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ASSESMENT OF SERVICE DELIVERY IN STANZA DEVELOPMENT CENTRE

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A Research Report submitted to the Faculty of Management, University of the Witwatersrand, in partial fulfilment of the requirement for the degree of Masters of Management (in the field of Public and Development Management).

May 2007

ABSTRACT

The Development Centres are perceived as tools to address social problems such as poverty and unemployment in the communities through the running of income-generating projects and skills training programmes. A case study method was employed to investigate the Stanza Development Centre that is situated in Mamelodi, North Rand Region, Gauteng Province. The aim was to explore challenges faced by the centre to understand and get lessons of obstacles hampering success of service delivery in the centre in terms of the actual running of the income-generating projects and the skills training programmes.

The findings demonstrated that training was provided to management to ensure that it is able to manage the centre effectively. The relationship among senior management, middle management, and beneficiaries is not severe to affect negatively the running of income-generation projects and skills training programme in the centre. In addition, material resources are available to facilitate the activities in the centre to take place.

However, there are challenges facing the centre. Those include limited presentation of skills training programmes in the centre due to criteria set by the Department of Labour as a prerequisite to provide training. There is lack of collaboration among various sectors which results in fragmented provision of services and the impact thereof is not much visible. In addition, there is lack of growth of projects due to lack of after care support in terms of finance, marketing, business management, accommodation, or land. Most importantly, the lack of local government in promoting and integrating the income generation projects in their local economic development programme is an oversight, which is costing to the development of these projects to grow beyond survivalist projects.

DECLARATION

I declare that this report is my own, unaided work. It is submitted in partial fulfilment of the requirement of the degree of Masters of Management (in the field of Public and Development Management) in the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination in any other University.

…….

Virginia Mmaditaba Kwenda

March 2007

ACKNOWLEDGEMENTS

I would like to express my sincere gratitude to all people whose assistance have made the completion of this research report possible. In particular, I would like to thank Dr. Horacio Zandamela, my supervisor, for his help and guidance during the undertaking of this research. I also thank the Stanza Development Centre staff for their assistance and support; the respondents who took their time and participated in this research, and ultimately, my family, for their encouragement and support.

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DEFINITION OF CONCEPTS

1. Beneficiaries – refers to people involved in the Development Centre activities with the aim to be empowered with necessary skills. Local government, database of social security and social work intake section in the Department of Social Development, identifies them.

2. Development Centre - a poverty alleviation program used as a tool by the Department of Social Development together with the communities as well as other Departments and NGOs to fight poverty.

3. Incubator - an analogy that is used by the Department of Social Development, which implies that beneficiaries enter the centre to be empowered, and leave when they are empowered or self-reliant.

4. Self – reliant - a person who is able to live on her or on his own without relying on welfare assistance.

5. Exit-plan - clear defined method, which explain how and when the capacitated or self-reliant beneficiaries will leave the centre.

6. Social security section - a component of Department of Social Development that deals with social grants.

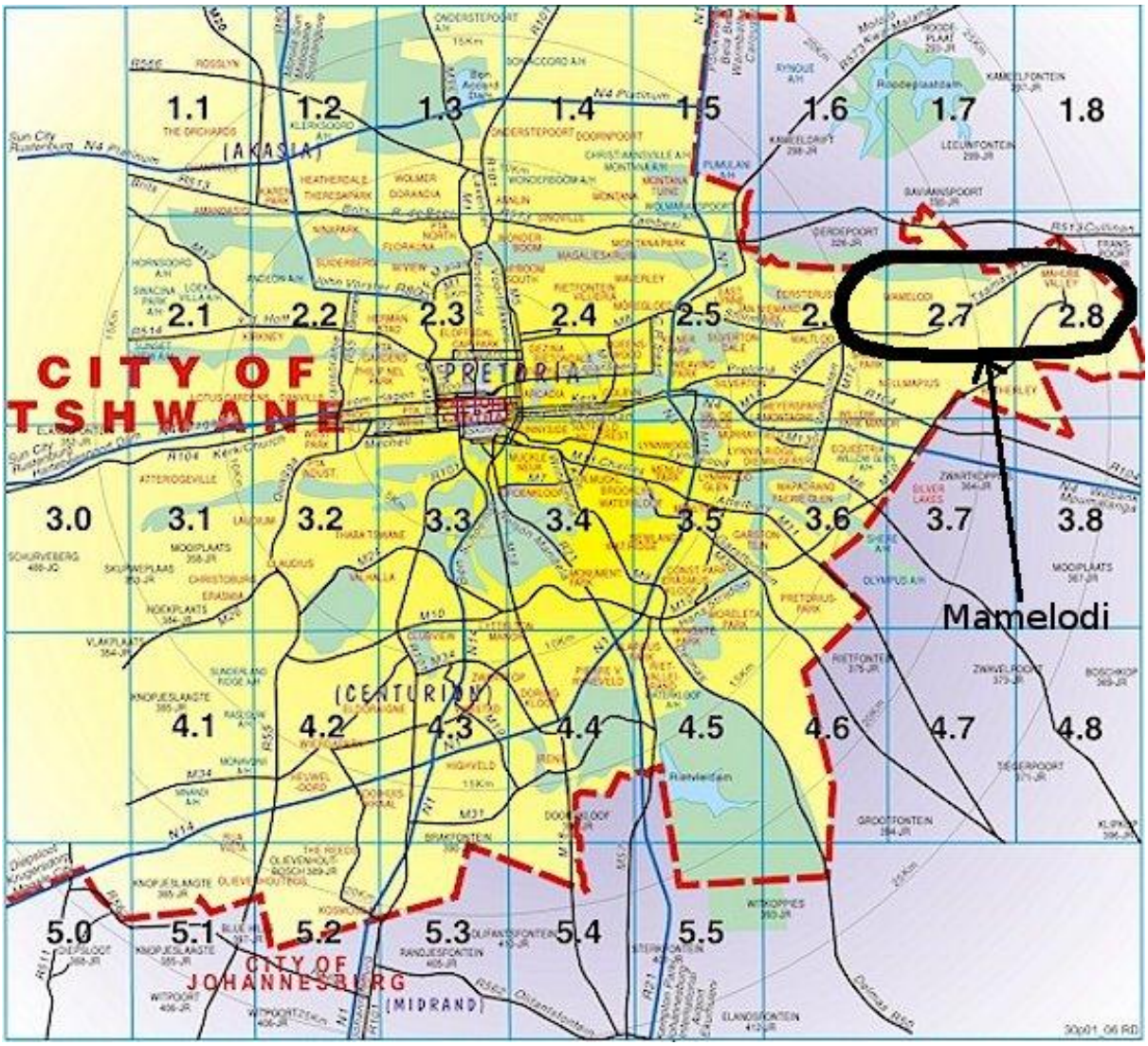
7. Social work intake section - a component of Social work in the Social Development Department, which consists of social workers who assess new clients who come to request help from the offices of social welfare.

8. Income-generating project - a project aimed at generating money.

9 Skills training programs - program that consists of special training or learning activities, which include catering, sewing, brick making, etc.

10 Starter pack – refers to assistance in a form of equipment, finance, material or any other relevant help necessary that is offered to newly formed projects to get off the ground.

11 In service training – training that is provided on the job by management or colleagues



Map of Mamelodi in Pretoria East

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CHAPTER 1: INTRODUCTION

1.1 INTRODUCTION

This chapter provides the background of the research, motivation of the study, focusing on the functioning of the development centres and the case of the Stanza Development centre. The chapter further provides research problem statement, purpose of the research, research questions, significance of the study, delimitation of the study and limitations of the research.

1.2 BACKGROUND

The Department of Social Development, Gauteng Provincial Government (GPG) is mandated to establish and implement strategies to eradicate poverty. In 2001, the GPG, Department of Social Development proposed the idea of "developmental centre" as a way to eradicate poverty in poverty-stricken communities, especially informal settlement areas. The aim was to encourage communities to establish community centres to utilize them to run activities as informed by their own identified needs. Those activities are to be related to support, protection, capacity building, and care and referral service to other relevant bodies.

In the Social Development Department, developmental centres are seen as incubators where poor people enter to be empowered and emerge as self-reliant individuals. The developmental centres are expected, as envisage by the Department of Social Development, to have at least three income-generating projects and capacity building and care and support programs. The income-generating projects include baking, sewing, brick making etc. The capacity building programs relates to the training of the beneficiaries and the staff of the centre based on their identified needs. Care and support programs focus on the care for the disabled and for people with HIV/Aids. The projects and programmes are envisaged to target the women, the unemployed, and the vulnerable.

1.3 MOTIVATION OF THE STUDY

The Motivation of the study is to explore the challenges faced by the development centre in terms of income generating projects and skills training programmes. Initially the study was to focus on the Pfananani Development Centre, which is situated in Hammanskraal, North Rand Region, Gauteng Province. The researcher made the necessary arrangement to conduct the research at the Centre in October 2005. However, due to severe conflicts that exist in the centre between board of Directors and the management of the centre the interviews could not be conducted.

There was no indication with regard to when the conflicts could be resolved. The researcher had a limited time to complete the study as directed by the university rules and timetable. As a result, the researcher changed to study the other centre, namely, Stanza Development Centre, which is situated in Mamelodi, North Rand Region, Gauteng Province. The Centres are similar as they are a tool aiming to eradicate poverty and function under the same Department of Social Development, Gauteng Provincial Government.

1.4 DEVELOPMENT CENTRES

Developmental centres were established around Gauteng Provincial Government within the spheres of Social development in different regions. There are approximately twenty-six Development Centres in the Province.

Six are located in Gauteng North Region (Tshwane) and are Beam Africa in Nellmapius, Pfananani Development Centre in Hammanskraal, Popup Development Centre in Pretoria, Thusanong Development Centre in Olivenhoutsbosch, Sizanani Village Trust in Bronkhorstspruit and Stanza Development Centre in Mamelodi.

Eight are in Ekurhuleni Region and include Vukuzenzele Development Centre in Springs, Duduza Development Centre in Duduza, Almac Development Centre in Nigel, Adelaide Development Centre in Wattville, Tembisa Kempton Park Development Centre in Tembisa, Harambe Development Centre in Reigerpark, Siyabonga Africa and Thuthukine Ma-Africa in Greenfield, Zonkeziswe.

Four are situated in West Rand Region, namely, Lanseria/Mulderdrift Community Network in Lanseria, Mogale City Development Centre in Mogale City, Doornkop Development Centre in Doornkop and Tshepo Themba Development Centre in Khutsong.

Two are in Sedibeng Region and are Kotulong Community Centre in Meyerton and Bophelong Development Centre in Bophelong.

Lastly, six development centres are located in Johannesburg Region and include Alexandra Development Centre in Alexandra, Bana ba Kamoso Development Centre in Vlakfontein, Greater Midrand Development Centre in Ivory Park, Batho Pele Community Development Centre in Poortjie, Region 9 Development Centre in Region 9 and Region 10 Development Centre in Orlando Region 10. As indicated, various projects are conducted in these development centres and each projects target more than fifteen people. Discrepancies have been observed in the functioning of those Developmental Centres. Others were able to establish income generating projects and skills training programs whereas some were unable to meet such challenges. There could be various reasons contributing to the situation and those needs to be investigated.

A board of directors manages a development centre. A regional general meeting consisting of community organization, businesspersons, ward committees, local government officials, and officials from the social development department nominate

and elect it. A board of directors oversees the overall functioning of the developmental centre.

The staff of the Development Centre, which can be referred to as middle management, consists of Development Centre Manager, Administrator, Part-time Bookkeeper. The Staff is appointed by the panel that includes Board of Directors, Officials from Local Government, and Officials from Social Development Department. The Development Centre Manager is to oversee the overall running and management of the centre. An Administrator is responsible for the general administration of the centre. The Part-time bookkeeper duties are financial management and bookkeeping.

The Centre is to form partnership with other governmental departments and NGOs to fulfill its objectives. For instance to facilitate the running of income generating projects such as sewing, brick-making it would need services and support of the Department of Labour.

1.5 THE CASE OF STANZA DEVELOPMENT CENTRE

The Stanza Development Centre developed from the project that was began in 1989. In 1989, the Board of directors was formed to start a clinic. It consisted of the people from the community, the business community, and local government (Tshwane City Council). The business community included SAB (South African Breweries), CSIR, and higher learning institutions like University of Pretoria. SAB was the major donor of funds donor. CSIR was responsible for providing technical advice on the landscape and the structure of the building. Pretoria University was involved in training its student nurses to do practical work at the clinic. Tshwane City Council offered land and was mandated with the running of the clinic. This consisted a first phase of the clinic erected around 1989.

In 1995, that is, at the beginning of the second phase South African Breweries expected the board to use the money focusing on job creation. This led to the building of a skills training centre. However, the centre experienced financial difficulties. The Department of Social Development approached the centre, as it was selling the concept of development centre. The Board of Directors of the Skills Training Centre became interested in the concept and the Stanza Development centre was formed in 2002.

The centre consists of five members of Board of Directors who are from the community. At present, the local government and the business community are not involved. Its manager is responsible for the operational activities of the centre. Its administrator is responsible for the administration of the centre. A bookkeeper keeps the record at the financial management section of the centre.

The centre is situated in Mamelodi, under the Tshwane Metropolitan Council. The Mamelodi community consist of a population of over 1 million. There are schools, college of education (Vista), clinics, and so on. Economic activities include a shopping complex consisting of bottle stores, groceries stores, surgeries, and businesses. Unemployment rate is estimated at 40% of which 29% are women and 15% youth. Those employed are commuters travelling to neighbouring cities such as Pretoria, Colonnade, and Silverton.

1.6 PROBLEM STATEMENT

The Development Centres are perceived as panacea for social problems such as poverty and unemployment. This study investigates whether Development Centres fulfil that objective in the Stanza Development Centre, in Mamelodi, North Rand Region, Gauteng Province. The investigation concentrates on understanding obstacles

that restrict the success of income-generating projects and skills training programmes activities in the centre.

1.7 PURPOSE OF THE RESEARCH

The purpose of this study is to explore the development centre activities in terms of the actual running of the income-generating projects and skills training programs. The aim is to explore challenges faced by the centre to understand aspects that hamper the success of the centre in achieving its objective.

1.8 RESEARCH QUESTIONS

Locke *et al* (1993:17) state that the research questions need to be specific and serve to direct what is to be observed. In this study, the research is aimed to enhance understanding whether the Stanza Development Centre experiences problems in running income-generating projects and skills training programs. To explore this, the following four guiding questions with sub-questions framed the research:

a. What is the role of management and how do management skills facilitate service delivery in the centre?
    i. Are the managers equipped with the necessary skills to run the centre?
    ii. Do management skills contribute to the actual running of the income-generating projects and skills training programs?
b. What support, resources, collaboration needed to facilitate service delivery in the centre?
    i. Is there support from senior management to facilitate the running of the centre?
    ii. Do lack of resources, for example, finance, land, equipment etc affect service delivery in the centre?
    iii. Is there co-operation from other departments and NGO's to facilitate service delivery in the centre?

c. What do beneficiaries benefit from the centre?
    i. What is the perception of the beneficiaries about the centre and the service they receive from the centre?
d. What could facilitate service delivery in the centre?

