

# **1. CHAPTER ONE: BACKGROUND AND SOCIAL PROBLEM**

## **1.1. Introduction**

The study to be reported here is an evaluation of the Mashashane Breeder Farms and Hatchery project which is one of the projects in the Limpopo Province established as a result of reducing poverty amongst rural communities. This chapter will present the background and orientation, aims and research question of the study. In giving the background, the characteristics of South Africa and Limpopo Province as the context of the study will be outlined.

## **1.2. South Africa (SA)**

South Africa is one of the fifty-three African countries. Before 1994 democratic elections this country was ruled by a minority of the citizens of this country. It was a whites-only government. The Republic of South Africa was formed by four provinces; namely, Cape, Natal, Transvaal (TVL) and Orange Free State (OFS). The neighbouring states of SA are Lesotho, Swaziland, Namibia, Botswana, Zimbabwe and Mozambique.

During the apartheid era (before 1994 democratic elections) there were certain acts which prohibited some people, Blacks in particular to move freely from their place of residence to other places of need, for example Johannesburg (JHB). A permit letter granting that person permission to visit or work in such area was needed.

The Bantustans were promoted in order to promote apartheid. There were many laws which were promoted to serve that purpose. Some of the examples of the Bantustans were the former Lebowa, Gazankulu, Venda, Bophuthatswana, to name but a few. Black South Africans were found in their large numbers in those areas. Job opportunities were very scarce to the majority of Black South Africans. The government system during that time was made to develop, empower and make sure that the minority (Whites) of the people in this country were rich. Millions of people, particularly Blacks, were left poor.

Most doors were closed for Blacks. Signs such as “Non Europeans” were used to emphasize racial discrimination. Signs such as “72 hours” were found in the identification documents

for Blacks to regulate their movement when visiting any place outside their Bantustan for whatever reason without prior permission. That was how the law was implemented.

Black people were deprived of the right to access quality resources for basic needs such as health, education, social welfare, housing, sanitation, recreation, infra-structure, to name but a few.

### 1.3. The Democratic S.A (After 1994 Democratic Elections)

The 1994 democratic elections brought a huge change in South Africa. The homelands were disbanded. South Africa was divided into nine provinces, namely: Limpopo Province (LP), Gauteng, Mpumalanga, North West (N.W), Kwazulu Natal (KZN), Free State (F.S), Eastern Cape, Northern Cape, and Western Cape. The nine provinces differ a great deal with regard to their level of economic development and their geographical sizes.

After the 1994 elections, the country succeeded in uniting all citizens regardless of race, gender, religion and culture, by passing the supreme law of the country, which is the Constitution of South Africa (Act 108 of 1996 as amended). Democracy opened doors of learning for all citizens of South Africa. It phased out all the oppressive laws that were discriminatory. All the people of South Africa were embraced in development through the socio-economic policy framework of 1994. All these laws were meant to redress the past imbalances.

Job opportunities are scarce to millions of unskilled labourers. The South African government wishes that all adult citizens could be employable. Such attempts are sponsored by programmes of different projects in communities that aim at addressing poverty and unemployment. The following are examples of projects established in the nine provinces of South Africa. In the Free State, examples are Leifo Co-operatives in Qwaqwa and Tswelang Pele Bomme projects at Jaggerfontein (Xhariep region). Examples of such projects in Gauteng Province are Ikusasa Bricks at Vosloorus and Eersterus Care and Training centre. Marang Bee Farming and Tshwaranang projects were established in North West Province. Triple Option at Msogwaba and Likusasaletu Leather Centre projects at Driekoppies – Nkomazi of Mpumalanga Province. In the Eastern Cape, Ziphunzana and Qunu Multipurpose centre projects were established at Umtata. Future Creations at Richmond and

Garment Making Co-operatives projects at Kimberley of the Northern Cape. Ocean View Trust and Surplus People's projects were established in the Western Cape. In Kwazulu Natal the following projects were established: Ingwavuma Business centre, and Zisize Educational Trust and Fancy Stitch. In Limpopo Province a number of projects were established.

#### 1.4. Limpopo Province

Limpopo Province is found in the north of South Africa, and its neighbouring countries are Zimbabwe, Mozambique, Namibia and Botswana. Limpopo Province has six districts, namely: Bholabela, Capricorn, Waterberg, Vhembe, Greater Sekhukhune and Mopani. The districts are divided into municipalities for the purposes of service delivery to people.

Unemployment and poverty in Limpopo Province are mostly experienced in rural areas by the majority of women and young adults. According to the current population statistics, Limpopo has one-eighth of the South African population. This census was estimated at approximately 5 479 591 total population of the province, of which 2 579 765 were women and 2 899 826 men.

My study focused on the Capricorn District of Limpopo Province.

##### *1.4.1. Capricorn District*

The Capricorn District is divided into five municipalities, namely: Aganang, Blouberg, Lepelle Nkumpi, Molemole and Polokwane. The Polokwane Municipality is responsible for service delivery at Mashashane village, where the Mashashane Breeder Farms and Hatchery Project is established. Mashashane is one of the rural areas found at the outskirts of Polokwane.

Most women and young adults at Mashashane did not attend school. The majority of those who attended school acquired basic reading and writing skills. The majority of those who managed to obtain a senior certificate could not afford to pay fees at tertiary institutions.

Tradition and culture of Black South Africans also added to the causes of unemployment at Mashashane. One of the practices at Mashashane is that culture has to be respected.

Initiation schools are still held once a year (during winter vacations). Elderly people believe that women who graduated from initiation schools were ready for marriage.

There are many child-headed families due to migration by some of the parents as a result of them working very far from their families (nearby work opportunities are very scarce). Such children perform the duties which were supposed to be performed by their parents and, in the same breath; they are expected to attend school. Most of such children drop out of school.

#### *1.4.2. Attempts to address unemployment and poverty in Limpopo Province*

It is clear that poverty and unemployment are rife, but there are attempts by the government to address the problem. Projects are established in their variety in the Limpopo Province. Projects such as Hlatlolanang at Mashadi (Jane-Furse), Moletjie Rural Women Club at Moletjie on the way to Gilead, Hlubukani Roof tiles at Benfarm in Phalaborwa, Marujo Business project for bricks at Namakgale, Mamone bakery at Mamone village, Risima Community project in Giyani, Peakanyo Clothes Manufacturing project at Seshego, Tshabang Tlala Babirwa at gaTau-ya-Tswala in Steilloop, Thakgalang Bakery in gaShongwane village, Mashashane Breeder Farms and Hatchery project at Newlands opposite Sengatane, to name but a few, are established.

#### 1.5. Problem statement

This province like others has been faced with the problem of sustaining income generative programmes which were meant to alleviate poverty for the poor. Many government's initiated projects collapsed or are in the state of collapsing. The question might be what the major cause of this problem is. The study tries to look at the good practices of project sustainability that are available within the province and to draw strategies that can be of help to other provinces. The targeted project in the study is the Mashashane Breeder Farms and Hatchery Project.

## 1.6. Aims and objectives of the study

The following are the aims of the study, based on the above.

1.6.1. To evaluate the sustainability of the Mashashane Breeder Farms and Hatchery Project;

1.6.2. To get insight into the factors of the sustainability of this project and

1.6.3. To document good practices for other projects to learn from.

## 1.7. Research Questions

### *1.7.1. Main research question*

✚ What are the critical factors that determine sustainability of projects?

### *1.7.2. Sub question*

✚ What are the existing good practices of sustainability in the Mashashane Breeder Farms and Hatchery project?

## 1.8. Summary

This chapter gave the geographical background of South Africa and Limpopo Province highlighting its unemployment, poverty, illiteracy character. It again showed that unemployment and poverty are the major factors of the established of projects in most areas, that being the attempts to address such factors. The chapter also introduced the Mashashane Breeder Farms and Hatchery project where the reported study took place. The aims and research questions of the study were discussed.

## **2. CHAPTER TWO: THEORETICAL FRAMEWORK**

### 2.1. Introduction

This chapter presents the theoretical framework of the study. A lot of literature has been widely consulted in relation to programme sustainability. It was also found out during the review of literature that there is a lot of research conducted on income generating projects and research suggests that there are factors considered to determine and influence sustainability of projects which need to be taken into consideration. Those factors are critical for this study also and form the basis for the assumptions that apply to this studied project.

### 2.2. Factors that promote or determine the sustainability of an income generating project

#### *2.2.1. Needs analysis (Selection of the relevant project)*

Mckillup (1998: 261) states that a needs analysis is a decision-aiding tool in programme planning and development in various fields, including that of human services. The needs analysis has two primary components, namely identification and assessment. Needs identification implies that information is gathered on those in need, their environment, problems confronting them, and solutions to these problems. Needs assessment takes the process one step further. The information is synthesised and options are ordered for the purposes of decisions (Trollip, 2001: 46). This would mean that before the project is implemented needs assessment should be conducted in order to enable the participant in the project to identify the risks, opportunities, and also the possible threats which might be in the form of crime, competition, lack of market etc.

It would seem most income-generating projects that were established around the province did not conduct needs assessment hence the abrupt collapse. Needs analysis would assist in the fact that the participant will know what project is relevant for what area, the market available for the products envisaged to be produced in the projects; whether the project will be a

temporary relief to poverty or a long-term one. All this can be identified only when needs analysis is conducted.

### *2.2.2. Organising*

Organising is one of the major principles in project management. Good project organisation may lead to sustainability whilst bad one may lead to the collapse of the project. In community development projects all the participants in projects are seen as equals as they are owners of the projects. The project is not individually owned, it belongs to everyone who is a member and they have equal powers. However, there should be one or more people who are selected to organise all the activities of the project starting from finances, resources, products, decision making, markets etc. All the decisions pertaining to the mentioned activities are supposed to be taken in consultation with all the members in a democratic process. The mistake that the organisers do is to isolate other members and run the project as individuals and become the bosses forgetting that the project belongs to a collective. This may create problems such as who has the power to make decisions and who has to live with the decision taken. As a result conflicts may arise and people may not want to adhere to the decision and this will put the needs of the project at risk.

Organising is everything in a project. It has to be there and someone must take the responsibility to organise but the organisation must result in collective decision making using democratic processes to arrive at those decisions. This will make everyone feel involved and not isolated. In support of this statement, Cernea (1985:13) states that: “Development planners increasingly recognize that social organization is as fundamental to adequate project design as is accurate economic forecasting and precise technical design. This recognition is creating a constituency for increasing sociological participation in project preparation and implementation.”

### *2.2.3. Communication*

Communication is one of the basic functions of management in any organisation and its importance can never be over-emphasized. It is a process of transmitting information, ideas, thoughts, opinions and plans between various parts of the organization,

(<http://www.oppapers.com/essays/Communication-Organisation/165925>). This means there should be an information flow in an organization from the top management to the ordinary employees within an organisation. Communication creates a mutual understanding environment between management and employees. The project managers must share whatever information that concerns the project with everyone involved in the project be it either information related to marketing, finances, profits, threats, economic instability, funding etc. So that everyone in the project will have the same understanding of what is going on in the project. Lock (2001:226) stresses the following about an active project: “Active projects depend on two-way communication between the project manager and every departmental manager. Work instructions must be issued and information must be fed back regularly on the resulting progress.”

#### *2.2.4. Competition*

Competition is one of the fundamental factors which lead to success and improvement in every production. Local and global competition is essential to any enterprise. Jack (2002:36) states that: “today, competition and global market place have created a demand for better, faster and more cost-effective projects”. Competition may be harmful for newly established community projects as they do not yet have the experience in marketing; and another reason might be how to get into the already occupied market. They must have good marketing skills to compete with the existing well established companies. In the Limpopo province there are already well established poultry farmers like Lunds who have been around for many years. The smaller projects must have radical marketing campaigns in order to keep themselves alive.

#### *2.2.5. Deliverables*

People may plan to produce a good product, but sometimes the outcomes are opposite. According to Frame (2000:19), the following is a problem in projects: “Requirements related problems are one of the principal sources of cost and schedule overruns. They may lead to rejection of the deliverables or to major reworking of project tasks. Furthermore, they contribute to what I perceive to be the most serious category of project failure: the production of a deliverable that is never used or is misused”. Sometimes in production, things

that the project did not plan to produce are produced due to other unforeseen circumstances. These will always be rejects in production.

#### 2.2.6. *Ability to plan*

Every producer must have a vision and mission about his or her project. They must have clear objectives of what they want to do. The following are regarded as key points of a successful project according to Gallen ([www.rgalen.com](http://www.rgalen.com))

- Create clear and empowered leadership roles along with a single focal leader.
- Identify key technology or fundamental ability gaps, then fill them fast.
- Apply (the right) resources properly over the life-cycle of the project.
- Create some project bench strength for the unexpected by reserving some of your best resources.
- Pay absolute attention to the people side of building your team.

Gallen ([www.rgalen.com](http://www.rgalen.com).) states the following about steps to project charter and kick off.

Develop a product vision and mission which includes the nature, requirements, functionality, timing and architecture in order to build a consistent team view.

- Develop a high/mid level plan and schedule as a cross functional team (marketing, development, test, publications) – before committing.
- Do not just jump in. Take the time to prepare a major “event” and kick-off the project.

Human resources and material resources work together to promote good results if properly used. What is to be done, how and when is important for the well being of a project. Planning techniques and steps are to be followed. Gallen ([www.rgalen.com](http://www.rgalen.com)) states the following about human and material resources:

- Good leadership (decision making, collective agreements, implementation of policies and rules).
- Project management (required skills in relation to labour market).
- Trained financial administrators (keeping of the correct records, budgeting, and procurement and auditing of books).
- Are the resources essential/enough to carry out the project forward?

- Are there qualified people to teach other people the relevant needed skills to perform the job? (Qualified service providers).
- Community awareness (to encourage participation by community members and reduce vandalism and theft).

#### *2.2.7. Project ownership and participation*

All stakeholders need to take an active part in the project. Community members who are brought on board about activities of the project can participate effectively. The information may reach the community members in the form of meetings, newsletters and functions such as closing party or farewell of project members. Narayon (2002:226) writes the following about project ownership: “The participatory approach was successful in encouraging the adoption of improved technical solutions, which in general was higher when, the demonstrations were on farmers’ land, mainly because the farmers were able to exchange information on a regular basis. In addition, farmers increased project ownership at the community level”.

This strategy helped raise the number of households participating in Community Development Plans.

#### *2.2.8. The role of the government*

It is the responsibility of the government to ensure that almost all its citizens are employed. The government must provide employment or assistance to those who can provide employment for themselves and others. Wilson (2001:340) states the following about government availing resources: “It argues that governments need to focus their attention and avail resource on those who are in need of assistance. In South Africa, as in other countries, those most in need of assistance are poor people. This grouping includes a disproportionate number of women”.

### 2.3. Summary

This chapter gave an exposition of critical factors that need to be considered in order to sustain income generating projects. The factors identified and which will be used to evaluate

the Mashashane Breeder Farms and Hatchery project are needs analysis, recruitment, organising, communication, competition, deliverables, ability to plan, project ownership and the role of government.

### **3. CHAPTER THREE: METHODOLOGY**

#### 3.1. Introduction

As explained in chapter two of the study to be conducted here is an evaluation of Mashashane Breeder Farms and Hatchery Project. This chapter reports on the methodology used for the study. It will report on the research approach, design, instrument development and data collection as well as data analysis.

#### 3.2. Research Approach

This research used a qualitative approach which is defined by Denzin and Lincoln (1994: 2) as multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them. They further indicate that qualitative research involves the studied use and collection of a variety of empirical materials- case study, personal experiences, introspective, life story, interview, observation, historical, and visual texts that describe routine and problematic moments and meaning in the individuals' lives.

I chose qualitative research as I want to study the research subjects in their own natural setting and also use different methods to collect data. The above contention is supported by Creswell (1998: 14) when arguing that qualitative research is undertaken in a natural setting where the researcher is an instrument of data collection who gathers words and pictures, analyzes them inductively, focuses on the meaning of participants, and describes a process that is expressive and persuasive in language. The research respondents were not removed from their everyday environment. Data for the study was collected in their environment whereby I visited the farm and I also participated in their daily activities during the data collection phase as it is indicated above that the researcher in qualitative research is also an instrument of data collection.

#### 3.3. Research Design

Research design is defined as the logical sequence that connects the empirical data to a study's initial research question and ultimately, to its conclusions Yin (, 1998: 19). The study

undertook a case-study design because it is argued that case-study is used to when “how’ or “why” questions are being posed, when the investigator has little control over events and when the focus is a contemporary phenomenon within some real-life context (Yin, 1994:1). The author further states that the case study allows an investigation to retain the holistic and meaningful characteristics of real-life events such as individual life cycle, organization and managerial processes, neighbourhood change, international relation, and the maturation of industries. This design was chosen because it allows the researcher to use multiple methods in gathering data. This study used a single-case study as it focused on one income generating project in the Limpopo Province.

