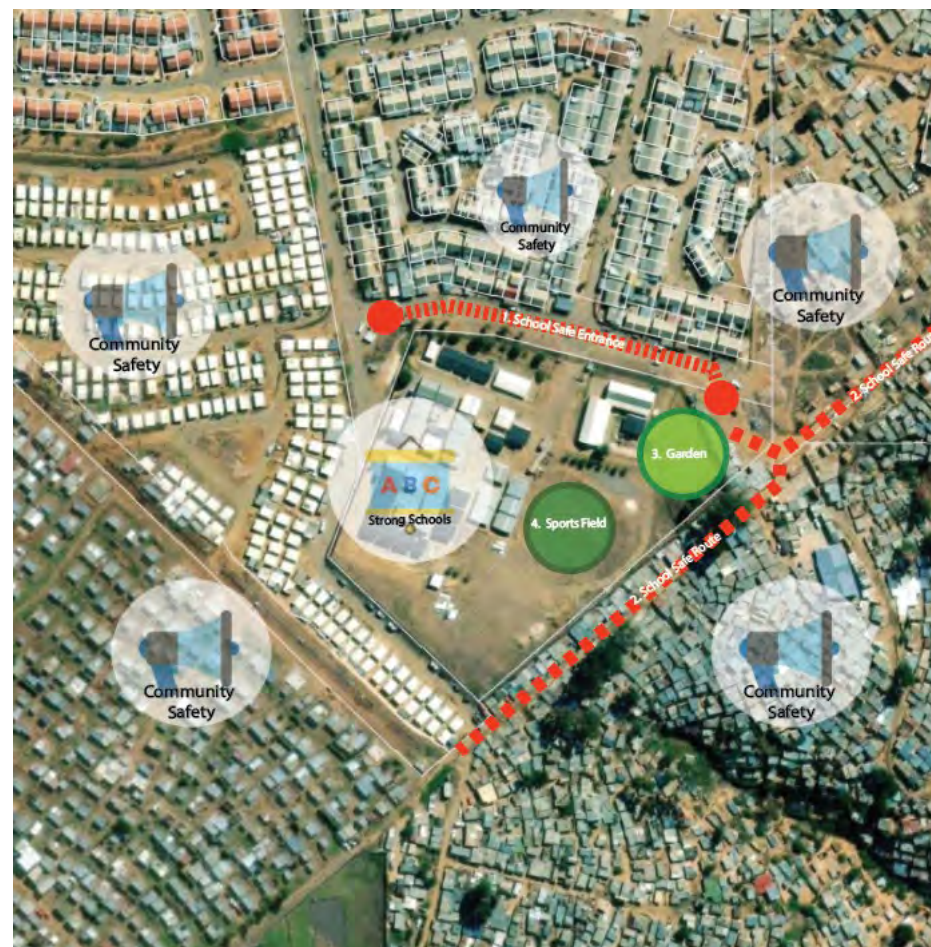
Map 11: First Catalytic project

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8   Burstein, Dina & Yang, Chloe & Johnson, Kay & Linkenbach, Jeff & Sege, Robert. (2021). Transforming Practice with HOPE (Healthy Outcomes from Positive Experiences). Maternal and Child Health Journal. 25. 1-6. 10.1007/s10995-021-03173-9.

Kayamandi Primary has 1 400 learners and is located on the Western border of Kayamandi. The school consists of a brick-and-mortar Grade R facility and temporary mobile classrooms for Grades 1 to 7. Besides a dirt pitch, the school does not have a fit-for-purpose sports facility, but it does offer three sports codes: soccer, rugby, and netball. The lack of recreational spaces also hinders the school from providing physical education or similar educational opportunities as part of the Life Orientation curriculum. The current status of the school's infrastructure also hampers the provision of after-school extracurricular activities, limiting its ability to provide a whole-school education to its students.

The school has a community garden that provides fresh produce to the school kitchen and residents of the community. Currently, the garden does not have access to year-round irrigation water. A garden keeper receives a stipend from the WCED, and there is considerable potential for increasing crop yields and using the garden for educational purposes should a wastewater-management system and other supporting services, infrastructure and training be introduced.

The school has a kitchen providing meals to all its students, but the entire school body depends on limited clean water access points. Children wash their hands at JoJo-tanks that harvest rainwater from the school's roofs, introducing health risks as a result of water contamination. A source of purified drinking water combined with wastewater-management systems will reduce health risks and the school's municipal water bill.

As noted earlier in the report, the school is located in the part of Kayamandi with the highest distribution of low-income households, dwelling-unit density (mostly informal structures), and population density per capita. The school's location, needs, and socio-economic realities created the basis for this collaboration between OPF, SFC, GreenSource NPC, and Kayamandi Primary, which will eventually form part of a larger network of similar Kayamandi-based investments from OPF, its partners and other civic organisations serving overlapping needs.

Second Phase Catalytic Project: Kayamandi 'Open Access' Community Inclusion Project

The second phase, catalytic opportunity, comprises several key activities, i.e. the Kayamandi Sports Field, the Kayamandi Corridor, schools and other recreation activities. This cluster of activities provides a unique opportunity to co-create a legacy project that will benefit the Kayamandi community and contribute to the development of Stellenbosch.

