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STAKEHOLDERS` PERCEPTIONS ABOUT THE FUNCTIONING OF DEVELOPMENT CENTRES FUNDED BY THE DEPARTMENT OF SOCIAL DEVELOPMENT IN GAUTENG.

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A research report submitted to the Faculty of Humanities, University of the Witwatersrand, Johannesburg for the Degree of Masters of Arts in Social Work by coursework and research report in Social Development

DECLARATION

I, **Gloriah Thifhulufhelwi Jaqueline Netshivhazwaulu**, hereby declare that the research report hereby submitted by me has not previously been submitted for a degree at this or any other University , and that is my own work in design and in execution and that all reference material contained therein has been duly acknowledged.

……..

Gloriah Thifhulufhelwi Jaqueline Netshivhazwaulu

June 2010

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- To God Almighty for the ability and strength he gave me to do the work
- To my supervisor Ms Linda Smith for her invaluable support , intellectual input , encouragement, professional assistance, comments and suggestions
- To my fellow classmates for the support, comments and suggestions that they made
- To the Department of Social Development in Gauteng for granting me permission to conduct the study
- To my respondents for their participation, which was important for the study

DEDICATION

I would like to dedicate this study to the following important people in my life: My late mother Elsie Ndanduleni Netshivhazwaulu, my loving husband Khumbudzo and my two beloved daughters Maandaothe and Omphulusa.Mom, you are gone but I will never forget your endless love, support and motivation; you will always have a special place in my heart.

ABSTRACT

This study attempted to explore the perceptions of stakeholders on the functioning of Development Centres in the Gauteng Province in South Africa. It was conducted with the aim of exploring the functioning of Development Centres, exploring stakeholders` views on the role of these Centres and the strengths, weaknesses, successes and challenges with which they are faced. The research used a combination of the qualitative and quantitative approach and was both exploratory and descriptive in nature as it explored and described perceptions of stakeholders about the Development Centre Model. The researcher used non probability purposive sampling to select the sample of four Development Centres. Twenty four participants including centre managers, officials; staff members; committee members and beneficiaries were selected to form part of the sample. Semi- structured face- to- face interviews guided by an interview schedule lasting approximately sixty minutes were used to collect data .The collected data was analyzed through the development of common themes and patterns .The findings revealed that the various stakeholders perceived Development Centres as having an important role to play in poverty alleviation, skills development, improving the quality of life, empowerment and provision of social services.

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CHAPTER 1: INTRODUCTION AND BACK GROUND OF THE STUDY

1.1 Introduction

After the transition to democracy from Apartheid the first ten years has laid a foundation for socio economic development in South Africa. However millions of South Africans still live in conditions of extreme poverty and vulnerability. The backlog of services for the poor and vulnerable as well as inadequate resource distribution, as a result of the legacy of apartheid resulted in high levels of unemployment and welfare dependence.

According to the MEC Angelina Motshekga in her budget speech, the Gauteng Provincial Government has developed and implemented various initiatives to realize its commitment to creating jobs and fighting poverty through improving the functioning of the government, ensuring more effective service delivery and improving government efficiency (Gauteng Department of Social Development, 2002).

Poverty is one of the main challenges facing our country and the Department of Social Development in partnership with the civil society adopted a strategy to fight poverty and building safe and sustainable communities through the Development Centre Model.

This is a study on the stakeholders' perceptions of the functioning of Development Centres funded by the Department of Social Development in Gauteng. The study was conducted between October and December 2008.

1.2 Statement of the Problem and Rationale for the Study

The Development Centre Model was introduced by the Department of Social Development in Gauteng during 2002 to alleviate poverty. To date thirty one Development Centres have been established throughout the province by the Department of Social Development. Nine are located in North Rand Region (Tswane), seven in the East Rand (Ekurhuleni), four in West Rand Region, seven in Johannesburg region and lastly four in the Vaal Sedibeng region (Fani, 2009). Although three of these Development Centres were closed down, plans are being made to revive them.

All these Centres were given funds by the Department of Social Development to run their programmes.The programmes that are run at these Centres include capacity building, care, support, protection, referral and income generating projects. According to the Development Centre Manual drafted by the Gauteng Department of Social Development (2004, p. 2) this model seeks "to offer a way for people to move from a state of poverty to a state of self sustenance and to ensure that poor people are not trapped in the dependency syndrome and are enabled to move towards self reliance".

The purpose of the study was to explore the perceptions of the stakeholders about the functioning of Development Centres funded by the Department of Social Development in the Gauteng province. Little research has been conducted about the functioning of such Development Centres.

The researcher is interested in this study because some of the Development Centres were discontinued or closed due to financial mismanagement and poor governance. The study attempted to explore perceptions of stakeholders about the effectiveness, efficiency and service provision of these Centres.

It is hoped that the study will be valuable because the results will be made available to the Department of Social Development and recommendations are made that will enhance the functioning of Development Centres to ensure that they are successful in meeting their objectives of addressing poverty, meeting basic needs and improving the quality of life for all participants in the programmes.

The research is important to the discipline of social work because Development Centres were established as part of social development initiatives to alleviate poverty, develop skills and to uplift communities which are a priority and focus of the Department of Social Development. It is also hoped that it will contribute to knowledge about the developmental approach in social development which emphasizes efficient, effective, people centered social services that enhance development of capacities and promote sustainability and self reliance.

It is also hoped that the findings of the study will broaden insight and understanding of the Development Centre Model and will guide and assist other Provincial Departments of Social Development to implement this model.

1.3 Aims and Objectives

Aims

The overall aim of the research study is to explore the perceptions of stakeholders about the functioning of Development Centres funded by the Gauteng Department of Social Development.

Objectives

- To explore the views of stakeholders about the role played by Development Centres in the community
- To explore the perceptions of stakeholders about what contributes to the success or failure of Development Centres
- To explore the strengths and opportunities of Development Centres
- To explore the weaknesses and challenges of Development Centres

1.4 Definition of Terms

Keywords

- Development Centres: A particular poverty alleviation model which entails skills development, income generating and capacity building which is aimed at empowering people to become self reliant and improve their quality of life (Gauteng Department of Social Development, 2004).
- Community development: The method, process, programme and strategy by means of which change agents with or without the help of external systems bring about sustainable change and develop a community (Weyers, 2001, p. 31).
- Sustainable livelihood: An approach that emphasize identifying and accessing natural and other resources and activities required for a means of living through participatory community development to increase income, food security, reduce vulnerability, strengthening social capital and promoting general and emotional well being (Patel, 2005, p. 242).

- Poverty: The inability of individuals, households and communities to command sufficient resources to satisfy a socially acceptable standard of living (Gauteng Department of Social Development, 2008, p. 8).

1.5 Research Questions

The research attempted to answer the following questions:

- What is the role of Development Centres?
- What are the views of stakeholders about factors that make Development Centres successful?
- What stakeholders regard as reasons that contribute to the failures strengths, opportunities, weaknesses and challenges of Development Centres?

1.6 Research Design and Methodology

1.6.1 Research Design

A qualitative research approach was used because the area of research is not well developed and not much is known about the functioning of Development Centres. The objective of qualitative research is to describe and understand. De Vos et al (1998**)** outline the characteristics of qualitative research as an attempt to gain first hand, holistic understanding of phenomena of interests by means of flexible strategy of problem formulation and data collection.

1.6.2 Sampling Procedures

De Vos et al (1998, p.190) define sampling as "taking any portion of a population or universe and considering it to be representative of that population". The population for this study were the Development Centres funded by the Gauteng Department of Social Development and specifically their stakeholders: beneficiaries, government officials working with Development Centres, staff of Development Centres and members of the management committees. The sample was purposely composed of elements that contain the most characteristic, representative or typical attributes of the population (Rubin & Babbie, 2005, p. 247). The non- probability type,

purposive sampling was used to select participants who were selected from four Development Centres in the Johannesburg, North Rand, Sedibeng and West Rand regions in the Gauteng Province. The sample consisted of one official, two beneficiaries, the centre manager, one staff member and one member of the management committee of each Development Centre. A total of twenty four participants were included in the study.

According to Rubin & Babbie (2005, p. 247) "purposive or judgmental sampling is when a sample is selected based on the researcher `s own knowledge of the population, its elements and the nature of the research". It is based on the researcher `s judgment and purpose of the study. The sample was thus purposely composed of elements that contained the most characteristic and representative attributes of the population.

1.6.3 Research Instrumentation

The researcher used an interview schedule consisting of forty seven questions (See Appendix F attached). It was divided into two sections, one for the beneficiaries and the other one for the centre managers, officials, staff members and committee members. The questions cover programmes run at the Development Centres, aims and objectives, strengths, successes, weaknesses and failures, financial management systems and monitoring and evaluation.

1.6.4 Pre-Testing of the Research Tool

De Vos et al (1998, p.183) maintain that a pre- test offers an opportunity to test the interview schedule with the kind of participants that will be used in the actual research and should be conducted in the same manner as in the final study. The pre- test schedule contains the same questions and is administered to people with the same characteristics as those that will participate in the research. The researcher pre- tested the tool at a Development Centre in the Ekurhuleni region which was not included in the actual study to determine its effectiveness.

1.6.5 Methods of Data Collection

Semi- structured individual face- to- face interviews were used to collect data. Rubin & Babbie (2005, p. 290) indicate that "in face- to- face interviews questions are asked orally and participants responses are recorded". The interview was chosen as a data collection method because it was anticipated that it would ensure a high response rate, would clarify ambiguities

and would allow the researcher to probe for more information and give chance to observe non verbal behaviour.The respondents were interviewed on an individual basis by the researcher and the responses were recorded immediately.

1.6.6 Data Analysis

Darlington & Scott (2002) maintain that qualitative data analysis involves becoming familiar with the data which means immersing oneself in the data and getting a fuller sense of what the data is all about. It also entails coding which is described as a process of creating categories and assigning them to data. It is also referred to as indexing as it involves sifting through data and categorizing it in various ways .It is concerned with identifying patterns in the data..

Data obtained from the study was analyzed in terms of the main aims and research questions of the study. The data was classified into themes and patterns. Core themes were identified categorized and interpreted. Tables were used in the analysis and presentation of findings.

1.7 Scope and Limitations of the Study

The study is limited to the Gauteng province and thus the findings will not be generalized to other provinces. The study was conducted in the Gauteng province in the North Rand, West Rand, Johannesburg and Sedibeng regions.

1.8 Potential Value of the Study

The research might benefit the participants indirectly in the sense that the findings may contribute to the effective and efficient running of Development Centres. The findings will also provide a better understanding of the Development Centre Model and this will benefit the participants as it will enhance service delivery of these Centres and enable them to achieve their aims and objectives.

1.9 Ethical Issues

De Vos et al (1998) define research ethics as a set of widely accepted moral principles that offer rules for and behavioral expectations of the most correct conduct towards experimental subjects and respondents, employers, sponsors other researchers assistants and students. Ethical clearance was sought from the Humanities Ethics Committee and a clearance certificate is attached.

For purposes of this study the following ethical issues were taken into account:

Avoidance of harm or non maleficence

According to Grinnell (1998, p.85) the researcher must scrutinize the effects that the research designs, data collection and analysis may have on the participants. Respondents were informed beforehand about the potential impact of the study, its goal and objectives. The researcher also assured them that the interpretation of findings would not result in comparison and judgment of the respective Development Centres.

Informed consent

Grinnell (1993, p.82) maintains that the consent of individuals to participate in a study must be both voluntary and informed. All relevant information on the goal and purpose of the study, the research procedures, duration of participation and the possible advantages and disadvantages which participants may be exposed to were given to participants. Such information helps the participants to be able to make voluntary decisions about their possible participation. They were also informed that they may withdraw from the study at any time without any negative consequences. The researcher obtained the respondent `s verbal consent and contacted them in advance telephonically to explain the purpose of the interview and the type of information needed for the study. They also gave written consent before the commencement of the interviews by signing the interview consent form.

Coercion and perverse incentives

The researcher did not coerce participants into giving consent and participating through fear of victimization, deceit, withholding of benefits or undue incentives.

Deception

No form of deception was inflicted on participants and the researcher was honest and did not mislead them in any way. Information about the purpose of the study was shared with the participants.

Violation of privacy/ Anonymity/ Confidentiality

Grinnell (1993, p.87) argues that the protection of privacy is a basic right which should be guaranteed. The participants were informed that their identifying details would not be divulged and that their participation was voluntary and that they could refuse to divulge certain information about themselves. Confidentiality was highly maintained and participants were informed about how the information would be kept confidential. They were assured that the data will only be used for the stated purpose of the research and that no other person will have access to it. Although anonymity was not guaranteed as participants were interviewed by the researcher and thus known, they were assured that their identities would not be revealed at any time.

Actions and competence of researchers

No value judgments were made about the participants' behavior, actions and opinions even if they conflicted directly or indirectly with those of the researcher. As a social worker the researcher is adequately skilled, qualified and competent to undertake the proposed investigation and she is trained not to impose her own personal value system on the participants.

Approval of studies by institutional ethics committees or review boards

The research proposal, consent form and information sheets were submitted to the University of the Witwatersrand Humanities Ethics Committee and ethics clearance was obtained (Refer to Appendix D). It was also approved by the Post Graduate Committee of the Faculty of Humanities. Bailey (1987) maintains that this is done to prevent discriminatory research practices, protect the human rights of research participants and uphold the ethical principles of autonomy, social justice, non maleficence and beneficence.

Publication of findings and feedback given to participants

The participants will be informed of the main findings that emerged from the study to show recognition and gratitude to them. All cited sources were acknowledged and the research report was compiled as accurately and as objectively as possible. .

1.10 Overview of the Research Report

The report is divided into five chapters:

Chapter one, the introduction and background of the study includes the rationale, aims and objectives, major research questions and a brief discussion of the research methodology.