### 3.4. Instrument Development and data collection

The data collection phase was divided into phases which were document review, interview and observations. These Multiple methods of collecting data were used as recommended in qualitative research and case- study (See Yin (1994), Creswell (1998) who argue that qualitative research uses multiple methods to gather data. Burns (2000: 460) in support of Rossman and Rallis further notes that the main techniques used in case studies are observation (both participant and non-participant depending on the case), interview (unstructured and structured), and document analysis. The first step in data collection was getting access and permission to conduct the study at the project which was granted by the project manager. Request to use the audio-recorder and camera for capturing daily activities during the observation was also granted. Confidentiality was guaranteed whereby the respondents were assured that their names will not be revealed and that the photos taken will only be used for the dissertation and not for any other purposes. The data collection phase was divided into four being preliminary phase, document analysis, observation and interviews.

#### 3.4.1. *Phase one: Preliminary phase*

In February 2007, my supervisor and I visited the project site whereby the main aim of the visit was to request permission to conduct research at the site. It was during this visit that the purpose of my research was explained to the project co-ordinator. It was not easy to gain access to the project buildings because, according to the explanation given, the co-ordinator

had previously had bad experiences about people who paid the project a visit for the alleged study purposes, while they were advancing their hidden agendas. My supervisor addressed all the concerns the co-ordinator alluded to. In consultation with my supervisor it was immediately decided that I start with the interview to interview the co-ordinator as it seems very difficult to come back another day to do the interviews. As I had the interview schedule with me, I immediately started with the interviews.

Alkin (1990:19) states the following about the first day of data collection: “Utilization begins the first day of evaluating the project.” According to him, the day one pays a visit to the project for evaluation purposes, the moment you enter the premises, start gathering information for that purpose.

#### *3.4.2. Phase Two: Document review*

Documents review was the first phase used to gather data. Initially I wanted to review the project constitution, business plan, reports (minutes of the meetings and financial reports). The aim of reviewing the mentioned documents was to get insight into the mission, vision and the aims, long and short term goals, problem solving process and also financial management of the project. Unfortunately during the visit to the project to request the document, it was alluded that they do not have the constitution and the business plan document was not on the site as the person who had it is no longer working there and he left with it. They never made any attempts to get the business plan back. I did get some information about the business plan during the interviews. Documents that were reviewed were financial reports as they were busy preparing the financial books for auditing and some of the minutes and other reports like order books, delivery, contract forms etc. I was not given all the minutes for that period as it was indicated that some of them are very confidential and they do not want anyone to have access to them. The review process was done during April 2007 and May 2007.

#### *3.4.3. Phase three: Interviews*

During that stage, semi-structured interview questions were prepared for that purpose. The reason for using a semi-structured interview schedule is that it gives room for follow up and

restructuring of such questions where the need arises. Questions were prepared for different interviewees according to their responsibilities.

The following people were interviewed: one (1) co-ordinator, four (4) project managers, two (2) security guards, three (3) hatchery workers, one (1) laundry worker, one (1) bookkeeper and one (1) seller. The total number of people interviewed was thirteen (13). For more information about the type of interview questions prepared see attached appendices 1-5. Mostly group interviews were conducted, but at times individuals were also interviewed. The interview questions included personal questions, work related and how different respondents feel about the project. Family and educational background were also touched, that included the history of the project.

#### *3.4.3.1. Managers' interviews*

Four managers aged 40, 41, 42 and 44 years old were interviewed during March 2007 at tea time (11h00). The interview session was between three male managers and one female manager. The interview took place in the project board room. Semi-structured interview questions, which included personal, work related, and project questions, were asked. The group interview was conducted during that session. During the time for taking pictures, two managers refused to be photographed and were excused. The tape recorder was used to record the voices of the respondents as I could not talk and write their responses at the same time as I needed to observe their facial expressions during the interaction. The medium of communication during that time was English. The interview was about an hour long.

*Figure 1: interviews with project managers.*



#### *3.4.3.2. Interviews with two security guards*

At 15h00 in the afternoon during March 2007, two security guards aged 32 and 37 years old were interviewed. The interview took place under the tree next to the entrance. They could not shift from the tree because they were on duty during that time. The language that was mostly used was English; for clarifying certain concepts Sepedi was used.

#### *3.4.3.3. Interviews with the laundry worker (see appendix 15)*

During March 2007, the fifty-two (52) years old female laundry worker was interviewed in the laundry at 07h00. I asked permission to use the camera and the tape recorder for the interviews and permission was granted. The interview took place while she was busy with her daily duties because she has no substitute. The language used during that session was Sepedi. The laundry worker preferred Northern Ndebele as a medium of communication, but it was also not possible because I am unable to write in that language. I did not have difficulties in speaking the language but the writing was a problem. It could also be difficult for me to translate into Sepedi. At last, we agreed and the interviews were conducted using the medium of Sepedi.

#### *3.4.3.4. Bookkeeper and seller interviews (see appendix 11)*

The interviews took place between the 39 years old and 41 years old seller and bookkeeper, respectively, and were both women. The interviews were conducted in the bookkeeper's office in March 2007. I negotiated the voice instrument and the pictures to be taken during the session, and permission was granted. English was commonly used, particularly that the bookkeeper was not comfortable with the usage of Sepedi because her mother tongue is one of the Nguni languages, which she could not disclosed then.

#### *3.4.4. Observations*

The observations at the project were conducted during the following dates: March 2007, and April 2007. Flock four (4) and seven (7) of the breeding section, laundry, store room, and the hatchery were observed. The observation tool was drawn with the management's assistance, so as to enable a good schedule for same. The tool also helped the good flow of activities, which could easily relate even to the person who knew absolutely nothing about the project. (See appendix 7).

##### *3.4.4.1. Observations at flock four (4)*

Flock four, was visited during March 2007. Starting at 07h00, rearing stage activities were observed until 16h00 in the afternoon. The whole-day activities, including the shower, change room, fowls cages, feeding, mini-store room, fumigation place, were observed during their different times. Three women, aged 41, 45 and 53 years, including the male manager, directed the observations.

##### *3.4.4.2. Observations at flock seven (7)*

Activities at Flock seven were observed in April 2007. Those were the activities during the laying stage. The observations included, amongst the others, preparing food for the following day, feeding, drinkers, nests, egg collection, and sawdust, fumigation, checking of mortality, cleaning, and weighing the fowls. Those activities started at 07h00 and ended up at 15h30.

#### *3.4.4.3. Hatchery, store room and transport*

Observations of the hatchery activities were conducted in April 2007, starting from 7h00 until 15h30. The female hatchery supervisor, aged 48 years old, the egg selector, aged 32 years old, and the male supervisor, aged 35 years old, directed the observations. The observations in the hatchery were guided by the daily hatchery programme. If there could be any shifting of times, the possibility of damage could result because that is the place where the final product of the project is produced, guided by time of course.

Observations are mostly used in Case Studies. Spradley (1980:33) supports this statement thus: “This includes taking notes, taking photographs, making maps, and using any other means to record your observations.” During the observations, pictures were taken as supported by Spradley.

#### 3.5. Difficulties

The co-ordinator could not easily allow me to conduct interviews because of his previous experience. My supervisor intervened and the activity proceeded. The bookkeeper could not stick to the arranged time because the scheduled time was nearer to the audit period, which was an oversight to her. An alternative date was arranged. The time frames for the laundry cleaner were not conducive to me because she started her daily routine at 06h00 if not 05h30 every day. Winter was advancing and those scheduled times were not user friendly to me because it would still be darker outside and not safe for me to travel to the project site. She also kept her door locked until seven hours when everybody starts with her daily routine. Alternative dates were re-scheduled and the observations proceeded.

#### 3.6. Data analysis

The recorded data were transcribed. I grouped the data that I gathered into themes, then analysed them using a data matrix. The information that I gained about project activities, including project problems from interviews conducted observations and reviewing of documents, gave me a broader understanding about the project. (See page 19 as an example of data matrix).

### 3.7. Reflections

My experience during the process of conducting this research on a project is outlined below.

#### 3.7.1. Main Learning Areas

I have learnt that a good research proposal is a fundamental base to conduct a good research. I was able to refer to my proposal, which enabled me to conduct my research with ease. That proposal served as a guiding tool for data collection. I also learned that instrument development, data collection and data analysis are closely linked.

**Table 1: The following is an example of the data matrix used during the study.**

Variables	C	M	SG	SB	HS
Needs analysis					
Organising					
Communication					
Management					
Deliverables					
Lack of skills					
Ability to plan					
Project ownership and participation					
The role of the government					
Others					

That data matrix has been a guiding tool towards the research. According to that data matrix, those mentioned people participated during the interview sessions. Questions were set in such a way that all variables were considered.

### 3.8. Summary

This chapter has outlined the methods used in this case study on how data was collected using different techniques such as interviews, observations and document analysis. It also

explained the challenges encountered and the way in which data was analysed and the researcher's reflections. The next chapter will present the findings of the study.

Legends: C = coordinator

HS = hatchery supervisor

M = managers

SG = security guards

SB = seller and bookkeeper

## **4. CHAPTER FOUR: FINDINGS OF THE STUDY**

### 4.1. Introduction

The findings are reported according to the following phases, document review, interviews and observations. The findings will be presented using the themes that were mentioned in the theoretical framework as the basis for analysis being: needs analysis, organising, communication, management, deliverables, lack of skills, ability to plan, project ownership and participation, the role of the government, and others.

### 4.2. Findings from documents

There were a number of documents that were used in the project for different purposes. Each document and its purpose are explained below.

As indicated earlier that some of the documents were not found on the project site, the findings here will only be from the financial reports and minutes of their meetings. Those which I got during the interview about the business plan will be reported with findings from the interviews. The aim was to find out how they manage their finances looking at inflow and outflow. During the review it was found out that there different financial documents used in the project such as receipt book, cash book, cheque book, pay slips and bank statements.

- Receipt book

The project had an inflow of money from the first day it was established. The loan that the project received was also amongst the entries recorded in the receipt book. The bookkeeper issued receipts to customers who bought goods (one-day chicks, reject eggs, reject fowls and chemicals for the chicks) for cash at the project. The following information was found in the receipt book: quantity purchased, price per product, total amount received, date of the transaction and the signature of the person who made that entry.

- Cash book

The cashbook contained the information about both money received and how money was spent in the project for a particular month. The expenses included both the breeding section and the hatchery. The following columns were found in the cashbook of the project: (expenditure side) day, cheque number, name of payee, bank and sundries. Columns such as stationery, equipments and cleaning materials were occasional. The cash book amongst others, recorded monthly salaries of employees. Given that the other big reason for the establishment of that project was to provide income for its employees.

- Cheque book

The cheque book was used because most of the payments of the project were paid by cheque. The cheques of the project were mainly used for business purposes only. The bookkeeper and other signatories would then sign cheques for that purpose.

- Bank statement

The monthly statement would report about how the bank mediated between the project and its clients (receipts and payments). The bank would then send the statement to the project on monthly basis. Some debtors who were staying very far could pay their debts straight through the bank. Such entries may not appear in the cash book and that would enable the project to prepare reconciliation statements. The project would prepare a report about how the final product was dispatched from the project to the customers.

#### *4.2.1. Reports*

The project's reports are categorised according to the different sections. Their reports about their production were according to different sections of the project. The reports were recorded in different documents, there was no composite report. The reports are presented according to different documents used in different components.

#### 4.2.2. *Breeding section*

From the breeding section, the following documents contained different reports.

- Mortality graph

The graph was used from the first day when the chicks were supplied by ROSS (the supplier of the breeding section). The graph is used to determine the rate of mortality and culls in the breeding section, both of chicks and also of big fowls (hens and cocks). The graph also helped the managers and employees to regulate the death rate of those birds where possible. (See appendix 30 for more information).

- Vaccination schedule

The schedule was used to indicate the number of litres needed with a particular measurement of a needed chemical before birds are vaccinated. The schedule also included the number of birds to be vaccinated, including the dates for such an activity.

- Delivery book

The breeding section was also reporting on its products (eggs) through the delivery book. The book had the following columns: number of eggs transported to the hatchery from a flock; the name/number of the flock; date; number of rejects according to the flock; name of the person who handed in the eggs to the driver; the driver's signature; the time for egg collection; and the name of the person who received the eggs at the hatchery.

There were documents that were used to report about the activities of the hatchery.

#### 4.2.3. *Hatchery documents*

The following documents report about the activities of the hatchery.

- Daily cold room stock control sheet for hatchery eggs

The daily cold room stock control for hatchery eggs was mainly used in the cold room (where eggs were stored before being processed). The purpose of that sheet was to write the exact number of eggs available in the cold room. The stock control book included the balance of eggs from the previous stock, including the settable eggs received on that day less the rejects of eggs (i.e., cracks, broken and wrong sizes). That book was recorded on a daily basis.

- Daily grading room stock control sheet for reject eggs

The document was used to determine the number of rejects. The closing stocks of rejects for the previous day added to the current rejects received were recorded in that sheet and they are equal to the total of rejects (during the end of that day, viz., Closing stock).

- Candling worksheet

The candling worksheet was used in the hatchery to record the following information on reject eggs received from the breeding section. In that document, the flock number; and number of eggs canded less the fertile eggs were recorded. The other columns of the candling sheet were the categories of rejects, for example, cracks, damaged and infertile eggs.

- Cold-room temperature control sheet

The temperature in the cold room was monitored because there was a desired temperature for those eggs that were not yet hatched. There was a column for the person who was responsible for the cold-room temperature, times checked and monitored, and the date. The minimum temperature for that room is seventeen degrees Celsius and the maximum is eighteen degrees Celsius.

- Hatching list

The hatching list was used for every flock for the number of eggs supplied to the hatchery. The information in that document was recorded according to the flock number, the number of eggs, the grade of chicks as per the hatchery, subtract the culls (i.e., dead chicks) and the total

number of chicks hatched, which would ultimately determine the number of production for a flock.

- Setter checklist

The document was used in the hatchery to check the needed aids in the hatching room during the hatching period. Those aids included, amongst the others, time, water, heat, power light and cooling light.

- Turning point wheel

That document was used when the eggs were in the incubator. The wheel would clearly indicate the turning point according to the desired degree, during the hatching period. The other documents were the finance documents, which recorded the inflow and outflow of money in the project. Those were the documents that were recorded by the bookkeeper.

#### 4.2.4. Preparing and dispatching the final product

The report revealed that the project was producing using a guiding tool. Some of the guiding tools that were used during that time were the following:

- Order book

The order book was used when customers were placing orders at the project. The orders that were recorded in that book were only of one-day old chicks, which were the main product as captured by the Business Plan. That book served to remind the project personnel about how many people were in need of the chicks and the quantity needed. The order book contained the following information; name of the customer, date, quantity ordered, price per box, date when needed and the signature of the person who prepared that order (usually the bookkeeper or the seller sometimes). Orders were even prepared telephonically for those customers who were staying very far.

- Invoice books

The project sometimes bought goods on credit and sometimes sold goods to other reliable customers on credit. Some of the customers who were allowed to buy on credit were those who traded with the project for a long time and were staying very far. They order mostly by telephone and their payments were a direct deposit.

The project would also buy some of its needed materials on credit, it could be telephonic too. Such orders were recorded in the invoice book. Such orders included employees' uniform, food for the birds, vaccination equipments, cleaning materials, sawdust, stationery, and other needed materials to be used in the project.

- Delivery book

The purpose of that document is that the project has to ensure that goods were transported to the rightful people. The delivery book referred to here was the one used by the hatchery to transport one-day chicks to customers who requested those services. The delivery book contained the following information: date of delivery, time departed and arrived, name of the customer, quantity purchased in boxes (1 box contained 100 chicks), unit price, total amount of goods delivered, information about the birds' vaccination, transport costs, (1 kilometre – 100 kilometres amount payable was R7,00 per kilometre), value added tax (VAT) charged at fourteen percent.

The delivery book was designed such that it contained a slot for the driver's name. The delivery book had been numbered because there was a possibility of more delivery books used in one month depending on the orders placed. Customers who made their payments at the bank were also given delivery notes so that they could reconcile the amounts they paid with their bank transactions.

Prices of chicks differed according to stock ordered. The price list that guided the transactions in the delivery note were as follows: 100 – 900 chicks cost R3,47 per chick. 31 to 100 boxes each chick amounted to R3, 00 per chick, there was a discount depending on how much the customers bought.

