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# The contribution of volunteerism to social development: the case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg

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# THE CONTRIBUTION OF VOLUNTEERISM TO SOCIAL DEVELOPMENT: THE CASE OF ZAMDELA COMMUNITY VOLUNTEERS AT CHILD WELFARE SOUTH AFRICA, SASOLBURG.

**A Research report presented to**

**The Department of Social Work**

**School of Human and Community Development**

**Faculty of Humanities**

**University of the Witwatersrand**

**In partial fulfilment of the requirements**

**For the degree Master of Arts in the field of Social Development**

**By**

**FARIRAI DIANAH GOVO**

**March, 2015**

## DECLARATION

I declare that this research report is my own unaided work. It is submitted in partial fulfilment of the requirements for the degree of Master of Arts in the field of Social Development at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree of examination in any other university.

_____

**FARIRAI DIANAH GOVO**

16th March 2015

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## ABSTRACT

Volunteerism has been part of society for many years. It however seems to be underutilised. The study sought to explore the contributions of volunteerism to social development by the Child Welfare South Africa (CWSA) Sasolburg volunteers in Zamdela; an urban township in Sasolburg. The study used a qualitative approach and a case study design was adopted. The study population consisted of twelve volunteers working under CWSA, Sasolburg. A sample of ten volunteers was selected using purposive sampling. The study also used key informants consisting of social workers and a social auxiliary worker in the employ of CWSA Sasolburg who were considered as knowledgeable on the volunteering programme. A sample of three key informants was selected using purposive sampling. Semi structured interviews were used as the primary tool for data collection and an analysis of official documents related to the volunteer work at CWSA Sasolburg was used as a secondary tool for data collection. The data was analysed through thematic content analysis. The findings of the study indicated that the volunteers were contributing towards the attainment of social development in the Zamdela community in the areas of education, care and safety of children, food security and recreation mainly through its aftercare programme for orphaned and vulnerable children. CWSA Sasolburg and the Zamdela community show appreciation to the volunteers through verbal affirmations; awards; study opportunities and payment of stipends However, some challenges were being faced in the volunteering efforts such as lack of adequate capacity and poor communication by the CWSA management. A conclusion drawn from the study was that volunteerism contributes significantly towards social development; however to fully utilise it there is need to deal with the challenges faced in volunteering. The study's main recommendation was that CWSA Sasolburg has to expand its fundraising efforts to fully utilise volunteerism as a resource for social development.



## KEYWORDS

Child Welfare South Africa Sasolburg, volunteerism, social development

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# CHAPTER ONE

# INTRODUCTION

## *1.1 BRIEF OVERVIEW OF THE STUDY*

Volunteerism has been used as a means to address social ills and developmental challenges for many years. The development of social work as a profession is largely attributed to this phenomenon. Volunteerism continues to contribute towards developmental initiatives even in this modern world. The study in question was a case study on a volunteering programme initiated by Child Welfare South Africa (CWSA) Sasolburg in the Zamdela Township in Free State. The focus of the study was to explore the contributions that CWSA Sasolburg volunteers are making towards social development in the Zamdela community. Volunteerism contributes significantly towards social development. According to Patel, Perold, Mohamed and Carapinha (2007), volunteerism is emerging as a viable social development intervention in Southern Africa that is addressing the developmental challenges such as HIV and Aids and poverty. There is therefore need to ensure that it is fully recognised and utilised as a resource for social development. This chapter will discuss the statement of the problem and the rationale of the study. A theoretical framework for the study is also discussed in this chapter in addition; the primary aim, objectives and research questions are also articulated. Finally, an overview of the research design and methodology of the study is given.

## *1.2 STATEMENT OF THE PROBLEM AND RATIONALE OF THE STUDY*

The tradition of volunteering has been part of many societies throughout the world for many years. In today's world, volunteering is used as a tool to meet developmental goals. In 2001 the United Nations Economic and Social Council's Commission for Social Development held detailed discussions on the role of volunteerism in promoting social development. Among its resolutions was the recognition of volunteerism as an important component for any strategy aimed at poverty reduction, sustainable development and social integration (United Nations Volunteers) (UNV), (2011).