Chapter two, the literature review/ theoretical frame work of the study wherein development is defined and approaches to development, community development, Development Centre Model, government policy and poverty alleviation is discussed

Chapter three, the research design and methodology entails the research design used, sampling procedures method of data collection and how the data was analyzed

Chapter four consists of the presentation and discussion of results while chapter five is a description of the main findings, conclusions and recommendations

CHAPTER 2: LITERATURE REVIEW / THEORETICAL FRAMEWORK OF THE STUDY

2.1 Introduction

The first democratic elections in South Africa in 1994 spelled an end to political domination and oppression that gave birth to the segregation and apartheid which bequeathed high levels of poverty and inequality. The last fifteen years have seen the government respond to the situation on a multitude of levels, employing a range of strategies and approaches such as the reconstruction and development, growth employment and redistribution and various poverty alleviation initiatives and focusing on building people centred, people driven, transparent and accountable governance. Since 2004 more emphasis has been placed on ensuring caring compassionate government service to the people and building the capacity of the developmental state to realize economic and social objectives.

The government ‘s poverty alleviation programmes have also shifted focus over the years from special employment programmes to short term poverty relief which aimed at relieving poverty and providing infrastructure in the rural areas , providing jobs, assisting in human development and capacity building, assisting female and child headed households and seeking to make projects self sustainable.

The Department of Social Development delivers on poverty alleviation through Development Centres which are aimed at reduction of poverty. The nature of the projects stand on four pillars which address provisioning of information and referrals, provisioning and facilitation of training and skills development programmes, a focus on job preparation, placement and access to learnerships (Gauteng Department of Social Development, 2004, p. 23).

According to Ross (2004) the Gauteng Provincial Government has developed a policy framework and an environment to promote growth and development that will enhance the quality of life for all. The province generates 34% of the Gross Domestic Product (GDP) of South Africa and is considered as having better growth rate in economy.

Despite these achievements the levels of poverty and inequality are increasing and this can be attributed to unemployment, legacy of apartheid, rapid urbanization and in migration. “With a population estimated to be more than 9 million the province is experiencing tremendous increasing pressure on its economic and social infrastructure and resources” (Ross, 2004, p. 2).

This section entails a review of approaches to development, analysis of South African economic policies and a discussion of community development as a strategy for poverty reduction. The Development Centre model and its contribution to the fight against poverty will be described in detail.

Lombard (1991, p.109) define development” as a process by which the disguised unexpected latent characteristics or potential of people are developed, made available or utilized, transformed for the enhancement of their quality of life”

Lombard further goes on to mention that development is the attainment of sustainable improvements in the economic growth and the quality of life that increase the range of choices open to all achieved by people s own efforts in the private sector or through voluntary activity supported by government. This definition places value and emphasis on the ability of individuals, households and communities to participate in their economy with government playing the role of facilitator. The goal of development is to enhance people `s capacity to effect social and economic change according to their own agenda.

Midgley (1995, p. 2) maintains that development “is a process of economic change brought about by industrialization”. Development can also be seen as a process of social change resulting in urbanization, the adoption of a modern lifestyle and new attitudes. It enhances people `s incomes and improves their educational levels, housing conditions and health status.

According to Joseph et al (1992, p.8) development is defined as all “activities promoting the viability of people and communities their capacities to participate in deciding on social goals and to provide for themselves, positive utilization of the skills and talents of human beings and the improvement of natural resources”

The Development Centre Manual drafted by the Gauteng Department of Social Development (2004, p. 2) defines Development Centres as" community structures established to implement sustainable income generating programmes and empower people with hard and soft skills". The manual further indicates that Development Centres seek to provide services to women, youth, and people with disabilities and those with no source of income. They must ensure mobility in the sense that beneficiaries should make use of services to become independent and exit the programme to give others a chance to benefit.

Joseph et al (1992, p.8) mention that Development Centres are independent voluntary organizations promoting development covering a wide spectrum of development related activities, responsible to their donors and the communities they work for. They are altruistic organizations established to render assistance and relief and transferring resources to directly or indirectly promote development at grassroots level.

The Gauteng Department of Social Development Annual Performance Plan (2008, p.151) states that "the concept of Development Centres is an international approach to poverty reduction which is generally informed by the specific needs of people in different communities." It indicates that in South Africa a similar model is practiced by the Kwazulu Natal Department of Social Development. However the Gauteng Development Centre Model differs from the Kwazulu Natal in that the latter is primarily managed by community based non profit organizations supported by the department through its transfer payments for purposes of addressing poverty. On the other hand the Kwazulu Natal Model is owned, managed and staffed by the Department.

2.2 Approaches to development

Modernization theory

According to Smart (1990) modernization is the transformation of a traditional society to advanced economically prosperous of the Western society. It emphasizes industrialization and according to this approach development is seen as a global process aimed at transforming the world in the image of the industrially advanced societies.

Dependency theory

Chilcote (1984) indicates that the dependency theory argues that development in first world countries was the direct cause of underdevelopment in third world countries. It also emphasize that the rise of foreign trade and the arrival of foreign capital contribute to underdevelopment.

Basic needs approach

Streeten (1986) defines basic needs as a strategy by which a society sets a minimum living standard where all people have enough food,clothing,adequate shelter, access to physical and social infrastructure such as drinking water, transport, health and education. It is people centered and emphasize availability of resources to all.

2.3. Community development

2.3.1 History of community development

Lombard (1991, p.110) gave a brief historical background of community development and mentioned that community development was implemented during the fifties and the sixties after it was adopted in 1948 during the Cambridge conference and Ford foundation project. Its origin can be attributed to two factors which are education and social work. In Great Britain community development was adopted in 1948 to replace the earlier concept of mass education. In the United States of America it originated in education and the education of American Negroes provided stimulus in Africa for educational work and community development.

She mentioned that in South Africa community work originated in 1977 in the former department of cooperation and development. This led to a departmental conference on community development which was held in Pretoria during June 1979.The conference was the starting point of serious study and the resulting implementation of community development in the national states.

2.3.2 Community Development Defined

Kotze & Swanepoel (1983, p. 6) define community development as" an attempt by a community collectively and with own initiative to realize self identified needs according to pre established procedures through societal institutions in order to reach certain goals". It is a method by which

external agents help a community to take the initiative in defining its own needs and in deciding upon a course of action to develop towards the fulfillment of those needs according to its values.

Community development is the method, process, programme and strategy by means of which change agents with or without the help of external systems speed up the tempo at which a community develop, provide direction to the development process, make the goal attainment process cost effective, streamlined, sustainable so that human and environmental resources are used optimally. It contributes to human growth and the unlocking of human potential by empowering community members to take responsibility for their own development (Weyers, 2001, p.31).

Weyers (2001, p. 33) asserts that the purpose of community development is to bring about sustainable change in all spheres of community life in order to improve its member standard of living and quality of life.

Gray & Crofts (2004, p. 250) maintain that community development is democratic, participatory; people centered and work from bottom-up. Capacity building, empowerment, consciousness raising and participation are strategies used in community development. Community development involves a helping relationship that seeks to empower communities to play an active role in efforts to improve their well being.

The integrated service delivery model of the Department of Social Development (2005, p.15) defines " community development as a process and method aimed at enhancing the capacity of communities to respond to their own needs and improve their own needs and improve their capacity for development through community mobilization strength based approaches and empowerment programmes".The service delivery model also emphasize that community development stress participation of people themselves in efforts to improve their level of living, developing a sense of ownership of the process, taking initiative and contributing meaningfully to joint planning, decision making , implementation, evaluation. It is characterized by mobilization and provision of resources and the creation of access to opportunities that encourage initiative, self help and initiatives for mutual benefit, development of people driven and community based programmes and lastly facilitation of capacity building and economic empowerment programmes.

Green & Nieman (2003, p.162) argues that community development should enable communities to help themselves by taking control of their circumstances and setting and achieving their goals.

Midgley (1995, p.117) states that community development is a partnership between external agencies and local people. Local people contribute their labour and other resources while technical expertise and external resources are provided by the community development agency. It promotes social development within the context of economic development.

Lombard (1991, p.116) indicate that the United Nations define community development as the process by which the efforts of the people themselves are united with those of government authorities to improve the economic , social and cultural condition of communities to integrate and enable them to contribute fully to national progress.

Lombard (1991, p.118) defines "community development as a process, a method, a programme and a movement aimed at enabling and encouraging communities to become involved with the necessary support from the private and government sectors in improving and managing their own living conditions in areas of development".

She believes that community development is aimed at the improvement of quality of life of the individual and the community on the physical, social, economic and political terrains of development to help establish a balanced growth resulting in social stability progress and prosperity in the community.

The aim of community development as mentioned by Lombard is to improve the quality of life of the individual and the community on the physical, socio economic and political terrains of development and to establish a balanced growth resulting in social stability, progress and prosperity in the community.

2.3.3 Model of Community Development

Community development as a process

According to Lombard (1991, p.112) community development moves by means of phases from one situation to the other including progress regarding the desired changes in a community. It passes through phases such as situation analysis, determining needs and unfulfilled opportunities

decision making about what can and should be done to change the situation and moving in the direction of achieving the goals and objectives being aimed at. It is regarded as a process with two components which is the worker and self help by which a worker encourages a community to put its chronic complaints into words from which problems emerge which can be addressed on the basis of self help.

Community development as a method

Lombard (1991, p.113) maintains that community development is a method as it is regarded as a procedure aimed at achieving specific goals. It is supplemented by other methods such as education. It can be described as an attempt by external agents to assist a community in taking the initiatives on their own to identify their needs according to their values. It can be used as a procedural working method for achieving specific objectives.

Community development as a programme

Lombard (1991, p.113) states that community development as a programme consists of methods i.e. a set of procedures and contents a list of activities .This place emphasis on the programme rather than on what happens to the people involved in the programme.Programmes are decided by experts beforehand and then it is combined with the needs and decisions of the community and this results in needs of the community not taken into consideration. Experts acts as if they know what is good for the community and design programmes and then submit these plans to the community for approval and this causes people to be manipulated or forced to take action. This notion does not accommodate the needs of the community and it is not given the opportunity to realize their own needs and problems.

Community development as a movement

The purpose of this is to improve the quality of life for all and is regarded as a cause to which people are dedicated. It has an emotional input as some will approve of it and others will not. It is a philosophical concept and is focused on progress (Lombard, 1991, p.114).

2.3.4 The development environment

The development environment is influenced and affected by the political, social, cultural, economic and psychological factors which may hamper or promote community development and upliftment.

Political environment

It consists of political leaders, political groupings, and parties with political activities such as meetings and marches (Swanepoel & De Beer, 2006, p.11). According to Weyers (2001, p. 47) it also has to do with the nature and power of the leadership structure, functioning of the local government, nature of political parties and their representatives, influence of political parties and various interest groups. It deals with the extent to which the community is involved with political affairs, current debates, issues and controversies at the local level.

Social environment

Swanepoel & De Beer (2006, p.11) indicate that the social environment is constituted of institutions such as the family, school, church clubs and interest groups and civic organizations

Cultural environment

According to Swanepoel & De Beer (2006, p.12) the cultural environment is composed of the values, taboos, norms, and mores of a society. It has to do with the place and role of traditional leaders in society and tradition of the people.

The cultural environment also includes traditions, cultural practices as well as dominant community beliefs and attitudes.

Economic environment

This refers to a rate of employment, presence and activity of commerce and industry and the presence and scope of informal economic activity. It can be measured by the ability to pay for services and daily needs (Swanepoel & De Beer, 2006, p.12).

Weyers (2001) argues that the economic environment entails the types of major economic activities like industries and trade, mining, fishing, agriculture, forestry, tourism and informal

economic activities. The types of jobs, percentage of labour force that is employed or unemployed, nature of the distribution of wealth and income, nature and extent of poverty and forecast of future economic growth and job opportunities are crucial elements of the economic environment.

Psychological environment

Swanepoel & De Beer (2006, p.13) mention that the psychological environment is characterized by the attitudes people display towards life around them and self esteem

The outcome of community development is awareness creation as people become aware of themselves in terms of their environment i.e. needs and resources. They become aware of positive objectives that will change their situation. It changes people `s apathy into a positive disposition and they see themselves as an active organism that is able to and does change its environment (Swanepoel & De Beer, 2006, p.39).

2.4. South African Economic Policies

2.4.1 The Reconstruction and Development Programme (RDP)

The Reconstruction and Development Programme (RDP) was an integrated socio-economic policy framework adopted by the Government of National Unity. It attempted to mobilize people and the country `s resources toward the final eradication of apartheid and segregation and the building of a democratic, non racial and non sexist South Africa. The RDP planned to address social and economic problems such as violence, lack of housing, lack of jobs, inadequate education and health care, lack of democracy and a failing economy. (African National Congress, 1994).

According to Liebenberg &Stewart (1997, p.13) the following projects were earmarked to implement the RDP:

- Primary school nutrition programme
- Extension and upgrading of municipal infrastructure
- Building of clinics
- Moving from tertiary to primary health care

- Special integrated presidential projects on urban renewal
- Rural water and sanitation
- Eletricification of schools
- Construction of schools
- Culture of learning
- Free health services
- Housing and infrastructure subsidies
- Rural roads
- Aids awareness
- Road traffic safety
- Integrated sports centres
- Community service centres
- Public works

The priorities of the RDP include provision of jobs, land, housing, water, electricity, transport, clean and healthy environment, nutrition, healthcare and social welfare to all South Africans. It envisaged that government would invest a lot in social and physical infrastructure and this would lead to economic growth but this did not materialize and this led to its closure in 1996.The RDP was abandoned in favor of the Growth, Employment and Redistribution (GEAR) which is a conventional neo liberal macroeconomic recipe for economic growth.

Critique of the RDP

The RDP failed to meet its own standards for example five million houses in five years and there was visible persistence and growth of poverty and inequality. Considerable amounts of unspent funds were rolled over after the first two years due to the inability government departments to spend money according to the principles of the RDP (Liebenberg & Stewart, 1997, p.10).