The following principles are recommended for further detailed discussions and planning of the site:

- Follow an inclusive and capacity-building engagement and co-create process;
- Support safety and security approaches that make the site accessible but also protect assets on the site;
- Support local business development on and off the site;
- Create a destination site that supports recreation, community, business and tourism development;
- Structures, equipment and materials on the site must be durable and low maintenance where possible; and
- The site should celebrate the culture and heritage of the Kayamandi community.

Map 12: Second catalytic project

7.3. Kayamandi Wide Proposals

The following section deals with proposals that Kayamandi stakeholders can undertake in alignment with the Open Play Foundation. The tables in the section comprise actions by the OPF and community stakeholders.

The detailed protocols for outcomes are discussed in Section 9: Annexures.

7.3.1. Outcome 1: Economic Inclusion

A thriving local economy is one of the most critical cornerstones of a thriving community. The main goal of a Building Business programme is to enable localised economic inclusion for micro and small business owners from under-resourced areas in their home towns by increasing accessibility to affordable market-centred trading spaces, needs-based training, local mentors, local supply chain inclusion support and local investors.

Although the proposed Building Business Programme is directly linked to the development of local entrepreneurs, it should also focus on the bigger picture – those aspects that influence, disrupt or enable local economic development. This includes, for example, the **transportation** of people and goods, the **safety** of the environment within which business takes place, and the availability of sufficient **infrastructure** and **technologies.**

When we think of 'business', we often think of 'big business'. We think of big companies, shopping malls, factories and fancy offices. We often forget that micro, small, and businesses are the lifeblood of the South African economy.

Think of your local barber shop, and the car wash on the corner and the lady who bakes the best chocolate cake in town. Think of the small internet café where scholars gather after school, the plumber who lives next door or the carpenter who creates beautiful furniture in a small, makeshift workshop behind the community centre.

These small businesses are the lifeblood of our economy – and there are over 5 million such micro and small businesses across South Africa, most of them in the informal sector.

Although so many incubation and support programmes are available, small and micro enterprises (businesses) from under-resourced areas face many barriers to inclusion in their local economies. These may include limited access to the market; no access to market-centred business premises; limited access to formal finance; lack of technology; limited access to business development services, and more.

Outcome 1 scored low in the THRIVE measurement section. Recommended actions include.

OPF	Community Proposals
• Business support and training for sports club owners • Arrange governance and banking issues support	• Business to Business interventions, e.g. business forums, regular meetings and business breakfasts • Complete a product and services survey to evaluate local products and services

• Arrange supplier support for clubs • Fundraising through participating in market days and sports events • Arrange skills and capacity building for principles, teachers and assistants	• General financial training and business support for local enterprises • Held Market days • Explore mentorship programmes for local businesses

7.3.2. Outcome 2: Quality Spaces

Just as conditions in our homes impact our health, the neighbourhoods in which we live can significantly affect our health and opportunities to be healthy[9]. Research also shows that the physical appearance of a neighbourhood directly influences community morale, a sense of pride in one's space and even the levels of crime in an area[10]. By applying Placemaking interventions, communities can:

• Create spaces that promote health, happiness and well-being ;
• Implement a place-making methodology to give a sense of place, celebrate local culture and create recognisable beacons ;
• Improve the aesthetics of an area ;
• Reduce crime by building community pride, cohesion, and ownership ;

• Implement quick and affordable projects; and
• Create opportunities for investment or contributions from local businesses

Schools, ECDs and public facilities and buildings are important parts of the urban environment of towns and townships. They can contribute to placemaking in the following way:

• Paint the **walls** of building and boundary walls in bright, happy colours;
• Build an awning over your front **door;**
• Place **pot plants** along a ledge or step;
• Create a **stoep** where people can sit and chat;
• Hang a **vertical garden** or hanging basket; and

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[9] https://www.rwjf.org/en/library/research/2011/05/neighborhoods-and-health-.html

[10] https://www.saferspaces.org.za/understand/entry/crime-prevention-through-environmental-design-cpted

- Keep your yard **clean**

Schools, ECDs, public facilities, and buildings' boundaries are the

first elements to focus on. Ways to fix up the boundary of the property include:

- Plant hardy saplings and shrubs along the foot of your wall/**fence;**
- Line **sidewalks** with individual planters from recycled/surplus materials;
- Create **steps** leading up to your home;
- Make a feature of your **front gate;**
- Decorate your fence or boundary wall;
- Install lighting that illuminates the entrance and pathways around your home, enhancing security and making your home seem more inviting; and
- Paint or create a number/ name sign for your house

Schools, ECDs, public facilities, and buildings can also create a beautiful setting by growing a range of flowers and vegetables

Figure 12: Place-Making improvements

in a garden. Gardens are not simply attractive. There are a lot of social and environmental benefits from the activity of gardening too. Spending time outside is good for our bodies and minds, and gardening is no exception.