1.9 SIGNIFICANCE OF THE STUDY

The study was aimed at exploring challenges experience by the centre in terms of income-generating projects and skills training programmes. The finding thereof will provide some clarity into understanding those challenges. This will provide an opportunity for the development centre to come up with better ways to improve the running of income-generating projects and skills training programmes. At the same time, the beneficiaries will be able to receive better services.

The finding may also influence the management of the implementation strategy relating to development centres. This means improving on the implementation strategy through pre-planning in order to minimize issues that may impinge on what is expected to be achieved by using development centres as panacea for social problems in the communities.

1.10 DELIMITATION

Locke, *et al.* (1993: 17) asset that delimitation "describes the population to which generalizations may be safely made." The development centres are unique because they are located in different communities that have unique interests and needs in terms of tackling their social problems. Here, the focus is on the case of the Stanza Development Centre. However, they provide interesting lessons that can be used in development centres in general. Therefore, the findings are limited to this specific centre.

1.11 LIMITATIONS

Development centre is a new concept in South Africa. As a result, the literature in this regard was limited. Literature from other countries such as USA and Britain was used. African literature was difficult to obtain and therefore experiences from Africa are not included. The participants were reassured confidentiality not to disclose their identity in order to minimize the problem of having them to conceal some of the information with the intention to look "good" or fear that they may place their position in jeopardy. The information shared by the participants was verified among the participants in interviews in order to obtain accurate data as far as possible.

The interview questionnaire designed was in English. However, participants were interviewed in the language they understand and with which they were conversant. Caution was taken when translating the questions into participants' language during the actual interview to avoid some of the meaning being distorted.

1.12 STRUCTURE OF THE REST OF THE STUDY

Chapter 2 reviews the literature on issues arising from poverty, evolution of development centres as a tool to eradicate poverty, leadership, and structure of development centres, capacity building, local economic development, and collaboration between relevant role players in the fight against poverty. Chapter 3 presents research methodology used in the collection of data and the research design employed in the research. Chapter 4 presents data based on the profiles of participants, management skills and perceptions of the participants in relation to the functioning of the centre. Chapter 5 analyses and interprets the data presented in chapter 4. Chapter 6 concludes the study and makes some recommendations.

CHAPTER 2:LITERATURE REVIEW

2.1 Introduction

This study draws theoretically on various literature on poverty, economic development, service delivery in development centres and management, which includes leadership and capacity building. The significance of local economic development and the role of local government is outlined. Discussion on poverty will provide an understanding of issues that impact on the society from the international, continental, and domestic point of view. Literature on economic development will shed light on how economic development can be achieved and challenges faced by those who decide on policies.

Literature on the concept of development centres is drawn from different countries to provide different insights in the area. The aspects of management, capacity building, and leadership are essential to understand how they affect the attainment of the main objectives of the development centre. Local economic development and the role of the local government issues will help to show how these aspects could contribute to the success of the projects in the development centre as efforts to eradicate poverty.

2.2 POVERTY AND INEQUALITY

Poverty is a global challenge and it affects nearly all countries in the world. Even the most developed countries, which are rich and have high economic growth, experience pockets of poverty. It manifests itself in various ways that include unemployment, starvation, lack of water, lack of housing, poor health services, poor education, and so on. Sengupta (2005: 3) argues that the phenomenon of poverty is understood better by linking poverty to economic inequalities that exist within an individual country and the world. He argues that persons in one country have unequal power relations and this leads to economic imbalances. There are inequalities within a country that

contribute to poverty. As a result, poverty is also experienced in the known wealthy countries.

Mack (2002: 1), in line with Sengupta, adds that globalization perpetuates socio-economic inequalities due to socio-economic power imbalance among different countries. The countries with more economic power become dominant in steering economic development that is skewed towards their favour. Mack (2002: 1) states that Sub-Saharan Africa's population growth has exceeded its economic growth. As a result, between 1987 and 1998 the number of Africans living in poverty increased by about 80 million. In addition, according to the World Bank, approximately 116 million will join the ranks of the very poor in the next ten years and the women are the most affected. For example, 70 percent of the world poor consists of women.

Mack (2002: 2) argues that inequalities are not the key in understanding economic growth as way to reduce poverty. Reducing inequality on its own will not lead to economic growth. Although growth is crucial, it is not sufficient to address poverty. Mack suggests four factors as follows.

First, high levels of income inequalities, for instance, undermine the national growth rate because the productive potential of the poor is not realized. Second, high levels of inequalities affect negatively the effectiveness of growth strategies in reducing poverty. Third, growing inequalities in the Third World is associated with the rise of criminal violence creating which hampers growth. Fourth, high, and increasing inequalities and social exclusion increase the risk of a backlash against market reforms that represent the best long-term strategies for escaping the scourge of poverty.

Mack (2002: 2) further argues that counteracting inequality is dependent on government policy. He cites the case of USA, Great Britain, and New Zealand where increased inequality is attributed to poor government policy. But, in Canada,

inequality is relatively low. In France, it declined due to government policies addressing such phenomenon.

Todaro (1994: 4) argues that poverty should be viewed in national and international contexts. National governments' policies are to some degree influenced by the international context. In South Africa, poverty and inequality was perpetuated by the previous apartheid regime that segregated people along racial lines. The phenomenon still persists to exist today, in spite of the new government's attempts to fight poverty through, for instance, National Programme of Action.[1]The international context further affects the South African efforts to combat poverty. South Africa adopts policies which do not rigorously address poverty. The phenomenon is linked to the aspect that nations are not fully autonomous as they are influenced by the international context. Nations are coerced to adopt policies to be on par with international standards. Those policies are not necessarily effective in vigorously addressing issues of poverty (Todaro, 1994: 54).

2.3 ECONOMIC DEVELOPMENT STRATEGIES

Fighting poverty and inequality is a complex task and requires concerted efforts. Graffin (1989: 25) argues that the government's role is crucial to bringing about economic growth and economic development to address issues of poverty and inequality. She suggests six economic development strategies that include monetarist strategy, open economy strategy, industrialization strategy, socialist strategy, and redistributive strategy. The researcher will elaborate on each strategy indicating supporting and counteracting views.

[1] That is, a mechanism that seeks to identify all plans for poverty reduction by government, non-government organizations, and business organizations, places of learning and religious institutions, to close the gap and fight poverty (DSSPD, 2001: 14).

2.3.1 Monetary strategy

Monetary strategy is concerned with increasing efficiency of the market as a way of improving resource allocation. The strategy is linked to financial reforms, monitory and fiscal policies. It is associated with short-term adjustment, inflation reduction, and restoring macroeconomic objectives. The private sector is viewed as a crucial sector to bring about economic development. It is given ample free space from which to operate. The role of the state is limited and confined to providing an enabling environment through economic policies and legislation for private sector could flourish.

Rosen (1995: 75) counter argues that monetary strategy policies fail to curb poverty and inequality. The private sector fails to ensure provision of efficient allocation of resources because of imperfect competition and the need to make profit. Market-led policies bring about disparities between the rich and the poor because markets try to maximize profits or to recover production costs. This aggravates inequalities that exist in those countries and therefore perpetuate poverty. Lipsey (1983: 46) argues that the market is too limited to achieve efficiency in the allocation of resources and is weak to serve a social goal that is provision of social services. The intervention of the state is to promote efficiency, equity, and economic growth.

2.3.2 The open economy strategy

The open economy strategy depends on market forces to allocate resources and on the business private sector to take a lead in economic development. It puts more emphasis on the "policies that directly affect the foreign trade sector, i.e., exchange rate policy, tariff regulations, quotas and non- tariff barriers to trade and policies which regulate foreign investment and profit remittances" (Graffin, 1989: 27). Graffin further states that foreign trade, which is foreign private investment, is perceived as critical for growth. Foreign investment brings about international

competition that is an important element because it provides incentives for producers to reduce costs, utilize capital and labour efficiently, improve quality of standard, and maintain a high rate of investment.

Dollar, as cited in Sengupta (2005: 8), argues that poverty and inequality appears to decrease in developing countries that have an open economy or a global economy. He asserts that there is an indication of faster growth and reduction of poverty in developing countries that have integrated within the global economy. Integration can be a positive force in improving people's lives in the developing countries. He cites the case of India and China where there is economic growth after integration within the global economy.

But, Sengupta (2005) counter argues that Dollar fails to notice poverty and inequality in the countries he cites as his cases He argued that in these countries, inequalities are high. Moreover, this phenomenon applies to developed countries such as USA. Therefore, globalization of the economy does not necessarily reduce poverty and inequalities.

In South Africa, after the adoption of GEAR (Growth, Employment, and Redistribution Strategy) in 1996 as an economic strategy, there was growth in economy. However, to date poverty and inequalities continued to exist (Munslow, 2001: 501). It has led to a situation where the rich in apartheid days continued to get richer today in the post-apartheid days, in spite of the emergence of a handful of black African businesspersons within the ANC-government-led BEE initiative. High level of unemployment continued to exist. In addition, the pressure of the international competition that is aggravated by inequalities in terms of trade has led to some of the domestic companies to close down, for example, the textile-manufacturing industry. This has led to job losses, which exacerbates poverty.

2.3.3 Industrialization strategy

Industrialization strategy emphasizes growth through rapid expansion of the manufacturing sector. It focuses on raising capital, introducing modern technology, and promoting large metropolitan areas. The intervention of the state is to increase production. The distributive interventions are biased against the poor and favour those referred to as the saving class (Graffin, 1989: 28). Therefore, the industrialization strategy is not a good strategy to fight poverty and inequalities as it widens the gap between the poor and the rich. The strategy would undermine that of the development centre approach that aims to uplift the poor from poverty.

Like Graffin, Todaro (1994: 132) argues that it is obvious issue that development requires a higher GNP (Gross National Product) and a faster growth rate. However, the issue at stake is who make the GNP grow between the few (rich) and many (poor). If it were the poor, like in the case of the Industrial strategy, poverty and inequality would continue to worsen. Participation of the many in bringing about economic growth would benefit most. The fruits of economic growth would be shared fairly.

2.3.4 The Green Strategy

The Green revolutionary strategy focuses on the agricultural growth with an aim to increase the supply of food (Graffin, 1989: 26). Abundant supplies of food will lower down the cost of food. Low cost of food will raise the general level of profit in the non-agricultural activities and this could lead to higher wages, more investment, and faster rate of growth. It is intended to alleviate poverty through the poor benefiting from the abundance of food supply, increased agricultural input that gives rise to employment in the agriculture and creation of more jobs in non-agricultural sector.

Todaro (1994: 52) states that most of developing countries are oriented towards the production of primary products, for example, through agriculture as opposed to secondary (manufacturing) and tertiary (service) activities. The expected rise of employment in the agriculture growth has its downfall. To keep food cost low, labour

should not be expensive. Therefore, the low food cost may be at the expense of the workers. In addition, the need for business to maximize profit may not necessarily lead to higher wages and creation of jobs (ABC Country Book, South Africa, 2004: 14). Importantly, a country may face blockages to penetrate foreign market to source out its produce.

2.3.5 Socialist Strategy

In the socialist strategy, state control of the assets is a priority. The large industrial enterprises are mostly in the public sector and so private ownership is of less significant (Graffin, 1989: 27). The state is concerned with providing social services to the entire population. It thrives to provide employment to its labour force. income in socialist countries is distributed fairly in the country. The state is autocratic and so it plans centrally the economic development of the country. A shortfall of the strategy rests in the ineffectiveness of a state to administer a country's economic affairs.

2.3.6 Redistributive Strategy

The redistributive strategy is concerned with improving distribution of income and wealth. It is designed to benefit the poor through measures that directly favour low-income people. Its aim is to create more employment or produce employment for the poor (Graffin, 1989: 28). Top priority is provision of basic needs such as food, shelter including provision of primary health and primary and secondary education. The strategy is concerned with placing political and economic power in the hands of the poor. This is achieved through distribution of ownership of productive assets, for example, land, decentralization of public administration. Moreover, it ensures that government is accountable to the poor by promoting their participation in institution that affects their lives (Graffin, 1989: 28).

Cleote and Wissink (2000: 39) counter argue that redistributive policies attempt to change allocation of wealth or power of some groups at the expense of others. It

therefore appears to have an element of disadvantaging other groups in an effort to address issues of poverty and inequality.

Todaro (1994: 168), in support to Graffin, argues that some form of asset redistribution is a necessity for the reduction of poverty and inequality in most Third World countries. He advocates for the enactment of policies designed "to bring about far reaching structural changes in the distribution of assets, power, and access to education and associated income-earning opportunities." According to Todaro, radical change is essential as it serve as a vehicle to bring about changes of improving significantly the living conditions of the rural and urban poor.

2.4 CONCEPTUALIZATION OF THE COMMUNITY CENTRE

Community centres and development centres mean the same thing in this section and as a result, the two words will be used interchangeably.

Community centres or community development centres are entities where communities are able to meet, identify their needs, plan, and carry out development activities. According to Smith (2005: 5), the history of community centres in the USA dates back from the settlement workers and other activists in the inner areas of the fast developing cities making efforts to use schools after school hours as community social centres. They evolve from being perceived initially as used for adults' educational classes and recreational activities.

Later they were perceived as enhancing co-operation in the community and as a vehicle to ease some difficulty of slum life. In the progress, they became known as agencies of reform and important for neighbourhood democracy. In this regard, communities organized their own political and social welfare expressions. They were therefore important to bring about success and endurance of the democratic society (Smith, 2005: 3). In terms of leadership for the purpose of planning and supervision of the centre, they used the professionals that initiated and directed the centre.

Outside professionals were not used as advisers to avoid situation where those professional advisers degenerate into an elitist relationship where they make all-important decisions without the assistance of the community people (Smith, 2005: p.4). Crush (2001: 30) argues that caution should be taken to ensure that representatives of the community are genuine and reflect all sectors of the community. Representativity is crucial to ensure that there is legitimacy and support from the community.

In some countries like Britain, the development of community centres was accompanied by the development of associations. The objective was for the people of different social classes to meet, mix, and work together (Smith, 2005: 5). The associations were to advance the centre in terms of facilitating the provision of social services, educational and training activities, and business services. They provided the unemployed people with the opportunity to work and organize people together for the benefit of their local communities. The activities included gardening, shoe repair etc to generate income.

Smith (2005: 4) defines community centre "as a building which serves a community organized in an association, which is responsible for the management of the building and provides facilities for the development of the recreational, cultural, and personal welfare of the members of that community and constitutes a meeting place for voluntary organizations or other groups in the community, which needs accommodation".

A community association is defined "as a voluntary association of neighbours democratically organized within a geographical area which constitutes a natural community, who have come together either as members of existing organizations, or individuals, or both capacities, to provide for themselves and their community the services which the neighbourhood requires"(Smith, 2005: 6). Community associations can serve as a platform from which communities participate and make choices to influence issues of their development. Romm (2001: 149) argues that it is

crucial to encourage involvement of affected groups in development processes. It would facilitate all affected voices to be heard.

The quality of community centres as a building is perceived as an important element because building of the centre should be a good state designed to accommodate all activities to be performed in the centre (Smith, 2005: 7). The aspect of leadership is crucial if centres and associations are to be a success. Smith (2005: 7) argues that the organization of community associations and centres could not afford to depend on voluntary part-time leadership. Since it is a skilled and difficult job, it needs people who have considerable experience and training. Thus, for a government funding and to ensure that people who are trained are permanently available to manage the centre.