Lack of project management experience and consultation with communities, ineffectiveness of the Masakhane campaign, poor monitoring systems, absence of local government, poor planning and failure to identify and address capacity constraints contributed to the inefficient and ineffective implementation of the RDP.

2.4.2 National Growth and Development Strategy (NGDS)

This was initiated in 1995 by the Office of the Presidency. Its purpose was to harmonize the activities of all of the government department and provinces by getting each to subscribe to a common set of goals. The NGDS has six core pillars which are investing in people, creating employment, investing in household and economic infrastructure, crime prevention, poverty alleviation, creating safety nets and transforming institutions of governances (Aliber, p.14).The strategy was not a macro economic strategy but an institutionalization of an integrated policy making process geared towards realization of the RDP principles.

2.4.3 Growth, Employment and Redistribution (GEAR)

Liebenberg & Stewart (1997, p.10) notes that the Growth, Employment and Redistribution (GEAR) was commissioned during December 1995 and released in 1996 and it is a long term strategy to achieve the aims of the RDP. It also has neoliberal aims such as deficit deduction and opening up the economy to foreign trade.

Shepherd & Robins (2008, p.162) stress that neoliberal economists argue that the state should interfere as little as possible in market mechanisms where markets are viewed as self regulating institutions and will find the most efficient ways of satisfying demand .They further argue that the state should play a minimal role as both employer and provider of welfare to its citizens because public enterprises tend to squeeze out private investment and encourage dependence on welfare handouts. The neoliberals also believe that if the state leaves the economy in the hands of the private sector and market forces an efficient economy will emerge.

The vision of the Growth, Employment and Redistribution (GEAR) "is a competitive fast growing economy which creates sufficient jobs for all work seekers; a redistribution of income and opportunities to benefit the poor; a society in which sound health, education and other services are available to all and an environment in which homes are secure and places of work are productive" (Department of Finance, 1996, p.1).

According to the GEAR Macro Economic Policy Document (1996) it place emphasis on monetary policy, increasing public and private investment, pursuing a stable exchange rate, reducing tariffs and encouraging a strategy of export led growth. GEAR was adopted to make the

country more attractive to foreign investors and to facilitate the country `s entry into the global economy and it was regarded as a conventional neo liberal macroeconomic recipe for economic growth. The government argued that GEAR was not a radical departure from other policy initiatives and is a right macro economic policy needed for sustained economic growth, increased employment and a healthier economy.

Sewpaul (2001, p. 315) maintains that the GEAR adopted a narrow fiscal approach with emphasis on curbing of state expenditure, lowering of interest rates, trade policy, export led growth, privatization of state enterprises and labour market reforms.

The GEAR aimed at increasing public and private investment, pursuing a stable exchange rate, reducing tariffs and encouraging a strategy for export led growth. Its intention was to deliver higher rates of economic growth which would lead to creation of more jobs and eradication of poverty (Gathiram, 2005, p.124).

The core objectives of the GEAR as stated in the document is a growth rate of 6% per annum, lowering of trade barriers and the gradual elimination of exchange controls, lowering inflation reducing the budget deficit and speeding up privatization and less public investment in social and physical infrastructure.

Critique of the GEAR

GEAR consultations took place at a higher level within government and civil society organizations were not involved because the team had to produce the document in a very short space of time and therefore the lacked the inputs by civil society organizations on macro economic policy. It also undermines the government `s existing capacity to deal with poverty and it is incompatible with the developmental approach advocated in the RDP.The expectation that the first economy would create sufficient jobs for the increasing labour market in the second economy was not realized and resulted in the persistence of systematic poverty and unemployment.

Aliber (2002, p.15) maintains that the GEAR was incompatible with goals of the RDP and NGDS.It forecasted creation of new jobs which failed to materialize and thus has little to offer in poverty reduction. He further argues that the GEAR only mentions poverty in three contexts by

stressing the importance of continuing with the system of social grants for addressing poverty, importance of improving access to portable water and represents a step backwards for poverty eradication and sustainable development. The macroeconomic projections of GEAR have failed to come to fruition because there is continued shedding of formal sector employment, increasing embrace by the government of informal sector self employment as an engine of job creation. The GEAR advocated for government efforts to provide direct assistance to the informal sector through promotion of micro finance and setting up of advice centers and this has not shown impressive results.

Sewpaul (2001, p. 315) also concurs with Aliber by arguing that the GEAR has led to a decline in actual growth and job losses and the process of adopting and drafting this strategy was not participatory as the civil society was not involved.

Although the GEAR managed to reduce inflation and the budget deficit it led to a squeeze on the economy which is evident in the increasing number of the unemployed and the closure of businesses.

2.4.4 Accelerated and Shared Growth Initiative for South Africa (ASGISA)

The Accelerated and Shared Growth Initiative for South Africa seeks to improve the environment and opportunities for more labour absorbing economic activities, poverty elimination and reduction of inequalities. It is geared towards expanding women `s access to economic opportunities, measures to promote youth development and leveraging of broad based economic empowerment. Enshrined in ASGISA is the Joint Initiative for Priority Skills Acquisition which is tasked to identify urgent skills needs and quick effective solutions to address these needs. (Office of the Deputy President, 2005).

2.5 Millennium Development Goals

These are eight goals to be achieved by 2015 that respond to the World `s main development challenges. They are drawn from the actions and targets contained in the Millennium Declaration that was adopted by 189 nations and signed by 147 heads of states and governments during the United Nations millennium summit in September 2000.They are broken down into twenty one quantifiable targets that are measured by sixty indicators.

The Department of Social Development ‘s integrated service delivery model (2005, p.12) indicate that these goals are aimed at eradicating extreme poverty and hunger, achieving universal primary education, promoting gender equality and empower women, reducing child mortality, improving maternal health, combating HIV/ AIDS malaria and other diseases, ensuring environmental sustainability and lastly developing a global partnership for development.

According to Black & White (2004, p. 3) the millennium development goals are divided into three fields which are economic well being, social development, environmental sustainability and regeneration. Each goal is designed to be quantifiable, define the expected outcomes of development rather than inputs in the form of resources and is accompanied by a statement recognizing the importance of qualitative factors related to governance.

Black & White (2004) outline the millennium development goals as follows:

Goal One: Eradicate extreme poverty and hunger.

The proportion of people living in extreme poverty in developing countries should be reduced by at least one half by 2015.This target come from the Copenhagen Declaration and programme of action. This goal targets to halve between 1990 and 2015 the proportion of people whose income is less than one dollar a day and halve the proportion of people who suffer from hunger.

Goal Two: Achieve universal primary education

There should be substantial progress in primary education and universal primary education should be achieved in all countries by 2015.this target ensure that by 2015 children everywhere boys and girls alike will be able to complete a full course of primary schooling.

Goal Three: Promote gender equality and empowerment

This goal strive to eliminate gender disparities in primary and secondary education preferably by 2005 and to all levels of education than 2015.Progress towards gender equality and the empowerment of women shall be demonstrated by eliminating gender disparity in primary and secondary education by 2015.

Goal Four: Reduce child mortality

It is targeted to reduce by two thirds between 1990 and 2015 the less than five mortality rate. The death rates for infants and children aged less than five years should be reduced in each developing country by two thirds of the 1990 level by 2015.

Goal Five: Improve maternal health

And the target is to reduce by three quarters between 1990 and 2015 the maternal mortality ratio. The rate of maternal mortality should be reduced by three quarters by 2015.

Goal Six: Combat HIV/ AIDS, malaria and other diseases

This goal seeks to have halted by 2015 and begun to reverse the spread of HIV/AIDS begun to reverse the incidence of malaria and other major diseases. The primary health care system should be available and reproductive health services for all individuals of all appropriate ages including safe and reliable family planning methods as soon as possible and no later than the year 2015.

Goal Seven: Ensure environmental sustainability

This goal aim to integrate the principles of sustainable development into country policies and programmes and reverse the loss of environmental resources. The target of this goal is to halve by 2015 the proportion of people without sustainable access to safe drinking water and to have achieved by 2020 a significant improvement in the lives of at least 100 million slum dwellers. There should be a current national strategy for sustainable development in the process of implementation in every country by 2005 so as to ensure that current trends in the loss of environmental resources, forests, fisheries, fresh water, climate soils, biodiversity, stratospheric ozone and the accumulation of hazardous substances and other major indicators are effectively reversed at both global and national levels.

Goal Eight: Develop a global partnership for development

The target of this goal is to develop and further an open rule based predictable non discriminatory trading and financial system. This includes a commitment to good governance development and poverty reduction both nationally and internationally. It is to further address the special deeds of the least developed countries (LDC).This includes tariff and quota free

access for (LDC) exports, enhanced programme of debt relief for heavily indebted poor countries and cancellation of official bilateral debt and more generous official development and assistance for countries committed to poverty reduction.

It aims to address the special needs of landlocked countries and small island developing states and to deal comprehensively with the debt problems of developing countries through national and international measures in order to make debt sustainable in the long term. Developing countries need to develop and implement strategies for decent and productive work for youth and pharmaceutical companies to provide access to affordable essential drugs in these countries and the private sector should avail the benefits of new technologies especially information and communications.

Critique of the millennium development goals

According to the document drafted by the National Labour and Economic Development Institute (2005, p. 5) millennium development goals are an important step forward in fighting poverty but they argue that meeting these goals will require more action from the government. They are also regarded as a reformist agenda that will not empower the poor. The millennium development goals put human development, poverty, people and their lives at the centre of the global development agenda for the new millennium.

Millennium development goals are not just aspirations but provide a framework for accountability and they do not only address development outcomes but form a compact that holds poor and rich governments accountable for opening markets, giving more aid and debt relief and transforming technology. However these goals are unlikely to be met unless there are fundamental changes in how government and multilateral institutions operate and several changes such as reallocation of public resources to health and female education, stronger political commitment from government, stronger resources for poverty eradication programmes, better prioritization of health expenditure and a clear policy focus (National Labour and Economic Development Institute, 2005, p. 6).

Progress on the millennium development goals in Sub Saharan Africa

The millennium development goals report by the United Nations (2008, p.1) suggests that little progress was made in reducing poverty in the Sub Saharan Africa. It also indicates that school enrolment rate is 71% and approximately thirty eight million children of primary school age are still not in school.

The report also shows that there has been little progress in reducing gender disparity and women empowerment as girls still fail to enroll and stay in school and the rate of drop out is very high and this can be attributed to factors such as drought, food .shortages, armed conflict, poverty, lack of birth registration, child labour and the scourge of HIV/AIDS (United Nations Development Programme, 2008, p. 2).

The United Nations Millennium Development Programme Goals Report (2008, p. 3) indicates that the majority of countries in Sub Saharan Africa have made no progress in reducing childhood deaths and accounts for about half of the deaths of children fewer than five years. Maternal mortality still remains high in Sub Saharan Africa and many women still die during pregnancy, childbirth or six weeks after delivery. A woman‘s risk of dying from preventable pregnancy and childbirth complications is one in twenty two.

2.6 Poverty

2.6.1 Poverty defined

Swanepoel & De Beer (2006, p. 2) argue that it is difficult to define poverty in universal terms and often impossible to attach figures, numbers or amounts to it. Poverty can be classified into two categories namely absolute and relative poverty. Absolute poverty is where the next meal or its absence means life and death while on the other hand relative poverty is the expression of the poverty of one entity in relation to another entity.

Poverty is defined as the” inability of individuals, households and communities to command sufficient resources to satisfy a socially acceptable minimum standard of living” (The Gauteng Department of Social Development, 2008, p. 8).

The National Labour and Economic Institute (NEDLAC) defines poverty as “the inability to attain a minimal standard of living measured in terms of basic consumption needs or income required to satisfy them”

Poverty in South Africa is the outcome of colonial and apartheid era which led to large scale land dispossession, establishment of increasingly overcrowded and poorly resourced homelands and migratory labour system.

2.6.2 Dimensions of poverty

According to the key indicators of poverty document prepared by the World Bank (1995) poverty in South Africa has a strong race dimension 95% African, 5% Coloured less than 1% Indian or White. It also has a rural dimension as 75% of poor people live in the rural areas and concentrated in the former homelands namely Transkei, Ciskei, Venda and Bophuthatswana and these are known as TBVC states.

The key indicators of poverty goes on to point out that poverty has a regional dimension in the sense that two thirds of the poor in South Africa live in three provinces Eastern Cape 24%, Kwazulu Natal 21% and Limpopo 18%.

It further has an employment dimension as the rate of unemployment amongst the poor is 50% the richest 20% and poor households are dependent on social security to survive.

It has a gender dimension because it is argued that female headed households have a 50% higher poverty rate than male headed households. The apartheid era created a legacy of poverty and inequality as a large share of the population has not been able to benefit from the country s resources. There was inequality in access to jobs, services and economic resources for the poor and opportunities such as education, skills, training and better health.

Poverty and unemployment are closely linked as most of the poor do not have jobs and those who do earn low salaries and this make the poor to depend on social assistance. Many poor people live in substandard housing; have no access to tap water, electricity or modern sanitation.

2.6.3 Poverty Alleviation Strategies

Patel (2005, p. 275) indicates that the reduction of poverty has been placed at the centre of global development objectives to improve people `s lives through expanding their choices, freedom and their dignity. Poverty reduction strategies were developed which are implemented by social and economic sectors in collaboration with the private sector and civil society. Poverty reduction is a key national priority and social service and development organizations are key partners in the implementation of community based poverty reduction programmes which are funded by the Department of Social Development.