4 reasons to show how gardening can do wonders for the well-being of a community and its children.

- Gardening can build self-esteem as you learn how to grow things;
- It's good for anybody as all that digging, planting and weeding burns calories and strengthens physical health;
- It can help reduce symptoms of stress and anxiety;
- It's a great activity for ECDs and is an opportunity for bonding ;

Figure 13: Place-Making improvements continue

There are additional benefits if Schools, ECDs, public facilities, and buildings choose to grow vegetables specifically. Not only does growing their food meet children's dietary needs, but with healthier food free of chemicals, surplus produce can also serve as a source of financial income.

Streets are not only important for transportation. Schools, ECDs, public facilities, and buildings are located on streets, and children and parents move on streets to and from them. It is, therefore, vital that streets are safe and a place of calm and beauty - with greenery, clean air, and priority given to people, not cars - enabling them to use the space as a community and move about quickly. Interventions that make streets a better place for the whole community include:

- Clean up your street/ local park;
- Report problems to your local Municipality;
- Green up your street;
- Encourage residents to become more active & use non-motorised transport;
- Provide on-street bicycle parking;
- Introduce street art;
- Create your street signs to guide movement or slow traffic;
- Create spaces to socialise and play;
- Create seating areas; and
- Revitalise a street corner.

Figure 14:Street improvements

OPF	Community Proposals
• Building maintenance and Fix-your-Space interventions as per **Section 6.3.2** – paint, murals etc. • Promote gardens and sidewalk improvements • Establish Veggie gardens, where possible • Support site-specific safety and security measures, e.g. lighting, safety devices, alarm devices.	• Maintain and fix spaces, including public spaces, parks and sidewalks along the safety routes illustrated in **Map 10** • Create gateway structures and symbols at the main intersections of the safest routes. • Introduce Fix-your-Space interventions at schools and in strategic business zones (see proposals, e.g. murals etc.) • Promote safe streets via lighting in erven along safety routes.

7.3.3. Outcome 3: Community Network and Social Cohesion Development

Quality community networks (social cohesion) are critical to the success of ECDs in Fairview. The development of community networks goes beyond participation and engagement.

In terms of the above, the following key issues emerge:

• There exists adequate legislative and policy imperatives and guidance regarding community inclusion, participation and capacity building to promote involvement with government and municipal development processes;
• The current network-building process is "stuck" in a participation and involvement mode. As a result, real and large-scale empowerment is not yet evident.
• The role of civil society organisations is not always well-defined, and the ward-based consultation process is not always conducive to fulfilling mandates by civil society organisations.
• Comprehensive and inclusive information-sharing platforms based on a local area plan or vision and driven by local community "agents" are unavailable.
• Community investment interventions' challenges include the lack of coordination and cooperation with relevant stakeholders, weak policy alignment with essential official development plans, and poor integrated monitoring and evaluation.

OPF	Community Proposals
• Increase interaction with parents of schools. • Promote support from the community for Strong School programmes. • Promote dialogue and learning sessions for	• Understand community and measure cohesion. • Celebrate good news • Support community activities, e.g. market days • Promote Storytelling programmes • Build partnerships

community and civic structures • Establish partnerships with local businesses and civic organisations • Create opportunities to work together, e.g. via Fix-your-Space interventions, e.g. painting of structures, gardening etc.	• Create spaces and opportunities for dialogue

- Youth development
- Life skills training
- Financial training
- Showcasing career and training opportunities
- Physical, emotional, spiritual and mental health
- Supporting people with disabilities
- Providing access to mentorship

The primary outcomes of the programme are to:

- Create healthy, educated and active people
- Promote productive people with economic and job opportunities
- Promote and support social cohesion and active citizenry through interpersonal skills

People development is at the centre of every program. Sustainable development is possible by enabling ordinary men, women and children in cities and villages around the community. Only when that begins to happen will we know that globalisation and development are becoming inclusive, allowing everyone to share their opportunities.

7.3.4. Outcome 4: People Care and Development

To date, the People Care & Development programme testifies to the power of strong networks and trusted partners in the NGO sector.

A healthy society consists of physically, emotionally, spiritually and socially healthy individuals. Empowered, engaged, and activated individuals are the parents who raise well-rounded, healthy children. They are the teachers who are motivated and equipped to battle great odds to educate the next generation. They are the entrepreneurs, the employers and the employees who provide for their families and grow our local economies. They are the change agents who drive sustainable, positive transformation in their towns and neighbourhoods. Ranyaka partners with local service providers to help support people's development.

The People Development Programme aims to achieve the following objectives:

OPF	Community Proposals
• Promote children's health, e.g. nutrition, eye care etc. • Comply with health and safety regulations.	• Support the community's physical, emotional, spiritual and mental health development. • Promote dialogue sessions regarding physical and mental health.

- Create a safe environment for children.
- Promote parent well-being and support the Department of Social Development's efforts.
- Check and support the mental health of teachers, assistants, children and parents.