Among other documents that were found were contract forms between the project and the customers. The contract was an agreement signed between the project and customers which include the duration of the deal, debts, quantity of products they want, the amount of money agreed upon etc. The bookkeeper is the one responsible for marketing the project and managing these agreements. There is also information on creditors and debtors of the projects in the individual files opened for trading purposes. After approval of cheques, copies were made and filed for future references.

Some documents were used to keep information about the project's employees and customers.

#### *4.2.5. Project employees information*

I also discovered that there were other files which record and keep employee information in them, such as contract forms, attendance registers, Unemployment Insurance Funds (UIF), benefits (pension fund information) and resignation letters. When reviewing attendance registers I found that every employee has to sign the registers which indicates the date, time they have arrived at work and knock off time. This helps the management especially when they have to work out their monthly salaries as they do refer to register to see who was not in on what date. This also assists to check if there is absenteeism and whether employees honour their starting time of work. Some files included Unemployment Insurance Fund (UIF) information for each employee, because the South African Labour Department requires that each employee must be covered by UIF and in case the employment is terminated the employee can still earn some money whilst looking for another employment. This really showed that the project is really run like a business.

#### 4.3. Findings from the interviews

Before presenting findings from the interviews, the history of the Mashashane Breeder Farms and Hatchery project will be presented first and followed by findings from the interviews which will be presented according to themes in the theoretical framework and some of the

themes which arose during the interviews. Firstly history and demographic information of the project will be presented.

#### *4.3.1. History and the demographics of the project*

**Figure 2: Mashashane Breeder Farms and hatchery project**



The Mashashane Breeder Farms and Hatchery Project were established in 1990 at Newlands village (Mashashane) opposite Sengatane (Moletjie) under the <sup>1</sup>Lebowa Agricultural Cooperation (LAC). The latter was a government parastatal of the former Lebowa government. The LAC bought the land from LUNDS; a big poultry company in the then Transvaal which was producing only broiler <sup>2</sup>chickens and later egg laying chickens to produce eggs for retail supermarkets. After the purchase of the farms the organisation took the lead in recruiting and encouraging young adults who matriculated to form projects. That is how Mashashane Breeder Farms and Hatchery Project were established. Unemployed young male and female from the adjacent areas Mashashane, Moletjie and Matlala joined. There were two sections that operated in the projects being breeding and hatching. During the time of the research the project had 95 employees (28 males and 67 females). There were eight managers who had four employees each. There was one (1) co-ordinator, three (3) vaccination team members, three (3) drivers, one (1) laundry worker, one (1) bookkeeper,

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<sup>1</sup> Lebowa Agricultural Cooperation is currently incorporated with the former homelands agricultural to form the Agricultural Rural Development Cooperation in the new democratic government.

<sup>2</sup> Broiler chickens are chickens produced for meat consumption.

one (1) seller, ten (10) security guards, and thirty-two (32) hatchery workers. Below is the table that presents the demography of the projects employees:

Type of work	Number of employees per job type	Gender and Race	Educational level	Duties
Managers	Eight	One female & seven males All Blacks	All had Matric as the highest qualification and none above Matric	<ul style="list-style-type: none"> <li>- Individually managing the eight farms</li> <li>- Employ other people when the need arise</li> <li>- Ensure the production targets</li> <li>- Attend workshops related to poultry farm management</li> </ul>
Coordinator	one	Male White	Matric and above	<ul style="list-style-type: none"> <li>- Oversee the management of the whole project</li> <li>- Write reports to ARDC</li> <li>- Coordinate and link the project with national and international markets</li> <li>- Advice of issues of finance</li> </ul>
Hatchery supervisor	Two	Male and female All Blacks	Male failed Grade 11 Female passed Matric	<ul style="list-style-type: none"> <li>- Monitor hatchery workers</li> <li>- Report to management about hatchery activities</li> <li>- Identify and solve problems in hatchery section</li> <li>- Ensure quality production of chicks</li> <li>- Manage hatchery resources</li> </ul>
Hatchery workers	Thirty-two	Five males and 27 Females All Blacks	Four males had Matric and 15 females had Matric The rest dropped out before	<ul style="list-style-type: none"> <li>- Select and grade eggs</li> <li>- Prepare eggs for incubation</li> <li>- Produce chicks</li> <li>- Write hatchery</li> </ul>

			Matric but all have managed to attend some secondary education.	<ul style="list-style-type: none"> <li>- reports to the hatchery supervisor</li> </ul>
Farm workers	Thirty-two	All females and Black	One never attended school	<ul style="list-style-type: none"> <li>- Looking after the chicks and big fowls</li> <li>- Check mortality rate of both chick and big ones</li> <li>- Maintain the poultry houses</li> <li>- Weigh all the birds and keep records</li> <li>- Feeding</li> <li>- Egg collection</li> <li>- Fumigate</li> <li>- Transport eggs to the hatchery</li> </ul>
Seller	One	Female Black	Matric	<ul style="list-style-type: none"> <li>- Responsible for selling chicks, reject eggs (cracked and double yolk and floor)</li> <li>- Recording of received money from the sales</li> <li>- Reconciling stock books, receipt books with those of the book keeper.</li> </ul>
Book keeper	One	Female Black	Grade 11	<ul style="list-style-type: none"> <li>- Recording of commercial books</li> <li>- Prepare relevant books for auditing</li> <li>- Paying creditors and reminding debtors to do payments</li> <li>- Reconciling all the projects finances</li> </ul>
Drivers	Three	Males Black	Below Matric	-transporting of goods (eggs, chicks and chemicals) from the farms to the hatchery and chicks from the hatchery to customers.
Cleaning team	Three	Female Black	Only primary schooling	<ul style="list-style-type: none"> <li>- Clean the poultry houses</li> </ul>

				<ul style="list-style-type: none"> <li>- Prepare new beds for laying</li> <li>- Fumigate the houses</li> </ul>
Vaccination team	Three	Female Black	Two with Matric and one below	<ul style="list-style-type: none"> <li>- vaccinate chicks and laying chickens in all the farms</li> <li>- Prepare vaccination schedule</li> </ul>
Laundry worker	One	Female Black	Only Primary Education	<ul style="list-style-type: none"> <li>- General cleaning of hatchery office</li> <li>- Prepare tea for management team</li> <li>- Do laundry of work suits for all the farms' employees</li> </ul>
Security guards	Ten	Nine male and one female blacks	All had Matric	<ul style="list-style-type: none"> <li>- Protect the employees and the property of the project</li> </ul>

4.3.2. The following aims and objectives were a guiding tool of the project.

- To alleviate poverty;
- To generate income;
- To empower Blacks (Black empowerment);
- To contribute towards the development of the Mashashane community structures;
- To provide employment to the unemployed;
- To assist the neighbouring villages where possible;
- To provide managerial skills to managers;
- To develop skills through workshops and training in order to produce quality products *kgodisho ya matsuana (breeding of chicks)*
- To produce fertile eggs in order to produce one-day chicks; and
- To expand the project by supplying project products to areas of Limpopo and Mpumalanga.

The assumptions from the theoretical framework will be used to present the findings from the interviews. They were needs analysis, recruitment, organising, communication, competition, deliverables, and ability to plan, project owner-ship; and the role of government.

#### 4.3.3. Needs analysis

Needs analysis theme was divided into two parts being the projects needs analysis which focused more on the relevancy of the project and training needs analysis. Their findings are presented as follows:

##### 4.3.3.1. Project needs analysis (selection of the relevant project)

During the interview, it was mentioned that the employees were not part of the conceptualisation of the project. They were just recruited after the project was established by the formers LAC. The need analysis of this project had been done by the former owner of the project LUNDS and the Department of Agriculture (Agricultural Rural Development Co-operation) during the former Lebowa homeland. Those new owners of the land proceeded with the same production, but during that time he was a sole trader but now a project (i.e., people have grouped themselves to do the same).

However, current managers, employees and ex-employees they mentioned that Mashashane Breeder Farms and Hatchery Project is the project that suits the needs of many people in different places of Limpopo Province (LP), and outside the province, for example, Mpumalanga. According the respondents there was no similar project similar to that one around Mashashane, Moletjie and Matlala villages, to name but a few villages closer to Mashashane.

One male manager stated the following during the interviews:

*There is history attached to this project. LUNDS started this business during those years around 1987 producing meat chickens. Agricultural Rural Development Co-operation bought this property but then we changed production and produced the one day chicks. People from different areas of Limpopo Province and other areas of Mpumalanga trade with the Mashashane Breeder Farms and Hatchery Project.*

#### 4.3.3.2. Training needs analysis

There were different responses in relation to the questions of needs analysis. It seemed managers knew more and saw the importance of needs analysis as compared to the ordinary employees. The managers as they were trained to manage the project farms felt that it is always important to grow the business and the only way to do so is by doing needs analysis to see where there is a need, where there are threats in terms of competitions and also how to expand their markets. Some of the ordinary employees did not show any interest when they were asked about a need for more training and to improve their skills. They indicated that they did not know how the project started. What they want is just to get paid. One of them said:

*‘I do not care about it what I am interested in is to get paid at the end of the month...’*

One can immediately see the difference in interest displayed by the managers and the ordinary employees. Others have the best interest of the project at heart because they know that the more the project is sustainable the more they can sustain their income. But ordinary workers’ interest is to get money at the end of the day not the project. It seems they do not feel like they are part of the project but regard their relationship with the project as that of employer-employee one. The managers are constantly attending workshops that equip them with necessary skills related to poultry farm management and they feel these kinds of workshops are very necessary. There were no workshops for ordinary employees.

Moreover there are some of the ordinary employees who feel they need more training as they were never received formal training before. They just learnt by observing others and learning by doing. They indicated that there are new complicated equipments and resources that they have to work with and they need adequate skills for one to be in a position to operate and handle such equipment. Employees such as the ones at the breeding section did not receive a thorough training and were directly linked to production. During the participant-observations at the breeding section one of them said:

*Ga ke tsebe gore kgakgaka yeo e tshelwago ka mo ke ya bontshi  
bjo bo kaakang go ya le ka dipalo tše tša lena. Ke tseba go e kala  
ka mahlo. Nka se fetiše e bile nka se tšhele e nnyane.*

(I do not know the quantity of the potassium permanganate that is poured in here. I just only know how to estimate measurements. I cannot pour more or lesser than expected.)

The laundry worker also felt that she had inadequate training because she is directly involved with production by ensuring that diseases that can reduce production were prevented or minimised. She did not undergo training for the work she was performing. She was using the sophisticated machine to do the washing. She was also applying chemicals such as soaps, which needed measurement, yet there was no training for such employees. She indicated that she was helped by the fact that she worked as a domestic worker in Johannesburg and she felt she knows how to do the work. She further stated that about people and their work:

*Ge o rata mošomo wa gago, o tla dira seo bagolo ba gago ba rego o se dire.*  
(If you are committed to your work, you will do what your seniors tell you.)

The project-coordinator also indicated that there is a need to have trained employees in the project. He alluded that:

*If workers are not trained to do their work, no production will take place.  
That is why we have the following people trained for the work they are  
doing at the project, managers, financial administrators and supervisors.  
For the project to be sustained workers need to be trained. Trained workers  
will not move from one place to the other seeking for employment because  
they know what to do, how it is done and how it should be done.*

He did not say anything about the training of the low skills level employees which is critical to the success of the project because it is the ordinary workers who work at the critical areas like egg grading and hatching. If anything goes wrong at that level it will affect production. It seems they are only concentrating on the training of those who are in higher position like management and financial management and neglecting training of the ordinary workers.

#### 4.3.4. Recruitment

When asked about how project participants were recruited into the project, it was discovered that different methods were used for recruitment. At the beginning people were recruited through local radio (the former <sup>3</sup>Radio Lebowa), local newspapers, and word of mouth through mešate of the local chiefs. It was indicated that many people showed interests into the project and there were interviewed held at Mashashane mošate where selections were conducted. One female worker said:

*We were interviewed by the representatives from Seshego magistrate office, Mashashane local authority, and delegates from Agricultural Rural Development Co-operation. Other employees were recruited differently.*

I further asked about those who are occupying lower position on how they were recruited in the project. I was told that they inform people informally to recruit whoever they know. Most of the people were recruited by the managers. Concerning the security guards, it is a contract between the project and the security company owner.

#### 4.3.5. Training and skills development

After the selection those with matric qualifications were taken to training and after training were placed in the project and were given higher positions in the project such managers, bookkeeper, seller and the coordinators. They were trained for different skills in different institutions. When asked about those institutions the bookkeeper and the seller indicated that they did a six months training course at Damelin. The Lebowa government paid for the training. The managers did go for formal training, they just indicated that some people came to the project site to train them and they do not know where they were coming from. It was not clearly alluded how many people undergone training but what they do know is that many people went but only eight successfully completed the training and got those managerial positions. The ordinary employees were not formally trained. They took instructions from the managers and they learnt mostly of what they presently know through observing others and through learning by doing. The laundry worker indicated that she acquired the skills whilst

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<sup>3</sup> Radio Lebowa is currently known as Thobela FM.

working in Johannesburg as a domestic worker for white families. One would assume that they do not have enough skills.

#### 4.3.6. Organising

It was indicated in chapter two of the study that organising is one of the principles that can make or break the project. Organising should happen at all levels of the project starting by organising the finances, resources, production, leadership, decision making etc. During the interviews it was discovered that there is efficient organising in this project. The managers are providing good leadership because it had all levels of management. One manager said:

*During training, we were taught how to use funds even during the first six months where there is no inflow of money in the project. We must be able to pay all expenses with the available funds until the time for laying advanced (the period for generating money), when funds will be flowing in the coffers of the project*

The management team was able to organise everyone in the project and decisions were discussed with everyone concerned and were also adhered to by everyone. Finances were a major part of sustaining the project as contained in the Business Plan of the project. The co-ordinator and the bookkeeper of the project were directly involved with the project's finances. The interviews revealed the following from one of the male managers:

*Cheques are signed only for business purposes.*

The co-ordinator added by saying that:

*For one to account well for the finances, one must be one of the signatories.*

Part of the project management team comprises of the qualified bookkeeper as contained by one of the documents, namely, the Business Plan. The management team of the project were well informed about the activities of the project. Information about their production was on their finger tips. One manager stated the following about the different stages including the laying period, which was the most important stage for the project:

*As a manager, you need to know the different stages of production starting from the first day. The rearing stage (one day to twenty eight weeks), mating period (1 cock is to 10 hens), when to mix hens and cocks, and the laying period. Vaccination periods are also important so that the chicks and fowls may not die. Managers need to be aware that the first six months there will be no income but the project needs to be sustained.*

The management skills gained by the project managers, accorded managers powers to sign the contract, for example, the signed contract with the veterinary doctor who paid the project a visit during the agreed times. The project has a co-ordinator who ensured that the project generated money as expected. It was the responsibility of the co-ordinator to advise the management in different birds' components and not to buy their stock at the same time so that the project could operate throughout the year. Managers need to buy their stock in a rotational method. As part of management, the co-ordinator linked the project with the government department for support. During the interviews, the co-ordinator, Mr Kota, stated that:

*The former Member of the Executive Committee (MEC) of Agriculture, Dr Aaron Motswaledi, had the knowledge of the farmers' needs and wants.*

Part of his job as the co-ordinator was to link the project with other countries, so that they could learn from them. He stated the following about sustainability of the projects:

*In Zambia, farmers from Israel were doing very well as far as Agriculture was concerned. Kaunda chased those Israel farmers away and the projects collapsed.*

Unions had been a threat in some countries according to the co-ordinator. He stated the following about other countries and developing projects:

*In the United Kingdom, the iron lady banned the existence of unions and projects were sustainable.*

The bookkeeper stated that:

*I attended the bookkeeping course at Damelin for six months, which enables me to do my work with ease.*

Amongst the duties of the bookkeeper, she has to account for the business/project finances. She also has to ensure that all expenses were paid. To remind the debtors to pay their debts, to pay the project's debts, to prepare the finance books for audit during the correct time, to analyse and interpret the finance statements including the bank statements and to recruit additional clients. The bookkeeper had to ensure that there was an inflow of money to the project. She advises management on how to reduce some of the expenditures and to maintain certain aspects.

Amongst the important tasks of the co-ordinator is to ensure that all needed personnel was available for the production to take place. There was a vaccination team as part of management. They were there on their capacity to manage the fowls' diseases. The co-ordinator stated the following about the important role of the vaccination team:

*There is a vaccination team and the veterinary doctor (doctor stationed in Pretoria on full-time basis) responsible for the birds' diseases.*

*They are either preventing diseases or they do away with other diseases.*

*The vaccination team would advise the management about different fowls' diseases and when to be vaccinated.*

One of the managers said:

*Go na le bao ba šomago go hlabela dikgogo le go peita dihoko go thibela bolwetši. Bona ba thetha le dintlwana tša dikgogo ka dinako tša maleba go dira mošomo wa bona.*

The vaccination team vaccinates the fowls during the time of need.