According to Patel (2005, p. 282) Kagiso Trust evaluated the poverty reduction projects in Gauteng and identified the following characteristics of successful projects:

- Highly committed members
- Viable business opportunity and access to reliable market and good marketing skills
- Ongoing mentoring in project management, financial management and business support
- Sound financial management systems
- Participants received an income
- Participants have basic education and skills to engage in entrepreneural activities

The following strategies have been implemented by the government and have been focused on creating work and alleviating poverty:

- **Improving access to social security**

According to the Gauteng Provincial Government Report (Office of the Premier 2004, p.33) there has been an increase in the provision of social grants through improvement of service delivery service delivery levels resulting in reduced processing times, increased accessibility of pay points and reduced fraud and corruption. Processes have been streamlined and previously grant applications used to take many months but now majority of grant applications are processed in a month. All pay and sekulula card was introduced as a no cost banking system created especially for grant beneficiaries and this meant that they would not have to go the pay

points but would have their grants paid directly to their accounts without being charged bank service charges. The child support grant has been extended to children aged 14 and the old age pension eligibility age for men has been reduced to sixty years.

- **Community based public works programme**

It was set up in 1994 relaunched in 2002 to focus on the construction of public assets in partnership with other spheres of government or the private sector. It is an innovative new programme to address poverty and improve public assets. This programme focuses on providing short term employment opportunities to unemployed people. Activities include repairing and renovating schools, clinics, clean up campaigns, waste recycling, horticulture projects at clinics and grass cutting along provincial roads. Job opportunities were created and people from marginalized communities have received portable skills that they can use to access other income generating opportunities (Office of the Premier, 2004, p.36).

- **Food security**

The Department of Agriculture, Conservation and Environment run a food garden programme which has helped some households put food on the table. Households were given food garden starter packs and tools Food gardens have been set up at health facilities and food parcels and nutritional supplements targeting the HIV and TB infected are provided.

- **Learner nutrition**

School children have benefited from the school nutrition programme and the orphans and vulnerable children from child headed households were given free school uniforms to ensure that no child is prevented from learning because of poverty. Free scholar transport is also available to assist poor learners in rural areas and informal settlements

- **Flagship programmes**

The flagship programme aim to eradicate poverty by targeting unemployed women with children under five years to improve the quality of life .The project participants engage in income generating activities such as food gardens, leather works and bakeries and child minding. The goals of the programme is to increases the educational opportunities for women so that they can provide for their families, to develop the skills and capacity of women to enhance their overall

functioning, to ensure that families receive social services and to provide children under five with developmentally appropriate education to prepare them for school.

In Gauteng this model has been replicated in Bekkersdal which is one of the presidential nodal areas. In this project 177 women are involved in various programmes such as hair salon, restaurant, guesthouse, a crèche, a recreation centre, a food garden, a car wash facility and a mobile kitchen. The government invested money over a three year period for use in infrastructure, training, equipment and materials. The proceeds from the projects are shared amongst the participants. (Office of the Premier, 2004).

- **National nutrition and social development programme (NNSDP)**

The National Nutrition and Social Development Programme (NNSDP) was a state funded programme with the dual goals of poverty alleviation and social development.Organisations submitted funding applications to access funds from the Department of Health and Social Welfare and they were expected to deliver services in the fields of social welfare, education and health. The primary focus of the programme was promotion of grassroots and economic development (O' Brien, 1997, p.194).

A variety of development projects such as income generating, skills training, establishment and improvement of crèches, health education and socialization of older persons were undertaken to achieve the mandate and goals of the NNSDP.

This programme has been criticized for being unilateral and regarding organizations as less partners as it made major decisions in respect of amount allocated, its distribution and projects that were eligible for funding. It also gave organizations limited time to plan new projects as all monies had to be spent before the end of the financial regardless of when they were paid out.

- **Free water and electricity**

The government is providing residents with a basic amount of free water and electricity in all municipalities so that people can have access to water, basic sanitation, electricity and weekly refuse removal.

- **Free housing**

The Department of Housing provided housing opportunities and shelter by providing low cost houses to the poorest of the poor mostly targeting informal settlements.

It has also enabled residents to build their own houses through the people housing process where it provides support including training through housing support centers.

The government has also established social housing projects for the poor through supporting housing institutions and attracting the private sector to partner in housing delivery through the partnership fund.eg The Alexandra flats are a result of this initiative.

- **Bana Pele programme**

The Bana Pele programme (Children First) was launched by the former Premier of Gauteng Comrade Mbazima Shilowa in February 2005 at the opening of the legislature. The Bana Pele programme is aimed at providing a basket of services through a single window to the poorest and vulnerable children.

The Bana Pele document (2004, p. 2) state that children who attend schools in the poorest communities are exempted from school fees payment and those going into Grade one are provided with school uniforms. They will also receive free meals and the government will provide free and safe scholar transport for learners who live more than five kilometers away from the nearest school and all children between the ages of zero to six years are entitled to free health care at primary health clinics and public hospitals.

A common database of needy children will be established to enable the government to identify, refer and track them and also to avail the information to municipalities so that they can be included in the indigent programmes (Bana Pele, 2004, p. 4).

- **Poverty alleviation fund**

Aliber (2002, p. 2) notes that the poverty alleviation fund was introduced in 1998 and took over RDP funds. It is funded by the national government. Government departments are invited to submit proposals or business plans to the National treasury which evaluates the submissions and then makes recommendations to cabinet. Its rationale was to assist provinces in reorienting their services to the poor.

Critique of the poverty alleviation fund

The progress of the poverty alleviation fund was hampered by the inability of the departments to spend the money allocated to them e.g. The 1998/1999 Department of Welfare 's allocation of R 204 million was entirely unspent and this can be attributed to lack of management capacity. It failed to spend the allocation because it had just ventured into a new difficult territory and the staff lacked capacity and skills in developmental social welfare which emphasized assisting people to help themselves out of poverty (Aliber, 2002, p.18).

Aliber further argues that the poverty alleviation fund failed as a result of the ad hoc manner in which it is administered i.e. allocating funds amongst different departments business plans as it does not form part or contribute to a coherent systematic and integrated poverty reduction strategy. The function was later outsourced to the Independent Development Trust (IDT)

- **Working for water programme**

The working for water programme was launched by the Department of Water Affairs and Forestry during 1995.Thepurpose of the programme is to eradicate alien plants species that depletes available surface and groundwater, impair biodiversity and contribute to the danger of runaway fires. It is partly financed through the poverty alleviation fund (Aliber 2002, p. 20).

The budget goes to wages for labour intensive clearing. This programme can be regarded as one of the government's most visible and esteemed initiatives in that it succeeds in spending a high percentage of its budget allocation, secures contributions from the private sector and foreign donors. It has shown great success and this can be substantiated by the numerous awards it has received.

- **Land care programme**

Aliber (2002, p. 21) indicated that the land care programme is an initiative of the Department of Agriculture and invested money in income generating activities such as food gardening, piggery, sewing and baking The goal of this programme is to optimize productivity and sustainability of resources so as to result in greater productivity, food security, job creation and a better quality of life for all.

He further goes on to mention that the land care programme is comprised of five main elements which are major resource conservation works, community and staff capacity building, awareness, policy and legislation and research and monitoring.

According to Aliber (2002) the overall responsibility rests with the National Department while provincial departments serve as provincial land care coordinators. The provincial departments are responsible for the management of conservation works and community capacity building, establishment of local land care committees. The local land care committees bring together various stakeholders including departmental staff, commercial farmers and community leaders. In the Limpopo province the programme is focused on transforming and rehabilitating the old irrigation schemes.

The land care programme managed to eradicate poverty as it allows community members to earn a wage enabling them to pay off debts, eat more nutritional food, invest in livestock, farming and starting small businesses such as spaza shops and shebeens.

- **War room on poverty**

The war room on poverty was adopted by cabinet as part of the government‘s apex priorities which were announced by the president in the 2008 state of nation address.

The objectives of the war room on poverty is to reverse and reduce the incidence of poverty, prevent the recurrence and transition of poverty from parents to children, reducing reliance on social assistance and state support by assisting individuals to become self reliant and to provide safety net in a form of social assistance for the vulnerable groups (Kandia, 2008, p.1).

It is categorized into short term, medium term and long term services .The short term services include food parcels, social grants, food gardens, water supply, access to voluntary counseling and testing (VCT), access to primary health care and school uniforms.

The medium term services are access to land, early childhood placement, community food gardens, adult education placement, school feeding scheme, community policing and sports culture and recreation centres.

The long term services are schools, adult basic education and further education and training, health facilities, skills development and small medium enterprises development and

cooperatives, employment opportunities, provision of houses and infrastructure , electricity, water, refuse , transport for school children and empowerment programmes.

Kandia (2008) mentioned that in the Gauteng province a pilot project was launched in Kagiso during November 2008 where thirty households were identified to participate. Door to door campaigns were conducted to do house hold profiling in order to obtain information on the needs of each household. Specific intervention was implemented to render rapid targeted services based on a basket of services. A database of all households in poverty was developed.

Kandia (2008, p.19) pointed out that hiccups such as lack of proper coordination in the implementation and initiation, lack of resources hindered the successful implementation of the model as the province relied heavily on the national task team to provide guidance. Lack of commitment from community development workers to do profiling which resulted in profiling being done by Masupatsela youth pioneers who were not trained, the profiling template being too long and had confusing questions which could not be understood by the interviewer and interviewees, information was captured to the national war room on poverty management system where they remain without any intervention and this programme has no budget commitment and still an unfunded mandate were identified as major obstacles that prevented the effective realization of the goals of the war on poverty campaign.

However the programme also has benefits and advantages in that implementation is at the household level as opposed to programmes which intervened at a community level, services have become more visible and accessible as they are taken to the doorstep of beneficiaries (Kandia, 2008).

2.6.4 Why poverty alleviation projects fail?

Gathiram (2005, p.125) stated that projects fail because hard issues such as technological, financial, physical and material are perceived as being important for the successful implementation of projects than the soft issues which are community involvement, decision making procedures, organizational development, capacity building and empowerment. This is due to the fact that donors support organizations for classically defined activities such as employment creation and income generating programmes.

He further argues that the GEAR contribute to the failure of projects as it undermines the success of small scale projects, exploits the poor and unemployed because its neoliberal policies expose the industrial sector to internal competition which disadvantage project participants in that they find it difficult to access markets. They are also faced with competition from the larger more powerful formal sector that has the means to produce goods at lower costs.

Poverty alleviation projects tend to perpetuate the scourge of poverty and inequality because they utilize a low skilled workforce which has limited opportunities for upward mobility and is excluded from added benefits such as pension schemes (Gathiram 2005, p.126).

According to Gathiram (2005, p.127) community participation in the planning and design of projects is often limited because emphasis is placed on delivery and services are provided to groups that have already organized themselves around economic activities which at times may not represent the poorest of the poor and this contribute to poor performance of poverty alleviation initiatives.

Shepherd & Robins (2008, p.65) also argue that people on the ground perceive and react to poverty alleviation projects in their own terms and according to local understandings based on practical common sense and local experience. They fail because of a lack of institutional sustainability that arises when planned outcomes are not valued similarly by planners and intended beneficiaries and insufficient resources.

Lack of infrastructure, financial and human resources to conduct effective outreach work, access to credit for micro enterprises and violence were identified as factors hampering civil society organizations efforts to reaching the poorest of the poor (Patel, 2005, p.198).

2.7. Development Centre Model

2.7.1. Introduction

During 2001 the Gauteng Department of Social Development proposed the idea of Development Centres as a way to eradicate poverty address and this resulted in an audit of all poverty alleviations projects and those that do not fall within the Development Centre Model were exited.

The non profit organizations database indicate that there are approximately thirty one Development Centres in the Gauteng province of which seven are located in Ekurhuleni and include Duduza Development Centre in Duduza, ALMAC in Nigel, Adelaide Tambo in Wattville,Tembisa Kempton Park in Tembisa, Harambe in Reiger Park, Siyabonga Africa in Brakpan and lastly Thuthukani Maafrica in Palmridge

Four are situated in the West Rand region which is the Lanseria Muldersdrift Community Network in Lanseria, Mogale City in Kagiso, Carol Shaw and Philani Skills and Entrepreneurial development programme in Zuurbekom.

Sedibeng region consists of four Development Centres which are Kotulong in Meyerton, African Self Help and Skills Initiative (ASEDI) in Bophelong, Bokamoso in Sebokeng and Wankie Sipolilo Multipurpose Community Centre in Sharpeville.

In the North Rand region there are nine Development Centres namely Stanza Bopape in Mamelodi, Pfananani in Hammanskraal, Popup in Salvokop, Maafrica Thusanang in Mabopane, Self Help Youth Centre in Pretoria, Beam Africa in Nellmapius, Thusanang in Olievenhoutbosch, Kungwini in Bronkhorstspruit and Youth for Survival in Pretoria.

Seven are located in the Johannesburg Metro and they are Klipspruit West Outreach Evangelism Centre in Klipspruit West, Bana Bokamoso in Vlakfontein, Batho Pele in Poortjie, Region nine in Rosettenville, Region ten in Orlando, Greater Midrand Development Centre in Ivory Park and Metropolitan Evangelical Society in Hillbrow.

2.7.2 Rationale behind Development Centres

The Gauteng Provincial Government has funded many poverty alleviation projects and experienced a huge mismanagement of funds which saw the department withdrawing from funding individual projects and opting to fund a group of projects in line with government key mandate.

In her budget speech in 2001 the then MEC of Social Development the honorable Angelina Motshekga mentioned that community Development Centres are an attempt to respond to the government social development strategy of maximizing the capacity of the individual, the family or household and the community to participate productively in society.

According to the Development Centre Manual of the Department of Social Development (2004, p.24) Development Centres "offer social programmes, skills development programmes, and business and entrepreneurial programmes" The programmes should include capacity building, care, support, protection and referral services to relevant resources. Development Centres render a variety of services and they are not limited to income generating activities. They are able to refer cases to relevant resources and provide an overall support or counseling to people living with HIV/AIDS. Skills development programmes offered by Development Centres can be categorized into hard and soft skills. Hard skills training include sewing, brick making and food gardening. Soft skills include management, conflict resolution, governance, report writing, fundraising, business and entrepreneurial skills. The Development Centres are expected to have at least three income generating projects and capacity building and care and support programmes as envisaged by the Department of Social Development.