It is the researcher's point of view that despite much international recognition on the contribution of volunteerism to social development, volunteerism is still being underutilised

and less valued. Smith (1999) postulates that the failure of many governments to measure the contribution of volunteering to the Gross Domestic Product (GDP) is a sign of the low status in which it is held. Furthermore, Anheier and Salamon (2001) in their paper in which they discuss cross national patterns on volunteering cite a research conducted in eight European countries which found that 28 percent of the respondents did not volunteer because they had not been asked. This entails that opportunities to volunteer are not made readily available to those who would otherwise want to do so. The observation that volunteering is less valued and underutilised formed the central problem of the research.

It is widely accepted that volunteerism as a field of enquiry is generally underdeveloped (Anheier & Salamon, 2001; Carson, 2000; Smith, 1999). According to the findings of a five country study conducted on service and volunteering in Botswana, Zimbabwe, Zambia, Malawi and South Africa limited data became one of the limitations of the study particularly in Zambia where a lack of research and documents on service and volunteering made it difficult to identify participants for the study (Patel et al., 2007).

Patel et al., (2007) postulate that South Africa has a growing body of literature on volunteerism. However Patel et al. (2007) also argue that the body of literature in the South African context is still relatively underdeveloped as a field of scholarly enquiry. This inadequacy on the information on volunteering and the underdevelopment of the field of inquiry can be a reason why volunteering is under recognised and is not being fully utilised as a resource for social development. Volunteering allows the participation of local people in their own development, a core element in social development initiatives. Therefore, if volunteerism is not fully recognised and utilised development initiatives are not properly instituted as they would lack the local input which is important for the success of any development initiative.

It is anticipated that the study will contribute towards better policy formulation particularly at organisational level. A lack of comprehensive policy guidelines and legislation was cited in the five country study on service and volunteering in Southern Africa as a great challenge to volunteerism (Patel et al., 2007). The findings reveal that an integrative approach has been adopted by most of the countries whereby volunteerism is promoted through other policies for example in South Africa, policies like the White paper for Social Welfare and the National Guidelines on Home Based Care and Community based care (Patel et al., 2007).

International research on laws and policies affecting volunteerism suggest that this integrative approach of making use of volunteers only as part of a specific program miss important opportunities to mobilize volunteers for other charitable works (International Center For Not – For – Profit law (ICNL) and European Center For – Not For – Profit Law (ECNL) , 2009). It is the researcher's view that a lack of comprehensive policy guidelines and legislation impedes the full recognition and utilisation of volunteerism as a resource for social development in Southern Africa as a region and in South Africa as a country. Both local and regional research has indicated that lack of comprehensive policy guidelines on volunteerism leads to poor volunteer management and support (Claasens, 2004; Damon, 2007; Patel et al., 2007). Poor management and support will inhibit the effectiveness of volunteers and the quality of standard of their work is compromised. Moreover, the rights and responsibilities of volunteers will not be fully recognised and in turn people will therefore not want to volunteer which hinders development and subject people to poverty.

Research indicates that the development of gender sensitive programmes is still a challenge in volunteerism. According to the UNV (2011), the voluntary work that women engage in is often disregarded or undervalued. Furthermore, according to Patel et. al (2007), in the five country study in Southern Africa, the women involved in volunteering were mainly involved in care giving roles while more decision making and community level governance roles were taken up by men. If volunteering programmes continue to be gender insensitive, it is the researcher's view that, women will be further marginalised in developmental issues which in turn will immerse them in much poverty. It is hoped that the research will also bring about more views on how to address inequality and marginalisation of some groups in society (for example, women) through volunteerism.

Based on the aforementioned, the researcher is of the opinion that the research is relevant to the South African context as it will contribute towards better volunteer policy formulation, improve the utilisation and recognition of volunteers in development initiatives and also enhance knowledge and understanding on the contribution of volunteerism in social development initiatives.

## *1.3 THEORETICAL FRAMEWORK*

The study made use of the social development approach as its theoretical framework. Midgley (1995 p. 25) defines social development as a ' process of planned social change designed to promote the well being of the population as a whole in conjunction with a dynamic process of economic development.' Patel (2005), states that this approach aims at promoting human development, social well being and tangible improvements in the quality of life of the people. It also seeks to promote the participation of the socially excluded in development (Patel, 2005). The design of social development programmes is pro - poor in its orientation, people centred and social development promotes participatory development and individual and community empowerment (Graham, Patel, Uliksen, Moodley & Mavungu, 2013). A crucial characteristic of social development is its promotion of social and economic development whereby the two are well integrated and mutually supportive. The social development approach regards economic development to be meaningful if it translates to the social well being of the population as a whole. The approach upholds equality, sustainability, democracy and social justice as its values (United Nations Research Institute for Social Development (UNRISD), 2011).