The centres are viewed as significant contributor to social capital, which according to Putman (1992: 69) is a "feature of social organization such as trust, norms, and networks that can improve the efficiency of society by facilitating actions". This is because centres provide a space for where people meet, identify their needs and achieve them. Their availability is depended on the government commitment to decentralize and encourage the participation of the community at grass root level to address their social constraints.

However, the state needs not to abandon its responsibility and become inactive. It should take the responsibility to intervene in issues pertaining to community organization to ensure that those organizations function effectively and meet their public goals (Rosen, 1995).

In South Africa, community participation was not encouraged under the previous apartheid regime. The concept of community centres or a development centre is relatively new. A development centre is meant to be used by the communities, which are poverty stricken to meet, identify their needs, and decide on how to address them (DSSPD, 2001: 10). The government provides support through funding and monitoring and assists on issues of concern. The community manages the centre through managers who are in place and who have been elected democratically by the

representative of the community. The managers are capacitated with the necessary skills to ensure that they are able to manage the operation of the centre.

However, there has been the development of community health centres which date back from the 1940'in Pholela, rural Natal but terminated in 1952 when the new National Party government came to power and developed policies around racial lines (Kark and Cassel, 2002: 1744). These centres were created to serve community health needs in impoverished communities and were based on the community-oriented primary care model. The model is defined as "continuous process by which primary care is provided to a defined community on the basis of its assessed health needs through the planned integration of public health practice with the delivery of primary care services" (Mullan and Epstein, 2002: 1750).

Health centres function like the development centres as they encouraged participation of the community in directing their health services needs and delivery. A community as consumers participated in the decision-making about health services delivery. It was provided with a platform from which people could make meaningful input into local health policy decision (Mullan and Epstein, 2002: 1748).

The programmes as directed by community needs in these health centres are viewed as contributing to what should be broadly based community development plan. (Kark and Cassel, 2002: 1746). They do not only focus on an individual health but also encompass attempt to address other issues such as poverty, which contribute to ill health.

For instance, malnutrition programmes for infants are not only geared towards alleviating the malnutrition disease but ensure that parents of identified affected infants are involved in, for example, food gardening project. This is to ensure that nutrition is dealt with at the roots. In the same breath, being involved in the food gardening project could later develop into an income-generating project that may bring change in alleviating poverty condition of the community concerned. Kark and

Cassel, 2002: 1746) argue that these centres should function in close liaison with other services concerned with the general welfare of the community.

2.5 THE STRUCTURE OF ORGANIZATION

The structure of the organization is crucial as it helps to define roles and location of power within the organization. When roles are clear, the individuals will be able to perform their mandated functions. This would minimize the confusion and conflicts in the organization and ensure that the organizational goals are achieved. Organizations with blurred structure are doomed to lack direction and progress.

The organization needs to formulate a structure that will enable it to function effectively. The effectiveness of the organization is depended on aligning the organization's structure with the organization's objectives. The organizations vary in terms of their characteristics, purpose and functioning. This will influence the way in which they develop their structure.

Bargatti (1996: 1) argued against the classical theory which assets that there is a single way of running the organization. He deliberates about the perspective of the contingency theory. According to Bargatti (1996: 1), the contingency theory indicates that organization structure varies and as a result, there is more than one way to run the organization. The argument put forward is that size, technology or task and environment determine the structure of the organization.

The size refers to the capacity, number of the personnel, outputs, and resources. The increase in size of the organization influences the organization structure. For instance, the increase in terms of the number of the organization activities will require increase in organizational structure. The technology has an influence in the structure of the organization. For instance, organizations, which are technologically advanced in terms of producing their products or performing their tasks, will tend to have organizational structure "which are tall and thin or even inserted pyramid with almost nobody at the bottom" (Bargatti, 1996: 2).

The environment is significant in determining the structure of the organization. The organizations, which are unable to adopt or fit to its environment, are doomed to failure. The environment changes include the technological, social, economic, and political aspects. In accord with Bargatti, Robbin (1983: 184) views the structure of the organization is determined by size, technology, and environment and in addition by organization strategy and element of power-control. The strategy of the organization influences the activities of the organization, which would determine the kind of the structure that has to be developed.

The power-control element is attributed to the politics of the organization. It is a situation where organization's structure is the result of the power struggle by the internal constituencies who are seeking to further their interests (Robbins, 1983: 185). The structure resulting from this power struggle lacks rationality, as it is not goal oriented.

Goettting and Marrow (1998: 1) argue the type of business is a crucial determinant of the organizational structure. They outlined four types of businesses that include sole proprietorship, partnership, corporation, and Limited Liability Company. The sole proprietorship structure would be less hierarchical, as one person mostly owns it. The partnership involves two or more people forming an association for operating a business. The structure would be influenced by the partners' agreement in terms of how the power would be shared amongst the associates.

Corporation consists of shareholders who elect a board of directors that is responsible for the overall direction and the management of the corporation. Board of directors elects officers who are responsible for the day-to-day operations. This form of structure tends to be hierarchical in nature. It is significant that roles of each layer clearly defined to prohibit conflicts that may possibly manifest because of role confusion.

2.6 LEADERSHIP IN ORGANIZATION

Leadership is crucial in ensuring that the operation of the centre is directed towards achieving the expected objectives. Poor leadership would lead to poor performance of the organization and the intended goals would not be realized. Bass (1985: 31) outlined three approaches of leadership which include trait leadership, situational approach and transitional approach. The trait leadership approach view leadership as possessing certain qualities to be a leader. Leadership is link to heredity.

By contrast, the situational approach argues that different situations require different leadership functions to be performed (Bass, 1985: 32). Wells (1997: 7), in support of situational approach emphasis that leadership is determine by a specific situation rather than a personality. Different circumstances need different forms of leadership, as a result, the leader needs to possess qualities such as flexibility and ability to learn and analyze the situation in order to respond relevantly at a particular time and place.

Crainer (1996: 14) says that organization do not exist in a vacuum. Their existence is determined by its legitimacy as perceived by the people it serves. The people's needs change in time and the organizations need change as well in order to respond accordingly to people's needs. Therefore, for leadership to be effective in organizations it has to be flexible to address presenting issues (Bergquist, 1997: 101).

The transitional approach view leadership as a transitional process (Bass, 1985: 8). Leadership is perceived as dynamic because it involves a leader-follower relationship where both the leader and the follower influence each other. In addition, the situation, which defines the task demands, is vital in these relationships.

Therefore, the perception by the followers of the leader's status and legitimacy are significant. The legitimate of the leadership is depended on the ability of the leader to recognize the importance and the contribution of the followers in the task to be performed. When the followers are valued and allowed expressing their ideas and abilities there would be high possibility of performance and cooperation.

2.7 CAPACITY BUILDING

Capacity building is vital for the good performance and success of the organization. Lack of necessary capacity building of an organization whether in a form of finance, resources, or skills would lead to objectives not being achieved and therefore fail its constituency. One effects of the apartheid regime have been that people feel disempowered with no right and ability to control their lives (RCDF, 1994: 5). In order to overcome the effects of the legacy of apartheid and achieve the objective of the democratic government capacity building of previously disadvantaged and marginalized communities is essential.

Esman (1991: 22) alludes to the importance of addressing the problems of management capabilities and managerial performance to bring about desired development in communities. The provision of skills training to management would minimize the struggle of community organization to attain its objectives. In accord with Esman, Heather (2003: 270) refers to the capacity building as skills and competency needed to perform and achieve particular activities.

Institutions have a particular mandate to carry out and achieve. Whether those institutions are appropriately equipped is a concern that needs to be acknowledged. It is therefore essential that institutions identify gaps in terms of their competencies so that they could be capacitated in order to improve and attain their mandated objectives (Heather, 2003: 270).

Skills and training programmes are crucial to the development of the people in the community. Amsden and Chu (2003: 101) allude to the significance of investing in education as a long-term gain. They showed how the Taiwan's government benefited in the long run by investing in its people. Investing in human resource, for example, education, leads to externalities such as increased prospects to have a better job or be self-employed. Trained people provide a pool from which business could draw from when the need arises.

The RDP (1994: 47) notes that in order to capacitate communities, other necessary resources such as finance, materials, equipment, buildings, and land are significant. Most importantly, capacity building finance is crucial. It would facilitate that the resources needed to initiate and complete the projects and programmes are made available. In support, Riley (1993: 20) indicated that one of the major constraints to small businesses, especially black business is finance. Those businesses lack operating funds and access to financial resources from banks, suppliers and other formal lenders is scarce.

In addition, he views marketing and lack of business premises as constraints that characterizes these businesses. Marketing constraint is exacerbated by lack of customers, the increasing number of competitors and the rising cost of suppliers. Lack of business premises forces people to operate from home away from commercial traffic (Riley, 1993: 25). Therefore, it is crucial that in capacitating organizations, all aspects that include funds, material, and trainings are considered to ensure the success of those organizations.

Kirk and Shutte (2004: 238) define capacity building as "an ongoing process of helping people, organizations, and societies improve and adapt to changes around them." As a result, it should involve learning, empowerment, motivation, and direction. Learning means that people should be able to lean during the process and come to see themselves and their situations in different ways.

Capacity building as a helping process has to be empowering and ensure that people are not passive recipients, reluctant participants, or complainants. Therefore, capacity-building programmes should not encourage dependency (Kirk and Shutte, 2004: 238). The capacity building process needs to instil motivation and direction to the people who are being assisted. Interventions of capacity building should reflect actions that promote change.

RDP (1994: 46) caution that issues of capacity building needs to encompass gender issues and relation. The women, especially black women have been marginalized and

had no access to resources such as land etc in the past apartheid regime. Serote, Mager and Budlender (2001: 156) indicate that development can only succeed in improving status and quality life of women and community as a whole if gender issues and power relations are addressed.

Similarly, Hyden (2001: 5) argues that in development, priority should be given to those disadvantaged or marginalized groups to have the authority to effect change in their livelihoods. However, it is crucial to acknowledge that the groups, due to being disadvantaged or marginalized may not have the competency to function and this will have unintentional negative impact on development (Landell- Mills and Serageldin, 1991: 41). This process of empowerment is accompanied by capacity-building.

2.8 MANAGEMENT OF SMALL BUSINESS ENTERPRISES

The small businesses are crucial to the economic development and improving the lives of the people in South Africa. A significant number of people in South Africa are unable to be absorbed by the labour market and others are retrenched. Presumably, they become involved in the some sort of small businesses as a means to survive.

The South African government has realized the significant role played by the small businesses in the economy and the lives of the people. There are projects mostly consisting of women and youths running like small cooperatives supported financially by government. In some instances, both private and government provide funding.

The basic conditions of managing the small businesses are crucial and should apply if they are to be expected to gradually diffuse into formal economy. It is therefore crucial that small businesses be managed accordingly to ensure their survival and successfully move to the level of the first economy.

Beare (1993: 25) argues that various aspects influence small business enterprise success. Those include the economic climate (high interest rate, inflation, and taxation) business skills and management style. She says business skills and management style as crucial to the success of small business. She asserts that the business owner or manager makes a significant contribution to the future of the business and its associate.

The decisions and the actions of the manager as a controller of business operations are imperative to the survival or failure of the business. For instance, lack of experience or expertise by the owner or the manager of a small business could lead to his or her inability to recognize the problem at an early stage or being unable to know how to deal with it (Beare, 1993: 57).

Beare (1993: 33) further states that it is important to acknowledge and assess the environmental factors prior to establishing a business. This requires a detailed planning and proper assessment the existing and predicted factors in the environment. Such an exercise will assist one to start a business that is prone to failure.

Sullivan (1978: 159) says that leadership is crucial for the success of a business. He links it to the ability to be an initiator and be competent in planning, organizing, directing, and controlling activities of the business. Planning prevents drifting and helps in operating effectively through setting objectives and aligning them with resources and operational procedures. Organizing refers to obtaining of the necessary resources, skills and other necessities crucial for the implementation of the business activities. Directing ensures the implementation of the plan in order to operationalize the planned activities. Controlling ascertain that the plan is steered towards the desired objectives.

Margerison (1980: 41) adds on the imperative of being innovative, organizing, coordinating, and marketing. Innovation ensures that the business is re-activated and survives for long. Organizing leads to the smooth running of the business with clear directions. Coordinating brings the parts of the business together to ensure holistic

attainment of business objectives. Marketing links the business with the relevant suppliers and buyers and this contributes to the growth of the business.

2.9 THE ROLE OF LOCAL GOVERNMENT IN SMALL BUSINESS

In the post apartheid regime the majority of the people, blacks, were not meaningfully integrated into the business sector. Policies and laws, which were based along racial lines, favoured the white business enterprises. The black small businesses were not provided with the necessary support to encourage them to grow (RDP: 46). The RDP central objective is to de-racialize the business ownership through the policies of black empowerment. Small businesses, particularly owned by blacks are to be integrated into the national economy and economic policy. Marginalized survival business entities are to be developed into dynamic small businesses that could provide a decent living for both the employees and the entrepreneurs (RDP, 1994: 47).

To realize this objective the government needs to provide the necessary infrastructure and skills. Institutional support has to be established to address problems experienced by the small business and to provide the necessary support to the previously marginalized especially women. Policies need to be developed to provide an enabling environment from which small business could flourish.

Rogerson (2004: 778) alludes to the development of policies aimed at promoting small, micro and medium enterprises (SMME). Those included the 1995 White Paper on Small Business, National Small Development Act of 1996, which contained the SMME Policy Framework. This paved a way for launching of a range of new support institutions and initiatives. Those include the Ntsika Enterprises Promotion Agency, Khula Enterprise Finance, and other institutional component of the public sector support.

For instance, those include the Localized Support Centre Services, Tender Advice Centres, Retail Financial Intermediaries, Local Industrial Parks, and Business Incubation. These institutions are to address common problems experience by the SMME's like an unfavourable legal environment, lack of access to markets and procurement, lack of access to finance, low skills levels, lack of access to information and shortage of effective supportive institutions (LGWSETA, 2004: 9).

There has been emphasis on local economic development with a particular focus on the promotion of small business. In general, local economic development focuses on the improvement of economic growth and economic development at the microeconomic level. It is defined as a process by which the state, public, business, and non-government sectors partners work collectively to create better conditions for the economic growth and employment generation (LED, 2005: 1).

It is an integrated approach aimed at achieving sustainable economic growth and development to improve quality of life for the local community. Community participation is crucial to realize sustainability in the efforts to improve economic conditions of the people. The local community needs to be encouraged to develop its own vision, goals and objectives and decide on what programmes and projects would be l adopted to achieve them (LED, 2005: 1).

The focus in local economic development should be on poverty reduction by promoting creation of jobs, supporting existing enterprises as a source of business expansion and local job growth, promote diversified range of specialized industry clusters, development and improvement of infrastructure, technology, environment etc (LGC, 2004: 2).

The promotion of small business as one of the method of local economic development is important to address issues of unemployment and poverty in communities. Their success would contribute to the economic advancement of the people and livelihood. The active involvement of the local government in promoting the small business is crucial to ensure an enabling environment from which the small

business could flourish. The dispensation government has transferred significant authority to local government to oversee local development, creation of jobs, and identify new opportunities for growth (Binns and Nel, 2003: 42).