- Share information and communicate regularly on social issues.
- Support schools in the area.
- Establish a social development forum.
- Promote sports and recreation programmes

- **Support the implementation of activities** as outlined in the project plan
- **Review implementation progress** and **hold meetings regularly** to ensure that the interventions are being implemented as planned and not going off-course
- **Monitor the use of scarce resources** to ensure that they are being used sparingly
- Ensure that there is an **efficient financial accounting system** that complies with the requirements of the funders
- **Mobilise the community members** and obtain their support for the implementation of planned interventions
- **Provide training and capacity-building sessions and workshops** as and when needed
- Identify various ways to **manage conflicts** among community development workers, stakeholders and community members.

Figure 15 describes the process road map. This report constitutes Number 4 of the process.

8. INSTITUTIONAL AND GOVERNANCE SUPPORT

After mobilising the required resources, implementation of the project will follow. This phase will involve the following activities:

- **Specify the roles and responsibilities** of everyone who will be involved in the implementation of the interventions
- **Create procedures and processes** in order to ensure the successful implementation of the interventions
- **Form project committees** and **bring together the key stakeholders** that will be involved in the implementation process and ensure that everyone knows what is expected from them
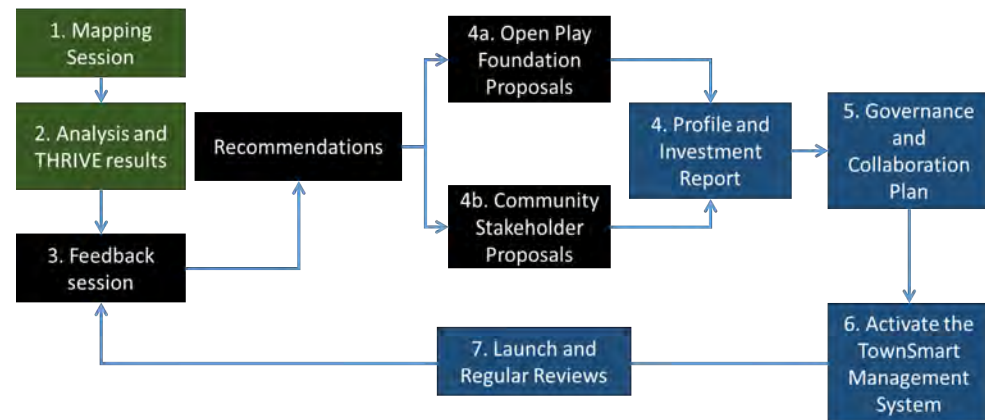
Figure 15: Process raod map

9. MONITOR AND MEASURE

The proposed Measurement Framework comprise the following:

1. An Impact thesis that provides a strategic backdrop that guides the ToC and THRIVE development model.;
2. A Theory of Change (ToC) that illustrates how the expected Impact is expected to happen; and
3. A 4THRIVE development and measurement model that affects the thesis and TOC.

The proposed Measurement Framework starts with an Impact Thesis (on page 35).

The impact thesis is an outcomes-based premise of how the initiative expects to contribute positively to create a thriving community that is resilient and that follows sustainability practices.

The next element is the Theory of Change diagram on page 37. The PoMT Theory of Change outlines the linkages between the design for impact delivery and Impact measurement phases. Each phase depends on the other stages, e.g. delivery cannot happen if the design phase has not been completed.

It is a clear roadmap to reach the intended Impact and provides smart, measurable, relevant actions to ensure sustainable collaborative efforts across all sectors. Refer to the Theory of Change graphic on page 37.

The detail includes Impact, Outcomes and outputs statements; Detailed input, activities and protocols to guide activities for each of the 10 outputs. It is a comprehensive "how-to" that has also been digitised.

The last element is the 4THRIVE measurement and development Model. It considers both the Impact Thesis and Theory of Change through 93 measurement points connected to the outcomes and outputs.

The linkages between the measurement point are described and defined by the urban planning, sustainability and inclusive economy methodologies that form the model's base.

10. ANNEXURES

The annexure describes protocols and actions that respond to the THRIVE measurement results in Section 4 and proposals identified in Section 7.

<table>
<tr><td colspan="5">Outcome 1: Healthy, educated and active society (Social)</td></tr>
<tr><td colspan="5">A1. Quality of Youth Programmes / Recreational programme | Insufficient Programmes | Scoring: 2,71 (Orange)</td></tr>
<tr><td colspan="5">The change described (Secondary Outcome): Youth can access more developmental and recreational opportunities.</td></tr>
<tr>
<td>Proposed Interventions
Ranyaka protocols & programmes</td>
<td>Activities</td>
<td>Description</td>
<td>Potential Implementing partners</td>
<td>Ranyaka's role
Initiate or Facilitate or Implement</td>
</tr>
<tr>
<td>Support sports clubs / informal leagues.