They also take care of the birds' houses

Through the advices of those skilled people, there was a black fluid used in places where direct production was taking place.

#### 4.3.7. Communication

Interviews revealed that communication, as one of the key factors in any industry, was also a tool used by the employees at that project. Managers stated that there were times scheduled for meetings for the entire staff. Most of the interviewed employees stated that there were no meetings for them at that project. One employee from the breeding section stated the following about the meetings:

*Meetings are held by all eight (8) managers, the co-ordinator and the bookkeeper on monthly basis, and when need arises. There had been many reasons which led to few people attending meetings.*

According to one employee from the breeding section, the following statements could be reasons why employees were not allowed to attend meetings:

*Mola pele go be go e ba le dikopano tša go bitšwa ke union. Ka morago ga strike sa go tšea dikgwedi tše tshela, bašomi ba bangwe ba ile ba rakwa, mola ba bangwe ba ba ile ba boela mošomong ba ile ba boifa meeting.*

(Meetings were conducted by unions for workers. There was a long wage strike which lasted for six months. Some employees were expelled and those re-instated were not allowed to hold meetings).

There was an informal and formal communication taking place in that project. Attendance register and pay slips could also be used to communicate the message to employees and also to management about certain issues like salaries and honouring of times. There are also leave days that were communicated to both management and ordinary employees. One employee stated the following about their leave days:

*Every employee is entitled to twenty one (21) days vacation leave annually.  
It is up to the individual to restructure your leave days according to your needs.*

#### 4.3.8. Competition

According to document analysis, the Mashashane Breeder Farms and Hatchery Project was competing with other institutions so that they could improve their production and the enterprise at large. The Mashashane Breeder Farms and Hatchery Project was competing with LUFABA, which was established at Tzaneen. From the interviews, one supervisor stated that:

*There is LUFABA in Tzaneen which produce the same product as ours.*

*During the busy times, when the project order over flow and the project is running out of stock, some of the eggs for our production are from LUFABA.*

*They also do same.*

The two helped one another in terms of stock availability for them not to disappoint their customers/clients. That kind of competition helped the Mashashane Breeder Farms and Hatchery Project to maintain its customers and to increase debtors. Such a competition promoted the project even to other provinces like customers who were from Groblersdal (in Mpumalanga Province), which were amongst the valuable customers who placed large orders.

#### 4.3.9. Deliverables

The project aimed at producing one-day chicks according to their Business Plan. Those one-day chicks were produced through following a number of stages. There were products produced at that project, which were beyond the control of every worker (unplanned production). For one-day chicks to be hatched, a number of stages should be followed.

During the mating period, some cocks could not make it. Those were not the type of cocks the project intended to have. Such cocks were classified as follows according to one male manager:

*Cocks whose feet could not grip (i.e., cocks with flat and straight nails) and the injured cocks. Such were classified under rejects. They could not perform the purpose of the cocks as planned. As such, they reduced the*

*number of expected production.*

The female supervisor added by saying:

*During the laying period, some hens would sit at the top of the iron nest. Such hens could not produce an egg. They also reduce the number of production. The management would be counting the number of laid eggs by the hen. Such hens were also offered for sale. Some of the eggs could not be used to produce one day chicks. Such eggs were floor eggs, double yolk, oval shaped, and the cracked eggs. Those eggs were regarded as rejects, in essence they reduced production.*

According to the hatchery supervisor, the following was said:

*The price for the so called reject egg is less than the hatched chick. The reject egg is sold at thirty cents per egg and one chick amounted to R3, 70.*

One manager stated the following about the egg collection:

*We observe times for egg collection very closely. That is very serious because some hens laid their eggs outside their nests. For them to retain the needed temperature we need to observe time. Not all floor eggs are rejects, only those which lost the desired temperature.*

Rejects were found even at the hatchery. Rotten eggs are hatchery rejects. They should be taken out of the settable eggs. Rejects would even be found when checking the one day chicks. Some of the chicks were hatched with their umbilical cords open. One hatchery egg selector stated the following about rejects chicks:

*Matswiana a mangwe a thwathwašwa ka mekhuba ya go bulega.*

Some of the chicks were hatched with open umbilical cords

#### 4.3.10. Ability to plan

I found that the other section of the project (i.e., breeding section) was generating money for six months in a year but the hatchery for the whole year. The breeding sections were able to pay their expenses every month, including salaries of employees, food for the fowls, medicines, cleaning materials, electricity, stationery, and many more.

Documents revealed the following information about workers planning their daily routine. There was a schedule for the following, which was pasted in the mini offices at the breeding sections, namely: checking of mortality, feeding, weighing, egg picking, checking of eggs, fumigating eggs, rearing period, mating period, laying period, vaccinating of birds and transporting of eggs. Times for such activities were closely monitored. Interviews of one of the managers revealed the following:

*The vaccination team had a plan which it followed from one flock to the other and also during the time of need. The team was doing their work as per schedule.*

Managers were also confident that the work at the project runs as per plan. They further stated that:

*The bookkeeper paid the project's debts on monthly basis and banked the money received on time.*

The project had aims and objectives that served as a planning tool for that enterprise. Implementation strategies were also in place to ensure that those aims and objectives were met. Employees at the breeding section and hatchery section planned their activities differently. At some stage, workers could perform their daily duties without supervision because there was a guiding tool.

#### *4.3.11. Project ownership and participation*

The management of the project involved community members of the neighbouring villages in a number of activities. The first people to be considered during employment after the establishment of the project were people from Mashashane, Moletjie and Matlala villages.

The project was sharing a number of resources with the neighbouring citizens who are needy. People from Sengatane and Chebeng who did not have boreholes at their homes could fetch water from the project at no cost. People from the neighbouring villages could also buy reject eggs for commercial purposes and also for their daily meal at a lesser price. Rejects comprised double yolk, cracked, floor and wrong size eggs. One egg was sold at R0, 30 each and commercialised at R1, 00. During the interviews one manager stated the following about the ploughing back to the community:

*The local chief was given an amount of fifteen thousand rand (R15 000, 00) per annum to improve community services. There were many people who benefited from this project.*

#### *4.3.12. The role of government*

The interviews revealed that it was the Department of Agriculture, Limpopo Province (LP), which organised unemployed matriculated young adults of Mashashane, Moletjie and Matlala to form that project. Training of managers was conducted by Agricultural Rural Development Co-operation (A.R.D.C). The same department helped the managers to access funds. One manager stated the following about accessing funds:

*The Business Plan is a tool which assisted us to access funds. Only experts could draw proper Business Plans. The well-developed Business Plan led to each of us accessing R370 000 which was repayable in five years.*

#### *4.3.13. Funding*

During the time of the study it was revealed that each manager in the project was given a loan of R370 000 by the Limpopo Department of Agriculture which was supposed to be repayable within a period of five years, meaning the project has to generate its own income in order to repay the loan and sustain itself. The loan was used to pay all project expenses such as salaries, buy chicken feed; work suits, medication, stationery, nests, tunnels etc.

### 4.4. FINDINGS FROM OBSERVATIONS

#### *4.4.1. Introduction*

Observations were another form of data collection for this study. My other visit to the project was intended to observe some of the areas of the project, including activities that took place there. Observations were conducted in different areas of the project. I conducted the participatory observations that were not planned for before, so that I could get a broader understanding of the project activities. Participatory observations were informed by the managers' information that if you would like to learn more about those birds one should comply with what one is instructed to do. That is, do as project employees do so that you can be closer to the birds

(Shower first).

The observation tool was drawn, which served as a guide during the observations. The observation included, amongst the other areas: birds cages/houses, feeding of birds, birds, nests, rearing activities, mating activities, laying activities, egg collection, egg selection, fumigation, transportation, storage, hatching room activities, and the final product (one day chick).

The Mashashane Breeder Farms and Hatchery Project comprised two sections, namely: breeding section (where the egg was manufactured) and the hatchery section (where the final product of the project was manufactured, i.e., one-day chicks).

#### 4.4.2. Buildings

The project buildings were categorised according to the following needs of the project.

- Project office

The first house is the project office. The board room, the co-ordinator's office, the seller's office, the bookkeeper's office, the mini kitchen and the rest room were found under one roof. Most of the paper work of the project was done and accommodated in that office. The project's telephone was installed in the bookkeeper's office.

On the wall of the board room there was a chart showing different fowls' diseases. That served as a reminder to both managers and the vaccination team about those diseases. Diseases that are commonly found amongst the birds were, namely, Newcastle, pox, lasota and gamboro. All the fowls' diseases can be cured except gamboro. According to the managers; gamboro is like HIV/AIDS: there is no cure of it. Gamboro can be detected at an early stage of the fowl's life (when the fowl is fourteen weeks old). The sign of a fowl that suffers from gamboro is when the bird falls down with its chest. When post mortem would be conducted on such a fowl, the liver seemed to be blue.

There is also a common disease to fowls caused by careless workers, called Salmonella (Mouta). Salmonella is caused by water falling from the drinkers to the sawdust and no wiping took place. Salmonella leads to the Infectious Bronchitis (IB). During IB, birds have a breathing problem and that causes mortality.

- The hatchery

The next building was the hatchery, which had a number of compartments, namely: the catchment area (where eggs from the breeding section were received and checked); the cold room (where the eggs were stored until taken to the incubator); selection area; the hatching room (where the final production was taking place); mini-store room, and the mini office were found there.

- The catchment area

The transportation of eggs from the breeding section to the hatchery would be done at the catchment area. The number of eggs from the flocks was verified there, by both the driver and the egg selector. The eggs would then be stored in a cold room.

- The cold room

Eggs were stored in that room to acquire a needed temperature and to be available when a need arises. It sounds like the store room mainly for eggs before hatching takes place. The desired temperature of the cold room was expected to be less than thirty-three degrees Celsius. During the time of need, the eggs would then be selected for the third time in the selection room.

- Selection room

The eggs would be selected for the third time in the selection room before being taken to the incubator. Another set of rejects might be found. Some eggs were stored for a long time if production from the breeding section was too much and customer did not increase their order. Some eggs might rot while they were stored in the cold room. Some eggs might also not be fertile during that time. There was a need for re-selection before being taken to the hatching room.

- The hatching room

The hatching machines would then be used to produce the final product of the project (i.e., one-day chicks). The incubator and the other accessories would be used to change the eggs into those chicks. After four days, the chicks would be available for commercialisation. Those chicks would then be taken to the dispatching area.

- The dispatching area

There was a big room with big tables wherein the chicks were checked, counted and packed in boxes (one box carried hundred chicks). Chicks were checked because some chicks were hatched with the intestines out of their stomach. Customers would each collect their orders from that room and the remaining stock would be left there until all the stock was sold out.

- The store room

The next building, between the hatchery and the laundry, was the store room. The project management was buying most non-perishable goods in bulk for future use. Most of the goods that were bought in bulk were used on daily basis or often. The bookkeeper was also responsible for stock control and stock taking of same. Stock of sawdust and fowls' food were mostly bought in bulk. The other stock was kept for customers who need examples of the kind of goods they will need when rearing their own birds in their different places. The type of medication also were bought in bulk and stored there.

- The laundry

The laundry for cleaning the work suits of both the hatchery and breeding sections was the building next to the store room. Eight flocks and the hatchery submitted their clothes on scheduled days. Those were some of the strategies used to minimise the spreading of the fowls' bacteria. The same clothes could not be washed at home, because they believed that air is the most effective and quicker transportation of fowls' diseases.

- The hostels

After the long strike action that lasted for six months, the project did not only focus on employing people from the three local authorities as mentioned. Some of the employees were from Ga-Mphahlele. Those people needed accommodation because transport was costly. Some time there was a need for overtime due to the following reasons, amongst others: From the breeding sections, fowls could be frightened by other unfamiliar things. They will flock to one place and make a strange noise.

Somebody should immediately assist because it could be hard for them to inhale and exhale air; and from the hatchery, when the eggs were placed in an incubator, the time set might even allow hatched chicks to be taken out in the evening. All employees who shall have worked in the evening, were entitled to overtime, hence accommodation next to their work area was of importance.

- The breeding sections

All breeding sections were built the same. What was in one farm was applicable to the other. The following components were uniform in all farms.

- Shower room

There was a shower where all people who enter the birds' cages could shower themselves. The anti-septic used there was changed on regular basis. It was assumed that the changing of anti-septic succeeded in killing the bacteria because the bacteria did not become used to it.

- Fumigation area

Next to the shower room was the well-built well like building, called the fumigation area. The fumigation area was a place where the eggs were covered with the steam of chemicals to kill the existing bacteria before being taken to the hatchery.

- Cages

Cages were the buildings that used to be the fowls' homes for a particular period. Those houses were twenty-five (25m) metres apart. The reason for such a distance was that the bacteria could travel less than 25m. The cages were not prepared the same inside. The setting depends on the stage of chickens. For example, the rearing period differs with the mating and laying periods. There was a thick plastic sheet that was used to cover certain sides of the cages so that the chickens could be warm, and when there was too much heat the same plastic sheet could be removed. In all the cages, there was a mini-store room. Workers were preparing food to be consumed by the chickens a day in advance. All the needed apparatus to be used were stored in that mini-store room.

#### *4.4.3. Nests and tunnel*

The nests where the hens were laying their eggs were made of iron and steel. The nests' structure is like a house. The space inside could only accommodate one hen. The tunnels were used for the purpose of feeding those fowls. The tunnels were specifically made to suit the gender of the fowls. The hens and cocks were not fed in the same tunnels due their different beak sizes. The peak of the hen is smaller than that of the cock.

#### *4.4.4. Transport*

There were two vehicles that used to transport eggs from the breeding section to the hatchery section. Two vehicles were used to transport the chicks to the customers who cannot make it due to various reasons. The project owned one tractor for other goods to be transported, for example, the manure.

#### *4.4.5. Stock*

The breeding section stock and the hatchery section stock differed. The following was regarded as the stock for the breeding section.

#### *4.4.6. Breeding section stock*

Managers at the breeding section received their first stock with no cost from ROSS distributors in Kwazulu Natal (KZN), this first stock was charged to the A.R.D.C's account for a start. The second stock and the others to follow were the responsibility of the individual manager. Managers have to sustain their own stocks in the next rounds. Every manager received approximately four thousand (4 000) hens and five hundred (500) cocks, in the form of one-day chicks. The purpose of those fowls in the project was to produce fertile eggs that could be used to produce one-day chicks at the hatchery. Some of the fowls were not suitable for production, and then they were regarded as rejects. Those rejects would be available for sale to the public and project employees.

#### 4.4.7. *Hatchery stock*

The breeding sections produced eggs which were then regarded as stock to produce one day chicks. The one-day chicks are only meant for producing meat (broiler) chickens. Not every laid egg can be used to produce quality one-day chicks. Some of the eggs are called rejects if they have cracks, laid on the floor or have double yolk. Cracked eggs have the likelihood of having bacteria and cannot be used to produce quality chicks. The floor laid eggs lose the temperature needed for hatching and cannot be used for producing eggs. They are used for consumption. The double-yolk eggs would under no circumstances be used for hatching because they result in chicks with more than one pair of feet or Siamese chicks.

#### 4.4.8. *Activities from the breeding section*

The project had eight flocks that accommodated birds until the eggs were laid. Only two flocks were visited for observation purposes. The following were observed, guided by employees and managers of those flocks.

- Birds houses/cages

I visited two houses from the eight cages where chickens were kept according to their different stages. All employees, regardless of their positions, and visitors who wanted to be closer to birds would have a shower before entering the birds' cages. According to the management and workers, fowls' diseases were carried by wind. One could transport birds' diseases when travelling from one place to the other place, hence a shower is of utmost importance. The purpose of that shower is to reduce the spreading of diseases.

The houses were built in such a way that the workers could control the temperature to suit the birds. A thick plastic sheet was used to cover the other sides of the cage so as to bring heat to the birds. There was the sawdust sprinkled all over the floor so that the growing chicks might not directly feel the hard floor surface. The sawdust kept the growing chicks warm. In those houses, there were lights that were switched on and off when the need arises.

- Rearing period

I visited Flock four (4), and it was during the rearing period. The rearing period started from the first day the chick was hatched until the chicks were twenty-eight weeks old. During that time, hens were separated from cocks. The feeding of those birds also differed according to the quantity and feeding tunnels. The hens have small peaks and the cocks have big ones. The feeding tunnels were thus designed according to peaks. After the twenty eighth weeks, the birds were ready to mate.