The local government is envisaging being developmental through being committed to work with citizens and groups within the community to find sustainable ways to meet their social, economic, and material needs and improve the quality of their lives. They are required to take an active leadership role, to ensure the involvement and empowerment of citizens and stakeholders in the development process to build social capital and generate a sense of common purpose in finding local solution for sustainability (Binns and Nel, 2003: 46).

Municipalities are mandated through the constitution of the country to promote economic and social development. They therefore need to be strategic, visionary, and influential in the way they operate to ensure development. This further needs to be inculcated in their local economic development strategy (LED, 2005: 2).

The income generating projects as poverty alleviation programmes are categorized under the small, micro, and medium enterprises (SMME's). The local government has a major role to play to ensure that these SMME's become a success and create jobs by making the local economy grow. Therefore, the municipality is expected to decide on the Local Economic development (LED) strategies, which must be part of their Integrated Development Planning (IDP) (LGWSETA, 2004: 6). They need to facilitate that amenity and support institutions needed for the small business are accessible.

Rogerson (2004: 770) indicates that institutions were established to support SMME's on access to information, training, markets, finance and technology, business infrastructure and general business management advice and counselling, strengthening networks between enterprises, aftercare service and integration of service available for small enterprises at local level.

However, based on the assessment of outcomes and impact of SMME's conducted, (Rogerson, 2004: 770) further argues that evidence in support of SMME as a source of employment is weak. According to his findings SMME lack the dynamics to expand beyond one-man operation throughout their existence and create jobless growth. They contribute to redressing severe inequalities inherent from the apartheid period. The survivalist enterprises contribute to the involvement of women, disabled, rural families, and efforts to alleviate poverty.

The role of local government in facilitating the stimulation of the SMME has been minimal. The local government has been observed to make fewer efforts to ensure that their local environment is conducive for the SMME to operate (Rogerson, 2004: 771). For instance, the municipalities do not avail sufficient amenities such as accommodation, services, land to be easily accessible for the small business to function. The necessary infrastructure and policies are not put in place to encourage the development of the SMME. In addition, outreach of support services to SMMEs is minimal. Most established and emerging SMMEs lack the awareness of the existence of SMMEs support initiatives. The problem of the lack of awareness and knowledge of DTI (Department of Trade and Industry) support programmes are viewed to be reinforced by an uneven geographical distribution of service providers.

The other outcomes are that too few blacks are reached and too little funding is available, weight of government support focus on formal SMME's and neglect survivalist and informal enterprises. SMMEs should be made aware and linked to supportive services to ensure their success in the fight of poverty and grow the economy.

2.10 COLLABORATION OF SERVICE PROVIDERS

Collaboration within and among organizations is essential. Grubbs (2000: 275) states that the organization's capability to establish a meaningful and effective relationship

with other organizations is essential to strengthen its capacity to meet public goals. This can be achieved through increased collaboration between departments.

2.10.1 The concept of collaboration

Vigoda (2002: 527) define collaboration as representing "a more active, bidirectional act of participation, involvement, and unification of forces between two or more parties." He further emphasis values of cooperation, flow of information, innovation, agreements based on compromises and mutual understanding to achieve a moral value of genuine cooperation and teamwork between role players involved (Vigoda, 2002: 529).

In accord with Vigoda, Grubbs (2000: 275) view collaboration within and among organizations as crucial because the organization's ability to establish a meaningful relationship with other institutions of governance would strengthen its capacity to meet public goals more successfully than when aims are pursuit individually by organizations.

Grubbs (2000: 276) focuses on the design approach of collaborative governance as a crucial. He argues that the design approach of the collaboration should ensure inclusion of issues such as the outcomes of the partnership, the level of integration required for the outcomes and the steps to be taken for achieving the intended integration. Further, dealing with governance issues at the initial stage will motivate potential partners to focus on how the collaborative will function in future than on its structural differences. This will therefore encourage them to be involved in the collaboration.

Grubbs (2003: 276) outlined two ways of designing new governance structure. Those include incremental participative approach and centralized approach. The incremental approach is defined as "broad-based discussion between participants at all levels of

the alliance, a set of processes that instil a sense of ownership and builds commitment on the part of alliance members" (Grubbs, 2003: 276). It provides an opportunity for all role players to participate and feel being part of the process. The barriers that may delay progress on the way are attended to ensure that every participant is on board and therefore reduces lack of trust and anxiety.

The centralized approach according to Grubb (2003: 276), is best suited for situation where the time availability of key collaboration members is limited and their experience limits their individual capacity to make decisions.

As a result, they place the authority into the hands of a small design team, which have the time, experience, and knowledge. In this regard, the role players share a high degree of trust in the design team. Grubbs (2003: 276) further indicates that the benefit of this approach is that time needed for negotiating and implementing collaborative arrangement is reduced. There is a surety that people who have the experience, knowledge would lead the development of the intended change.

Bardach (2001: 151) focuses on the processes of collaboration development. He presented basic strategy for simulating the process of developing interagency collaborative capacity (ICC), namely collective artisanship and evolutionary processes. Artisanship involves a large number of players to form inter-organization collaborative strategy with the aim to protect their autonomy, turf, and budgets. For Bardach (2001: 152), the role players in this process play two roles. Those include, firstly, playing a role of a raw material from which other role players benefit and secondly, a role player where an organization benefit from other role players.

The artisanship process develops when an opportunity presents itself to create a new public value and requires some interagency collaboration (Bardach, 2001: 153). For instance having to fight poverty will attract individuals to one another who wish to discuss issues pertaining to issues of poverty and how to address the situation. The

collaboration would generate intellectual capital where focus will be on the nature and scope of some policy problems and strategic ideas regarding collaboration action. This will lead to deliberations on implementation network.

The implementation network would consist of mid and upper level managers in the participating agencies. The aim is to develop steering structure to implement strategy that will ensure effective and efficient running of the day-to-day operational activities within constraints set by various partners 'agencies (Bardach, 2001: 154). Bardach further caution that this would require trust, good leadership that will be accepted by role players and ensuring that trust, communication network and systems operate.

In the evolutionary process, interaction contributes to the emergence of capabilities and opportunities (Bardach, 2001: 155). That is the development interagency collaboration capacity (ICC) attracts more role players. The issues that are discussed in the interagency collaboration will attract more interested role players. This will depend on role players perceiving ICC as a resource, creating public value and contribute or advance a position of a particular interest (Bardach (2001: 156).

South Africa is challenged by poverty and unemployment. One government department, or private sector or non-organizations alone cannot conquer the fight against poverty. There is a need for collaboration of departments, private and civil society to fight poverty (RDP, 1994: 21). The collaboration governance will lead to intellectual capital from which policies; strategies can be developed on how best poverty can be alleviated. This will require public sectors, private sectors, and civil society sectors to work together.

The state efforts to eradicate poverty through development centre strategy would need the collaboration of various stakeholders. The involvement of the Department of Social Development alone will not yield positive outcomes. Therefore, there is a need for collaborative governance where other public sectors such as Departments of

Labour, Agriculture, Land Affairs, Health, Local government to name a few have to be involved. The private sector needs to form part of the collaborative governance to ensure the success of the intentions of the development centres.

there is success, resulting from the collaborations of various agencies. Other potential agencies whether internally or internationally, will be attracted to join (Binns and Nel, 2003: 48). This will further enrich the intellectual capacity because collaboration increases resources and creativity. This will bring about successful development and implementation of projects and programmes (Dorado and Vaz, 2003: 141).However, lack of collaboration will lead to failure of agencies to deal with issues of public goals because collaboration increase resources and creativity that would bring about successful development and implementation of projects.

2.10.2 Collaboration Challenges

Dorado and Vaz (2003: 142) argue that in South Africa the constitution of the country spells out the need for cooperative governance. The implications thereof is that collaboration is mandated and departments, sections, sectors are obliged to cooperate for the better implementation of services and projects. Nonetheless, there are difficulties that are experience with inter-organizational collaboration (Dorado and Vaz, 2003: 142). They base their experience on the case of two South African public organizations, Department of Provincial Local Government and National Treasury, which were to collaborate to implement a project that was crucial for the decentralization of functions to local government; the reform of fiscal arrangement.

The inter-organizational collaboration difficulties identified came from organizational obstacles, technical barriers, and political barriers that were both internal and external. The internal organizational obstacles include different missions, professional orientations, structures and processes whereas external obstacles included mainly the lack of support from leadership.

The internal technical obstacles were different technological capacity and practices; and external obstacles included dictates of the law, programme regulations, incompatibility of policies and procedures, restrictions regarding the use of funds and economic trends. Internal political barriers were turf protection, power differentials, and access to resources. The external obstacles include pressure from constituency groups.

The various aspects are crucial in facilitating collaboration. Among others, they include conveners, institutional networking, social capital, and human capital (Dorado and Vaz, 2003: 143). They view the role of conveners as very crucial to ensure that effective collaboration takes place. In addition, they argue that trust and personal characteristics of conveners and their skills is essential. The ability of conveners to facilitate "the creation of cooperative interpersonal relationships and processes promoting communication, mutual influence, and joint learning "is imperative to the success of collaboration (Dorado and Vaz (2003: 143).

They further caution that the conveners effectiveness to bring collaboration is depended on firstly, the credibility they have among the parties involved, secondly, their familiarity with the situation addressed by the partnership and lastly, their position as a balanced or unbiased party. They should also have a skill to be able to scan the environment surrounding the collaboration and present decisions against the future actions. In addition, they should be able to overcome bureaucratic obstacles and keep the projects in motion, leverage resources, be sensitive to company politics and get necessary support.

Institutional networking is defined as "untraded inter-dependencies, that is, assets which are not tradable, nor are they easily substitutable, since they draw on social properties of networks which economic agents are implicated" (Binns and Nel, 2003: 44). It is perceived as significant to facilitate collaboration and mature network

culture with networks between private, public or semi-public agencies contribute to the successfulness economic development (Binns and Nel (2003: 44).

Social capital is viewed as "informal norm that promotes cooperation between individuals, it is a by-product of religion, tradition, shared historical experiences and other types of cultural norms" (Binns and Nel, 2003: 44). It assists in identifying jointly agreed growth path and the pursuit of concerted development actions.

Binns and Nel (2003: 41) further argue that most successful and enduring economic development occurs in regions and localities with high degree of social capital. They refer to the case of Utrecht in Kwa-Zulu Natal, where social capital played a significant role in changing the economic situation of the area, which was on the edge of collapsing due to de-industrialization. The role players, which included the traditional leaders, mayor, local government, and private sector came together and turn around the economic situation of the place through the establishment of the economic development projects such as game reserve, game farm, arts and culture association, and agri-village.

In addition, Parez-Sainz and Andrade-Eekhoff (2003: 43) argue for the significance of collective action among locals, especially local businesses in promoting local economic development and dealing with social constraints. They pointed out in their case studies that the absence of collectiveness prevents communities to demand resources and services from the local authorities. This further limits their autonomy and advantage to prosper.

Human capital is crucial to facilitate the process of economic development especially in poorer areas (Binns and Nel, 2003: 44). They alluded that local social entrepreneurs, have a significant role to play in stimulating their communities by drawing on available institutional and community strengths and assist in steering development. Once again, they refer to the case of Utrecht where well-educated,

highly motivated, and articulate individuals contributed in providing a team spirit, attracted financial support and produced knowledge and skills for the betterment of the community. The lack of such human capital could lead to failure of any community development efforts.

2.11 CONCLUSION

In conclusion, issues of poverty and inequality are worldwide challenges that affect all countries. They had a great impact on the general development of the nations in terms of economic, social and environment. Various economic development strategies can be employed by nations to fight poverty. Those include monetary strategy, open economy strategy, industrialization strategy, green strategy, socialist strategy, and redistributive strategy.

These strategies advocate different views in terms of the nation government intervention to address issues of poverty and inequality. From the literature review, one can assume that governments need to intervene and adopt economic development strategies, which will bring about sustainable change in the people's livelihood.

The development centre came into being because of state intervention efforts to eradicate poverty. It is perceived as a tool to be used to address problems such poverty, inequality, and unemployment through the running of the income generation projects and skills training progammes. In order for development centres to achieve its mandate, there are aspects that need to be considered. Those include structure of the organization, leadership, capacity building, and management of small business, local economic development, and role of local government in small business and collaboration of service providers. The structure of the organization is significant as it determines the effectiveness of the organization to deliver its mandated responsibilities.

If development centres organizational structure is ineffective it will hinder its service delivery. Leadership in the centre needs to be competent and forecast in terms of

acknowledging the internal and the external forces that affect the core business of the centre including creativity in identifying opportunities that contribute to the success of the centre. The issue of capacity building is essential. The capacity needs in the development centre have to be identified and fulfilled to ensure that the centre function optimally.

In addition, in order for development centres to effect change in people's economic conditions it is significant that there is efficient and effective management of income-generating projects that function as small businesses. This necessitates that development centre management needs to be competent and acquire the appropriate knowledge and skill to direct projects. The income-generating projects as economic activities need to be developed so to contribute to the local economic development.

The role of local government is crucial to ensure that these projects become viable economic entities through provision of amenities such as space, reduced rates, and so on. In addition, partnership between all spheres of government, public sector, private sector and non-governmental is imperative if objectives of the development centres have to be realized. The collaboration among these sectors would ensure that service delivery is improved at the centres.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The approach to this study is towards qualitative research methodology. Various researchers define the qualitative research differently. Kirk and Miller (1986: 28) look at qualitative research as empirical and a socially located phenomenon, defined by its own history. It focuses on investigating particular aspects as perceived by a particular group or individual's life experiences. The researcher interacts with a group to be studied. The various methods of collecting data are employed aimed to understand group life experience.

3.2 THE RESEARCH APPROACH

The research approach can be exploratory, explanatory, and descriptive (Tellis, 1997: 5). Exploratory research focuses on the investigation of unclear issues or hitherto not well-known situations. Explanatory research aims at clearing up or illuminating complex causal links in real life interventions. Descriptive research concentrates on telling, unfolding, or recounting real life issues or situations. The approach of this research is exploratory qualitative study (Yin, 1993: 17). It aims at exploring challenges faced by the development centre in terms of income-generating projects and skills training programmes through having a holistic and in-depth investigation. The research took the single case study method as it focuses only on the Stanza Development Centre that is situated in Mamelodi. The case study is aimed to bring out details from the perspective of the participants by utilizing multiple sources of data. The case study focused on investigating obstacles that prohibit the existence or smooth running of the income-generation projects and skills training programmes as perceived by senior and middle management, and beneficiaries of the centre.

The study investigated the role of both senior and middle management in the centre and how management skills facilitate the running of the income-generation projects

and skills training programmes. It focused on finding out the kind of resources that are available in the centre and how they contributed to the running of projects and programmes. The issues of collaboration were explored to investigate how the centre network with other non-governmental organizations, public sector, and private sector. In addition, the study explored the contribution of that networking relationship to the centre activities as perceived by the participants.

Further, the study looked at what beneficiaries perceived to be their benefits from the centre's activities, that is projects and programmes that are conducted at the centre. The areas that needed to be improved in the centre were explored as perceived by the participants. The observation method was used to observe the actions, interaction and relationship among the participants to see how they contribute to the running of the projects and programmes. The observation was done during interviews with the participants and through attending meetings that were held at the centre.