The social development approach is more relevant in the South African context because it has a symbolic and concrete meaning in the country's situation considering the bitter past of apartheid and the future society that is evolving (Patel, 2005). The South African government has endorsed Social development as the approach for the provision of social welfare services through the enactment of the White Paper of Social Welfare of 1997. The White paper illustrates the need for the development of an equitable people centred democratic and appropriate social welfare system (Ministry for Welfare & Population Development, 1997). It therefore makes it necessary to conceptualise volunteerism using the social development approach in the South African context as welfare provision is guided by the social development approach.

The Social development approach is viewed as providing a useful framework for thinking about the role of volunteerism in development in the African context (Graham et al., 2013). A finding of an international study on volunteering and social activism was that volunteerism can be used to achieve developmental goals such as the Millennium Developmental Goals (MDGs) (Cronin & Perold, 2008). Volunteerism can also be used to address the

developmental challenges being faced such as poverty and HIV and Aids (Patel et al., 2007). The five country study on service and volunteerism in Southern Africa made use of the social development approach as its theoretical framework (Patel et al., 2007). This framework enabled the study to inform volunteer policy in the region. In this study, the researcher has made attempts to explore the contribution of volunteerism within the social development framework in a South African township.

## *1.4 PRIMARY AIM, OBJECTIVES AND RESEARCH QUESTIONS*

### *Primary Aim*

The primary aim of the study was to explore the contributions of volunteerism to social development.

### *Objectives*

The objectives were:

- To establish the nature of activities undertaken by volunteers to promote social development in the Zamdela community.
- To explore how volunteers are used as a resource for social development in the Zamdela community
- To explore the ways in which volunteers are recognised or acknowledged as a resource for social development in the Zamdela community.
- To establish the challenges volunteers are experiencing in the Zamdela community.

### *Research Questions*

The research questions were as follows:

- What contribution do community volunteers at CWSA Sasolburg make towards social development in Zamdela?
- In what ways are the volunteers being recognised or acknowledged as a resource for social development in the Zamdela community?

- What are the challenges being faced by community volunteers of CWSA Sasolburg in Zamdela?

## *1.5 BRIEF OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY*

The study used a qualitative approach. According to Mouton (2001), this approach aims at understanding social life and the meaning people attach in their everyday life. Through the use of the qualitative approach the researcher was able to illustrate how volunteering makes a contribution to social development initiatives.

The qualitative research strategy used in the study was a case study. Creswell (2009) highlights that case studies are a strategy of inquiry used by a researcher to explore in depth a programme event, activity, process or one or more individuals. The researcher utilised volunteers of CWSA Sasolburg working in the Zamdela community as a case study. The case study enabled the researcher to develop an in depth understanding of the phenomenon of volunteerism in a community setting.

The study population consisted of twelve volunteers working under CWSA Sasolburg in the Zamdela Area in Sasolburg, Free State. The study also comprised of four key informants who included three social workers and one social auxiliary worker who work in the Zamdela area. The opinions of the key informants were relevant to the study because they work closely with the volunteers and are considered to be very knowledgeable of the volunteering programme. Purposive sampling was used to select ten volunteers for the study. Three key informants were also selected for the study through the use of purposive sampling.

Semi structured interview schedules with open ended questions were used to collect data. Two interview schedules were made; one for the study participants and the other for the key informants. The schedules were pretested with two volunteers and one social worker who did not form part of the sample. The study also made use of official documents from CWSA Sasolburg as part of the data collection process. The data collected was analysed through thematic content analysis. The data was summarised and put into categories according to the themes that emerged. The data was linked to the literature of the study to give the findings more meaning and to be better understood.

## *1.6 STRUCTURE OF THE REPORT*

This chapter provided an introduction to the study. Chapter two provides a review of literature related to volunteerism and social development. Chapter three gives a detailed outline of the research design and methodology. Chapter four presents the results and a discussion of the findings of the study and chapter five gives a summary of the findings, conclusions and recommendations emanating from the study.

# CHAPTER TWO

# LITERATURE REVIEW

## *2.1 INTRODUCTION*

This chapter provides a review of the literature that forms the basis of the study. The chapter provides an insight on the history and development of volunteerism and a discussion on the different perspectives offered by different authors on defining this phenomenon. An analysis of the concept of social development will also be outlined as well as conceptualising how volunteering contributes to social development. Challenges in volunteering will also be outlined as well as what literature suggests on how volunteering can be recognised and fully utilised as a resource of social development.