- The mating period

I visited Flock seven (7) and it was during the mating period. During that time the hens and cocks were mixed in the same cage. There was a ratio which was followed when mixing cocks and hens, viz., 1:10 (one cock is to ten hens). During that period, not all cocks were productive. Some of the cocks that could not cope with the process were regarded as rejects. Examples of such rejects were injured cocks and those whose feet could not grip. They were then offered for sale because they would increase the project expenditure. Mating resulted in hens being fertile and in a position to lay eggs..

- Laying period

The mating period and the laying period were very close to one another. Mating period preceded the laying period. The sawdust was also very important during that period so that the egg laid out of the nest could also be protected. The laying hens did not always lay their eggs in the nests, sometimes they did that outside. The sawdust was also important even in the nests. The next step after laying period would be the egg collection.

- Egg collection period

There were very strict times for collecting eggs during the laying period. One hen could lay one egg per day. Hens laid their eggs during different times. The following times were observed as eggs were laid, 09h00, 11h00 and 15h00. During the egg collection period, there

were some incidents. At times, the hen might lay an egg and the same hen could bite her own egg and crack it open. Employees who were picking up eggs could also be bitten by the hens. The hens were trying to be protective.

The following types of eggs were collected during that time, floor, cracked, double yolk, infertile, and settable. Some would be regarded as rejects and some good for production. The next process would be egg selection.

- Egg selection

Collected eggs were taken to the small room where selection and marking of eggs would take place. Time was also carefully observed during the egg selection period, because there was a certain temperature that was needed for an egg in the hatching room. Marking of eggs with a marking pen would also be done during that period. One flock one colour, there was no mixing of colours since those colours had a clear meaning to the managers and the hatchery. The colour represented the particular flock. Eggs also contracted the bacteria from the hens; therefore fumigation must take place before being transported to the hatchery.

- Fumigation process

The collected and selected eggs were placed in fumigation place where chemicals were used to kill the bacteria that could be carried by the eggs. The fumigation place is a well-built place where the potassium permanganate and the other substance were heated to kill the bacteria. That process was a way of taking the fumigated egg to the hatchery.

- Transportation of eggs

During the observations, I found that the eggs were transported from the breeding section to the hatchery. That was done thirty minutes after the eggs were collected and fumigated. The type of transport that was used was so special that the temperature was regulated to suit the eggs only. The driver of that particular transport took with him the delivery book. The transported eggs were recorded by the employees at the breeding section and the driver would verify the numbers. Eggs should be processed into one-day chicks at the hatchery.

Activities at the hatchery were also observed.

#### 4.4.9. Hatchery activities

The hatchery is the place where the process of changing the egg into one-day chicks takes place.

- The hatchery entrance

There was a dish of black water. The mixture of water and the black fluid, as they called it, was for all those who had interest of entering the hatchery. The bacteria that could have been carried by the shoes or feet are destroyed in that dish.

***Figure 3: The researcher and the hatchery supervisor with their feet in the anti-septic fluid before they enter the hatchery.***



All of those who wish to enter the hatchery would put on the white gumboots and put some in the mixture of the black fluid, with the aim of minimising or killing those diseases. That process would give a person access to enter all the areas of the hatchery, including the cold room where eggs were stored.

- Storage of eggs

The eggs were stored in a cold room. The process of receiving the eggs was to reconcile the delivery note, written at the breeding section, and to make sure that the numbers were still the same. The process of recounting started with the egg selector at the hatchery, and that person would append his/her signature to confirm or to write the new numbers. Classification of the eggs would also be verified, cracked, wrong size, double yolk and settable eggs aside.

I had an opportunity of entering the hatching room. The hatching room received its stock from the cold room. There was a table where the final egg selection (checked for the third time) was done. During that time, the eggs that were checked out were those that could not produce chicks (infertile eggs). All the lights in that room would be off so that rechecking could take place. Amongst the rejects, rotten and infertile eggs were also checked out. The lights would only be off in line with the special table for the purposes of checking out those eggs. The settable eggs would then be taken to the incubator (eggs used to produce one-day chicks).

- Incubator

The settable eggs were then put in an incubator. The incubator would then turn slowly in a side to side direction. The incubator functioned like the womb of a pregnant mother. The eggs could be hatched after two days. Hatching needed a number of resources like water (in the form of moist), heat, and the cool air.

All those mentioned resources needed for hatching, were regulated and controlled. Time frames were also observed. It took four days for the final product to be produced, after undertaking all the necessary stages in the hatching room. The project was producing one-day chicks as its final product. The one-day chicks were the only major means of generating

income for that project. Those eggs could then be packed for easy counting and transportation.

- Packaging of the final product

The one-day chick would be packed in boxes that were also sprinkled with sawdust. The packaging accumulated a lot of dust from the egg shells. One box accommodated hundred chicks. The package was so special such that the chicks could last even more than a day without food and water. The packaging could even resist heat and cold for those orders that were for long distances, but following certain instructions.

***Figure 4: The reseacher with the workers selecting and packing hatched chicks.***



The breeding and the hatchery section are places where care must be exercised because they are vulnerable sections of the farms in case one can visit those areas without showering and changing into clean clothes that are recommended. Usually visitors are not allowed as they bring with them chicken diseases that may harm the chicks.

#### 4.4.10. Activities in the laundry

One of the project buildings served as the laundry for the entire project (breeding and hatchery sections). There is one female laundry worker who performed her laundry work as per schedule. There are specific days and times for specific components to submit their clothing to the laundry and also to collect same. The purpose of the laundry was to reduce the spreading of fowls' diseases. The washing was done with the electronic washing machine, but the ironing was manual.

#### 4.5. Reflections

There was room to learn more about income generating projects, the following were amongst the findings, the history of the project, staffing, aims and objectives, funding, buildings, drinkers, cold room, stationery and other equipments, nests and feeding tunnels, transport, stock, and duties of the interviewees.

#### 4.6. Summary

What we learn from this project is that the government took initiatives of empowering young adults who were previously disadvantaged. The state empowered the managers with skills to ensure that project is sustainable. Some fieldworkers attended training for the job, but some use their personal experience. Amongst the most interesting and very important activity that the project is practising, is record keeping. Almost all project activities were recorded. The researcher found that meetings are a thorny issue to employees; only management would attend. Some critical items like the issue of Provident Fund for which workers had a lot of doubting stories could be addressed during internal meetings/ staff meetings. The researcher found that most of the workers were still on the same level of education which they acquired before they joined the project. There was no attempt to further their education. Adult Basic Education and Training could be introduced in the workplace to uplift the standard of education of those employees.

## **5. CHAPTER FIVE: CONCLUSIONS AND RECOMENDATIONS OF THE STUDY**

### **5.1. Introduction**

This chapter will give a discussion on the conclusions arrived at given the findings from all different data sources being the document analysis, interviews and observations. All the findings will be combined and the themes from the theoretical framework will be used to discuss the conclusions.

### **5.2. Conclusions from the document analysis**

From the documents reviewed it was clear that the project had their documents in order. The finances documents that were reviewed showed that there is a good financial management system within the project. The bookkeeper presented all the documents that were required and they were all up to date. Their books are also audited by external auditors which ensure that their finance records must be well maintained and kept ready for this audits. The finances from all the eight farms are centrally controlled by one finance manager (book keeper). There is also a transparency where all the managers are in the knowledge of what is happening with the finances (inflow and outflow) of cash and the coordinator has to report to the ARDC which is also some form of monitoring of the project. Projects may collapse if their finances are not in order.

I recommend therefore that each community development project must keep and manage its records especially finances in order and there should be external auditors to audit the books of the project to ensure professional running of it.

### 5.3. From the interviews

#### 5.3.1. *Needs analysis*

Literature has revealed that needs analysis is a decision-aiding tool in a programme planning and development in various fields, including that of human services. Needs identification implies that information is gathered on those in need, their environment, problems confronting them, and solutions to these problems. In terms of needs analysis for the project, the employees were not involved during a need analysis during the start of the project. Every employee starting from the managers to the ordinary workers were just recruited and trained to work. Though need analysis was not conducted by project participants,, they felt that the project was relevant for the environment as they first identified that there was rate of poverty and unemployment in the area. As a result they felt that poultry farming will do well in the area as it does not depend on climate (rain) like crop farming. The project also targeted the unemployed youth with Matric. It created employment for the area and it also served, and still serves as a community developer as it provides water to the community for free.

Looking at skill training needs of the project employees one realizes that continuous training is offered only to the top management and those at the lower rank are neglected. The disturbing thing is that those who are at the lower rank are in direct contact with production like collecting eggs, hatching and fumigation which may increase production if things goes well or decrease production in case something goes wrong. Proper training should be given especially as there might be chicken diseases which are new and they have never come across before.

In recommendation I suggest that projects should first do a need analysis to see if the project is relevant for the area or not, unlike establishing a project for example an agricultural income generating project in an area which have shortage of water or where there are lots of similar projects.

#### 5.3.2. *Recruitment*

In terms of recruitment of the community members to join the project, it was indicated that it was done democratically and fair as it was advertised on the local radio station and

community newspapers where every community has access to such facilities. It was believed that it was not exclusive that is why they feel it is a community project for all.

### *5.3.3. Organizing*

The organization of the project seemed to be going well. It has a hierarchy of leadership starting from the government on top as the main funder, the project coordinator, farm managers, and supervisors; sellers and bookkeepers. This ensures good management and leadership which make this project stronger and sustainable as compared to the other government initiated projects that collapsed where everybody is a leader and no one wants to adhere to the rules and regulations. This project runs like a commercial farm where the focus is on the profit making. There is a good organization in this project as one observed how things were run, though there was an indication that there was once a strike by employees complaining about the salaries. Employees seemed satisfied with what they do though there were challenges at the beginning of the project as they could not get paid because there was no income but only capital to start the project. Due to good transparent organization they were patient unlike in some project where people are not patient especially at the start of the project as there is no income coming in.

### *5.3.4. Communication*

Good communication is recommended in a project so that people do not feel sidelined. As was discovered during the interviews not everyone is part of the decision making in this project. This might be because not everyone is an equal in the project. There were those who felt that the project is theirs and those who think of themselves as ordinary employees and not having no attachment to the project. Some employees indicated that they are not part of certain meetings and they feel they wanted to be part of the meeting so that they can contribute and be part of decision making especially when they have to discuss issues that affect them directly like salaries and conditions of employment. Not everyone can be part of decision making but they have to be represented in meetings where decisions that affect them are taken to avoid the labour disputes.

### *5.3.5. Competition*

It is indicated by literature that competition is needed for the project to work hard. Where there is competition employees put more effort as they know that competition might be harmful especially in terms of marketing. In this project employees know that they have less competition in the province as far as their products are concerned. Most poultry farms in the province deals more with eggs and broiler chicken production and they are one of the two projects that deal with one day chick and this makes their project unique and to have more markets. It was revealed during research that they are trading with poultry farms from as far as Mpumalanga. This does not make them relax; it pushes them to produce quality one day chicks.

### *5.3.6. Role of government*

The government has a role to play in income generating projects especially if they are government- initiated. It should provide constant monitoring to ensure high quality production. The government and its parastatal ARDC is in constant contact with this project. It demands from the project reports both financial and progress to see how the project is doing. This ensures monitoring and the project will not do as they please knowing that they have to answer to the funder which is the government and this will make sure that the government will immediately pick up problem areas in the project and provide an intervention. There should be a constant monitoring of the projects by the government so that the projects are meeting their aims.

### *5.3.7. Funding*

Many government initiated projects were funded by the government and this created financial dependency syndrome of the projects to the government. Though this particular project got its funding from the government, it has since being able to generate its own income through the sales of one-day chicks, reject eggs and chemicals for the caring of the chicks. It did not only rely on the government funding like other projects which collapsed after the exhaustion of the fund. Due to the fact that the government funding was a loan which they have to repay back makes them work harder in order to repay the loan and still pay the salaries of the employees,

and buy the necessary resources of the project. Projects should be in a position to make their own income so that such projects reduce their dependency of funds from the government because the government cannot keep on injecting money into a project which is not advancing to a position to run itself.

#### 5.4. Conclusions from the observation

From what was observed, the project has enough resources to cater for itself. There were dedicated employees who follow all the necessary procedures and who do not compromise on the rules. There were eight farms that have same facilities like houses /cages that house the cocks, the laying chickens and store rooms to store the feeds, eggs and chicks. All the laying periods are well observed to minimize the spoiled or reject eggs which can reduce the production of quality chicks.

#### 5.5. Challenges and problems faced by the projects

Though things seemed to be going well in the project, there were some challenges and problems that were faced. The project faced the challenge of chick mortality which was caused by number of factors such as diseases, snakes and unusual noise from the wild animals. It was mentioned that some diseases are curable whereas some are not which can kill a lot of birds in a short space of time. There is also a problem of infertility from both cocks and hens which might be due the under-or over-weight cocks. There is a graph that is delivered with the first stock to the project, which determines the needed weight as per the supplier (ROSS DISTRIBUTORS). Short and injured feet: cocks whose feet are short and some injured cannot grip well during the mating period. Such cocks are regarded as infertile because they will not participate during that process. White veins (sometimes the white veined cock could not mate a fertile egg). Veins of the fertile cock should be pinkish in colour.

There is also a problem of reject eggs. In case where the egg collectors do not monitor the laying periods and eggs are laid on the floor, this could affect the required temperature for hatching. This often affect the generation of income because such eggs cannot be used for

hatching for example if hundred eggs are not fit for hatching it automatically mean loss of hundred chicks and that is a loss of income.

The other challenge faced at the start of the project was experienced at the first six months of it. There was no generation of income. During that time chicks were at their rearing stages and grown ones were at their mating stages too. The project had to use the loaned funds to pay all the expenses. Education and training of the ordinary employees became a challenge. There was no effort made to equip employees with education relevant to their needs. Qualifications and skills that they acquired during the initial stage when they entered the labour market at the project were still the same. The previously acquired skills and level of education were maintained.

On the basis of the above I recommend the following:

- That similar projects need to be carried out to address future challenges of unemployment and poverty.
- Regular feedback should be encouraged to promote mutual respect and to promote shared vision as well as ownership of the project.
- Communication has to be reciprocal so as to avoid future conflicts with unions and employees.
- There is a need to do research to determine factors that cause projects to collapse and become unsustainable.
- Prior work experience be recognised, and be taken up with the relevant government department (Department of Labour).
- Adult education in the form of ABET (Adult Basic Education and Training) be arranged with the Department of Education to improve the skills of employees even outside the work environment.
- Workshops be arranged to revive the knowledge of workers. That includes internal and external workshops that will improve production.
- Competition internally and externally be encouraged and be illustrated by means of graphs and schedules.

## 5.6. Concluding summary

From this study I am able to conclude that the project has been able to achieve its aims and objectives of reducing unemployment and creating sustainable income for its target group being unemployed youth in the rural communities around Moletjie, Matlala and Mashashane. This project is also contributing to delivering critical services to the community like water and is donating money for the community development initiatives. If there is a relevant project in the community that meets the needs of the community members the project can be sustainable if there is good management which includes both material and human resources. There are a lot of good practices within this project that other projects can learn from. This project has proved that with commitment and government support community development projects can really function well and can reduce unemployment and poverty. In recommending further research, I would suggest more research need to be conducted in terms of project sustainability as this study alone cannot generalise as it was a very unique project which was started by the government not the people themselves. A research can be done may focus on comparing the sustainability of projects started by the government and those started by community members but funded by the government.

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## 7. ACRONYMS

ABET	: Adult Basic Education Training
A.R.D.C	: Agricultural Rural Development Cooperation
F.M	: Frequency Modulation
F.S	: Free State
HIV/AIDS	: Human Immune Virus/ Acquired Immune Deficiency Syndrome
IB	: Infectious Bronchitis
Jhb	: Johannesburg
KZN	: Kwa Zulu Natal
LAC	: Lebowa Agricultural Cooperation
L.P	: Limpopo Province
M	: metres
M.E.C	: Member of Executive Committee
MP	: Mpumalanga
N.W	: North West
O.F.S	: Orange Free State
SA	: South Africa
Tvl	: Transvaal
U.I.F	: Unemployment Insurance Fund
VAT	: Value Added Tax
Yrs	: years

## 8. APPENDICES

### APPENDIX 1: INTERVIEW QUESTIONS

#### INSTRUCTIONS:

Be concise and brief in your response.

Your names will not be mentioned, and I promise confidentiality.

1. How are you?

.....

2. How old are you?

.....

3. How did you join the project?

.....

4. When did you start to work here?

.....

5. When was the project formed?

.....

6. Who started this project? And why?

.....

7. What is your position at work?

.....

8. What are you specifically doing at this project?

.....

9. Did you receive any formal training regarding your work? If yes what kind of training, and who offered that training?

.....

10. How long was your training?

.....

11. If no, how do you perform your duty/work without training?

.....

12. Did you receive any certificate for that training?

.....