3.3 RESEARCH DESIGN

The research design has to illustrate the sample that forms part of the investigation and encompass sources of data, collection of data and the analysis of data (Locke, Spirduso and Silverman, 1993).

3.3.1 Research Participants

Non-probability sampling was used where participants were chosen based on convenience. Thus, based on the limitation of the convenience sampling there is no proportional representation of participants interviewed. For instance, the total number of participants interviewed was 35. They included five (5) senior management members; three middle management members, which included 1 centre manager, 1 administrator; and 1 bookkeeper; and 27 beneficiaries. The beneficiaries were from different projects, which include sewing, baking, farming, and handcraft. Sewing

project had only two beneficiaries, baking project had 14 beneficiaries, farming project consisted of six members and handcraft project was composed of five people.

The researcher made contact with the Stanza Development centre through a letter to the senior management requesting permission to conduct research. After permission was granted the researcher made appointments to interview the participants. It was difficult to secure appointments with some of the senior management especially the two members who are general medical practitioners. They could not be at the centre, as they had to be at their surgeries. As a result, appointments were arranged at their surgeries. However, their surgeries were most of the time full and the interviews had to be within limits to allow them to continue with their duties. All other participants were interviewed at the centre and they were very willing participants.

The senior management or Board of Directors provided information that was important to understand challenges faced at the higher level of management, which affects service delivery in the centre. The information gathered from middle management contributed to understanding some operational challenges affecting the service delivery at the centre. The beneficiaries provided information about their perception of the centre and it was valuable as it provided a comprehensive understanding of the challenges faced by the centre.

3.3.2 Data collection

The methods that were employed in this study to collect data include interview questionnaire guideline, secondary data, and participant observation.

(a) Interview questionnaire guideline

A standardized interview questionnaire guideline was employed as a research tool to elicit participants' responses of their experiences of the centre. This device was

chosen for the collection of data as it offers a valid description of how the participants experience the centre and was practical to use because the sample was small. It provided the opportunity to gain detailed information and record additional information from the informal comments made by the participants, which served to be of value to the research as a whole.

The interview questionnaire guideline contained both questions of facts (demographic) and questions of attitudes/opinions, which deal with ideas, thoughts, conceptions, and presuppositions of respondents relating to the areas of inquiry (see Appendix A).

The questionnaire was divided into five sections, which include:

Section A Biographical questions

Section B Questions concerning management skills and were excluded to the senior and middle management of the centre.

Section C Questions focused on the support, resources, and collaboration issues in the centre.

Section D Questions referring to the perceptions of the beneficiaries at the centre and were excluded to the beneficiaries

Section E Questions referred to how the centre could be improved.

The questions were of both open-ended and closed-ended. However, most closed ended questions were used in order to facilitate the more accurate analysis of the results. Open-ended questions were asked to seek the participants' opinion on events, facts, and experiences of the centre.

The interview questionnaire was read to the respondents and the researcher recorded answers. Each interview took approximately thirty minutes. The questions were written in English but were asked in a vernacular language to ensure that the participants could be able to understand and respond. A particular caution was taken to ensure that when the questions were translated to a vernacular language, meaning was not distorted.

(b) Participant observation

Observation was used as a method to gather the necessary data for the research. The researcher participated in the events of the centre through being involved in their meetings at the centre and informally interacted with the people whilst they were busy with their project activities.

(c) Secondary data

Secondary data, which include books, journals, internet, reports, and academic articles, were used to corroborate evidence gathered from other sources.

3.4 ANALYSIS OF DATA

Data analysis makes meaning of information collected from the field. Data are in the form of words from transcripts, documents and observation (Silverman, 1993). When it is captured the researcher makes a meaning of it through making a deep analysis of it. This analysis is conducted by extracting themes and generalizations from evidence collected. The data is then organized to present a coherent and consistent picture (Silverman, 1993).

Data analysis could be in a form of holistic or coding analysis (Merriam, 1998). Holistic analysis draws conclusions based on the text as a whole, whereas coding

divides evidence into parts and gradually builds up to the whole. In this study, the data analysis that was employed is coding. Coding is defined as a systematic searching through data to identify specific observable actions or characteristics (Merriam, 1993). In this study, the coding was designed based on analytic frameworks which included participants' roles and profiles, skills as possessed by management and beneficiaries, the relationship among senior management, middle management and beneficiaries, resources in the centre, collaboration issues and development areas in the centre.

In the participants' roles and profiles, the aim here was to understand the sample chosen in terms of age, gender, level of education and their position at the centre. This information was presented in form of tables and figures. The skills of management was the other category that was concerned with identifying skills possessed by management in terms of running the centre and beneficiaries in terms of performing activities existing in the centre. This was presented in a form of tables and descriptive discussion. The relationship among three levels of participants-- i.e. the senior management, middle management and beneficiaries at the centre as the next category-- was essential to understand relations among participants and how that contribute to the running of the centre. The information is illustrated in a form of descriptive discussion. Resources framework was based on identifying the availability of resources and support necessary to facilitate the activities of the projects and programmes that exist in the centre. Tables and descriptive discussion were used to present the data. In the issues of collaboration category, the aim was to receive meaning of how the engagement of the centre with other stakeholders facilitates the running of the centre. The data was presented in a form of descriptive discussion. Lastly, the development areas in the centre were explored with participants to identify areas that needed improvement in the centre to achieve its objective. This data was demonstrated in a form of descriptive discussion.

3.5 ETHICAL ISSUES

The researcher exercised care in contacting participants and administering the interview. Senior management was contacted through a letter to seek permission for conducting the study in the centre. After permission was granted each category of participants was informed orally about the purpose of the research, their involvement in the research and that their response will be recorded. The participants were assured of confidentiality not to disclose their identity. They were further informed of their choice to decline to the interview (see Appendix A). Thus, their involvement in the interview reflected voluntary participation by the participants.

CHAPTER 4:PRESENTATION OF FINDINGS

4.1 INTRODUCTION

The research was aimed to address issues of income-generating projects and skills training programmes in the centre. Findings will be presented and categorized into the following themes, which include biographical data of participants, management skills and training, support services and material resources, collaboration issues, perceptions of beneficiaries and improvement of the centre.

4.2 BIOGRAPHICAL DATA OF PARTICIPANTS

In this section, the study presents biographical data of participants.

(a) Table 1: Profile of the Senior Management (Board Members)

No. of Participant	Position	Gender	Age in years	Years in Centre	Outside Responsibility	Paid out	Level of Education.	Qualification
1	Chairperson	Male	41-50	Over 5	Yes	Yes	Tertiary	Medicine
2	Vice-Chairperson	Male	41-50	Over 5	Yes	Yes	Tertiary	Medicine
3	Treasurer	Female	Over 60	Over 5	Yes	Yes	Tertiary	Doctrine in Theology Sister
4	Secretary	Male	41-50	Over 5	Yes	Yes	Tertiary	BA (Hons) Psychology
5	Additional Member	Male	41-50	Over 5	Yes	Yes	Tertiary	LLB(Judge)

Table 1 shows that there were five Senior Management members. They have been serving in the board/ management for over 5 years. Most of the members fall within age category 41-50 years. One member falls within the over 60-years category. The members have the highest level of education and as expected they have other responsibilities from which they generate their own income. An interesting aspect is

that the board/ management is dominated by males which are four in number and have only one female member who is over 60 years old.

(b) Table 2: Profile of middle management.

Participants	Position	Gender	Age in yrs	Yrs in Centre	Outside Responsibility	Paid	Level of Education	Qualification
1	Centre Manager	Female	31-40	2-3	No	No	Tertiary	BA(Admin)
2	Administrator	Female	31-40	0-1	Yes	Yes	Tertiary	BA
3	Bookkeeper	Male	21-30		No	No	Tertiary	BCom

Table 2 shows that middle management members are 3 in number of which 2 are females and 1 is male. They are young and two female falls within the age category 31-40 years and one male falls within the age category 21-30 years. Their experience in the centre ranges between the category 0-1 year and 2-3 years. They have the highest level of education and only one member of middle management has outside responsibility of selling jewellery goods from which income is generated. The other two members are not involved in any economic activities.

(c) TABLE 3: The summary of the profile of beneficiaries

Table 3 below shows there were 27 beneficiaries. They consist of young adults and the old persons as their age ranges from 30 to 60 years. In terms of the level of education, in the whole number of 27 participants only 2 are in the tertiary level, 13 are in the secondary level (i.e. Standard 6-Standard 10), 11 are primary level and 1 has never attended school (see Appendix B for details of the profile of beneficiaries). The beneficiaries are predominantly females for instance out of 27 participants 20 are females and seven are males.

Gender		Level of Education			Age Range					
M	F	P	S	T	Under 20	21 - 30	31 - 40	41 - 50	51 - 60	Over 60
7	20	11	14	2	0	4	8	7	3	5

P – Primary

S – Secondary

T – Tertiary

Table 3 also indicates that the beneficiaries' level of education is concentrated in primary and secondary level. For instance, most of the beneficiaries (48 percent) in the centre have primary education and 41 percent attended secondary school. Only 3, 7 percent attended tertiary and 7, 3 percent has never attended school.

(d) Table 4: Involvement of beneficiaries outside the centre

Table 4 below shows that beneficiaries are involved in various activities/projects, which include handcraft, sewing, baking, and farming. Five beneficiaries are involved in handcraft, 14 in sewing, 2 in baking, and 6 in farming. It further shows that the

beneficiaries are only involved in the projects and programmes within the centre, and are not involved in other activities outside the centre. This may indicate that employees are unemployed and not involved in any economic activities outside the centre. They may be therefore depended on the activities of the centre for their survival and personal empowerment in terms of training.

Project	No. of beneficiaries	Outside responsibilities
Handcraft	5	None
Sewing	14	None
Baking	2	None
Farming	6	None
Total	27	

(e) Table 5: Gender profile of beneficiaries

PROJECT	FEMALE		MALE	
	No. of Participants	Percentage	No. of Participants	Percentage
Handcraft	5	18,5	0	0
Sewing	12	44,4	2	7,4
Baking	2	7,4	0	0
Farming	1	3,7	5	18,5
Total	20	74%	7	26%

Table 5 shows that 74 percent of the beneficiaries are females and only 26 percent of beneficiaries are males. Sewing has the highest number of females (44, 4 percent) in comparable with percentage of males whereas farming has the highest number of

males (18, 5 percent) compared to the percentage of females. The percentage for females in handcraft and baking is 18, 5 percent and 7, 4 percent respectively, whilst males is 0 percent in both those projects.

Table 6 below shows that most beneficiaries 48 percent fall within the category of 0-1 years of time spent in the centre while 19 percent of beneficiaries are within the category of over 5 years. This may be an indication that people that are more new are trained and exit the centre. The percentage of beneficiaries who spent 2 – 3 years is 22 percent, which may indicate some degree of 'bottle-neck' phenomenon prohibiting exit of people from the centre. The beneficiaries who spent 4 – 5 years are 11 percent.

(f) Table 6: Years spent in the centre by the beneficiaries

Categories of yrs in the centre	No. of participants	Percentage
0 -1	13	48
2 – 3	6	22
4 -5	3	11
Over 5	5	19

4.3 MANAGEMENT SKILLS AND TRAINING

(a) Table 7: Types of training provided to Senior Management

Table 7 below shows that only two members of the senior management attended training. Social Development Department arranged the training in a form of workshops. When the two members were asked to rate the training on the scale of highly satisfied, satisfied, dissatisfied, and highly satisfied (see Appendix A), they related it as satisfactory. However, one member further commented that it was "too

basic." This is understandable considering the level of education of senior management. In addition, the targeted communities' level of education is not high and therefore need basic training.

Members of Senior Management	Type of training received						
	Financial Management	Book keeping	Leadership	Team Building	Conflict Management	Planning	Office Admin
Chairperson	No	No	No	No	No	No	No
Vice-chairperson	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Treasurer	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Secretary	No	No	No	No	No	No	No
Additional Member	No	No	No	No	No	No	No

When respondents who did not receive training were asked the reasons, they said that the training was to run for more than one day in a week and they had other work commitments and responsibilities, which made their attendance impractical. They further believed that other members who were to attend were going to share the information with them through in-service sessions.

The major reason found was that their educational background and experience provided them with the similar exposure as they receive the same training from their workplace and associations they are affiliated to. For instance members reported to have received training through institutions such as Training and Leadership Centre, Audit Committee of Law Society, Training provided by South African Breweries. All respondents think that training is essential for management, as it would update their knowledge and skills.

(b) Table 8: Types of training provided to Middle Management.

Table 8 shows that only one member received training. The Department of Social Development arranged the training in the form of workshop. The member received training when she was still an administrator at the centre and on the scale of highly satisfactory, satisfactory, dissatisfactory, and highly satisfactory. She rated the training as satisfactory and empowering.

Members of Middle Management	Type of training received						
	Financial Management	Bookkeeping	Leadership	Team Building	Conflict Management	Planning	Office Admin.
Case Manager	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Administrator	No	No	No	No	No	No	No
Bookkeeper	No	No	No	No	No	No	No

When the members who did not receive training were asked the reasons for not receiving training, they stated that they were not yet employed at the centre when the training occurred. They indicated that they received in-service training provided by the centre manager. They rated the in-service training they received as satisfied. All members of middle management think training is important, as it would improve their knowledge and skills.

4.4 SUPPORT SERVICES

(i) Senior Management

Senior Management responded that they meet quarterly and when necessary they have additional meetings. They have limited contact with middle management though they regard their relationship with them as good. They have committed middle management. However, one member of senior management indicated that there could be some tension between them resulting from senior management not supporting the idea to increase salaries of members of the middle management.

Senior management think they provide the necessary support to facilitate the running of the projects and programmes. They ensure that they control the finance and make finances available for the operations of the centre so that projects and programmes are conducted effectively.

(ii) Middle Management

Before August 2005, middle management said that there was a severe problem because senior management was not supportive and visible. When meetings were arranged they would not all come and this hampered crucial decision to be taken about work related issues. In addition, a politician was once the manager of the centre. He was causing problems, as he wanted to control the operation of the centre. Due to lack of assistance from senior management, middle management requested assistance and intervention of the social Development Department.

The intervention of the Social Development Department bore fruits as it led to all role players meeting in August 2005 where senior management resorted to be more involved in overseeing the effective running of the centre. According to middle

management, the situation has improved since then because the senior management has become involved and accessible although to a minimal level.

They believe that their minimal involvement is related to the fact that they are volunteers and have other responsibilities. However, they do acknowledge the involvement of one senior management member who is always in the centre when needed and provides necessary support and guidance.

In addition the middle management were found to be concerned about their working contract which is twelve months and have to be reviewed annually. They indicated that it destabilize them emotionally because every year they have to deal with the misery of whether they will be re-hired or not. They think this is disturbing, as it would negatively affect the consistency of service delivery in the centre.

(iii) Beneficiaries

The beneficiaries in the centre were found to be aware of the involvement of middle management. They perceive them as supportive. For instance, Mr Tefo of a farming project said that middle management assists them with creative measures to save their income generated from selling their produce. Ms Mogale of a sewing project indicated that middle management ensures that the necessary materials are available for them to receive training. Ms Letlotlo and Ms Melato of a baking/ catering project said that efforts are being made from the middle management side to assist them to secure some of the business for them.[2]

4.5 MATERIAL RESOURCES

[2] NB. The names used in this text are not real names of participants. The names were adopted in order to protect the identity of the participants.