Sports, Arts & Culture Programme</td>
<td>Establish a sports, art and culture participants database
Establish a sports, art and culture</td>
<td>Support sports and culture clubs by improving administration, coaching and improved governance.</td>
<td>Training 4 for Changes</td>
<td>Facilitate</td>
</tr>
</table>

Outcome 1: Healthy, educated and active society (Social)				
A1. Quality of Youth Programmes / Recreational programme | Insufficient Programmes | Scoring: 2,71 (Orange)				
The change described (Secondary Outcome): Youth can access more developmental and recreational opportunities.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Facilitate collaboration in the sector. **Introduce new SAC programmes.** *Sports, Arts & Culture Programme*	interested parties and funders database • Register members • Compile a skills and capacity audit • •	Engaging a broad spectrum of people is critical to attracting club members, engaging sponsors and implementing fundraising programs. The leadership or board members is vital to making these activities successful.	Training 4 for Changes	Facilitate
Repurposing urban vacant spaces *Sports, Arts & Culture Programme*	• Survey all relevant spaces. • Identify the conditions of the space, existing activities and surrounding activities.	There is limited space in Kayamandi to support sports, arts and culture clubs. Parts will need to find innovative ways to use existing spaces.		
Supporting campaigns and events *Sports, Arts & Culture Programme*	• Events registration • Capacity interventions • Network sessions/events	The practical aspects of arranging sporting activities – timetables, venues, accessibility and costs – should consider participants' needs from a social and cultural point of view.	Training 4 for Changes	

Outcome 1: Healthy, educated and active society (Social)				
A1. Quality of Youth Programmes / Recreational programme | Insufficient Programmes | Scoring: 2,71 (Orange)				
The change described (Secondary Outcome): Youth can access more developmental and recreational opportunities.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Training of coaches *Sports, Arts & Culture Programme*	• Establish a coaching recruitment and retention system. • Coaching leadership (often in the person of a technical director or director of coaching), • Implement professional development, coaching education opportunities, and administrative support. • Establish a player or member development philosophy and training curriculum.	Players and members will have difficulty developing and improving their skills without good coaches or facilitators.	Training 4 for Changes	

Outcome 1: Healthy, educated and active society (Social)				
A2. Quality of Education | Counseling of children | Scoring: 1 (Red)				
Change described (Secondary Outcome): Mental Health of Learners Improves				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Mentorship, Tutoring, coaching, counselling: *Strong Schools Programme*	Strengthen School Counseling Services	Expand trauma and other mental health counselling programmes into schools currently without these programmes.	Community Keepers Real Deal SCAN Vision Afrika Priesthood Haven	Initiate
	Youth Mentorship programme	Youth Mentorship Programme via faith-based Institutions, i.e. Serve Stellenbosch.	Serve Stellenbosch SCAN Priesthood Haven	Initiate
	After School support programmes	Work with Kayamandi NGO Network (Legacy Centre, Love to Give, StellCare, Youth Outreach, Her Voice) to strengthen After School support & tutoring programmes	Kayamandi NGO Network SCAN	Initiate
	Mental Health Education	Integrate mental health education for learners and teachers to promote awareness, understanding, and destigmatisation. Teach students about common	Schools Real Deal	Initiate

Outcome 1: Healthy, educated and active society (Social)				
A2. Quality of Education | Counseling of children | Scoring: 1 (Red)				
Change described (Secondary Outcome): Mental Health of Learners Improves				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
		mental health issues, coping strategies, and how to seek help for themselves or others.		
	Peer Support Programmes	Implement peer support programs where trained student peers can provide support, empathy, and guidance to their fellow students.	Schools Real Deal	Initiate
Parent Involvement Programmes *Strong Schools Programme*	Workshops Information sessions or Parent Support Groups	Parent involvement programs can improve learners' mental health by fostering supportive home environments, promoting communication, and equipping parents with the necessary knowledge and skills.	Schools	Facilitate

Quality of Education | School safety | Scoring: 1,29 (Red)				
A3. The change described (Secondary Outcome): Safety of learners on school grounds improve				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
School safety initiatives *Strong Schools Programme Community Safety Programme*	Safety Plan	Establish a comprehensive safety plan that includes protocols for various emergencies, such as learner-on-learner violence, lockdowns, evacuations, or natural disasters.	Schools Community Safety Forum	Implementation
	• Enhance Physical Security Measures • This can include installing or repairing fences, gates, and security cameras, improving lighting in and around the school, controlling access points, and implementing visitor management systems.	Assess and enhance physical security measures within the school premises. Regularly inspect and maintain security equipment and infrastructure.	Schools Community Safety Forum	Facilitate
	• School ground patrolling	Volunteers from the community patrol school grounds before school, during break times and at after-	Schools Community Safety Forum	Facilitate

Quality of Education | School safety | Scoring: 1,29 (Red)				
		school programmes		
	• Implement Bullying Prevention Programmes	Develop and implement bullying prevention programmes that promote a positive and respectful school climate. These programs should focus on raising awareness, fostering empathy, teaching conflict-resolution skills, and supporting students who experience or witness bullying.	Kayamandi NGO Network Ukukhanya Project	Facilitate

Quality of Education | ABET (Literacy) | Scoring: 1,57 (Red)				
A4. The change described (Secondary Outcome): English Literacy Improves, and School drop-outs reduced.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Adult Basic Education Training / Literacy support *People Care and Development*	English Literacy for Xhosa Students	English Literacy is a big contributor to learners dropping out of school. Additional English Literacy Programmes offered for High School learners should be	Stellenbosch Community learning Centre Real Deal	Facilitate

Quality of Education | ABET (Literacy) | Scoring: 1,57 (Red)				
		offered.		