13. Was the training adequate to perform your work?  
.....
14. If you still need training, on which area do you need this training?  
.....
15. What qualifications did you get before joining the project? If dropped out of school why?  
.....
16. Who manages this project?  
.....
17. How were the people recruited in this project?  
.....
18. How were the managers appointed in this project?  
.....
19. Were you trained to be managers?  
.....
20. How often do you hold meetings?  
.....
21. Who participate in those meetings?  
.....
22. Do you achieve your aims? If yes, how do you achieve those aims? If aims are not achieved why?  
.....
23. When did you receive your first income/salary?  
.....
24. If you waited for some months before getting your salary; what happened during the waiting period of your income?  
.....
25. How do you manage your finances? Do you have a financial advisor?  
.....
26. Are you able to meet all your demands with the money you receive?  
.....
27. Do you have Unemployment Insurance Fund (UIF)?  
.....

28. How many members are in the project?  
.....
29. Do other people receive a report about development? If yes, who report to others?
30. Do you enjoy your work? What is it that you like about your work?  
.....
31. Have you ever encountered problems about this project since it started? If yes how did you resolve them?  
.....
32. Are you still experiencing the same problems?  
.....
33. Do you have employee queries/conflicts? How do you solve them?  
.....
34. How do you feel about this project?  
.....
35. Do you ever go on vacation? If yes how many days?  
.....
36. Do you compete with other projects? If yes which projects are those?  
.....
37. Other projects collapse. What is it that you do differently from other projects?  
.....
38. If you may be given change to teach other projects, what is it that you can teach them?  
.....

## APPENDIX 2: INTERVIEW QUESTIONS FOR A MEETING WITH MANAGERS

### INSTRUCTIONS

This interview will take only fifteen minutes of your time.

Be concise and brief in your response.

Your names will not be mentioned, and I promise confidentiality.

1. What is your role at this project?

.....

2. Did you receive any formal training? If yes what kind of training and who offered that training?

.....

3. How long was that training?

.....

4. Was the training accredited?

.....

5. If no, how do you perform your duty without training?

.....

6. Was the training adequate to perform your work?

.....

7. When was the project established?

.....

8. What are the aims of the project?

.....

9. Do you achieve your aims?

.....

10. Who manages the project?

.....

11. Were you trained to be managers? If no how do you manage?

.....

12. Do you have any financial advisor, who manages the finances of the project?

.....

13. Is there any competition amongst yourselves?  
.....
14. Do you have employee queries/conflicts? If yes how do you deal with those conflicts?  
.....
15. If you may be given the opportunity to teach other projects, what is it that you can teach those projects?  
.....

**APPENDIX 3: INTERVIEW QUESTIONS FOR A MEETING WITH SECURITY GUARDS, EGG SELECTOR AND SUPERVISOR**

**INSTRUCTIONS:**

This interview will take only ten minutes of your time.  
 Be short and to the point in answering questions.  
 Your names will not be mentioned and I promise confidentiality.

1. What is your position at work?  
.....
2. What are you specifically doing at this project?  
.....
3. Were you trained to do your work?  
.....
4. Who takes the decision for the project?  
.....
5. Are all workers involved in the process of decision making?  
.....
6. How often do you hold meetings?  
.....
7. How much do you receive per month?  
.....
8. Are you able to meet your demands with the money you receive?

.....  
9. Do you have (UIF) Unemployment Insurance Funds?  
.....

10. Do you enjoy work?  
.....

11. How were you recruited to join the project?  
.....

**APPENDIX 4: INTERVIEW QUESTIONS FOR A MEETING WITH PROJECT COORDINATOR**

1. What is your role at this project?  
.....

2. How were the people recruited in this project?  
.....

3. Other projects around collapsed. What is it that you do differently from other projects?  
.....

**APPENDIX 5: INTERVIEW QUESTIONS FOR OTHER EMPLOYEES (BREEDING AND HATCHING)**

1. Needs analysis (selection of the right project)  
1.1 Most projects are established without taking into consideration the market place for the products. As such aims and objectives are not adequately met?  
.....

1.2 Do you have any vision and mission statement?  
.....

1.3 What are the aims and objectives of the project?  
.....

1.4 Who are your targeted customers?  
.....

2. Organising people

2.1 When was the project formed?

.....

2.2 How were the people recruited in this project?

.....

2.3 If the employee is not recruited, how were you employed here?

.....

3. Communication

3.1 How often do you hold meetings?

.....

3.2 Who participates in those meetings? Do you take minutes during meetings?

.....

4. Competition

4.1 Is there a competition amongst yourselves?

.....

4.2 If yes, who are your competitors?

.....

5. Management

.....

5.1 Who manages the project?

.....

5.2 How were managers appointed in the project?

.....

5.3 Were you trained to be managers? If no how do you manage?

.....

5.4 Who takes the decision for the project?

.....

5.5 Have you ever encountered problems since the project started?

.....

6. Deliverables

6.1 Do you achieve your aims and objectives?

.....

7. Lack of skills

7.1 Were you trained to be managers? If no how do you manage?

.....

7.2 Did you receive any certificate for your training?

.....

7.3 Was the training adequate?

.....

8. Ability to plan

8.1 Do you have any vision and mission statement?

.....

8.2 What are the aims and objectives of the project?

.....

9. Project ownership and participation

.....

9.1 Which role are you playing in developing the local community?

.....

10. The role of the government

.....

10.1 Which role does the government play in this project? If not who is assisting the project?

.....

11. Time table (schedule)

11.1 How are the activities of the project run?

.....

## APPENDIX 6

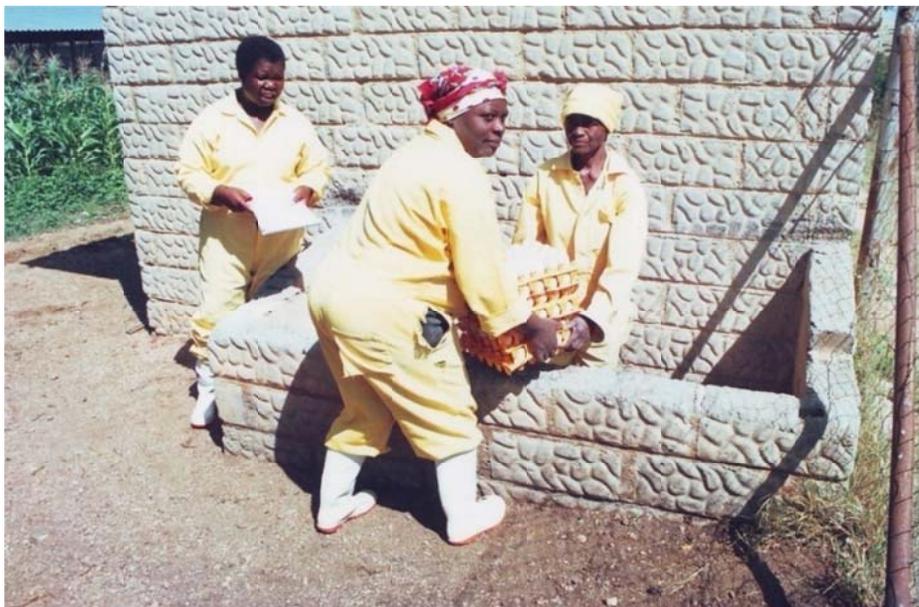
*Ke nna mohumagadi Legokolodi. Ke na le mengwaga e masome šupa tee (71). Ke belegetšwe Imause ka ba ka nyalwa gona. Ke ngwetši ya ntona ya fao morena Legokolodi. Imause gona bjale e bitšwa Marabastad. Kgoši ya rena e be e le Kgoši Tloukgolo II. Go be go iketlilwe go lengwa, go bunwa, go se na tlala. Dinawa di be di sa balwe le puno. Tšona di be bunwa ke makgarebe, ra di rekišwa tšhlong ya ga Braner le ga Lewisi ra reka dipheta le metšeka ra tšhankgela, ge re bina koša ya dikhuru le ge re letšetša banna meropa ge ba bina dinaka. Se segolo keg e motho a be a na le matsogo a go itšhomela. Sekolo sa Imause se be se le gona go bao ba kganyogago, le gona ba se ba lekana ke go ya komeng. Morutišigadi Yvy le morutiši Hine ba ba ba ruta bao a tsenago sekolo. Batho bašweu ba tlile ga gabo rena ba re tshwenya gore re ba šomele. Kgoshi le setšhaba sa gagwe seo se sa nyakego go šoma ba itshepelela. Batho ba ile ba thoma go phatlalala ba bangwe ba ya gaShere,mo ba ilego ba tsena kereke le sekolo ka kgapeletšo. Ya ba mafelelo a koma le temo ye botse.*

I am Mrs Legokolodi. I am seventy one years old. I was born at Imause. My father in law was the local induna of that village. Imause is now known as Marabastad. Our chief was kgoshi Tloutona II. We were staying in a place where farming was a priority, and there was no poverty. Beans which were cultivated there were not counted during harvesting time. Beans were mainly for the female young adults so that with the money collected after selling them from the local milling companies, we could buy ourselves beads and nice cloth which we could put on during our traditional dances. Whites came to our place, and they wanted us to serve them. There was a school for those people who were not interested in farming and were not yet matured enough to attend initiation school. Mr Hine and Madam Yvy were our local teachers. Most people moved away to another local place where priority was given to Christianity and schooling. There were no longer initiation and farming.

**APPENDIX 7: OBSERVATION TOOL (Table 3)**

<b>PLACE</b>	<b>PURPOSE</b>
Birds houses/cages	Accommodation and living conditions
Feeding place/tunnels	Feeding of chickens
Rearing period	Hens and cocks including feeding separately
Mating period	Hens and cocks jointly. Ratio
Laying period (nests)	Time frames
Egg collection	Egg laying, egg selection, marking, and egg containers
Fumigation process	Place, chemicals and purpose
Transportation	Types of vehicle, time frames, documentation.
Egg storage	Temperature, machinery, documentation
Hatching room	Resource e.g. hot air, moist, incubator
Laundry	Resources, time frames