## *2.2 HISTORY AND DEVELOPMENT OF VOLUNTEERISM*

Volunteerism is a phenomenon that has been embedded in societies for ages. Developed countries like the United States of America (USA) and those in Europe have been in the forefront in the general development of formal volunteering (Damon 2007). According to McBride, Greenfield, Morrow – Howell, Lee and McCray (2012), social work from its onset has relied much on volunteers to work with the needy and to mobilise people to action. The efforts of these early volunteers were important in meeting the needs of the community in a more organised way (Damon, 2007). Social work as a profession was developed from voluntary work done through charity organisations and the settlement movements that were established to address the issues of poverty, urbanisation and immigration associated with the industrial movement (Tannebaum & Reisch, 2001). According to Damon (2007), the volunteers were utilised in administration, provision of social services and served in board as community leaders. Social work as a profession and formal volunteering owe much to this history for their development.

In Africa, voluntary work is rooted in its culture and traditions and this is regarded as the indigenous or informal forms of volunteering (Anheir & Salamon, 2001; Patel et al., 2007). A strong feature in African society is mutual aid which is a form of volunteering that includes

elements of self help (Smith 1999). In East Africa; the Swahili tradition for example promotes community volunteerism and mutual help. The tradition of 'harambee' which means let us pull together became central in Kenya's development initiatives after independence in 1963 (Caprara, Mwathi Mati, Obadare, & Perold, 2012). ). Findings in the five country study on volunteering and service in Southern Africa revealed that traditional or informal volunteering still exists in Southern African countries (Patel et al., 2007). In Zimbabwe, there is the concept of the Zunde Ramambo (chief's granary) derived from the Shona culture which has resurfaced to address issues of food security for the needy and poor in society (Patel, Kaseke & Midgley, 2012). Indigenous volunteering and welfare practices are based on the concept of 'ubuntu' which is central to traditional African culture in Southern Africa whereby community members and kins help each other when there is a need (Caprara et al., 2012; Patel et al., 2012). The concept of ubuntu has been reinterpreted and incorporated in South Africa's social policies, practices and programs (Patel, 2005). African culture and tradition has undoubtedly shaped volunteerism in the African context and needs its due recognition.

In Africa, history has also played a critical role in shaping volunteerism. During the early years of colonial rule in South Africa, whites received social support through the church and the family, and volunteer efforts mainly from Afrikaner women's organisations increasingly got involved in provision of social services (Patel, 2005). The native Africans had to rely on family and the community. According to Damon (2007), African history also includes activists in countries like Zimbabwe, Zambia, Angola, South Africa and many others who participated in the struggle against colonial rule and for the liberation of their countries. These activists were fulfilling a voluntary role since there was no form of compensation for the sacrifices they made for their countries (Damon, 2007).

Volunteerism continues to contribute towards the attainment of social development initiatives in this modern world. In 2001 the United Nations Economic and Social Council's Commission for Social Development held detailed discussions on the role of volunteerism in the promotion of social development. Among its resolutions was the recognition of volunteerism as an important component for any strategy aimed at poverty reduction, sustainable development and social integration (UNV, 2011). The South African government has acknowledged the importance of volunteerism in development through the White Paper

for Social Welfare which stipulates that volunteers together with other personnel that provide social welfare services form an integral part in the social welfare system (Ministry for Welfare & Population Development, 1997). Today's volunteer based strategies are more diverse in form and how they function (McBride et al., 2012). Volunteering is becoming more structured and is being implemented through programs where volunteers are expected to make a commitment with their time towards it on a long term basis. A good example of this is the Asibavikele programme initiated by Child Welfare South Africa. The programme requires the volunteers to undergo training on HIV and Aids, psycho social counselling and child abuse and neglect (Ching'andu, Pursell & Manxaba, 2008). Ching'andu et al. (2008) further state that, the volunteers are required to meet regularly and to assist with site management, home visits and provision of temporary shelter for children. This kind of volunteering is more structured and demands long term commitment towards it.

Volunteerism is also taking some international or global shape. According to Anheir and Salamon (2001), for over a century, societies such as the Red Cross and Red Crescent have volunteered in many countries. Other organisations such as the United Nations Volunteers (UNV) and Doctors without Borders have shaped international volunteerism.