Quality of Education | Tertiary Education | Scoring: 2,14 (Orange)				
A5. The change described (Secondary Outcome): Increased access to Tertiary Education institutions in Stellenbosch.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Facilitation of Higher Education Access *Strong Schools Programme*	Career Counseling and Guidance	These can be peer-to-peer mentorship between University students and learners, providing guidance and encouragement. Professional skills/gift / interest assessment programmes.	Stellenbosch University Serve Stellenbosch Career guidance counsellors SCAN	Initiate
	Access to Financial Aid / Bursaries / Scholarships	Information sharing/sessions at High Schools on available local, provincial and national scholarship/bursary programmes.	Ranyaka	Implement
	Outreach & Awareness Campaigns	Conduct outreach programs and awareness campaigns in	Love to Give	Facilitate

Quality of Education | Tertiary Education | Scoring: 2,14 (Orange)				
A5. The change described (Secondary Outcome): Increased access to Tertiary Education institutions in Stellenbosch.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
		partnership with schools, community organisations, and local leaders. These initiatives can include information sessions, campus tours, and presentations to educate learners and their families about the benefits and possibilities of pursuing higher education.		
	Preparation Programmes	Offer preparatory programmes that offer additional academic support, mentoring, and guidance, including Tutoring, entrance exam preparation, application assistance, and advice on selecting appropriate courses.	Schools Stellenbosch University Boland College SCAN	Initiate
	Bridging Programmes	Expand existing or start new bridging programmes offering additional academic support and preparation for learners who may have educational gaps.	Stellenbosch University SCAN	Initiate

Quality of Health Care | Insufficient mental health support | Scoring: 1 (Red)				
A6. The change described (Secondary Outcome): Mental Health of the Community Improves.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Support groups for the vulnerable *People Care and Development*	Establish or identify existing support groups for various vulnerable groups.	Often there are active support groups within the community that already exist. These groups serve as a safe space for people who experience the same issues or situations and can relate to each other because of this.	Usiko Her Voice Stellenbosch Municipality Department of Social Development Faith-based groups Kayamandi Gentlemen's Club	Facilitate
Destigmatisation of mental health and the support thereof *People Care and Development*	Awareness campaigns	There is a stigma around mental health, mainly because of misinformation. Awareness campaigns can be the first step toward informing the community about mental health and that it is and can happen to anyone.	Stellenbosch Municipality Department of Social Development SADAG	Facilitate
Using gardening as a healing tool *People Care and Development*	Serenity and healing gardens	Gardens are a great tool to use in the healing process. Research shows that being closer to nature and gardening has a positive	Love to Give Ranyaka Garden Network	Implement

Quality of Health Care | Insufficient mental health support | Scoring: 1 (Red)				
A6. The change described (Secondary Outcome): Mental Health of the Community Improves.				
Land and Property		impact. Many existing gardens within the Kayamandi community are already part of the Ranyaka network, which can be converted (by adding very specific but simple objects within the garden) into healing gardens.		

Quality of Health Care | Health facilities | Scoring: 1 (Red)				
A7. The change described (Secondary Outcome): Access to health facilities improves				

Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Mobile Clinics *Collaboration*				

<table>
<tr><td colspan="5" style="text-align:center">Level of Violence Prevention | Scoring: 1 (Red)</td></tr>
<tr><td colspan="5">A8. The change described (Secondary Outcome): Community involvement in Violence Prevention increases, resulting in decreased crime statistics.</td></tr>
</table>

Proposed Interventions *Ranyaka protocols & programmes*	Activities	Description	Potential Implementing partners	Ranyaka's role *Initiate or Facilitate or Implement*
Conversations between various community safety interest groups *Community safety*	• Identify existing neighbourhood watches and identify direct needs (torches, reflector vests etc.) • Identify training and resource requirements.	Neighbourhood watch groups are registered and acknowledged by the Municipality as a body that is active within the community and often the first to identify or respond to criminal activities.	SAPS CPF Neighbourhood watches	Facilitate

Level of Violence Prevention | Scoring: 1 (Red)				
A8. The change described (Secondary Outcome): Community involvement in Violence Prevention increases, resulting in decreased crime statistics.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
	Establish a base for the Neighborhood watch.	This can be a space where the neighborhood watches get together, have meetings and where community members can report crimes.	NHW	Initiate
	Host conversations between the different stakeholders (SAPS, CPF, NHW etc.)	.A community safety breakfast is a great way to get all the stakeholders within the community safety sphere into one room to discuss the pressing issues and how they can all start to work together.	SAPS CPF NHW Stellenbosch Municipality	Facilitate
	The Community Safety Forum Quarterly meetings	Create awareness and encourage people to attend the quarterly Community Safety Forum meetings. These meetings are an open conversation between community safety stakeholders, and all the pressing issues within all 23 wards within Stellenbosch are discussed here.	SAPS CPF NHW Stellenbosch Municipality	Facilitate