They are seen as incubators where people enter to be empowered and emerge as self reliant individuals. Incubation starts and ends when Development Centres beneficiaries are provided with relevant skills and are able to function independently and have skills to run projects. Incubation of a project start immediately after such a programme has been identified and approved for support by the management board of Development Centres and it ends when the needs and shortcomings of the project have been addressed and it shows ability to function on its own without any additional support (Gauteng Department of Social Development, 2008, p.2).

2.7.3. Guiding principles underpinning Development Centres

The following principles for the operation of Development Centres are described in the manual

(Gauteng Department of Social Development, 2004, p.5).

- Collaborative approach between the departments must be adopted as far as possible to realize the objectives of the sustainable livelihood approach
- Programmes must impact on the lives of the community as whole
- Programmes must focus on the most vulnerable groups
- Poverty pockets and clear mapping of priority areas within such pockets must guide intervention

- Programmes must differentiate between beneficiaries and services providers ,in order to measure the output of the service provider in relation to the desired impact on the targeted communities
- Projects must be monitored to determine achievements of intended results but also unintended results to ascertain how these can be consolidated and refocused to enhance sustainability
- There must be a link between the social work mandate pertaining to vulnerable groups and the poverty strategy
- Operate within the legal framework of the department
- Remove barriers to access with due regard to operating policies and procedures

2.7.4. Key characteristics of Development Centre Model.

According (Gauteng Department of Social Development, 2008, p.1) the following characteristics of Development Centres were identified:

- It is people centered and community driven
- There must be clear mechanisms to ensure that poor people are not permanently trapped within the dependency syndrome but are able to move into self reliance
- There must be a clear strategy for mobility i.e. the beneficiaries should be able to enter development centers with a clear exit plan
- Independent board members who are not part of the programme should manage the development centers
- The management team must be representative of the broader community with no vested interests
- Focus should be on groups or categories of persons having the least access to other government services
- Focus should be on groups or categories of persons who due to factors such as illiteracy or disability are most unlikely to be gainfully employed
- The Development Centre is there to support development projects and programmes in communities

- ❖ The projects and programmes within Development Centres will be exited after an incubation period and replaced by new projects and programmes
- ❖ Individuals may exit from projects and programmes in Development Centres
- ❖ Infrastructure for skills development remains in the Centre
- ❖ Financial support for Development Centres will be provided as long as they are part of the poverty alleviation strategy of the department

2.7.5 Governance

The Gauteng Department of Social Development in its Development Centres Manual (Gauteng Department of Social Development 2004, p.6) state that "a Development Centre is run by a board of directors which is elected at a regional general meeting consisting of community organization , business persons, ward committees, local government officials , ward committees and officials from the Department of Social Development". The board of directors oversees the overall functioning of the Development Centres and is expected to make decisions and perform tasks as stipulated in the constitution. Ideally it must have seven members who will serve as chairperson, vice chairperson, treasurer, secretary and additional members. The members should be committed and possess skills in fundraising, financial and project management to enable them to add value to the Centre.

According to the Gauteng Department of Social Development, Development Centre Manual (2004, p.8) a board of directors is responsible for developing the vision, mission and objectives of the Development Centre. It is also tasked with recruitment of personnel, overseeing financial resources, compiling funding proposals, monitoring services, evaluating performance, developing staff code of conduct and grievance procedure, fundraising and drafting organizational policies

The Gauteng Department of Social Development in its Development Centre Manual (2004, p.9) point out that the chairperson provide leadership to the board, develop an agenda for the board meeting, chair meetings, negotiates on behalf of the organization if given a mandate and perform public relations functions for the board based on need.

Secretary `s role is to maintains records, organize or oversee arrangements for board meetings, manages the minutes of the board meetings and ensure that minutes are distributed to members on time.

The treasurer monitors and manages the finances of the Centre, compiles financial reports, is a signatory to the bank account, provides the annual budget and responsible for fundraising.

The Gauteng Department of Social Development ‘s Development Centre Manual (2004, p.12) stipulate that the role of the Centre Manager is to manage staff members , coordination and monitoring of activities in the centre ,budget , report on progress to the committee and funders and compiling monthly and quarterly reports.

The role of the project coordinator is to monitor implementation of projects, provide reports to the Centre Manager, and attend workshops, training and meetings on behalf of the Centre.

Procurement and monitoring of stationery supplies, typing, arranging meetings, mannning the reception area and providing information to community members that come to the Centre were listed as some of the duties performed by the administrator (Gauteng Department of Social Development, 2004, p.13).

2.7.6 Monitoring and evaluation

Monitoring and evaluation is done through site visits by the regional and provincial staff. It is also done through assessments of submitted reports and meetings.

2.7.7 Challenges faced by Development Centres

The following challenges were identified by departmental officials and were outlined in a presentation which was done at a developmental workshop which was held during 2008.

- **Limited self sustainability**

The Development Centres are solely dependent on the funding that they receive from the Department of Social Development. Fundraising is limited or non existent and the income received from the income generating projects is minimal and cannot build sustainability of the Centres.

- **Lack of linkage with other role players and unsatisfactory linkages with other government departments**

There is lack of collaboration between government departments as well as the municipality and this pose a challenge as the Department of Labour is mandated to provide training, the Public Works and Municipality core competency is land availability and infrastructure development. This hampers the progress as most Centres find it difficult to access training from the Department of Labour and do not have buildings to operate from because the Municipality cannot provide land and public works fail to deliver on infrastructure.

- **Political interference**

Interference from political leadership was identified as a major obstacle which impact negatively on the success of Development Centres because they come with their own agenda and interests and tend not to support projects which are initiated by people who do not belong to their party. Community members are also divided according to political affiliation and would not get involved if the Centre is run by a person who does not belong to the political party which they are affiliated to.

However it was also highlighted during the workshop that Development Centres are crucial in the fight against poverty as they deal directly with the poor because they are located within communities and address needs at a grassroots level. They also promote self reliance in the sense that beneficiaries acquire skills , earn an income from the income generating projects which enable them to provide for their own needs and become self reliant.

2.7.8 Profile of Development Centre programmes

- **Social programmes**

They run an HIV/AIDS programme i.e. a drop in centre whereby they provide cooked meals, school uniform, and homework supervision to orphaned and vulnerable children. These children are also involved in recreational activities such as soccer, choir and dance. They also have a support group for people infected and affected by HIV/AIDS. The Centres also engages in counseling and provide referrals to relevant resources such as department of health for anti retroviral treatment, home affairs for application of identity documents and the South African Social Security Agency for the application of social grants.

- **Skills development**

The Centre provide training in baking, catering, sewing, carpentry, leather shoe making and assist the beneficiaries with starter packs to enable them to start their own cooperatives after receiving training. The aim of this programme is to provide skills for the poor and unemployed people and empower them to generate income through job placement or self employment.

- **Income generating projects**

They have a vegetable garden where they plant different crops including mealies and a variety of vegetables. The vegetables are sold to community members and used in the drop in centre project.

- **Youth programme**

Young people are involved in drama, hip hop dance and gumboots dance to keep them busy and take them away from the streets.

- **Advice centre**

They assist beneficiaries with drafting of curriculum vitae, compile a database of job seekers and also provide bursaries to learners enabling them to further their studies. The community members can get information concerning resources that are available.

2.8. Conclusion

The government in partnership with the civil society has declared a war on poverty by implementation of various poverty alleviation initiatives and developmental approach to social welfare services. The poverty eradication strategies have changed the lives of the poor, vulnerable and disadvantaged as now more people now receive basic services and have access to decent housing, water, sanitation, education, health services and social grants and social services. Poorest and most vulnerable children have received free school uniforms, free school nutrition, free scholar transport, and access to a variety of social services such as foster care placement and subsidized early childhood development services.

In its fight against poverty the Gauteng Department of Social Development has introduced Development Centres which are aimed at addressing poverty through empowering and developing communities to enable them to become independent and self reliant.

CHAPTER 3: RESEARCH DESIGN AND RESEARCH METHODOLOGY

3.1 Research Design

The study utilized a qualitative research approach was used as the area of research is not well developed, not much is known about the functioning of Development Centres and a need was identified to describe and understand the functioning of such Development Centres within the social development context in South Africa. De Vos et al (1998**)** outline the characteristics of qualitative research as being an attempt to gain first hand, holistic understandings of phenomena of interest by means of flexible strategies of problem formulation and data collection.

The study is descriptive and exploratory in nature and it involves delineation of phenomena in a holistic fashion in order to achieve a picture as detailed as possible.

According to Mark (1996, p. 25) , descriptive research is used to describe an individual, group, organization or community and it is used when there is no theory to work from or when a new area that has not been studied, is explored. The purpose of descriptive research is to describe a phenomenon that is being studied

Babbie & Mouton (2001, p.79) argue that exploratory research is conducted to explore a topic or to provide a basic familiarity with that topic. It is done to satisfy the researcher's curiosity and desire for better understanding, to test the feasibility of undertaking a more extensive study, to determine priorities for future research and develop new hypothesis about an existing phenomenon.

3.2 Sampling Procedures

De Vos et al (1998, p. 212) state that a "population is the total set from which the individuals or units of the study are chosen". A population is the collection of all individuals, families, groups, organizations, communities and events that are of interest to study.

The population for this study were the Development Centres developed and funded by the Gauteng Department of Social Development and specifically the stakeholders of these Development Centres: beneficiaries, government officials working with Centres, staff of Centres and members of the management committees.

According to Reid & Smith (1981, p.79) a sample is composed of basic units and is referred as a portion of a population selected for a study. It can also be described as a small portion of the total set of objects or persons which together comprise the subject of the study. The non probability type, purposive sampling was used to select participants to be included in the study. A purposive sample consists of elements deliberately chosen or handpicked for the study `s purposes and cases are selected for inclusion because they are thought to be typical of what the researcher is interested in studying.

Rubin & Babbie (2005, p. 247) maintain that "purposive or judgmental sampling is when a sample is selected based on the researcher `s own knowledge of the population, its elements and the nature of the research". It is based on the researcher `s judgment and purpose of the study. The sample is purposely composed of elements that contain the most characteristic, representative or typical attributes of the population.

A list of all Development Centres that offers a wide range of programmes in Gauteng Province was obtained from the provincial office of Gauteng Department of Social Development. The second Centre on the list from each region was selected. The researcher also ensured that the selected Centre was not one with which she had had direct contact. The participants were selected from four Development Centres. A total of twenty four (six from each Centre) were selected. The participants that were selected on a first come first serve basis from each centre included a centre manager, one staff member, one committee member, one Department of Social Development official and two beneficiaries.

The researcher approached all the possible participants and provided them with participant information sheets (See attached Appendix A).The first person that volunteered to participate from each category was included in the study (i.e. centre manager, staff member, committee member, Departmental official and two beneficiaries). They were told that their participation is voluntary and that they may withdraw from the study at any time. They were told that they have a right to refuse to participate in the study and refusal will not result in negative consequences. They were also told that the information will be kept confidential and their identity will not be disclosed.

3.3 RESEARCH INSTRUMENTATION

The researcher used a self designed interview schedule consisting of forty seven questions to guide the interviews with the participants (See Appendix B). The questions were asked orally and responses were noted by the researcher. The research instrument was divided into two sections one for the beneficiaries and the other one is for Centre Managers, officials, staff members and committee members. The questions gathered information about programmes run at the various Development Centres, aims and objectives of the Development Centres as perceived by the participants, their views on the strengths, successes, weaknesses and failures, financial management systems, monitoring and evaluation.

The interview schedule consisted of both open and closed ended questions. Babbie & Mouton (2001, p.233) differentiate between open ended questions and closed ended questions in that in open ended the respondent is asked to provide his or her own answers while in closed ended questions, the respondent is asked to select an answer from among a list provided. The open ended questions were chosen because they capture the experiences and views of participants and allow probing for more information while closed questions were included to get yes or no answers which assist with more straight forward data processing and analysis and great uniformity of responses. Open ended questions were used as they encourage participants to express themselves freely and are more likely to reflect a person's own thinking and thus more valid (Dey, 1993, p.16).

3.4 Pre-Testing of the Research Tool

De Vos (1998, p. 183) maintain that a pre test offers an opportunity to test the interview schedule with the kind of participants that will be used in the actual research and should be conducted in the same manner as in the final study. The pre- test schedule contains the same questions and is administered to people with the same characteristics as those that will participate in the research. The researcher pre- tested the tool at a development centre in the Ekurhuleni region which was not included in the actual study. This assisted the researcher to confirm that the questions yielded adequate information for the study and showed that the instrument did not require any modification.

3.5 Methods of Data Collection

Semi -structured individual face- to- face interviews lasting for approximately sixty minutes were used to collect data. The interviews were conducted at the Development Centres at a time and place convenient to the participants.

Rubin & Babbie (2005, p. 290) indicate that "in face- to- face interviews questions are asked orally and participants responses are recorded". The interview was chosen as a data collection method because the interviewer will get a chance to repeat a question if it is not understood and it provides opportunities for explanation and clarification of issues and misunderstandings can be identified and corrected. It is also advantageous because illiterate people can be interviewed successfully and this is supported by Rubin & Babbie (2005, p. 290) who maintain that interviews can be used for illiterate as the interviewer will ask question and record the response and any group of respondents poorly educated, children can be interviewed successfully. It was also chosen because it gives the interviewer chance to establish rapport and observe non verbal behavior.

According to Reid & Smith (1981, p. 209) face to face interviews elicit information in larger amounts and in greater depth. They are useful in obtaining data on topics that are relatively unexplored. The researcher used semi structured interviews because they combine elements of standardized and unstructured interviews as they consist of open and closed ended questions.