The common response that emerged from all participants about resources was found to be dependent on individual projects, as it will be shown below. However, it should be acknowledged that management as in senior and middle management provided most of the responses.

(a) Table 9: Handcraft Project resources

Resources	Resources Sufficient?
Finance	Yes
Equipment	Yes
Accommodation	Yes
Participants	Yes
Skills / Training	Yes

Table 9 shows that the handcraft project has all the necessary resources needed. The centre purchases materials and equipment that are needed for the project to operate. The accommodation and participants are available. However, the problem is lack of experience due to poor training. The Department of Labour, which is the service provider of training, has not yet approved for training to commence. To cope with the situation fellow beneficiaries with handcraft skills are used to share their skills through training other beneficiaries.

The project consists of HIV-infected people. As a result, they are also involved in gardening project to plant vegetables for themselves and their children. However, it was said that there is lack of participation in the project. Hence only five beneficiaries were available for interview.

(b) Table10: Baking Project resources.

Resources	Resource Sufficient?
Finance	Yes
Equipment	Yes
Accommodation	Yes
Participants	Yes
Skills/ Training	Yes

In the baking project, resources are perceived to be sufficient. Finance is available and equipment such as stoves etc, are available. A list of people waiting to be trained is available. However, like the handcraft project, support in a form of provision of training by the Department of Labour is not available. The centre does not have funds specific to purchase private service provider to train the people.

(c) Table 11: Sewing Project resources

Table 11 shows that all the necessary resources needed for the project to operate are available. The resources in terms of finance equipment, participants, and training are sufficient in the project. The department of Labour approved training based on the fact that the department of Social Development bound itself that it will provide tender to women who are trained and who have formed a corporation to sew school uniform for the vulnerable children.

Resources	Resources Sufficient?
Finance	Yes
Equipment	Yes
Skills/Training	Yes
Participants	Yes

The Department of Social Development run a HIV/AIDS programme where children who are vulnerable, orphaned are identified and provided with school uniform. The women who received sewing training are encouraged to form co-operatives and run sewing business. Based on their competence they are awarded tenders to sew school uniform for those children identified as in need. The trainers in this project are the ex-beneficiaries of the centre who were previously involved in the sewing project.

(d) Table 12: Farming Project resources

Resources	Resources Sufficient?
Finance	Yes
Equipment	Yes
Land/Space	Yes
Participants	Yes
Seeds/ Plants	Yes
Skills/Training	Yes

As illustrated by table12, finance, equipment and plants are sufficient for the project to operate. The Department of Agriculture provided training for the beneficiaries from which they were awarded certificate. It further provided "starter packs" which included all necessary equipment, seeds/plants to beneficiaries although they are of subsistence farming. The problems have been experienced with securing land for beneficiaries who have to exit the project to farm. As a result they use the small land within the centre and they cannot grow to be self-reliant.

The beneficiaries and the Department of Agriculture and Department of Land Affairs have been searching for land. However, the land identified was found to be expensive, exceeding the grant provided by the Land affairs Department. The exact

figures as to how much the land cost and the grant provided could not be found since all participants were unclear. The beneficiaries are presently saving the income they generate from selling their produce to attempt to supplement the grant.

The information gathered revealed that the participants used to have their individual space from which they each plough their own produce/plants. When the Department of Agriculture came in to assist with 'starter packs' in 2005, beneficiaries were encouraged to form cooperatives. Some left, as they were not in favour of the idea. In addition, those who are left are reported to lack the commitment.

(e) Additional Issues

Additional information discovered during the research was that the centre intended to run the following projects: welding, brick making and laying. However, they are not operating because of insufficient funds to purchase the equipment and to fundraise and attract donations is difficult. With regard to brick making the Department of Social Development donated equipment. The centre had a list of beneficiaries. It had had requested training from Department of Labour and they were advised to secure a market before training could be approved.

The centre management negotiated with the Department of Housing, which is situated in the same premises with them. The idea was to secure a market so that the bricks that are produced in the projects could be supplied to them for RDP houses that are and still being build in the area of Mamelodi. The Department of Housing showed interest and provided the centre management with a confirmation letter to show their interest into the arrangement. However when the presentation was made to Department of Labour to secure training it became unsuccessful as the Department of Labour was not satisfied. Their dissatisfaction was because the confirmation letter from the Department of Housing was not a clear binding document.

4.6 COLLABORATION ISSUES

This involves government's and non-government organizations' support to income-generating projects and skills training.

(a) Government Organizations/Departments

A number of government departments are involved in the development centre to provide the necessary support to enhance its functioning. First, the Department of Social Development as leading Department funded the sewing, baking/catering, and brick-making projects to buy all needed equipment. It further funds the salaries of the staff of the development centre on continuous bases and provides the necessary support to the centre through assigning a development worker to the centre to facilitate the smooth running of the centre.

This is done through assessing the management of finance (as informed by the PFMA - Public Financed Management Act) and monitoring the activities of centre to ensure that it is aligned to the mandate of the department. The Social Department is in the process of funding a 'drop-in' programme in the centre, which is aimed at targeting orphaned, child headed families, vulnerable children to receive services such as food parcels, do home work after school, and other necessary assistance deemed appropriate for them.

Second, the Department of Agriculture focuses on providing training to farming beneficiaries. Beneficiaries are further provided with the certificate after completing the training. It provides starter packs to beneficiaries that include seeds, plough equipment, irrigation system. It also collaborates with Department of Land Affairs to secure a land for the farming project and to ensure that the land to be identified is suitable for farming.

Third, the Department of Health, through the local clinics, assists with nutrition for the handcraft project beneficiaries as they are infected with HIV. They also provide the necessary treatment and health information to the beneficiaries. The children of handcraft beneficiaries also benefit from the nutrition programme in the clinic. They further support baking, catering project by awarding them business to cater for them when they have functions.

Fourth, the Department of Labour, which has to provide training for all the projects. The Department of Labour has to identify and pay a credible service provider to provide training that is needed in the centre. The provision of training has been experienced to be delayed. The reason being that the Department of Labour needs an exit plan of beneficiaries where they will be having a market for economic activities they perform in the projects. That is, it provides training only when trainers will have jobs or secure business after training.

(b) Non-governmental organizations, companies, or institutions.

The non-government organizations and private companies are involved in development centre including Mac Cathy Motor Company which provided food parcels for handcraft beneficiaries and their children. It also provided gardening equipment for this project. SAB (South African Breweries) provided the funding for the structure of the buildings to be erected. They have been the main donor to the centre. Daimler Chrysler Motor Company donated funds to the centre. Siemens Cellular Company provided computers and fence for the centre premises. University of Pretoria donated furniture such as desks and academic technical advice to the centre. Ford/Mazda Motor Company (based in the Daneboom area) donated gates and vehicle for the centre. The Embassy of China donated 25 sewing machines.

4.7 PERCEPTIONS OF BENEFICIARIES

The perceptions of beneficiaries will be categorized according to projects

(a) Handcraft Project

The beneficiaries were found to be satisfied with the training they have received. Beneficiaries who have the skill in handcraft provided the training. They perceived the centre management as making efforts to ensure that the materials and equipment needed to perform their tasks are available and sufficient.

They appreciated the service they receive in terms of having their own garden to produce for themselves and their children as well as the food parcels they receive. Some were found to be concerned about the lack of commitment from other members and accused them of not putting much effort to do their task especially in gardening. In addition, there was a concern about the size of the place they use as it was described to be small; therefore, they are overcrowded. The market for the products they produced was a concern. They all indicated that their products are only displayed at the centre and they need to target market outside the centre and they lack the knowledge.

(b) Sewing project

The beneficiaries were satisfied with the training they received as it empowered them with differentiated sewing skills. They appreciated the fact that training was free and they benefit since they are unemployed. The necessary resources i.e. material and equipment was made available to them. One Ms Pheko indicated that she was pleased because she always wanted to receive training on sewing but it was difficult for her

because it was expensive and she was unemployed. She thought the training at the centre as a “Godsend” and miraculous.

However, most participants were found to be concerned about whether they will receive necessary support after training. They wanted to start their own business and raised a concern regarding where to elicit funds to start their own business. They indicated a need to be assisted financially to start their own business, to have training on business operations and marketing. One Ms Letlanthe said that the training was good but she is not sure if she could be able to have her own business because she is unemployed and have no money. Her family is also poor to can lend her the money and she wished there was a place where she could be assisted with money and good ideas to start her own business.

(c) Baking/catering project

The beneficiaries received training and were satisfied. However, they indicated that training has stopped due to the Department of Labour’s stringent qualifying conditions to approve training. They indicated that they were about 12 beneficiaries but some left because the project was not growing. They are presently two in number. They were found to be concerned about lack of finance to start their own business. For instance, Ms Melato indicated that presently they get offers or business from the clinic, social development and the centre to do catering for them from which they generate money. Nevertheless, due to lack of sufficient funds and space to work they cannot grow.

In addition, Ms Matlotlo explained that they were using accommodation at the premises of the centre, which was used for training students of catering due to the fact that there are no students or trainees for catering. They pay rent. But if the Department of Labour could approve training they will have no place to work from. They further indicated a need to have training on business operations and marketing.

(d) Farming Project

The participants received training and perceived it as satisfactory. They were found to be concerned about the issue of land as it inhibits them from growing. They were impatient and felt that the Department of Land Affairs' process to secure them a land was too long and not promising. Some also raised a concern about lack of commitment from other beneficiaries who would only come to work once or twice per week claiming to be ill.

Some members who are young and not receiving old age grant were found to be concerned about not receiving some income from the money they generate from selling their produce. For instance, Mr Kgwate who was not receiving an old age grant. He only ate home vegetables and was not enough for him since he needed money to take care of other needs.

The other interesting fact is that those who are very old were found to be concerned about their involvement in the project. They indicated that the job was hard and they do not have the power to pull a big project they intend to create and wish to have young people who could be involved to carry the project to reach a higher level. For instance, Mr Selete said, "We are old and this project needs young blood to be involved and make the project big and successful."

4.8 IMPROVING THE CENTRE

The common responses that were found from the participants included the following:

The participants need the Department of Labour to be engaged on its condition to approve training. They view their stance, or criteria, to be rigid, and not benefiting people considering the present high level of unemployment in the country. They also

indicated that there is a need to intensify training on business operation and marketing. This, they believe could assist those who may in future operate their own businesses. There was a perception that there is a need for after care support services after exiting the centre to ensure that the necessary support from the centre, for example, in terms of providing technical advise on how to run business, marketing, finance, if possible, is made available to those in need.

They further suggested the advocacy for ‘starter parks’ for all beneficiaries who formed co-operatives as this will also help to meet the criteria for Department of Labour. They indicated that if cooperatives could be funded and be equipped with the necessary support to get off the ground they would be beneficial for them to develop and succeed.

The shortage of land was considered to be as a serious issue, which was perceived as an obstacle to progress of the projects. People who completed the training and formed cooperatives are unable to grow because, among other reasons, lack of space and land to utilize in order to operate.

CHAPTER 5:ANALYSIS AND INTERPRETATION OF FINDINGS

5.1 INTRODUCTION

This chapter will provide the analysis of the findings of the study linking it with the problem statement of the study, research questions, and literature review. The data analysis will be based on the profile of participants, management skills and training, relationships in the centre, material resources, collaboration with other agencies and development areas in the centre. From the foregoing presentation of data, the following trends emerged:

5.2 PROFILE OF PARTICIPANTS

The total number of participants was 35. The participants included five senior managers, three middle managers, and 27 beneficiaries who are involved in sewing, baking, handcraft, and farming projects. Sewing project had 14 members, baking had two members, handcraft had five members and farming had six members.

The profile of senior and middle management of the centre indicates that they have a high level of education, mostly tertiary qualification. Senior management in particular, consisted mostly of entrepreneurs with vast experience such as business management, which they used to the advantage of the centre. This phenomenon appeared to contribute positively to the functioning of the centre because education is enlightening. Educated people are mostly able to grasp and relate to issues pertaining to development and facilitation of operations. The success of the centre to attain its goals is highly dependent on the management that is educated, competent and has the skills to ensure success of the centre.

According to Binns and Nel (2003: 44), high education is human capital and is crucial to facilitate the process of economic development especially in poorer regions of the world. Local social entrepreneurs have a significant role to play in stimulating

their communities by drawing on available institutional and community strengths and assist in steering development. In addition, Binns and Nel (2003: 41) argue how in the case of Utrecht and KwaZulu Natal, well educated, highly motivated and articulate individuals contributed to enabling team spirit, and how they attracted financial support and produced knowledge and skills for the betterment of the community. The lack of such human capital could lead to failure of any community development efforts.

The profile of management indicates that managers, especially senior managers, have been in the centre for over a period of five years. This appears to be positive for the centre as it may indicate that there is continuation of governance, which contributes to the continuation of service provision. However, middle management was found to be disturbed by their working contract that has to be renewed annually as it takes a twelve months period. In addition, they are concerned about their low salary. This may be a threat to continuity of service as the staff may feel insecure and seek other work that offers security. At the same time, having a twelve months contract may encourage the staff to work hard, be committed and competent as they strive to secure their contract.

The beneficiaries' profile shows that their level of education is concentrated on the primary and secondary level and only few have completed grade twelve. For instance, 48 percent of beneficiaries attended primary education and 41 percent attended secondary education. Only 7, 4 percent attended tertiary education and 3, 7 percent never attended school. The high level of semi-illiteracy and high need of capacity building and empowerment programmes for beneficiaries in the centre.

This suggests a reflection of the characteristics of the community within which the centre exist i.e. Mamelodi and may further be a reflection of the nation as a whole. The profile of beneficiaries further illustrate that more female beneficiaries are involved in the activities of the centre than male beneficiaries. For instance, the

female beneficiaries account to 74 percent whereas male percentage is 26 percent. In addition, the profile of the beneficiaries indicates that all of them are only involved in the activities that take place in the centre. The implication thereof is that the beneficiaries, mainly women, are unemployed and not involved in any economic activities outside the centre, and that the projects and programmes of the centre are their main source of empowerment and survival.

The whole phenomenon of the beneficiaries' profile suggests that the targeted individuals in the centre are mostly woman who are mainly semi-illiterate and unemployed. This is appropriate as it shows that the centre target the relevant groups as expected. The development centre is envisaged to target the most vulnerable groups including women, unemployed and marginalized (DSSPD, 2001: 11). In addition Mack (2002: 1) alludes that according to the World Bank the prediction is that another 116 million people will be added to the ranks of the very poor in the next ten years and the women are the most affected, for example, 70 percent of the world poor are females.

Therefore, special programme need to be employed aimed at empowering and uplifting woman. Further, the RDP (1994: 46) caution that issues of capacity building needs to encompass gender issues. The women, especially black women have been marginalized and had no access to resources such as land in the past apartheid regime. In this effort to uplift woman, it is crucial to acknowledge that women, due to being disadvantaged or marginalized, may not have the competency to function and this will have unintentional negative impact on development (Landell- Mills and Serageldin, 1991: 41).

It is therefore imperative that this process of empowerment be accompanied by capacity building. For example, if women have to be seen as leading economic entities successfully, as a way of empowering them, they have to be capacitated with skills and knowledge to ensure that their economic empowerment is successful.