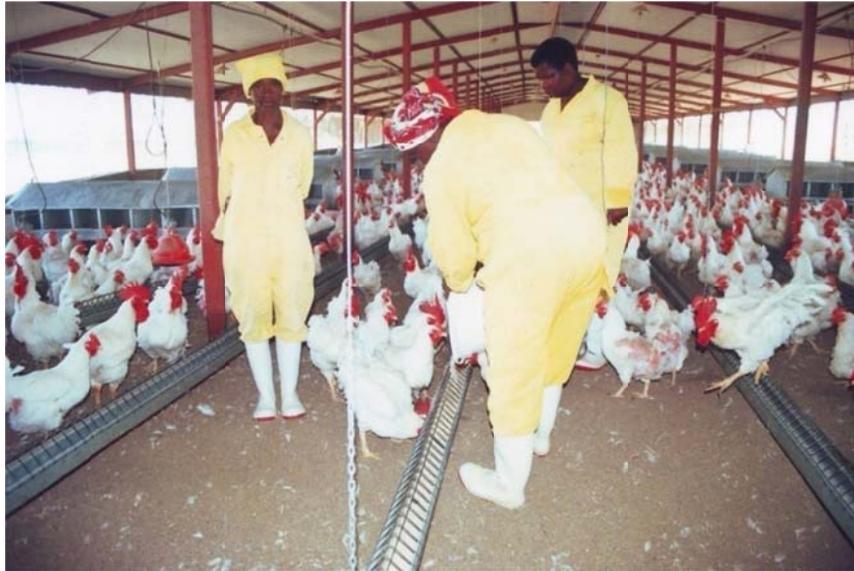
**APPENDIX 8: THE RESEARCHER WITH FARM WORKERS DURING EGG DISPATCHING**



**APPENDIX 9: THE RESEARCHER WITH THE MANAGER RECORDING THE MORTALITY OF CHICKS**



**APPENDIX 10: THE RESEARCHER AND EMPLOYEES AT THE BREEDING SECTION DURING FEEDING TIME**



**APPENDIX 11: THE RESEARCHER WITH THE BOOKKEEPER AND THE SELLER DURING INTERVIEW SESSION**

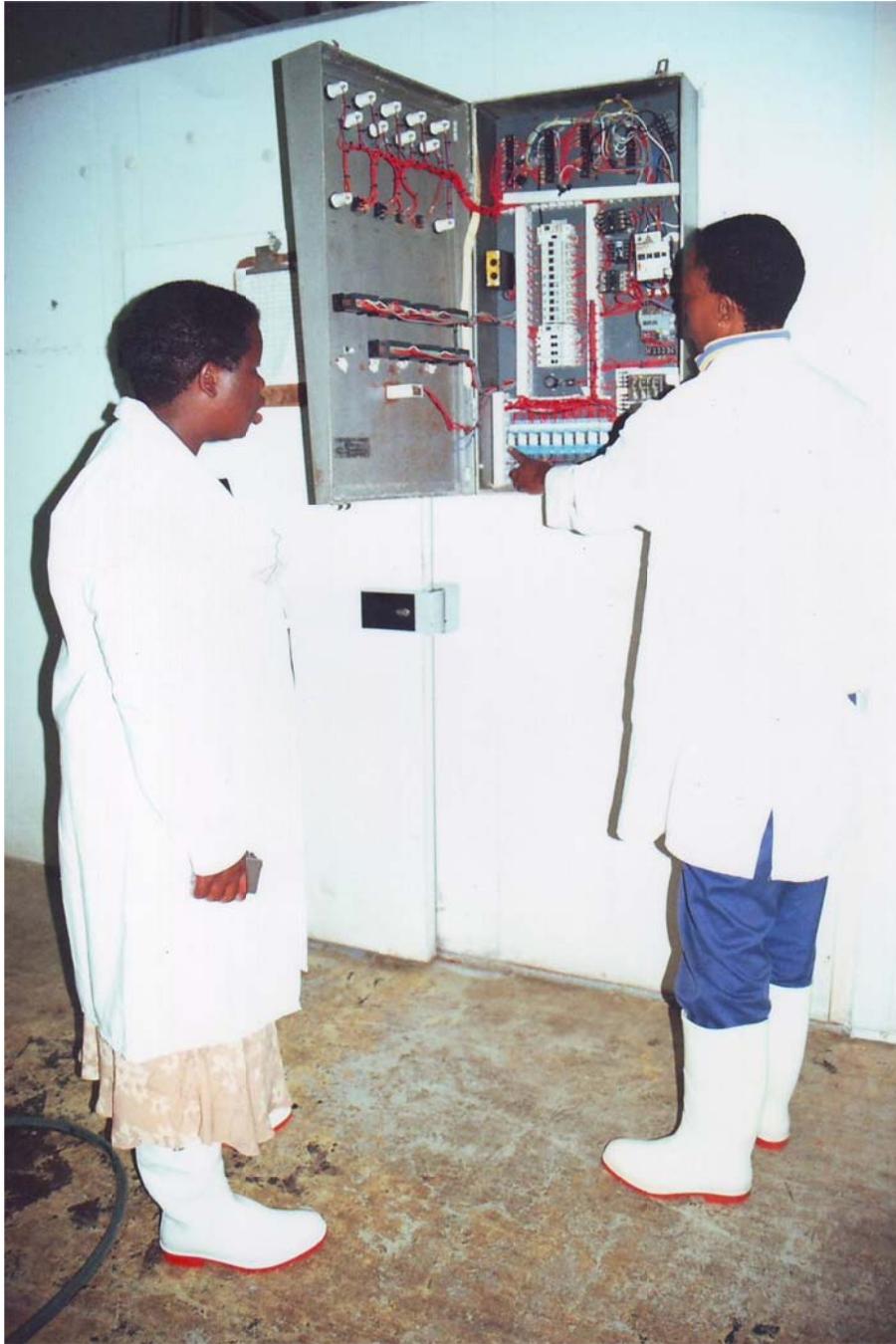




**APPENDIX 12: THE RESEARCHER WITH SECURITY GUARDS AT THE ENTRANCE OF THE HATCHERY DURING THE INTERVIEW SESSION**



**APPENDIX 13: THE RESEARCHER WITH A FEMALE HATCHERY SUPERVISOR IN THE MINI OFFICE**



**APPENDIX 14: THE RESEARCHER AND THE MALE HATCHERY SUPERVISOR, SETTING RELEVANT MACHINES FOR HATCHING PURPOSES**



**APPENDIX 15: RESEARCHER WITH THE LAUNDRY WORKER**



**APPENDIX 16: THE FEMALE MANAGER POINTING OUT THE DIFFERENT TYPES OF DISEASES FOUND MOSTLY IN CHICKENS.**



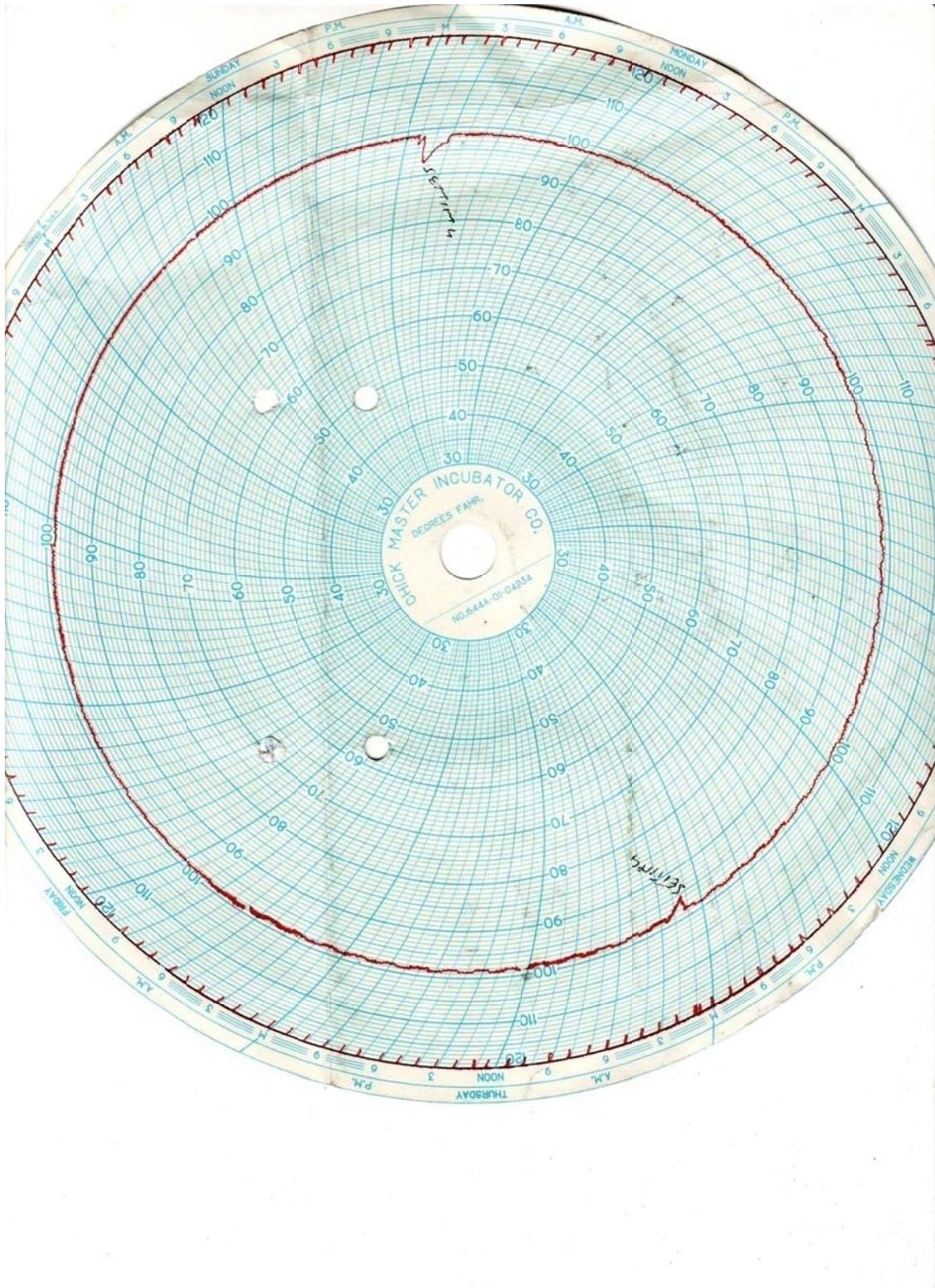
**APPENDIX 17: THE LAYING HENS**



**APPENDIX 18: THE EGGS ARE PLACED IN THE INCUBATOR, AND THE FURN FOR COOLING PURPOSE WAS REGULATED**



**APPENDIX 19: THE BREEDING SECTION WORKER HOLDING A REJECT  
COCK (INJURED COCK)**



**APPENDIX 20: THE COLDROOM TEMPERATURE CONTROL SHEET**

**APPENDIX 21: THE EGG SELECTOR, SELECTING THE HATCHED CHICKS  
(FROM THE DUST OF BROKEN EGG SHELLS)**



**APPENDIX 22: THE RESEARCHER WITH THE FEMALE HATCHERY  
SUPERVISOR, CHECKING OUT REJECTS (CHICKS WITH  
UMBILICAL CORDS OPEN).**



***APPENDIX 23: THE CATCHMENT AREA OF THE HATCHERY***



**FLOCK DATA**

FARM  BEARING FARM

FLOCK  HATCH DAY

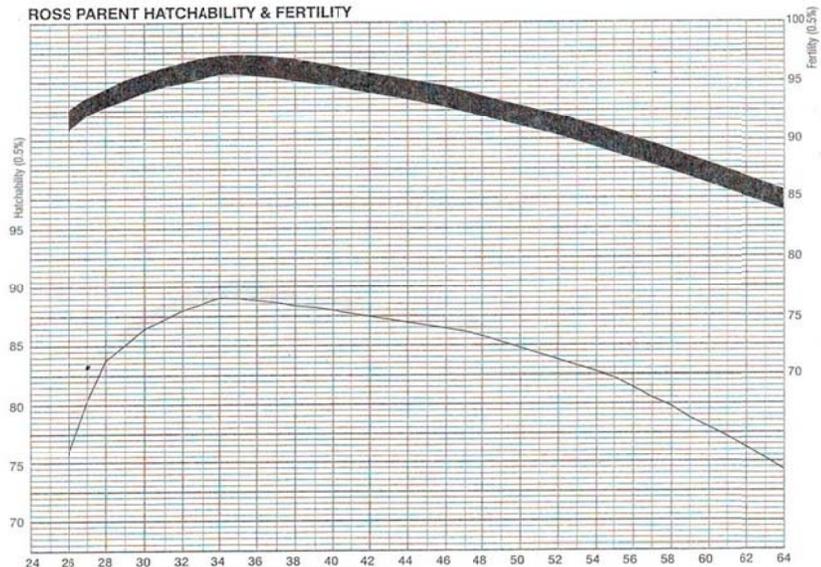
HOUSE  HATCH DATE

NUMBER PLACED  FEED SUPP.

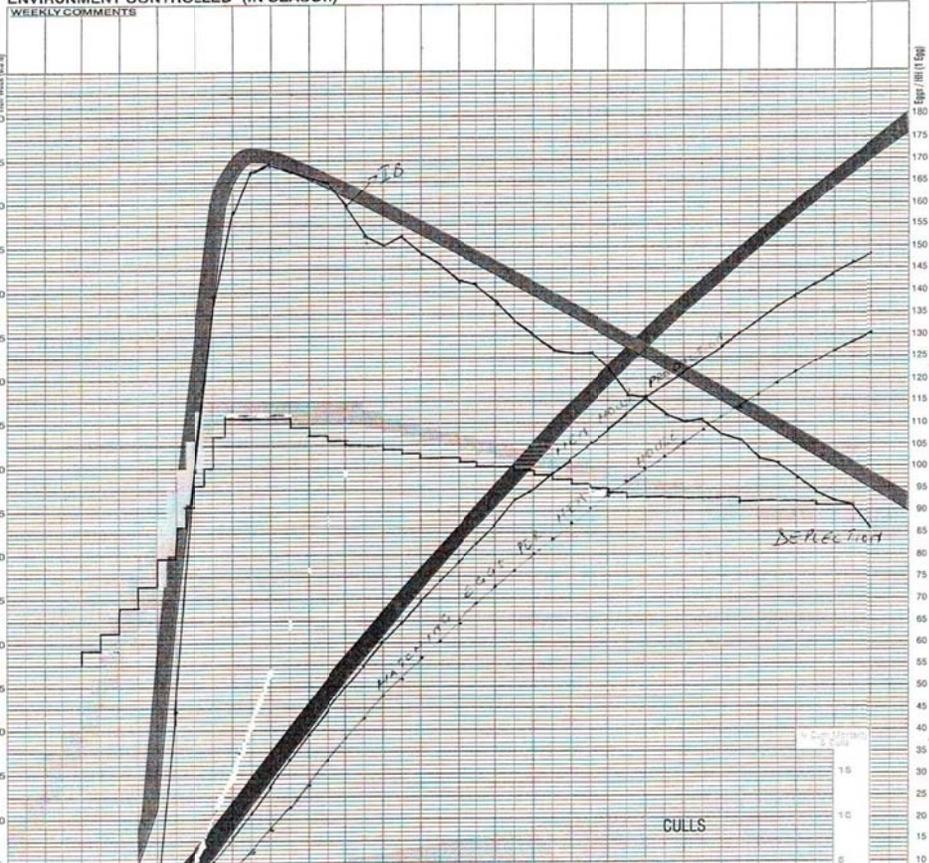
**AVERAGE EGG WEIGHT**  
ONCE WEEK WEIGH  
150-200 EGGS FROM 2nd  
COLLECTION WITH DOUBLE  
YOLKS REMOVED, DIVIDE  
TOTAL WEIGHT BY NUMBER  
OF EGGS WEIGHED. MAKE  
ALLOWANCES FOR WEIGHT  
OF EGG TRAY.

**EGG MASS**  
MULTIPLY AVERAGE EGG  
WEIGHT BY  
HEN DAY PERCENTAGE = 100

**ROSS PARENT HATCHABILITY & FERTILITY**



**ROSS PARENT % HEN DAY PRODUCTION, FEED & TOTAL HHEGGS  
ENVIRONMENT CONTROLLED (IN SEASON)**



**APPENDIX 24: PARENT HATCHABILITY AND FERTILITY GRAPH**



**FLOCK DATA**

FARM  REARING FARM

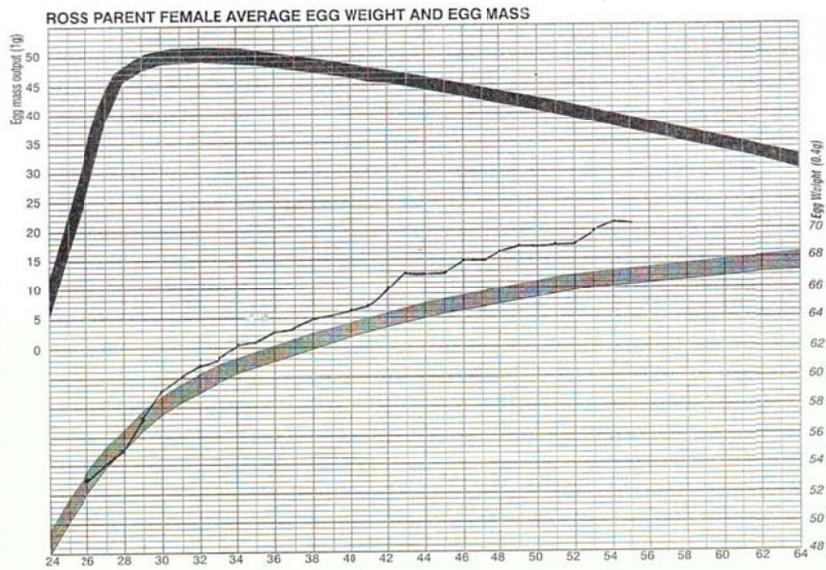
FLOCK  HATCH DAY

HOUSE  HATCH DATE

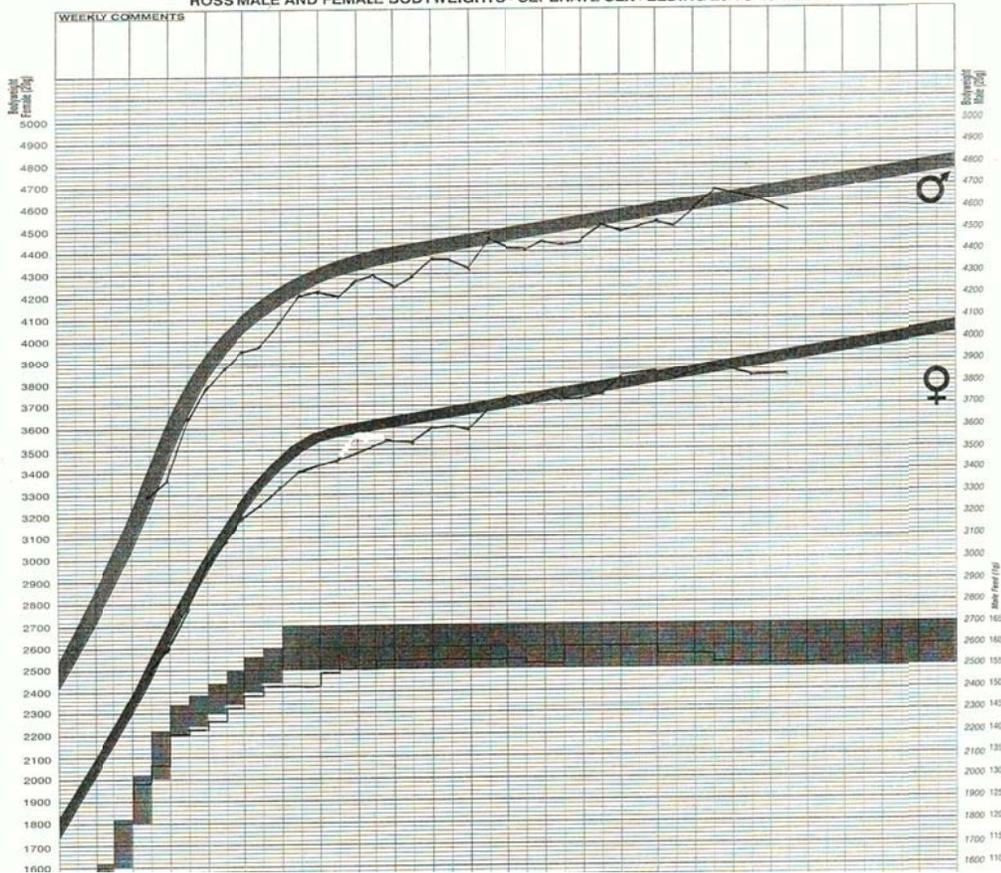
NUMBER PLACED  FEED SUPPL.

**AVERAGE EGG WEIGHT**  
 ONCE/WEEK WEIGH  
 150-200 EGGS FROM 2nd  
 COLLECTION WITH DOUBLE  
 YOLKS REMOVED, DIVIDE  
 TOTAL WEIGHT BY NUMBER  
 OF EGGS WEIGHED. MAKE  
 ALLOWANCES FOR WEIGHT  
 OF EGG TRAY.

**EGG MASS**  
 MULTIPLY AVERAGE EGG  
 WEIGHT BY  
 HEV DAY PERCENTAGE + 100



ROSS MALE AND FEMALE BODYWEIGHTS - SEPERATE SEX FEEDING 20 TO 46 WEEKS



APPENDIX 25: PARENT FEMALE EGG WEIGHT GRAPH



**FLOCK DATA**

FARM  b REARING FARM

FLOCK  1003 HATCH DAY

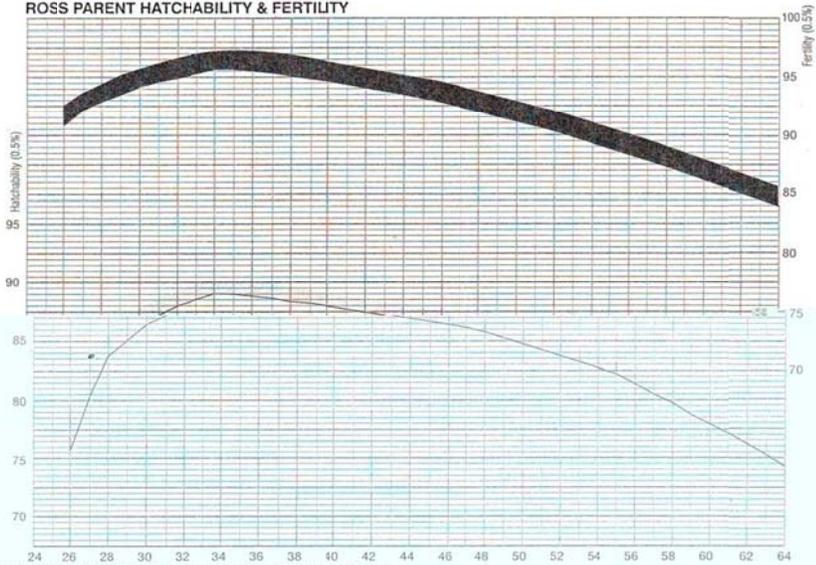
HOUSE  3 HATCH DATE

NUMBER PLACED  FEED SUPPLY  MEASUREMENT

**AVERAGE EGG WEIGHT**  
 ONCE/WEEK WEIGH  
 150-200 EGGS FROM 2nd  
 COLLECTION WITH DOUBLE  
 YOLKS REMOVED. DIVIDE  
 TOTAL WEIGHT BY NUMBER  
 OF EGGS WEIGHED. MAKE  
 ALLOWANCES FOR WEIGHT  
 OF EGG TRAY.