3.6 Data Analysis

De Vos et al (1998, p. 90) indicate that the analysis of data in qualitative research "is a challenging and highly creative process and it starts with the data that is generated". Data management is an integral part of data analysis. Data management consists of activities aimed at achieving a systematic manner of data collection, storage and retrieval. The researcher took notes to record data from the interviews. Coding was done through classifying data into categories, themes and patterns. The researcher went through the data to identify categories which were later formulated into themes.

Reid &Smith (2004, p. 243) mentioned that data analysis entails categorizing, ordering, manipulating and summarizing of data to obtain answers to research questions.

Darlington & Scott (2002) outlined the stages of qualitative data analysis

- Becoming familiar with the data which means immersing oneself in the data and getting a fuller sense of what the data is all about.
- Coding which is described as a process of creating categories and assigning them to data. It is also referred to as indexing as it involves sifting through data and categorizing it in various ways .It is concerned with identifying patterns in the data.

Dey (1993, p.76) defines coding" as a process of identifying bits and pieces of information and linking these to concepts and themes around which the trial report is organized".

It starts at reading and rereading every line of text in search for meaning units and involves reading a text and using the margins to note ideas and potential themes coding decisions should be documented through memos so that they may be scrutinized later by the researcher. As themes emerge from initial coding one combs back through the data new codes often emerge. According to Dey (1993, p.78) categorizing data involves an implicit and loosely defined classification of observations. If a coder category is developed through analyzing transcripts subcategories maybe necessary as the coded excerpts accumulate and refine our concepts and return to the data to verify them. Coding stops when we begin to see repetition and redundancy

3.7 Limitations of the Research Design and Methodology

To ensure validity and reliability of the research instrument the researcher pre-tested it with a Development Centre which was not part of the sample .To ensure consistency the interview schedule was administered by the researcher and did not involve assistance by other people. Questions were simple and leading, ambiguous and embarrassing questions were avoided. The study is limited to the Gauteng province and thus the findings will not be generalized to other provinces. The use of purposive sampling had limitations as the researcher could not generalize to larger populations as it is not known to what extent are the samples representative of populations.

Although the interview schedule was designed in English, participants were interviewed in a language they understood. Caution was taken when translating the questions to ensure that the meaning is not distorted.

CHAPTER 4: PRESENTATION AND DISCUSSION OF THE RESEARCH FINDINGS

4.1. Demographic Details

This section presents the demographic details of the participants. This includes age, gender and level of education of the participants.

Table 1: Age and gender profile

	18-25 years	**26-32 years**	**33-40 years**	**41-50 years**	**50+ years**
Male	1	2	1	3	3
Female	1	3	5	4	1

A total of twenty four participants were interviewed from four Development Centres and ten of them were males while fourteen were females. Their ages ranged from twenty two to sixty three years and it is evident from the above table that the sample was constituted of a spread of age groups of participants.

Table 2: Level of education

Level of education			
Grade 1-8	**Grade 9-12**	**Diploma**	**Degree**
7	9	3	5

Most of the participants' level of education was at a primary and secondary level as seven of them had primary education while nine had achieved secondary school qualification. The educational qualifications of beneficiaries were low as illiterate people are recruited to be involved in the projects and education is not a prerequisite to be eligible for involvement in the projects. One of the participants described the education level of beneficiaries as follows:

> "*Some of the beneficiaries cannot even read or write and some have primary and secondary education while only a few have matric and post matric qualifications"*

All the officials had degrees and this can be attributed to the fact that the Department of Social Development only employs professionals with a tertiary qualification. Most of the participants who were staff members had a post matric qualification and a traceable track record of community development, computer literacy, project management and administrative skills.

4.2. Roles of the Participants

Table 3: Roles of the participants

Positions	**Roles as described by the Development Centres Manual**	**Roles as described by the participants in the study**
Centre managers	Manage staff members Coordination and monitoring of activities in the centre Compile the budget report on progress to the committee and funders Compiling monthly and quarterly reports.	Compile business plans Recruit new projects or identify new projects. Responsible for day to day management Monitoring Submitting reports to the Department of Social Development Fundraising
Administrator	Procurement and monitoring of stationery supplies Typing Arranging meetings Manning the reception area Providing information to community members	Making copies Manning reception Faxing Writing minutes General administrative work
Project coordinator	Monitor implementation of projects Provide reports to the centre manager Attend workshops, training and meetings on behalf of the centre.	Ensuring that all projects are running smoothly Ensuring sustainability, identifying and mobilizing beneficiaries

		Giving people information,

The Development Centre Manual (Gauteng Department of Social Development 2004, p. 12) stipulates that the role of the Centre Manager is to manage staff members, to co-ordinate and monitor activities in the Centre, to compile budgets, to report on progress of the Development Centre programmes to the committee and funders and to compile monthly and quarterly reports.

The role of the Project Coordinator, according to the Development Centre Manual (Gauteng Department of Social Development 2004, p.12), is to monitor the implementation of projects, provide reports to the centre manager, and to attend workshops, training and meetings on behalf of the Centre.

Procurement and monitoring of stationery supplies, typing, arranging meetings, manning the reception area and providing information to community members that come to the Centre were listed as some of the duties performed by the Administrator of the Development Centre (Gauteng Department of Social Development, 2004, p.13).

The Centre Managers seem to carry out similar activities in the various Development Centres and it was found that all of them are responsible for day to day management, monitoring, submitting reports to the Department of Social Development, fundraising as this was reflected in their responses .Two of them found it important to mention that their role also included the compilations of business plans and to recruit and identify the need for new projects. Only one of them indicated that they are also responsible for networking and procurement. The findings show that the roles being performed by the Development Centre Managers are aligned with expectations for them according to the policy.

The table above (Table 3) furthermore indicates the duties and expectations of four staff members whose titles ranged from administrator, project coordinator and advice centre coordinator were interviewed. Their descriptions indicated that their duties include making copies. manning reception, faxing, writing minutes, general administrative work, ensuring that all projects are running smoothly, ensuring sustainability, identifying and mobilizing

beneficiaries and giving people information. The findings regarding the roles of the participants led the researcher to believe that they are executing their duties as expected and in accordance with the roles stipulated in the Gauteng Department of Social Development, Development Centre Manual (2004, p.12).

Four officials three of whom were social workers and one a community development practitioner employed by the Department of Social Development working with the Development Centres were interviewed. Two of them were females while the other two were males. They described their role as ensuring that activities of the Centre are prioritized in the strategic plan of the Department of Social Development, capacity building of staff at the Centres and to ensure the smooth running of day to day activities and ensure programme implementation as stipulated in the service level agreement with the funder. It was also found that the officials are responsible for providing support and guidance at the Centre.

> *"I am involved in monitoring and evaluation appraising their business plan and making funding recommendations"*

Table 4: Roles of Beneficiaries

Project	**Roles**
Food gardening	Ploughing the land Planting vegetables Irrigating vegetables Selling the vegetables
Community home based care	Looking after terminally ill bed ridden patients Bathing Feeding Assisting them to take their medication Educating family members on how to look after bedridden patients Assist with making referrals to Department of Home Affairs and Social Development

Sewing	Sewing of school uniforms
Leather manufacturing	Manufacturing leather products such as bags, belts, shoes

Eight beneficiaries involved in a variety of projects were interviewed. Two of them were involved in the food gardening project where they produce vegetables, two in the community home based care programme where they care for terminally ill and bedridden patients, two were involved in the sewing project where they sew school uniforms, one was involved in the leather manufacturing where they make leather products such as bags, belts and shoes while the other one was involved in the advice centre programme where they give out information to the public at large. Generally, most beneficiaries are involved in the income generating projects and activities. Those that are not involved specifically in income generation activities are generally involved in the community home based care and advice centre programmes. The researcher observed that the beneficiaries showed great enthusiasm and interest in the work that they were doing as they felt empowered with the skills that they acquired through involvement in the different projects and did not raise any complaints.

4.3. Types of Programmes offered by Development Centres

Table 5: Types of programmes

Type of programmes	**Number of Centres offering these programmes**
Social relief	4
Youth programme	4
Advice centre	4
Drop in centre	3
Community home based care	3
Support groups	1
Skills development	4
Early childhood development centre	1

School uniform	2
Food gardening	3
Baking	1
Brick making	2
Leather making	1
Sewing	1
Bursary support	1

All the Development Centres run more or less similar programmes which include, “Advice Centres”: income generating projects such as food gardens, baking and sewing; community home based care ,skills development programmes;”Drop in Centres” where orphaned and vulnerable children received meals, psychosocial support and homework supervision. It was found that only one Development Centre was involved in assisting learners to acquire tertiary education as they provided a bursaries to study business and secretarial management at a college and running an early childhood development programme and this were unique to this Development Centre as this resource was not available in the other Centres. The income generating projects varied from Centre to Centre. The Gauteng Department of Social Development in its Development Centre Manual (2004, p. 24) indicates that Development Centres should offer social programmes, skills development, business and entrepreneurial programmes and this was reflected in the findings as all the Centres had social and skill development programmes although they differ in the type that they are involved in. The Development Centres were therefore running the programmes as described in the manual because they had social, skills development and income generating programmes.

4.4. Views on the Role played by the Development Centres

The participants had common and similar views regarding the role and functions of the Development Centres. These views centred on the following themes:

Job creation

- To create entrepreneurs
- To create employment
- To enable beneficiaries to own and grow their own businesses
- To monitor cooperatives to become sustainable

Poverty alleviation

- To alleviate and eradicate poverty

Skills development

- To offer skills development and income generating initiatives
- To assist community members with training

Income generating

- To provide vegetables
- To manufacture and sell school uniforms

Social services

- To assist with social problems
- To link community with relevant resources
- To provide social services to the community
- To provide material and non material support to beneficiaries

Community development and empowerment

- To end dependency
- To develop the community
- To uplift the community
- To empower and develop the community
- To empower poor and most vulnerable people

The participants perceived the role of Development Centres as the provision of jobs, provision of social services and ensuring that community members receive basic services. This is supported by the RDP Document (1994) which state that the goals of the Reconstruction and Development Programme include provision of jobs, basic services and social welfare to all. In the study the common theme that emerged was that Development Centres are aimed at creating jobs, eradicating poverty, empowering and developing the community. It can therefore be seen that

Development Centres are functioning in accordance with important principles as described by the RDP, although this policy does not specifically inform their functioning. It was found that Development Centres have a very big role to play in community development, poverty alleviation and facilitating self reliance of individuals and families to meet their needs.

The participants perceived Development Centres as very helpful and improving quality of life as reflected in the following responses:

"It is targeting poor unemployed people and it is a good model

"Development Centres provide jobs and help to alleviate poverty"

"To see the community successful and employ other people"

"*Development Centres target poor unemployed people"*

"To develop people and help them get jobs"

"They provide accredited training which enables us to start our business"

"They help me to get a social grant "

4.5. Perceptions on the Impact made by the Development Centres

Participants comments centred on themes such as enhancement of employment opportunities, sharing of information, skills development, self reliance, poverty alleviation, resources availability and social relief. These themes are characteristic of all poverty alleviation initiatives as their main goal is alleviating poverty through skills development, provision of employment opportunities , social relief and promoting self reliance and all these were evident in the impact made by the Development Centres that were included in the study.

Table 6: Impact made by Development Centres

Themes	**Views of the participants**
Enhancement of employment opportunities	*"They have assisted people to establish their own businesses"* *"They enable youth to access jobs through the youth desk programme"*

	"Most people have become self employed" *"Young people are assisted with job hunting"*
Information hub	*"People get information and they can access daily newspapers"* *"Community members receive information on different services "* *"It serve as a referral agency to other resources"*
Skills development	*"The Centre gave me skills to make leather shoes and bags"* *" It enabled me to realize my dream of being a nurse through the community home based care programme"* *"They offer free accredited training"*
Promotion of self reliance	*" I get a salary and can buy food for my family"*
Poverty alleviation	*"It is attempting to eradicate poverty"*
Availability of services and resources	"*We use the Development Centres for community meetings and activities"* *"Community members can get birth certificates and identity documents"*
Social relief	*"Cooked meals are provided to orphans and vulnerable children"* *" Needy people are given food parcels"* *" They give support and meals to people who have AIDS"*

It was found that Development Centres enable youth to access employment through the youth desk programme. This programme assists with job hunting. Development Centres have managed to establish a number of successful cooperatives as exited projects are also given starter packs to

start sustainable small businesses e.g. The Ujima Bakwena shoe cooperative which was an initiative of Development Centre Model.

Development Centres are also used as venues for community meetings and activities e.g. voting stations and church services. They serve as information hubs as people get information and they can access daily newspapers. It was also mentioned that Development Centres also assist victims of disasters with social relief and an example of social relief assistance during the xenophobic attacks in 2008 was given.

It was also found from a participant that one Development Centre was also nominated for the premier service excellence awards and ended up in the top six of these awards. Community members are able to get birth certificates and identity documents as the Department of Home Affairs is housed in the Centre. Beneficiaries can now earn an income from the income generating projects and it is attempting to eradicate poverty.

The Centres were perceived as helpful because they provided skills to make leather shoes and bags, and enable beneficiaries to realize their dreams as one participant indicated that she has realized her dream of being a nurse through her involvement in the community home based care programme. Some of the participants also thought that Development Centres are impacting positively on people‘s lives as they offer free accredited training.

Support and meals are provided to people affected and infected by HIV/AIDS and those on anti retroviral treatment. The poverty alleviation component through skills development and income generating programmes enable beneficiaries to earn an income and improve their skills levels.

Aliber (2002), in writing about poverty in various regions of South Africa maintains that the rationale for the poverty alleviation fund was to assist provinces in reorienting services to the poor and his argument concur with the views of participants in that Development Centres were seen as a poverty alleviation strategy as all the participants believed that the Development Centres are helpful as they have assisted people to establish their own businesses, cooked meals are provided to orphans and vulnerable children and food parcels are provided to the needy. Community members receive information on different services and it serve as a referral agency to other resources.