The years spent in the centre by the beneficiaries suggest that there is movement and exit of beneficiaries from the activities of the centre. For instance 48 percent of beneficiaries fall within the category of zero – 1 year whereas 19 percent are within the category of over 5 years (see table 6). This is positive since the development centre is viewed as incubators where people enter the system, empowered with skills and come out as self-reliant individuals (DSSDP). However, there seems to be some degree of "bottle-necks" since there is, for example 22 percent beneficiaries who have spent a period of 2 – 3 years in the centre. This indicates that the centre's exit plan of beneficiaries needs to be intensified to ensure that the centre function as expected.

5.3 MANAGEMENT SKILLS AND TRAINING

Training in management skills is essential for managers to function optimally. The research focused on eliciting information from senior and middle management about training they received as managers. The findings of the study indicate that training was provided to senior management. The training included management skills such as leadership, conflict management, financial management, planning, bookkeeping, office administration, team building etc. It was rated as satisfactory on the scale of 1= highly satisfactory, 2= satisfactory, 3= dissatisfactory and 4= highly dissatisfactory. The provision of training is essential for management of the centre because management would be capacitated with the necessary skills and knowledge to operate.

This point is emphasis by Esman (1991: 22) who argues that it is crucial to address the problems of management capabilities and managerial performance to bring about desired development in communities. He further advocates that the provision of skills training to management would minimize the struggle of community organizations to attain their objectives. In addition, Heather (2003: 270) alludes that institutions are tasked with a particular mandate to carry out. They need to identify gaps in terms of

competencies they lack so that they could be capacitated in order to improve and attain their mandated objectives. He further indicates that it is imperative that implementing units of policies, referring to both individuals and organizations, be capacitated with the knowledge, skills and practical advice on how to implement policies and attain its objectives.

Returning back to the findings of the study, it is indicated that only two senior management members received training. Those who did not receive training were due to time constraints linked to their outside responsibilities. In-service training that was supposed to be provided by those who went for training did not take place. This could be because, as it was discovered, the senior management members have managerial experience and skills because of their educational background, work experience and they have been involved in management training in their workplace. This is positive for the centre as it implicates that it has an experienced, skilled, and knowledgeable senior management. From the observation made by the researcher, there was no notice of serious problems experienced by the centre because of lack of good management.

The majority of middle management did not receive training because when the training was provided they were not yet employed at the centre. For instance only one member out of three received training. However, they received in-service training from a member who received training and they view it as essential and valuable. Based on observation of their performance, there were no conspicuous problems experienced with regard to operating or running of the centre.

5.4 RELATIONSHIP IN THE CENTRE

The relationship among three levels of participants, which include senior management, middle management, and beneficiaries was explored to find out whether it affects the activities of the centre. The findings indicate that senior management perceives their relationship with middle management to be good. They

view middle management as dedicated staff. Their contact with beneficiaries is very rare and as a result, they view the relationship to be indirect. They perceive themselves as playing an active role in supporting and facilitating the running of the centre.

Middle management views the relationship between them and the senior management as better than it was before the intervention of Social Development Department in August 2005. The intervention took place because the senior management was then not supportive and visible. This situation hampered the service delivery in the centre because members of senior management, as the ultimate decision makers, were not availing themselves to crucial meetings. In some instances the middle management felt that they were expected or pushed to make decision of which they were not mandated for because the lack of the involvement of senior management in making such decisions.

Presently, senior management is involved in the centre in terms of making and taking necessary decisions although to a minimal because middle management members still struggles to access them and the communication is reported to be relatively poor. They perceive this to be resulting from the fact that senior management members have other responsibilities outside the centre.

Importantly, the structure of the organization and leadership style has an influence on the relations and ways of decision making in the centre. The Stanza Development Centre operate like corporative where various shareholders elect board of directors whose responsibility is to ensure the overall management and functioning of the centre. Board of directors elects management of the centre, which is responsible daily functioning of the centre (Goeting and Marrow, 1998: 1).

Goeting and Marrow (1998: 1) caution that this kind of organizational structure tends to be hierarchical in nature and requires that roles of each layer be clearly defined to

prohibit conflicts that may possibly manifest because of role confusion. The conflicts would lead to lack of effectiveness of the centre and inability to focus on delivering the service mandated to the centre. This clearly put into perspective an understanding of problems experienced in the centre, for example, the lack of senior management in making decisions led to ineffective service delivery in the centre.

In addition, Powell (1987: 28) argues that non-profit board members have the tendency to view themselves as volunteers and following the direction of staff, not as leading agents. This contributes to disagreement that exists between them and the staff over the primary functions of the board. It further hampers the functioning of the non-profit organization since power to make crucial decision is placed in the board and their neglect to take control has negative effects.

Problems existed between the senior and middle management. The intervention of the department of Social development was crucial to alleviate the problem. Rosen (1995: 75) argues that state intervention in societal issues is crucial. It should not abandon its responsibility but intervene actively in issues pertaining to community organization to ensure that those organizations function effectively and meet their public goals. In support, Heather (2003: 270) argues that monitoring community organization is crucial to ensure that they implement policies.

The relationship between the three spheres seems to be aloof especially between the senior management and beneficiaries. The beneficiaries were unaware of the distinction between senior and middle management. They are mostly in contact with middle management. They perceive their relationship with middle management to be good. They appreciate efforts that are made for them to receive training that is provided. The other observation made was that most of the beneficiaries who expressed a good relationship with middle management are those who have been at the centre for a short period of time, for example, the sewing project beneficiaries who have been there for about three months. Those who have been at the centre for

years expressed dissatisfaction with some of the decisions that are made by management. For instance in farming project members are not in favour of having to get vegetables to take home than receiving some share of the profit money. This is because their involvement in the centre activities is for their survival and they need money to take care of their other needs.

The dissatisfaction expressed by beneficiaries could also be attributed to the kind of leadership that is employed in terms of whether it encourages participation of beneficiaries in decision-making. It appears that beneficiaries are not sufficiently involved in decision-making and this seems to dent the leadership credibility in the eyes of the beneficiaries. This point is emphasized by Crainer (1996: 14) who argues that organizations do not exist in a vacuum. He views their existence as determined by their legitimacy as perceived by the people they serve. The people's needs change in time and the organization needs change as well in order to respond accordingly to people's needs.

In support of Crainer, Bass (1985: 8) argues that, in terms of transitional approach, leadership is perceived as dynamic because it involves a leader-follower relationship where both the leader and the follower influence each other. In addition, the situation that defines the task demands is crucial in this relationship. Therefore, the perception by the followers of the leader's status and legitimacy are significant. The legitimate of the leadership is depended on the ability of the leader to recognize the importance and the contribution of the followers in the task to be performed.

When the followers are valued and allowed expressing their ideas and abilities there would be high possibility of performance and mutual cooperation. The involvement of beneficiaries in decision affecting their actions would need to be acknowledged to ensure that the projects are a success. In addition, Kirk and Shutte (2004: 238) argue that capacity building programmes should not encourage dependency. They should be

empowering and ensure that people are not passive recipients, reluctant participants or complainants.

5.5 MATERIAL RESOURCES

The availability of resources in the centre is crucial to ensure that the income-generating projects and skills training programmes are a success. The research focused on exploring the resources situation at the centre to understand how it affects the centre activities. The findings illustrate that the availability of resources is dependent on the individual projects, which are presently running at the centre and those include handcraft, sewing, baking, and farming. For the projects such as handcraft, sewing and baking the resource in a form of equipment, finance, materials, accommodation, and participants are available for training to be conducted. This is positive. To capacitate communities, resources such as finance, materials, equipment, buildings, and land are significant (RDP, 1994: 47).

The major concern was related to the lack of training of beneficiaries. The projects such as baking, handcraft and others which are not operating at the moment like brick making and laying, computer have participants who have been identified and waiting to be trained. The Department of Labour's conditions for providing training have a negative effect on training programmes in the centre because it could not offer any training if those conditions are not met. It is understandable for the Department of Labour to provide training on condition that those trainees will be link to the market, as this would ensure that skills training programmes are linked to market demands. However, it is an unfortunate situation since it hampers the actual running of the skills training programme in the centre and this may de-motivate people who have been in the waiting training list.

Again, considering the high unemployment situation in the country it appears idealistic that condition for training could be linked to market demands. Skills and training programmes are crucial to the development of the people in the community. In support to this point, Amsden and Chu (2003: 101) argues that it is significance to invest in education as a long-term gain. They showed how the Taiwanese government benefited in the long-term by investing in its people. Investing in human resource in terms of education led to externalities such as increased prospects to have a better job or be self-employed. Trained people provide a pool from which business could draw from when the need arises.

The other phenomenon that emerged from the findings was that trainees that were to exit the centre like in the farming and baking projects experience the problem with land or space on which to practice their projects economic activities. These circumstances affect negatively on the growth and progress of the projects. In addition, there is no finance to assist them to effectively develop and operate their small businesses. They are further unaware of how and where to receive assistance. They lack the knowledge of business skills such as marketing, operational, financial etc.

When they get business and make money, they were observed to live from hand to mouth. This phenomenon is further emphasized by Riley (1993: 20) who argues that one of the major constraints to small businesses, especially black business, is finance. Those businesses lack operating funds and access to financial resources from banks, suppliers and other formal lenders is scarce. He further debates that these businesses are characterized by lack of marketing and lack of business premises.

In addition Rogerson (2004: 778) argues that policies were developed aimed at promoting small, micro and medium enterprises. Those included the 1995 White Paper on Small Business, National Small Development Act of 1996, which contained the SMME Policy Framework. Evolving from those policies were the establishment

of institutions aimed to support small businesses on access to information, training, markets, finance and technology, business infrastructure and general business management advice and counselling, strengthening networks between enterprises, aftercare service and integration of service available for small enterprises at local level.

However, Rogerson (2004: 770) further argues that SMME lack the dynamics to expand beyond one-man operation throughout their existence and create jobless growth. However, they contribute as survivalist enterprises to the involvement of women, disabled, rural families, and efforts to alleviate poverty. He further indicates that the outreach of support services to SMMEs is minimal and most established and emerging SMMEs lack the awareness of the existence of SMMEs support initiatives. Again, government support focus on formal SMME's and neglect survivalist and informal enterprises. It is therefore essential that joint efforts be made by various stakeholders to deal with problems experienced by small businesses.

5.6 COLLABORATION WITH OTHER AGENCIES

The collaboration between the centre and other government departments and non-government departments to facilitate the running of income-generation projects and skills training programme is significant. The research focused on issues of collaboration to understand its effects on the activities of the centre. The findings indicate that public and private sectors are involved in the centre to provide the necessary resources and support. The resources in a form of equipment, funds, buildings, and food parcels have been provided to ensure the operation of the centre. The department of Labour was viewed as uncooperative because of the condition it puts on the centre as a prerequisite to provide training to beneficiaries

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Although there is collaboration between the centre and other government departments and non-government sectors, the findings indicate that there is no collaboration

among government departments and non-government sectors to coordinate projects aimed at eradicating poverty in the centre. The departments tend to work in isolation. For instance if department were working in collaboration it would be easier for people involved in brick making and laying to be linked to department of housing for RDP houses or to Public Works Programme. Collaboration would further facilitate engagement between the Department of Labour and other affected parties on its condition to approve training.

Lack of collaboration among relevant stakeholders would not be to the benefit of the efforts that are made in the centre with regard to income generation projects and skills training programmes. In order to emphasis the importance of this, Grubbs (2000: 275) argues that collaboration within and among organizations is essential. Collaboration of organizations would strengthen the capacity of organizations to meet public goals more successfully than when aims are pursuit individually by organizations. In South Africa collaboration is constitutional, as Dorado and Vaz (2003: 142) noted. The departments, sectors, and sections are obliged to cooperate for the better implementation of services and projects. This could work to the advantage of sectors such as the development centre to ensure that it achieves its objectives in terms of running projects and programmes.

The local government participation in the centre is not visible to promote the projects and training that is taking place in the centre. Although land was provided by the local government for the premises of the centre to be erected, it does not appear to own the programme in the centre. As a result, beneficiaries who exit the centre and need to run small businesses lack various amenities such as land or space from which they could operate. For instance, the beneficiaries from the baking project struggle to secure a suitable and affordable space on which to operate their business. The small businesses are viewed as crucial to address issues of unemployment and poverty in communities.

Active involvement of the local government in promoting the small business is essential to ensure an enabling environment from which they could flourish (Binns and Nel, 2003: 46). Municipalities are mandated through the constitution of the country to promote economic and social development. They have a major role to play to ensure that these small businesses become a success and create jobs by making the local economy grow. Therefore, the municipalities are expected to decide on the Local Economic development (LED) strategies, which must be part of their Integrated Development Planning (IDP) (LGWSETA, 2004: 6). They need to facilitate that amenity and support institutions needed for the small business are accessible.

However, Rogerson (2004: 771) argues that the role of local government in facilitating the stimulation of the SMME has been very minimal around the country. The local government has been observed to make fewer efforts to ensure that their local environment is conducive for the SMME to operate. For instance, the municipalities do not avail sufficient amenities such as space, services, land to be easily accessible for the small business to function. The necessary infrastructure and policies are not put in place to encourage the development of the SMME. This could lead to efforts made in the centre to be fruitless.

5.7 DEVELOPMENT AREAS

The centre provides an essential service aimed at fighting poverty and unemployment. In order for the centre to continue to provide effective service the research focused on identifying gaps from which the centre could improve so that it can deliver efficient and effective service in terms of income-generation projects and skills training programmes. The senior management, middle management and the beneficiaries identified the following major gaps in service delivery:

Beneficiaries lack the marketing skills. They make their products but they are not marketed sufficiently. This would affect the sustainability of the projects. The beneficiaries also lack the business operation. The beneficiaries involved in the projects or training are not equipped with the necessary skills of starting and operating a business. They are also not equipped with the necessary information to assist them to be aware of institutions they could approach for assistance they may need in terms of, for example, skills, funds etc. The lack of training of business skills would have a negative impact on the success of small business.

The centre needs to ensure that training encompassing business skills is provided to their beneficiaries for them to be able to run business in future. The business skills such as planning, organizing, directing, and innovation, coordinating and marketing are essential for the success of the business (Beare, 1993). Marketing in particular links, the business with relevant suppliers and buyers and this contribute to the growth of the business (Margerson, 1980: 41).

The participants further indicated that after care support for people who are involved in the training and form cooperatives is crucial and needed. They alluded that people are not provided with the necessary support in a form of equipment, finance, training to assist them to get off the ground. The situation is that people receive training and thereafter have nothing to do or they come back to the centre to attend many different training without doing anything for themselves. The collaboration of various departments, sections, and sectors is essential for the coordination of training and provision of services to the individuals. Collaboration could ensure that individuals who receive training are linked with relevant institutions that could be of assistance to them. For instance, they can be linked with the institutions of department of trade and industry for business funding or advice, or public works programmes.