Level of Violence Prevention | Scoring: **1 (Red)**				
A8. The change described (Secondary Outcome): Community involvement in Violence Prevention increases, resulting in decreased crime statistics.				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
	• Identify crime hotspots within the community,	have these printed on posters and place them on busy spots in the community. This can: - Let the community members know in which spots they need to be a bit more vigilant - Possibly scare off criminals, especially if the community ensures that these spots are always "watched".	SAPS NHW	Implement
Community-based safety enterprise *Community safety Building Business*	Identify or establish a security enterprise owned by a community member or group	A security enterprise which someone within the community owns is a much better option than the larger security enterprise because: - The owner is on the ground, knows the area as well as people - Locals can be employed - It is feeding into the local economy - Community members		Initiate

<table>
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<tr>
<td>Proposed Interventions
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<td>Activities</td>
<td>Description</td>
<td>Potential Implementing partners</td>
<td>Ranyaka's role
Initiate or Facilitate or Implement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>who cannot necessarily pay large monthly fees to larger security companies, might be able to pay a smaller fee to a local business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Community Safety Plan Handover

Community safety</td>
<td>Editing the community safety plan master template and handing this over to the local CPF and Municipality</td>
<td>This is a powerful document which contains information about the specific community's crime situation (hotspots, highest committed crimes etc) as well as legislation and protocol around NHW's, CPF's and other community safety stakeholders, as well as who does what and possible interventions to address specific issues.</td>
<td>NHW
CPF
Stellenbosch Municipality
SAPS</td>
<td>Implement</td>
</tr>
</table>

Level of Violence Prevention | Scoring: 1 (Red)				
A.9 The change described (Secondary Outcome): Community involvement in Violence Prevention increases resulting in a decrease in crime statistics				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Prisons	Identify existing reintegration programmes for ex-offenders	These programmes help ex-offenders live a more normal life after prison. One where they can become part of the community again, become employed, and live outside prison.	Department of correctional services Nicro	Facilitate
	Skills Development	Skills development courses can assist this group in gaining valuable skills to aid in the job search journey.	Bergzicht Training Centre	Facilitate
Homeless	Identify existing support for homeless people		Stellenbosch Homeless Shelter Stellenbosch Municipality	Facilitate
	Skills Development	Skills development courses can assist this group in gaining valuable skills to aid in the job search journey.	Bergzicht Training Centre	
Disability			ChangeAbility Cloetesville Disability network	Facilitate

Level of Violence Prevention | Scoring: 1 (Red)				
A.9 The change described (Secondary Outcome): Community involvement in Violence Prevention increases resulting in a decrease in crime statistics				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
	Skills Development		Bergzicht Training Centre	Facilitate
Orphans / Vulnerable Children			Stellenbosch Child Welfare	Facilitate
Women	Women empowerment groups		Her Voice Usiko	Facilitate Implement
	Skills Development	Skills development courses can assist this group in gaining valuable skills to aid in the job search journey.	Bergzicht Training Centre	Facilitate
The aged				Facilitate

Outcome 2: Productive society and economic and job opportunities for all (Economic)				
Quality of Enterprise Development | Enterprise Development Support | Scoring: 1 (Red)				
A10. The change described (Secondary Outcome): Increased market access and turnover for local SMMEs				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Business Training *Building Business Programme*	Ranyaka Academy	Develop identified businesses surrounding proposed initiatives, providing them access to a self-paced online learning platform teaching business skills and entrepreneurial mindset attributes.	Ranyaka	Implement
	Local training initiatives	Provide access to other training facilities/programmes to Kayamandi SMMEs	Work4ALiving SEED Township & Village Stellenbosch Network	Facilitate
Business Support Services *Building Business Programme*	Ranyaka Academy	Provide vouchers through Ranyaka Academy for those completing the self-paced training modules for needs-based business support services such as marketing, legal, financial, HR etc.	Ranyaka	Implement

Outcome 2: Productive society and economic and job opportunities for all (Economic)				
Quality of Enterprise Development | Enterprise Development Support | Scoring: 1 (Red)				
A10. The change described (Secondary Outcome): Increased market access and turnover for local SMMEs				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Market Access *Building Business Programme*	Access to Business Premises	Provide/negotiate access to business premises in Kayamandi and in Stellenbosch for identified businesses.	Stellenbosch Municipality	Facilitate
	Business Networks	Register businesses as Stellenbosch Network members	Stellenbosch Network	Facilitate
Compliance Support *Building Business Programme*	Ranyaka Academy	Provide vouchers through Ranyaka Academy for those completing the self-paced training modules for needs-based compliance support, i.e. Business registration, Tax Compliance, COIDA Compliance, Industry compliance etc.	Ranyaka	Implement
Mentorship *Building Business Programme*	Mentorship Programme	Provide industry and/or business mentors to identified Kayamandi businesses.	Stellenbosch Network Remgro staff	Implement