The findings show that Development Centres make an important impact in the community as demonstrated by the following responses:

Youth development

> *"It has developed youth and assisted them to get employment"*

Empowerment

> *"The centre has brought a difference and change in people `s lives as they were trained and given starter packs to start cooperatives"*
>
> *"It has equipped me with skills to sew and I feel empowered by the accredited training that I received"*
>
> *"It develops people in communities"*
>
> *"It assists the community as the community members get services and also buy vegetables from the gardening project"*

Information giving

> *"The centre gives information to the community"*

Social assistance

> *"Provision of help to individuals and families out of the social security safety net"*
>
> *"Children get school uniforms and meals"*
>
> *"The centre is a place where the community is assisted"*

Improved quality of life

> *"Development centers are making a lot of impact and has improved people `s lives*
>
> *"It has established an early childhood development centre where children are cared for in a safe and secure environment for and prepared for school readiness"*

4.6. Perceptions on the Strengths of Development Centres

Important community-enhancing factors were identified which arose from the role and functioning of the Development Centres. These related to accessibility, integration, networking, community based leadership, sustainability, empowerment, support, diversity, development of cooperatives and partnerships. These strengths are of critical importance as it is in this regard that the achievement of the community development aims of such Centres become evident.

Table 7: Strengths of Development Centres

Themes	**Responses**
Accessibility	*"The Centre is located in the community and is within walking distance"* *"Local public transport to access the Centre is available"*
Integration	*"Integration of four poverty reduction approaches"* *"Development Centres promote integrated and holistic service delivery* *"Development Centres serve as multipurpose one stop Centres where various services are provided"*
Networking	*"The ability to network with private sector and other development agencies such as the Gauteng propeller and Gauteng development agency"*
Community based leadership	*"Staff and board members are recruited from the local community"*
Self sustainability	*"They have also enabled many beneficiaries to generate income and provide for their families"* *"people are helped to get land, equipment and training to start food gardens"*
Empowerment	*'They have managed to place youth in learnerships*

	programmes and provide job placement opportunities' *"They provide community members with skills"'* *"Skills development through training opportunities offered by the Centres"* *"Many people have benefited from the centre and it enable youth to get jobs"*
Support	*"The Centres have assisted many people with relief , empowerment , support such as immediate material relief when needed"* *"Families in need are assisted and provided with basic needs such as food parcels and school uniforms"*
Diversity	*"It is useful because there is a mobile clinic, department of home affairs and social security agency (SASSA) where people can apply for grants and identity documents and can also access primary health care services through the mobile clinic"*
Development of cooperatives	*"Entrepreneurial development and support"* *"Establishment and support of cooperatives"*
Partnerships	*"Partnerships with the Department of Social Development, Local Government, community development workers and other key stakeholders"* *"Have a good working relationship with government departments and the municipality"*

It was interesting that participants tended to agree on the strengths of the Development Centres. They all felt that the Centres are very accessible to community members as they are located within the community. Most of the participants agreed that Development Centres provide community members with skills and have a good working relationship with government

departments and the municipality. The fact that there is a mobile clinic which provides health care services, Department of Home Affairs and Social Security Agency (SASSA) where people can apply for grants and identity document was generally highly appreciated and acknowledged by the participants.

They also felt that Development Centres play an important role in job creation and establishment and support of cooperatives:-

> *"It is very successful because people get services, training and orphans receive food and school uniforms"*
>
> *"Many people have benefited from the Centre and it enables youth to get jobs"*
>
> *"People are helped to get land, equipment and training to start food gardens"*
>
> *"It is successful because people get grants and clinic services"*
>
> *"Families in need are assisted and provided with basic needs such as food parcels and school uniforms"*
>
> *"The Centre has helped a lot of people"*

Patel (2005, p.282) described factors that contribute to the success of poverty reduction projects: highly committed members, viable business opportunity and access to reliable market and good marketing skills, ongoing mentoring in project management, financial management and business support, sound financial management systems, participants receiving an income, participants have basic education and skills to engage in entrepreneurial activities. It is evident that the Development Centres included in the study meet these requirements and are characteristic of these descriptions.

4.7 Perceptions about the Weaknesses of Development Centres

When they were asked about the weaknesses of Development Centres, most participants indicated that they had not identified any weaknesses and that the Development Centres are effective. However others indicated that the Development Centres cannot cater for all people and felt that some sort of dependency is created through the provision of food parcels.

The concerns related to lack of intersectoral collaboration, funding problems, poor marketing and governance, limited resources, lack of monitoring and evaluation and political interference.

Lack of intersectoral collaboration

- Lack of coordination between different government departments which lead to duplication of services

Limited funding

- Limited availability of funds limited funding opportunities and resources
- Lack of fundraising strategies
- High level of dependency on government funding

Lack of resources

- Lack of infrastructure members
- Limited geographical coverage as Development Centres are not available in all communities
- Lack of suitable infrastructure e.g. venues
- Lack of employment opportunities for trained beneficiaries

Poor marketing

- Weak sales system
- Capital intensive projects not viable
- Poor access to market

Lack of monitoring and evaluation

- Lack of support from departmental officials
- Lack of monitoring
- Poor reporting by projects

Poor governance

- Lack of visionary and strategic leadership by the board members
- Problematic role of some board members

Political interference

- Interference by community leadership

The participants felt that the lack of collaboration between Governments Departments posed a great challenge to the effective implementation of the Development Centre Model as each has a role to play e.g. the Department of Labour is required to provide training and, the Department of Local Government and Public Works is mandated to provide infrastructure. If these Departments do not deliver on their mandates, it leads to serious service delivery implications for the Centres. Failure to develop the income generating projects into viable businesses was viewed as contributing negatively to the effective implementation of the Development Centre Model as they cannot be exited into sustainable entities. Similarly, in describing the reasons for inefficient and ineffective implementation of the RDP, Liebenberg & Stewart (1997, p. 10) maintain that lack of project management experience and consultation with communities, ineffectiveness of the Masakhane campaign, poor monitoring systems, absence of local government, poor planning and failure to identify and address capacity constraints all contributed to challenges in the implementation of the RDP. This was also evident in the responses of the participants regarding where the weaknesses of Development Centres were to be found.

Participants also expressed concerns about divisions in political affiliation. They expressed the view that they were not prepared to become involved if the Centre was run by a person who did not belong to the political party with which they are affiliated. This is supported by the director of sustainable livelihoods s' presentation at a departmental workshop held in 2008 where it was highlighted that interference from political leadership was identified as a major obstacle which impact negatively on the success of Development Centres because political leaders come with their own agenda and interests and tend not to support projects which are initiated by people who do not belong to their party. Swanepoel & De Beer (2006, p.11) maintain that "the development environment is composed of the political, social, cultural, economic and psychological environment". The political environment consists of political leaders, political groupings, parties with political activities which influence community development and it was found that in the study it had a negative influence as political interference was raised as one of the challenges that hampers progress.

One participant also maintained that it appears that the Development Centre is not known and exposed to the community. The researcher herself found it difficult to locate one of the Centres as people who were asked did not know where it was and directed her to the local municipal

offices which they referred to as a Development Centre. Participants also maintained that people want to see changes overnight but did not understand the Development Centre concept and its services which are part of a slow and long term process. Shepherd & Robins (2008, p.65) also argue that "people on the ground perceive and react to poverty alleviation projects in their own terms and according to local understandings based on practical common sense and local experience". They went further to explain that projects fail because of a lack of institutional sustainability that arises when planned outcomes are not valued similarly by planners and intended beneficiaries and insufficient resources.

Lack of infrastructure, financial and human resources to conduct effective outreach work, access to credit for micro enterprises and violence were identified as factors hampering civil society organizations efforts to reaching the poorest of the poor (Patel, 1998, p.198) and this was evident in the concerns raised by the participants.

4.8 Staff Performance

All the participants indicated that all staff members have job descriptions and have performance management systems in place. Supervision is used to monitor staff performance and they sign a daily attendance register. The norms and standards manual and rewarding staff for good performance was highly regarded as a way of improving staff performance. It was found that the staff perform their duties satisfactorily though one centre manager felt that staff were politically influenced motivated to be insubordinate. It was observed that staff members show dedication and commitment and seemed to be enjoying their work and felt very lucky to be employed as they can provide for their own needs. They also appeared to have good work relationships with each other.

4.9 Training and Skills Levels

The officials indicated that training for both staff and beneficiaries is offered by the Department of Labor and service providers appointed by the Department of Social Development. Parastatals such as the National Development Agency (NDA) also render training. It was found that most of the beneficiaries have acquired trade skills through training provided at the Development Centres. It was mentioned that all Development Centres are allocated funds annually for staff development and then needs analysis is done before training is sought.

"Training is key and is offered by the centre

4.10 Other Funders and Fundraising Strategies

Only two of the four Development Centres reported that they receive funds from donors other than the Department of Social Development which is generally regarded as the major funder. According to the participants in the study, fundraising strategies employed by the centers include submitting funding proposals to the National Lotteries and private companies, host a fortnightly car wash, hiring out of halls chairs and crockery, selling t-shirts, fees from photocopying and fax facilities and phototaking.It can be concluded that the Department of Social Development is the major funder and Development Centres are highly and solely dependent on the funds received from this Department and if funding was to be ceased they will close shop as they struggle to raise funds from other donors. The participants believed that the Centres were adequately resourced although more resources are still needed.

4.11 Financial and Asset Management Systems

Patel (2005, p.282) asserts that sound financial management systems are crucial in ensuring that poverty reduction projects win the fight against poverty and the researcher tends to agree with this notion as it was discovered during the study that effective and efficient financial management systems are perceived as being most important for the successful implementation of the Development Centre model. The participants reported that the Centres make use of various bookkeeping tools such as a cheque account with three signatories and ensure that their books are audited by qualified independent auditors on an annual basis. Although the Centres have asset registers they are not updated regularly and this pose a challenge in keeping track of assets that they posses. The service level agreement and approval letter prescribes conditions for funding which includes adherence to the public finance management act and relevant legislation. The Centres are expected to submit monthly bank statements, monthly income and expenditure reports and annual audited financial statements. These systems appear to be effective as adherence serve as a basis for recommendations of future funding.

4.12 Marketing

Various marketing techniques and strategies were reported to be utilized to market Development Centres:

- Local community radio stations
- Distribution of promotion material
- Door to door outreach by volunteers
- Community public meetings
- Inviting community members to the events
- Loud hailing in the community
- Open day
- Website
- Publishing of newsletters

It seemed that all the Development Centres engaged in various marketing initiatives and marketing was undertaken as a way of making the Centre and services known in the community. This view is supported by Patel (2005, p.282) when she indicated that a viable business opportunity and access to reliable market and good marketing skills contribute to the success of poverty alleviation projects.

4.13 Monitoring and evaluation

Monthly progress reports, feedback from the community and meetings are used to measure performance and track progress and this tool is used by all Development Centres. Progress reports were seen as a crucial tool to help in identifying challenges and achievements and come up with measures to improve service delivery. One of the four Centre Managers pointed out that they use the annual general meeting as an effective tool for monitoring and evaluation. The officials mentioned that biannual evaluation workshops, audited financial statements, bi weekly visits by officials from the community development and planning unit as well as the monitoring and evaluation unit and quarterly visits by officials from the provincial office are monitoring and evaluation strategies used by the Department of Social Development to ensure that resources are used accountably, effectively and efficiently. It was evident that monitoring and evaluation was

regarded as essential and useful in tracking progress and identifying areas that need improvement.

4.14 Perceptions about the governance structure

The researcher interviewed four members of the management committee or board of whom two were females while the other two were males. Their positions ranged from chairperson, treasurer and secretary. The Development Centre Manual drafted by the Gauteng Department of Social Development (2004, p.9) point out that the chairperson provide leadership to the board, develop an agenda for the board meeting, chair meetings, negotiates on behalf of the organization if given a mandate and perform public relations functions for the board based on need.

Secretary `s role is to maintains records, organize or oversee arrangements for board meetings, manages the minutes of the board meetings and ensure that minutes are distributed to members on time.

The treasurer monitors and manages the finances of the Centre, compiles financial reports, is a signatory to the bank account, provides the annual budget and responsible for fundraising.

Table 8: Duties of Committee or Board Members

Position	**Duties as described by the Development Centres**	**Duties as described by participants**
Chairperson	Provide leadership to the board Develop an agenda for the board meeting chair meetings Negotiates on behalf of the organization Perform public relations functions for the board	To convene meetings To prepare the agenda To sign minutes To deal with the media
Treasurer	Monitors and manages the finances of the Centre Compiles financial reports Serve as a signatory to the bank account Provides the annual budget Responsible for fundraising.	To manage the money of the Centre To report on how money is used To keep records of requisitions
Secretary	Maintains records Organize or oversee arrangements for board meetings	To give notice of meetings To take minutes To keep records and files

	Manages the minutes of the board meetings Ensure that minutes are distributed to members on time.	

The above table (Table 8) outlines the duties of the committee or board members and they described that their duties are convening meetings, preparing the agenda, dealing with the media, manage finances, giving notices meetings and keeping records of the Development Centre. The findings showed that participants seem to have an understanding of their duties as their descriptions correlated with the descriptions in the Development Centre Manual. They appeared to have insight of what needs to be done by members of the committee or the board.

The Gauteng Department of Social Department of Social Development in its Development Centre Manual (2004, p.8) a Board of Directors is responsible for developing the vision, mission and objectives of the Development Centre. It is also tasked with recruitment of personnel, overseeing financial resources, compiling funding proposals, monitoring services, evaluating performance, developing staff code of conduct and grievance procedure, fundraising and drafting organizational policies. Participants maintained that board members do not always pledge their full support and do not show commitment and dedication to the activities of the Centre. It was also stated that some boards seem not to be very effective due to limited skills levels of members. The functioning of these boards leave much to be desired and seemed to be very ineffective as some were not even aware of the programmes rendered at the Centre.