5.8 CONCLUSION

There is congruency between data and the literature. Management skills and necessary training are crucial to the effective operation of a development centre. It is important to impart in management the necessary skills and knowledge. Lack of resources such as land and space negatively affects service delivery. Lack of business skills such as marketing and lack of knowledge of business operation lead to lack of growth of small businesses. There is lack of collaboration among service providers and this negatively affects income-generating projects and skills training in the centre.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6.1. INTRODUCTION

The research questioned were developed based on how the role of management and management skills and training facilitate service delivery in the centre, what support, resources, collaboration is needed in the centre to facilitate service delivery in the centre, how the centre is of benefit to the beneficiaries and what areas can be improved in the centre. Based on the research questions data was presented and analysed and based on that the following conclusions and recommendations were developed.

6.2. CONCLUSION

The conclusions are as follows:

6.2.1. Management Skills and Training

Necessary management training skills such as financial management, leadership, conflict management, office administration, planning, bookkeeping, team building etc were provided to management through training that was arranged by the Department of Social Development. The training was perceived to be valuable and provided management with necessary skills, knowledge, and competency to manage the centre in order to achieve its objectives. In addition, the high level of educational background, experience, and in-service training played a significant role in facilitating senior and middle management to run and manage the centre effectively. Capacity building of management through empowering them with the necessary skills is important for them to carry forth the mandated objectives of the development centre. Level of education needs to be considered when managers are selected.

6.2.2 Material of Resources

The income-generating projects and skills training programmes are running in the centre. They include sewing, baking, handcraft, and farming. The resources such as finance, equipment, material etc are available for projects and skills training programme to operate in the centre. However, projects such as farming and baking experience lack of accommodation. The condition imposed on the centre by the Department of Labour as a prerequisite to provide training to beneficiaries has a negative impact on the skills training programme in the centre. People do not receive training and projects such as brick making and laying came to a stand still due to lack of training. This requires an understanding that investing in people through education is essential. In the end, the skills offered to the people may result in externalities such as high chances to have a job or be self-employed.

6.2.3 The Relationship in the Centre

The relationship between the senior and middle management and beneficiaries is not severely negative to affect the service delivery in the centre in terms of income-generation projects and skills training programmes. For instance, as observed, the activities of various projects in the centre such as handcraft, baking, sewing, farming in the centre take place. The problems existed between senior and middle management and the situation was rescued to a limitation to ensure that service delivery becomes effective.

The beneficiaries appear not to be involved in the decision-making regarding management of the projects and programmes and this causes unhappiness in beneficiaries. It is crucial that the beneficiaries be involved in decisions that have to take place in the centre so they get the opportunity to direct the course of resolving their social constraints. Therefore, management has to develop measures to genuinely and constructively involve beneficiaries not only in the activities of the centre but

also in the decision-making. The working contract for middle management is renewed at the end of every twelve months. This is a great concern for them and makes them feel insecure.

6.2.4 Collaboration with Other Agencies

The argument put forth here is that there is lack of collaboration between public sector, private sector, and non-profit organizations to facilitate and ensure that the projects in the centre meet their objectives. Although there are various departments involved in the centre such as housing, social development, agriculture, and labour, they appear to work in isolation with conditions that contradict each other's efforts to fight poverty. For instance, the Department of Social Development provides funding for activities of the centre to advance. On the other hand, the Department of Labour makes it difficult to support those efforts as result of conditions it imposes on the centre as a prerequisite to provide training.

Collaboration among various sectors is crucial, as it would increase capacity and resources needed to attain the objectives of the centre. The local government is invisible in making efforts to promote the small business is a major problem. Hence, there is a situation where projects cannot grow and progress beyond subsistence stage because of lack of land or accommodation, which should be made available by local government. Municipality does not ensure that an enabling environment is created for income-generating projects to succeed.

6.2.5 Areas of Development

Beneficiaries lack basic skills in order to progress. For instance, there is a lack of marketing products produced in the projects such as handcraft and baking. This negatively affects the growth of the projects. Marketing is the core skill to ensure the success of the business. The business skills such as financial, scanning of business environment etc. are also essential.

The exit plan of the centre seems to be ineffective. There are beneficiaries who had been in the project of the centre for a period of over five years not growing or progressing. This is linked to lack of some resources and support necessary to assist those beneficiaries. For instance in farming project, lack of land to practice farming negatively affect its growth. This contributes to the project being stagnant and not progressing beyond subsistence farming.

The ineffective exit plan is linked further to lack of after care support that makes efforts made with regard to providing training and facilitating existence of income-generating projects fruitless. People lack financial assistance to start their own businesses and they are not linked with supporting institutions that could provide assistance to them either in a form of information, advice, or funds.

6.3. RECOMMENDATIONS

From the foregoing, the following recommendations are deemed appropriate:

6.3.1 Management Skills and Training

Capacitating management with skills is crucial. Community needs changes, which would require new ways of performing to achieve those progressive needs. Therefore, there is a need to continuously upscale management skills to ensure that they are able to cope and constructively deal with the changing needs of communities. In addition, educational background of management needs to be considered when management is selected. A sound educational background and proper up-scaling of management skills will lead to leadership that is knowledgeable and competent to bring change in communities' livelihood.

6.3.2 Resources

The resources needed to ensure that income-generating projects and skills training programmes activities are conducted in the centre are available as findings indicated. For instance, the sewing, baking, handcraft, and farming projects have sufficient resources such as equipments and materials to ensure that they take place. Nonetheless, there is a need to upscale resources in the centre. This will ensure that activities in the centre are carried out effectively. It will further facilitate the intake of more beneficiaries to participate in projects and skills training.

6.3.3 Relationship in the Centre

A working relationship within the organization is significant as it dictates and affects the attainment of organizational goals. The relationship in the Stanza Development Centre needs to be improved. Focusing on the organizational structure to improve issues of channels of communication, clear role identification, accountability, and decision-making is imperative and will ensure that the relationship is improved in the centre. For instance, it is crucial to acknowledge the importance of involving beneficiaries in the decision-making. The management of the centre needs to include their beneficiaries in the matters pertaining to operation and functioning of the projects. Beneficiaries have the capacity to add value that would lead to the success of the projects.

The working conditions play an important role in curbing the turn over of staff. Individuals need to feel sense of security in the environment they work and the position they hold. The lack of security contributes to staff turn over as people try to seek for an environment, which could provide them with security. It therefore crucial that the working contracts of the staff of the centre is reviewed.

6.3.4 Collaboration with other agencies

Collaboration among different government departments is crucial if efforts towards fighting poverty are to be realized. Service delivery should be inter-sector and integrated between the various government departments and sectors. In order for the income generating projects to succeed, they will need to be linked with, for example, the Department of Trade and Industry to receive service from institutions that provide financial assistance and training and advice on business issues.

Other links would be with the Department of Housing for projects such as brick making and brick making and the Department of Agriculture and Land Affairs for agricultural projects. Collaboration should be used as a statutory obligation as instituted in the constitution of the country. Partnership should also be formed with the private sector. The private sector could provide funds, or expertise through twinning with these projects as a way of transferring skills.

6.3.5 Areas of Development

Actually, beneficiaries are from disadvantaged background in terms education, financial support, and business orientation. Therefore, their exit plan from the activities of the centre needs to be clear and ensure that they are integrated further into a phase that will facilitate that the skills acquired are utilized constructively and productively for their own lives betterment. This could be reached if the exit plan is linked to the provision of starter packs.

The beneficiaries involved in income-generating projects and skills training should form cooperatives. The cooperatives should be assisted through provision of starter packs as a form of capacity building. The starter packs should include financial support that will enable the cooperatives to have or purchase all the necessary inputs in a form of equipment, material to initiate a business adventure. The advance

training in terms of operation of the business financial management, marketing etc, should also be included in the package.

The provision of starter packs will resolve the problem experienced with the Department of Labour requirement for providing training. the Department of Labour needs to be engaged with regard to the manner it operates to provide training. Linking provision of training to market demand is logical. However, market is complex and should not be used as an absolute detector to determine training.

The involvement of the local government in ensuring the survival and sustainability of these cooperatives is essential. These cooperatives could be included into the local government IDP (Integrated Development Planning) as part of their local economic strategies. This will ensure that the necessary resources in terms infrastructure (buildings/ accommodation), land etc are made available.

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APPENDIX A

INTERVIEW QUESTIONNAIRE GUIDELINES

The interview procedure

The researcher will introduce herself to the interviewee and explain the purpose of the research. Thereafter the researcher will explain to the interviewee the reason why he or she was chosen as a participant in the interview process. In addition it will be explained about the choice to decline to be interviewed as well as about the confidentiality with an aim to encourage full disclosure of the information needed for the research. At the end of the interview the researcher will thank the interviewee for participating in the interview.

The questions will be directed to the senior management, the centre management and the beneficiaries of the centre. The content of the interview schedule includes Section A that has biographical questions. Section B, which has management skill questions. Section C that has support, resources and collaboration issues questions. Section D, which has perceptions of beneficiaries' questions about the centre. Section E that focuses on the questions of the improvement of the centre. Section B questions will be excluded to the senior and middle management. Section D questions will be excluded to beneficiaries of the centre. The questions include both qualitative and quantitative types of questions.

SECTION A

Biographical Questions.

What is your position in the centre?

Chairperson ☐ Treasurer ☐ Secretary ☐ Vice chairperson ☐

Vice Secretary ☐ Caretaker ☐ Others ☐

2. If your answer is other please specify?

What is your gender?

Male ☐ Female ☐

How old are you?

Under 20 yrs ☐ 21-30 yrs ☐ 31-40 yrs ☐ 41-50 yrs ☐

51- 60yrs ☐ Over 60 yrs ☐

What is the highest level of education you have completed?

Sub A – Std 2 ☐ Std 3-5 ☐ Std 6 – 8 ☐ Std 9 – 10 ☐

Tertiary ☐ Never schooled ☐

If the answer is tertiary, please state your qualifications.

How long have you been working or being a beneficiary at the centre?

0 –1yrs ☐ 2 – 3yrs ☐ 4 – 5 yrs ☐ Over 5yrs

Do you have other work responsibilities outside the centre?

Yes ☐ No ☐

If yes, are you paid for those work responsibilities?

Yes ☐ No

If no, why are you not paid?

SECTION B

Management skills

1. What is your function at the centre?

2. Did you receive training on how the centre should be run?

Yes ☐ No ☐

3. If your answer is yes, what kind of training did you receive?

Fund Raising ☐ Management skills ☐ Opening Bank Account ☐

Financial Management ☐ Book Recording ☐ Life Skills ☐

Opening Bank Accounts ☐ Financial Management ☐ Others ☐

4 If your answer is other please specify?

5. Which institution provided the training? (Name of service provider)

Department of Labour ☐ Department Of Agriculture ☐ Others ☐

6. If your answer is other please specify?

7. How was the training presented?

Workshop ☐ Lecture ☐ In- Service Training ☐ Others ☐

8. If your answer is other please specify?

9. How is your level of satisfaction with the training?

Highly satisfied ☐ Satisfied ☐ Dissatisfied ☐ Highly Dissatisfied ☐

10. If you have never received training, please state the reasons.

Lack of Finance ☐ Unaware of training providers ☐ others ☐

11. If your answer is other please specify?

12. Do you think is necessary to receive training?

Yes ☐ No ☐

13. Please justify your answer?

SECTION C

Support, resources and collaboration issues

1. How often do middle and senior management meet?

Weekly ☐ Monthly ☐ Quarterly ☐ Others ☐

2. If your answer is other please specify.

3. How, in your opinion, is the relationship between senior and middle management?

4. Is there support from senior management to facilitate the running of the centre?

Yes ☐ No ☐

5. Please justify the answer you provided above?

6. What kinds of resources, in your opinion, are needed to facilitate the running of the income-generating projects and skills training programmes?

Finance ☐ Equipment ☐ Land ☐ Participant ☐ Other ☐

7. If your answer is other please specify.

8. Are there sufficient resources to run the income-generating projects and skills training programmes?

Yes ☐ No ☐

9. Please justify the answer you provided above.

10. What kind of service can other government departments and no-government organizations provide to the centre in terms of income-generating projects and skills training programmes?

Training ☐ Equipment ☐ Finance ☐ Others ☐

11. If your answer is other please specify.

12. Do you think there is coorporation from other government departments and non-government organizations to facilitate income-generating projects and skills training programmes?

Yes ☐ No ☐

13. Please justify the answer you provided above.

SECTION D

Perceptions of the beneficiaries

1. What do you expect to benefit from the centre?

2. Have you ever received training from the centre?

   Yes ☐ No ☐

3. If your answer is yes state the kind of training you received.

4. If your answer is no state why?

5. Do you think the centre provide the support needed to the income-generating projects and skills training programmes?

   Yes ☐ No ☐

6. Please justify the answer you provided above.

SECTION E

Improving the centre

1. Do think there is a room for the centre to improve its service in terms of income-generating projects and skills training programmes?

   Yes ☐ No ☐

2. Please justify the answer you provided above.

APPENDIX: B

The profile of beneficiaries.

Participants	Position	Gender	Age (years)	Yrs in Centre	Outside Responsibility	Paid	Level of Educ.	Qualification
1	Beneficiary Handcraft	Female	41-50	2-3	No	-	Std3-Std5	None
2	Beneficiary Handcraft	Female	31-40	> 5	No	-	SubA-Std2	None
3	Beneficiary Handcraft	Female	31-40	> 5	No	-	Std6-Std8	None
4	Beneficiary Handcraft	Female	41-50	2-3	No	-	Std3-Std5	None
5	Beneficiary Handcraft	Female	31-40	> 5	No	-	Std6-Std8	None
6	Beneficiary Sewing	Female	41-50	2-3	No	-	Std3-Std5	None
7	Beneficiary Sewing	Female	31-40	2-3	No	-	Std9-Std10	None
8	Beneficiary Sewing	Female	41-50	0-1	No	-	Std6-Std8	None
9	Beneficiary Sewing	Female	41-50	0-1	No	-	Std3-Std5	None
10	Beneficiary Sewing	Female	41-50		No	-	Std3-Std5	None
11	Beneficiary Sewing	Female	21-30	0-1	No	-	Std9-Std10	None
12	Beneficiary Sewing	Female	21-30	0-1	No	-	SubA-Std2	None

13	Beneficiary Sewing	Female	31-40	0-1	No	-	Std6-Std8	None
14	Beneficiary Sewing	Female	21-30	0-1	No	-	Std9-Std10	None
15	Beneficiary Sewing	Female	31-40	0-1	No	-	Std6-Std8	None
16	Beneficiary Sewing	Female	31-40	0-1	No	-	Std9-Std10	None
17	Beneficiary Sewing	Female	41-50	0-1	No	-	Std6-Std8	None
18	Beneficiary Sewing	Female	21-30	0-1	No	-	Std9-Std10	none
19	Beneficiary Sewing	Female	31-40	0-1	No	-	Std9-Std10	None
20	Beneficiary Baking	Female	51-60	2-3	No	-	Std3-Std5	None
21	Beneficiary Baking	Female	51-60	2-3	No	-	Std3-Std5	None
22	Beneficiary Farming	Male	> 60	> 5	No	-	Never attended school	None
23	Beneficiary Farming	Male	>60		No	-	Std3-std5	None
24	Beneficiary Farming	Male	> 60	4-5	No	-	Std3-std5	None
25	Beneficiary Farming	Male	> 60	4-5	No	-	Std6 std8	None
26	Beneficiary Farming	Female	> 60	> 5	No	-	Suba-std2	None
27	Beneficiary Farming	Male	51-60	4-5	No	-	Std3-std5	None