Quality of Enterprise Development | Product development | Scoring: 1 (Red)				
A11. The change described (Secondary Outcome): Increased market access and turnover for local SMMEs				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Community-based CoCreation in product development *Building Business Programme*	New product development	Using the data from the DNA mapping workshop and needs assessment, involve local stakeholders, unemployed youth, entrepreneurs, artisans, and farmers to identify business opportunities and co-create solutions. This approach engages community members directly in the design and development of products. It involves conducting design thinking workshops, where participants brainstorm ideas, create prototypes, and iterate on methods based on	Ranyaka Launchlab	Implement

Quality of Enterprise Development | Product development | Scoring: 1 (Red)				
A11. The change described (Secondary Outcome): Increased market access and turnover for local SMMEs				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
		feedback.		
	Existing product development support	Identify sectors, i.e. Arts & Crafts, to assist existing product owners with product refinement, amendment, and development.	SEED Stellenbosch Network Ranyaka	Facilitate
Technology Transfer and Training *Building Business Programme*	New product development / Knowledge transfer	Transferring technical skills and knowledge to community members, enabling them to develop and manufacture products locally	Wesley Stellenbosch Network Ranyaka	Implement

Access to business opportunities | Scoring: 2,55 (Orange)				
A12. The change described (Secondary Outcome): New SMMEs created based on market / societal needs				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
New Venture Creation	Security | Agriculture | Waste management	Identify existing / new entrepreneurs from Kayamandi to address the lack of Security, Agriculture and Waste Management businesses.	Ranyaka	Implement
	Social Innovation: Impact business creation	Identify business opportunities that address particular pain points in Kayamandi. Identify potential entrepreneurs and take them through a design and prototype development process	Ranyaka Launchlab	Implement
	Development opportunities	Identify & incubate local economic development opportunities linked to any proposed development projects in the area *Infrastructure development business opportunities*: Construction & Building *Development support services business opportunities*: i.e.	Ranyaka	Implement

		Security, Facilities Maintenance, Food & Beverages, Cleaning services, Office		

Outcome 3: Clean, safe and attractive environment (Spatial)

Attractive and clean places | quality of natural open spaces Scoring: 1 (Red) See section 7.3.2				
A13. The change described (Secondary Outcome):				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Analysis and Design	• Identify youth that can assist with a survey • Do induction and training • Complete site surveys • Planning & design session • Complete Urban Design proposals	The design of quality places will go a long way to promote attractive and clean sites. The design needs a comprehensive analysis of site conditions and surrounding activities.	Municipality Youth groups Sports clubs	Initiate
Host or support events	• Support Pop-up events • Facilitate Collaboration	Events are an excellent way to promote the responsible use of spaces and re-imagine new	Municipality Youth groups NPOs	

		benefits of existing sites.	Schools Sports clubs	
Initiate clean-up campaigns	• Work with the youth to identify streets and spaces that can form part of the campaigns. • Compile an operational plan with stakeholders. •	Clean places help to maintain a clean city environment, improving residents' overall quality of life. People living on clean streets are also more likely to try to keep their neighbourhoods clean.		
	•			

Crime prevention | Community interventions Scoring: 1 (Red)				
A14. The change described (Secondary Outcome):				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Support and Development	• Donations • Training • Administration • Volunteering • Business development • Personal Development			

Physical Implementation	• Upgrade insurance – Maintenance, Signage, Wifi hotspots, Beautification, Recycling, Cleaning and renovation • Climate Change Mitigation & Adaptation • Arts and culture promotion • Insurance			

Quality of Shelter | Old age homes Scoring: 1 (Red)				
A15. The change described (Secondary Outcome):				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
Analysis and design	• Gather land information • Do Mapping • Create Investment plan • Create Finance mechanisms and policy • Development and packaging of opportunities • Identify residential and commercial development opportunities • Micro-solutions for informal			

	settlement areas			
Physical implementation	• Home Owner's Support • Governance finance and funding • Upgrade infrastructure • Asset Building • Insurance			

Street safety | Insufficient devices/systems Scoring: 1,29 (Red)				
A16. The change described (Secondary Outcome):				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*
General Analysis	• Generate report - GIS map. • Crime Statistical analysis (Identify Hot spots) • Surveys • Create safety plan			
Arrange collaboration and coordination sessions.	• Security cluster meetings • Create relevant agreements • Crime prevention workshops • Mobilise Community Safety Groups • Facilitate Collaboration			

Support & Development	• Security registrations • Business registrations • Funds • Equipment • Products • Technology			
Physical Implementation	• Public Notice Board • Installation of a control room • Install Alarms			

Quality of Community facilities | Scoring: 1,41 (Red)				
A17. The change described (Secondary Outcome):				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*

Outcome 4: Strong Social Cohesion				
Level of active volunteering | Scoring: 1,57 (Red)				
A18. The change described (Secondary Outcome):				
Proposed Interventions *Ranyaka protocols & programmes*	**Activities**	**Description**	**Potential Implementing partners**	**Ranyaka's role** *Initiate or Facilitate or Implement*