4.15 Suggestions on improving service delivery

When the participants were asked about ways to improve service delivery they gave various suggestions which are reflected in the following responses.

"More funds so that more people can be involved"

"More resources, acquiring land and venue to operate from"

"More funds and commitment from beneficiaries as some leave the project"

"Targeting sponsors in order to raise more funds"

*"More commitment from beneficiari*es"

"Addition of other projects'

All the participants expressed the need for more financial resources and the common theme that emerged from the responses was the fact that the funds received are not enough and this hampers service delivery. Only a few of the participants maintained that beneficiaries' commitment and addition of other projects would improve service delivery. It was found that resources such as funds and physical infrastructure are very crucial in improving service delivery in the Development Centres.

CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study sought to explore the perceptions of stakeholders regarding the functioning of Development Centres funded by the Department of Social Development in Gauteng. The purpose was to investigate the perceptions of stakeholders about the role played by Development Centres in the community, to explore the perceptions about what contributes to the success or failure of such Development Centres, and their perceptions about the strengths and weaknesses of such Development Centres.

5.2 Summary and Discussion of the Key Findings

5.2.1 Role of the Development Centres

The findings of the study indicate that the role of Development Centres is to facilitate the finding of employment, to facilitate income generation, to provide information and to offer social services. It was also found that Development Centres are aimed at eradicating poverty, empowering and developing the community, providing training to develop the skills of community members and enabling them to earn an income through the income generating projects.

5.2.2 Strengths of Development Centres

Because Development Centres are located within communities, they are very accessible to community members as they are within walking distance and use of public transport is available and this was perceived as a great strength of the Development Centre Model. Development Centres play a big role in skills development as they provide community members with accredited training to improve their skills. Development Centres were also seen as strengthening the partnerships as they have a good working relationship with Government Departments and the municipality and also promote integrated and holistic service delivery of social services. They also play an important role in job creation and establishment and support of cooperatives. It was

found that a diversity of services such as primary health care services, birth registration and application of identity documents and application of social grants is offered by the Development Centres.

The study also revealed that Development Centres promote self sustainability in that they have enabled beneficiaries to generate income and provide for their families and take charge of their own lives. They also play an empowerment role through placing youth in learnership programmes and providing them with job placement opportunities.

5.2.3 Weaknesses of Development Centres

There were few perceived weaknesses regarding the Development Centres as the Centres are generally considered to be run effectively and to be achieving their aims. Some concerns included the inability of Development Centres to fully cater for the numbers of people that require services, as well as around the possibility of the creation of dependency through the provision of food parcels. Other weaknesses were perceived to be lack of intersectoral collaboration, limited funding, lack of resources, poor marketing, lack of monitoring and evaluation, poor governance and political interference. Failure to develop the income generating projects into viable and sustainable businesses was also considered to be problematic.

5.2.4 Impact made by the Development Centres

The findings revealed that Development Centres are making a great impact in the community. It was indicated that Development Centres enhance employment opportunities as they provide formal and informal employment through establishment of cooperatives. They were perceived as helpful because they provided skills, promote self reliance and serve as information hubs where community members receive information on different services and serve as a referral agency to other resources.

The free accredited training was also viewed as an important impact of the Development Centres. Furthermore young people are assisted with job seeking skills, people are provided with social relief through providing support, meals and food parcels to orphaned and vulnerable children, people affected and infected by HIV/AIDS and those on anti retroviral treatment.

Community members receive information on different services and it serve as a referral agency to other resources .The poverty alleviation component through skills development and income generating programmes enable beneficiaries to earn an income. The perceptions are thus that Development Centres are having a significant impact in the community.

5.3 Conclusions

The study concludes that the Development Centre Model is the best for mobilizing communities in an integrated manner so that they can take charge of their lives. This model is contributing to the fight against poverty as it create employment, provide social services, empower community members with skills and serve as a referral agency where community members are referred to relevant resources. It also enables community members to access social grants and apply for birth certificates and identity documents.

Capacity building in financial management, good governance, fundraising and marketing is crucial and valuable in equipping management with skills, knowledge and expertise to run and manage the Centre effectively and efficiently and achieve its goals and objectives.

Linking income generating projects with the relevant government departments is seen as beneficial as it would enable them to access resources and facilitate procurement of their products. Marketing of products made by Development Centres was identified as a core strategy to ensure that sales are improved. It was found that the exit strategy for projects is not effective and should be strengthened so that projects can be exited to make way for new projects and intake of new beneficiaries.

It can be concluded that there is a lack of collaboration amongst different governments departments such as Labour, Local Government and Municipality as they work in isolation and this defeat their mandate of eradicating poverty and this collaboration is crucial in facilitating service delivery in the Development Centres.

5.4 Recommendations

The following recommendations are based on the findings of the study made:

Recommendations by the researcher

The income generating projects such as food gardening should be linked with the Department of Rural Development and Land Affairs to enable them to access more resources and brick making projects should be linked with the Department of Human Settlements so that they can get a market to sell their products.

Partnerships with the private sector should be strengthened in order to get more funds to supplement the funding provided by the Department of Social Development.

There is a need to capacitate the members of the management committee or board on issues of good governance, financial management and educating them on their roles and responsibilities and educational background, expertise and skills should be considered when electing members to get leadership that is competent and knowledgeable to achieve the goals and objectives of the Centres.

There is a need for after care support services for cooperatives in terms of technical skills on how to run the business, marketing, finance and starter packs should be given to all cooperatives.

The Department of Social Development should allocate a community development official per Centre to ensure that they get the necessary support, guidance and strengthen the monitoring and evaluation component as the official will have more time to give attention and identify challenges sooner and address them to improve the functioning of the Centre.

The Department of Social Development should introduce awards for the best Development Centre and best team to encourage competition and service excellence.

All the income generating projects in the Centre should be given a maximum of two years for incubation and exiting to give way for support of other initiatives, allow more beneficiaries to participate and to avoid the dependency syndrome.

Recommendations from the participants in the study

The Development Centre should be marketed vigorously so that it can become known in the community.

Collaboration and integration of services amongst government departments should be improved to promote effective and efficient service delivery.

Local government and Department of Public Works should assist with infrastructure and buildings to operate from.

The Department of Labour has to be involved and deliver on its mandate of providing training.

Recommendations for future research

Future researchers should conduct further studies on the Development Centre Model to bridge the knowledge gap as literature on Development Centres is limited.

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APPENDIX A

PARTICIPANT INFORMATION SHEET

GOOD DAY

My name is Gloriah Thifhulufhelwi Netshivhazwaulu and I am an M.A. Social Work student at the University of Witwatersrand. I am required to undertake a research project as part of the requirements of my degree.

The purpose of my research is to explore stakeholders` perceptions about the functioning of Development Centres funded by the Department of Social Development in Gauteng. I am interested in a study of this nature because some Development Centres were closed and it is hoped that this study will reach conclusions about enhancing effective and efficient functioning of such Centres and play a role in eradicating poverty. It is also hoped that the study will contribute to broaden the insight and understanding of the Development Centre Model.

You are being invited to participate because your Development Centre was selected to be part of the sample. Should you agree to participate, any information that you provide will be kept confidential and your identity will not be disclosed. You will also not be linked to any statements made in the research report.

I will use an interview schedule which consists of forty seven questions and it will take approximately sixty minutes of your time to answer them. Your participation is voluntary and you have a right to refuse to participate. Refusal will not result in negative consequences and participation will not be rewarded financially or in any other way. You are free to withdraw from the study at any time and refuse to answer any questions if you do not feel comfortable to do so. No harm will be experienced by participating in the study. Raw data that is collected will be kept in files in a locked cupboard and will be destroyed in 2011.

If you have any queries you are welcome to contact me at 082 474 0580.

A summary of results is available on request.

Thank you for taking time to consider participation in the study.

Student: Gloriah Thifhulufhelwi Netshivhazwaulu

Supervisor: Ms Linda Smith

APPENDIX B

STAKEHOLDERS` PERCEPTIONS ABOUT THE FUNCTIONING OF DEVELOPMENT CENTRES FUNDED BY THE DEPARTMENT OF SOCIAL DEVELOPMENT IN GAUTENG.

INTERVIEW CONSENT FORM

I hereby consent to participate in the research project. The purpose and procedures of the study have been explained to me. I understand that my participation is voluntary and that I have a right to refuse to participate.

Refusal to participate will not result in negative consequences and I am free to decline to answer questions that I am not comfortable with. I may withdraw from the study at any time without any prejudice or negative consequences. I understand that my responses will be kept confidential.

Name of participant: ……

Date: …….

Signature: …….

Name of Researcher: …….

Date: ……

Signature: ……

APPENDIX C

2683 Hamerskop Street

Ext 2

Protea Glen

1819

082 474 0580

19 March 2008

The Chief Director

Gauteng Department of Social Development

Research and Development Directorate

Private Bag X35

JOHANNESBURG

2000

Attention: Ms Cynthia Mgijima

RE: REQUEST FOR PERMISSION TO CONDUCT A STUDY ABOUT DEVELOPMENT CENTRES

My name is Gloriah Thifhulufhelwi Netshivhazwaulu and I am an M.A. Social Work student at the University of Witwatersrand. I am required to undertake a research project as part of the requirements of my degree.

The title of the research project is" Stakeholders` perceptions about the functioning of Development Centres funded by the Department of Social Development in Gauteng"

This study is aimed at exploring the functioning of Development Centres, to identify the strengths, weaknesses, challenges and opportunities and to explore the role played by Development Centres. It is envisaged that the study will contribute to broaden the insight and understanding of the Development Centre Model.

It would be greatly appreciated if you would grant permission for this study to be conducted.

Your assistance is greatly appreciated.

Yours faithfully

Student: Gloriah Thifhulufhelwi Netshivhazwaulu

Contact Number: 082 474 0580

Supervisor: Ms Linda Smith

Contact Number: 011 717 4483

APPENDIX F

TITLE OF RESEARCH: STAKEHOLDERS` PERCEPTIONS ABOUTTHE FUNCTIONING OF DEVELOPMENT CENTRES FUNDED BY THE DEPARTMENT OF SOCIAL DEVELOPMENT IN GAUTENG.

INTERVIEW SCHEDULE

REGION:_____

DATE OF INCEPTION:_____

NUMBER OF PAID STAFF MEMBERS:_____

NUMBER OF BENEFICIARIES:_____

DEMOGRAPHIC INFORMATION OF PARTICIPANT

AGE		**GENDER**		**MARITAL STATUS**		**RACE**		**LEVEL OF EDUCATION** **Please specify**	
18- 25		Male		Married		Whites		Grade 1-8	
26-32		Female		Never married		African		Grade 9-12	
33-40				Divorced		Colored		Diploma/ Certificate	
41 – 50				Widowed		Asian		Degree	
50 and above								Other	

Disability?.....

1. BENEFICIARY OF DEVELOPMENT CENTRE

1.1 When did you become involved in the Development Centre?…….

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1.2 What programmes are run at the Development Centres and in which are you involved?

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1.3. Describe the goal/s of the project

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1.4. Are you involved in the planning and management of the programmes (if yes, please explain)?

Yes	

No	

1.5. Who are the target beneficiaries of the Development Centre?

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1.6. Have you attended any training relating to your involvement in the Development Centre? (If yes, please explain)

Yes	
No	

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1.7. How would you describe your skills at the time of becoming involved in the Development Centre?

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1.8 What are the aims and objectives of the Centre?

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1.9. How do you think the Development Centre has helped you?

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1.10 Is the Centre easily accessible to people?

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1.11 What skills have you developed through your involvement in the Development Centre?

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1.12. What do you think can be done to improve service delivery in the Centre?

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1.13. How do you think the general community views the Development Centre?

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1.14. What do you regard as the strengths of the Development Centre?

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1.15. Do you think the Centre is successful and please motivate?

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1.16. What in your opinion are the weaknesses of the Development Centre?

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2. CENTRE MANAGERS, MANAGEMENT COMMITTEE MEMBERS, STAFF MEMBERS AND OFFICIALS

2.1. What is your role in the Centre?

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2.2. How often are you at the centre or involved in the Centre activities?

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2.3. How long have you been involved in the Centre?

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2.4. How would you describe the Development Centre and its beneficiaries?

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2.5. Describe the availability of resources

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2.6. Describe the programmes in the Development Centre and their goals

Programme	Goals

2.7. What are the aims and objectives of the Centre and how do you play a role in achieving them?

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2.8. What is your involvement in and how do you manage the various projects?

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2.9 How do you monitor staff performance?

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2.10. Do staff members perform their duties?

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2.11. What, if any, training is offered to staff and beneficiaries?

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2.12. Describe staff s' levels of skill.

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2.13 Describe beneficiaries' levels of skill.

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2.14. What impact do you think the Centre is making on the community?

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2.15. What changes can be seen in the community as a result of the Development Centre?

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2.16. How if at all do beneficiaries participate in the planning and implementation of the programme?

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2.17. What do you regard as the strengths of the Development Centre?

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2.18. Do you think the Centre is successful and please motivate?

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2.19. What in your opinion are the weaknesses of the Development Centre?

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2.20. Describe the functioning of the committee and its members

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2.21. What is your opinion about the effectiveness of the committee?

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2.22. Describe the financial management systems in place

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2.23. Are these systems effective and please elaborate?

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2.24. Please comment on the asset register, its implementation and its usefulness

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2.25. If funding from the Department of Social Development is withdrawn would the Centre continue to operate and if so how?

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2.26. What other funders do you have except the Department of Social Development?

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2.27. What fundraising strategies are used?

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2.28. How is the Centre marketed?

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2.29. How do you monitor and evaluate the Centre?

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2.30. Any general comments

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2.31. Any recommendations

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