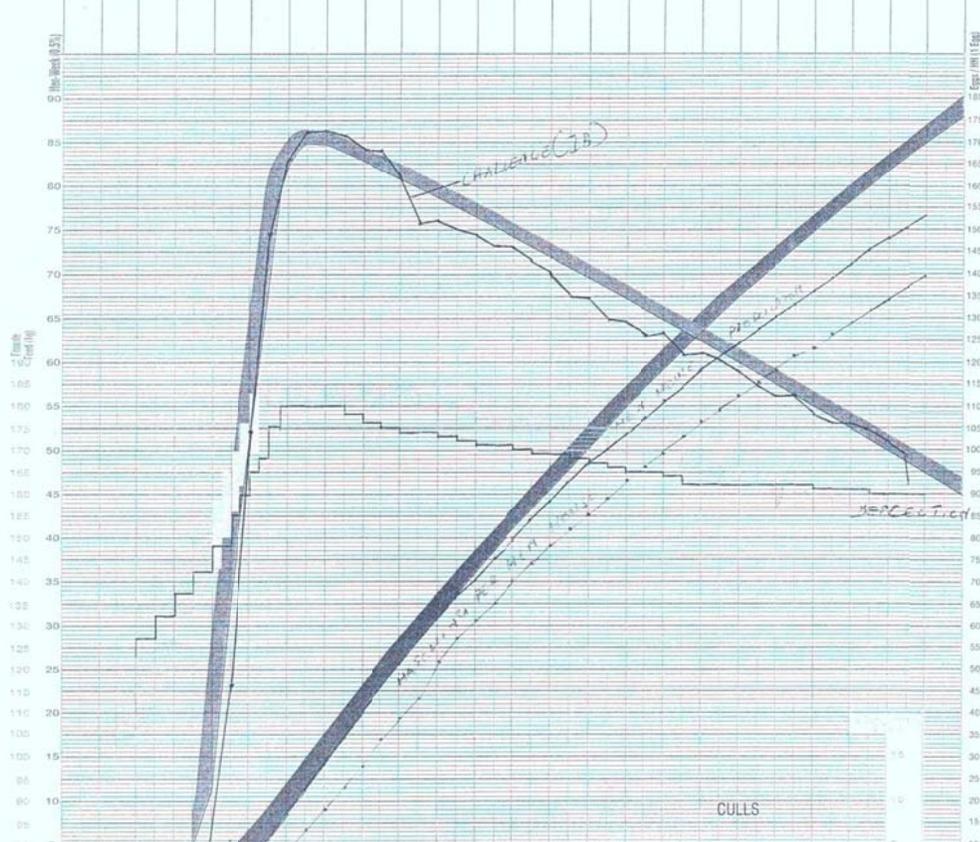
**EGG MASS**  
 MULTIPLY AVERAGE EGG  
 WEIGHT BY  
 HEN DAY PERCENTAGE = 100

**ROSS PARENT HATCHABILITY & FERTILITY**



**ROSS PARENT % HEN DAY PRODUCTION, FEED & TOTAL HH EGGS  
 ENVIRONMENT CONTROLLED (IN SEASON)**

WEEKLY COMMENTS



**APPENDIX 26: GRAPH DETERMINING THE CULLS OF PARENT HATCHABILITY AND FERTILITY**



**FLOCK DATA**

FARM:  6 REARING FARM:

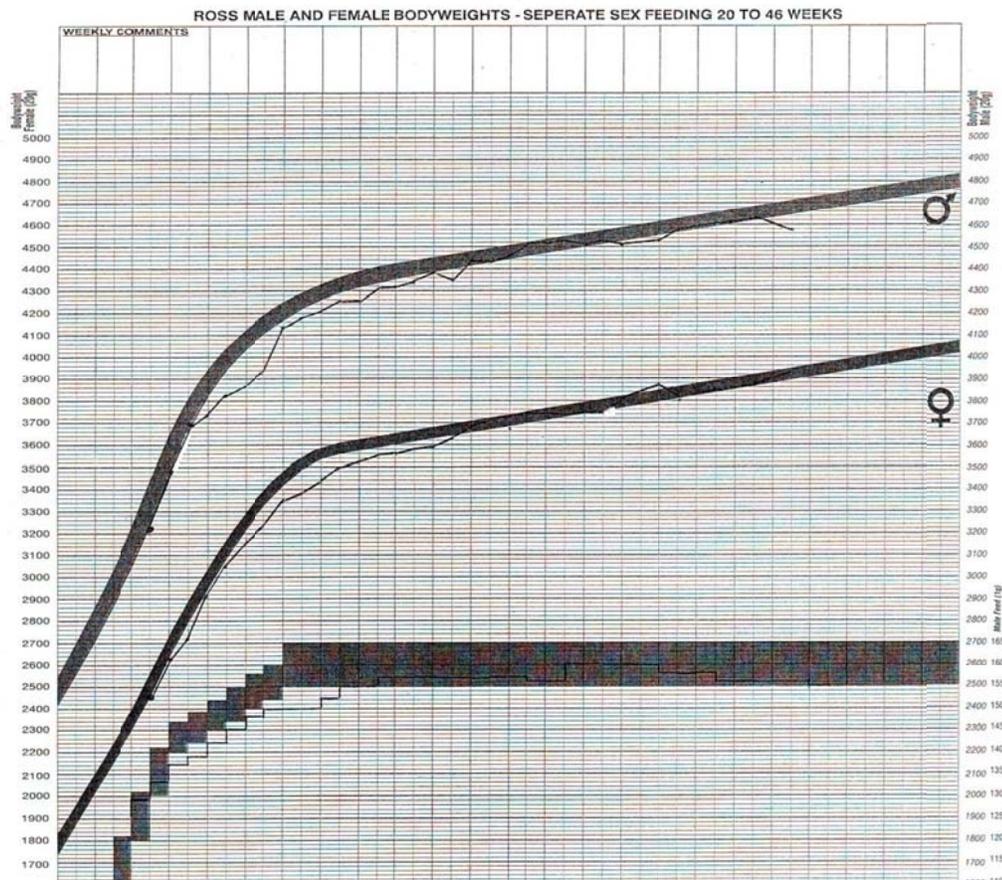
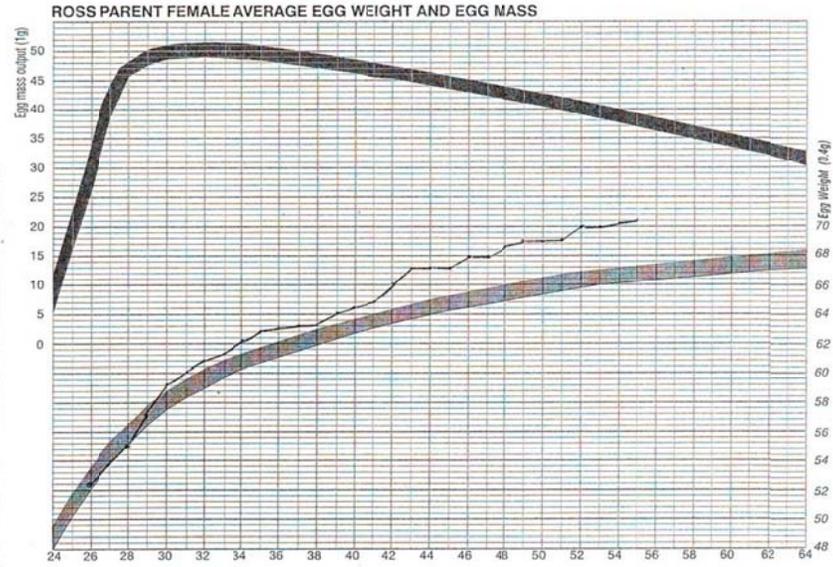
FLOCK:  1001 HATCH DAY:

HOUSE:  1 HATCH DATE:

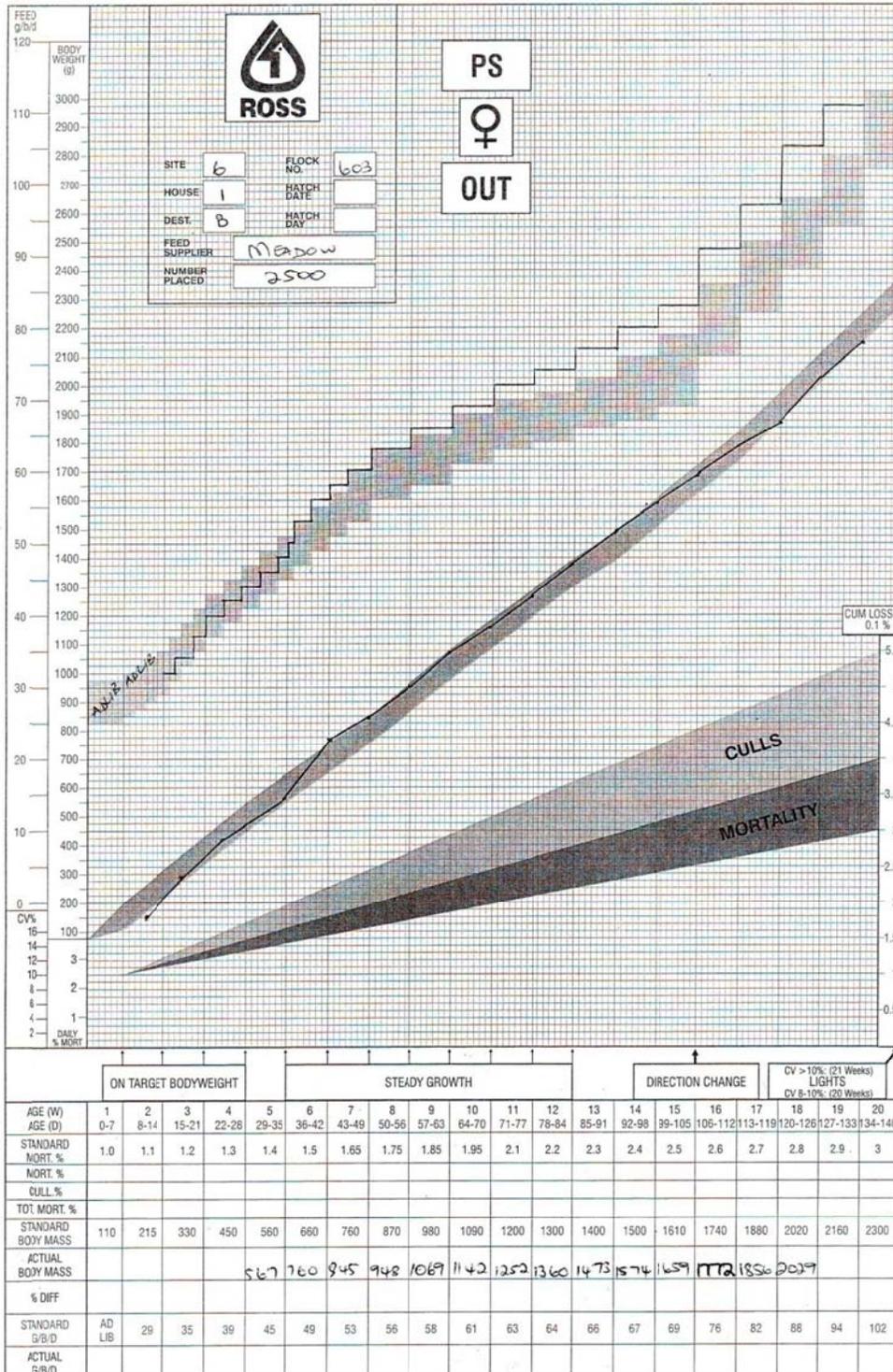
NUMBER PLACED:  2201 FEED SUPP:

**AVERAGE EGG WEIGHT**  
ONCEWEEK WEIGH  
150-200 EGGS FROM 2nd  
COLLECTION WITH DOUBLE  
YOLKS REMOVED, DIVIDE  
TOTAL WEIGHT BY NUMBER  
OF EGGS WEIGHED. MAKE  
ALLOWANCES FOR WEIGHT  
OF EGG TRAY.

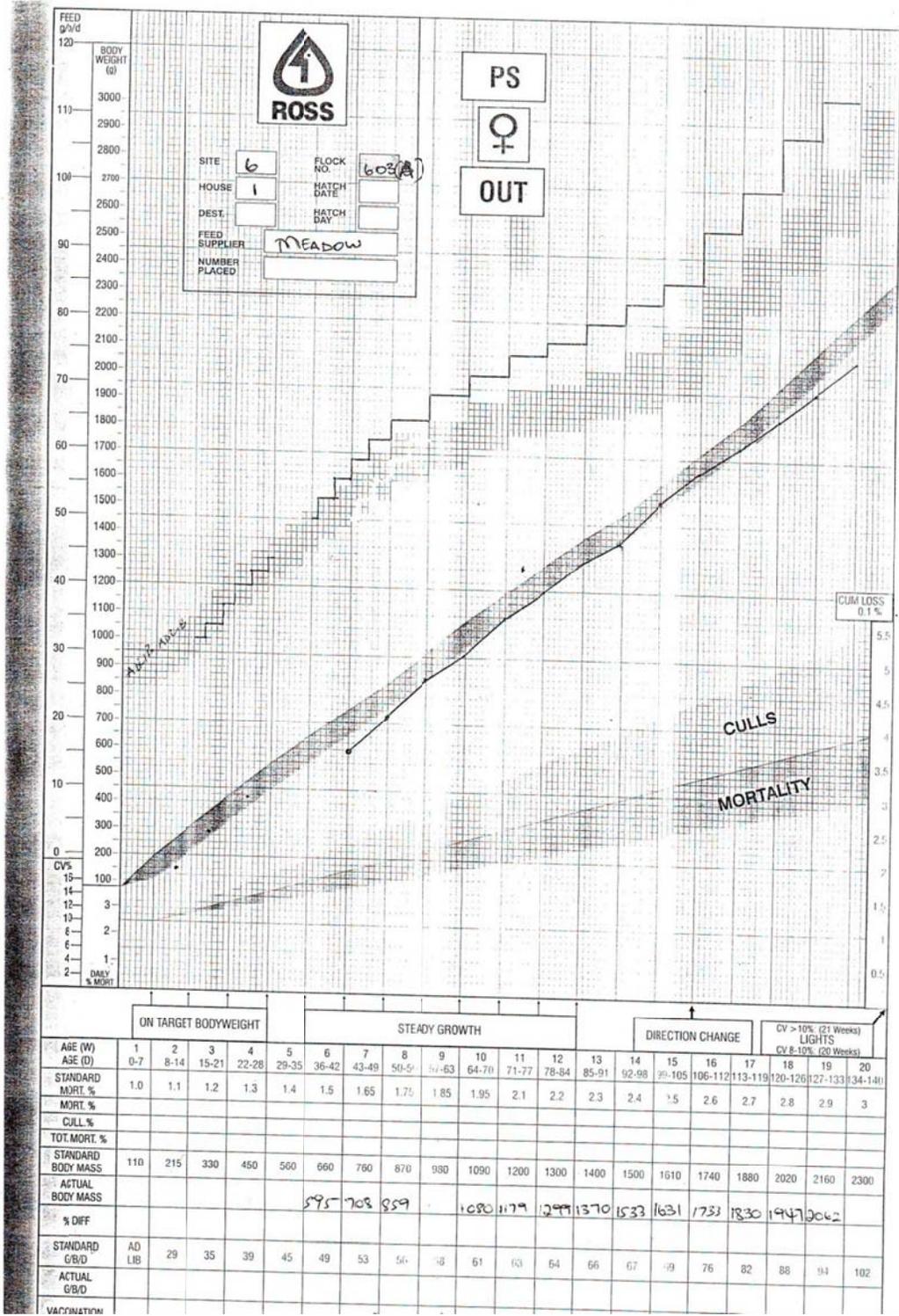
**EGG MASS**  
MULTIPLY AVERAGE EGG  
WEIGHT BY  
HEN DAY PERCENTAGE +100



**APPENDIX 25: GRAPH OF AVERAGE EGG WEIGHT AND MASS**



**APPENDIX 26: MORTALITY AND CULLS GRAPH**



APPENDIX 27: GROWTH AND CHANGE GRAPH