The Non Profit sector including international organisations such as the UN and local organisations rely much on volunteer activity for the attainment of their goals. CWSA as a Non Profit Organisation is not an exception as it has run some successful volunteer programmes throughout South Africa such as the Asibavikele programme in which volunteers are involved in child protection services (Ching'andu et al. (2008).

### *2.3 DEFINING VOLUNTEERISM*

As already alluded, the concept of volunteering has been there for ages. However, scholars have not reached consensus on defining it (Carson, 2000; Smith, 1999). Smith (1999) states that volunteerism is strongly influenced by the history, politics, religion and culture of the region. In other words how volunteering is perceived in the North might be different on how it is perceived in the South.

Cnaan,Handy and Wadsworth (as cited in Handy et al.,2000) uncovered four dimensions underlying common definitions of volunteering used in literature namely: free choice,

remuneration or rewards, structure or setting and intended beneficiaries. Smith (1999) also added a fifth element which is level of commitment. It is in these five elements that scholars have different opinions on defining volunteerism.

### *2.3.1 Rewards / remuneration*

The issue of whether volunteers should receive rewards or not is heavily debated amongst scholars. Some definitions of volunteering argue that pure altruistic behaviour only should be considered whilst others contend that there is no such thing as pure altruism and that all volunteering has some form of exchange and reciprocity (Smith, 1999). According to Carson (2000) a number of volunteering programs pay stipends, offers scholarships and other benefits such as medical insurance to the volunteers. According to some findings on some research conducted in South Africa on stipend volunteering, it suggests that stipend volunteering would likely be viewed as a euphemism for low paid work (Hunter & Ross 2013). However, the same research also found out that stipend volunteers who were initially motivated by stipends sustained their volunteering with intrinsic motivations. A research conducted in the United States of America found out that stipends promote participant diversity, retention and programme effectiveness and efficiency (McBride, Gonzales, Marrow Howell & McCray, 2009). However, where rewards are given it should not be the primary reason for undertaking a voluntary activity and any financial gain should be less than the value of the work provided (Smith, 1999). McBride et al. (2009), highlight that stipends are designed not to be equivalent to market wages and can be used to redress costs associated with volunteering such as transportation, meals and other costs. Such reimbursement through the payment of a stipend may promote inclusion of people from different backgrounds who have the desire to volunteer but face financial barriers that my hinder them from engaging in a volunteering program (McBride et al., 2009). Graham et al. (2013), state that in the African context, given the widespread human insecurity, volunteering becomes a means of living while simultaneously serving others.

### *2.3.2 Free choice*

Most definitions of volunteering support the idea that voluntary work should be engaged on a free – will basis. However, questions are raised when some activities are labelled as voluntary work, for example community service by a graduate to fulfil degree requirements and where

ex- offenders are mandated to do community service as part of their sentence (Carson, 2000). Smith (1999) also gives an example of food for work programmes where there is a clear exchange between community involvement and food assistance. Smith (1999) further states that it may be difficult to uphold the pure notion of free will in some volunteering.

### *2.3.3 Structure*

Structure relates to formal and informal ways of volunteering. Carson (2000) highlights that informal volunteering is engaging in some activities without the umbrella of a formal organization whereas formal volunteering are activities conducted through a formal organisation or as a government programme. In Africa and other developing countries there is formal volunteering which is at an international level whereby people from the Northern countries engage in volunteering in developing countries through some international agencies like Red Cross. This kind of volunteering has grown as a result of communication flows and increased movement of people from country to country (Graham et al. 2013). Another form of formal volunteering is community based volunteering. Graham et al., (2013) state that formal community based volunteering consist of volunteering in formally structured programmes. Informal community based volunteering is also another form of volunteering and it is more pronounced in Southern Africa as it is embedded in the African traditional culture. It is localised and involves serving people who are living in the same circumstances as the server and this highlights mutual aid (Graham et al., 2013). However, most informal volunteering initiatives are not as recognised and valued as the formal ones. The standard approach of focusing on formal volunteering excluding informal volunteering may unfairly depict the volunteer behaviour of those who engage in it Smith (1999). Informal volunteering is important as it plays a critical role in building social cohesion in communities. Graham et al. (2013), highlight the importance of governments and civil society of finding ways to recognise these informal ways of volunteering as they make a contribution in the development of communities.

### *2.3.4 Intended beneficiaries*

It is widely accepted that there should be a beneficiary other than the volunteer to benefit from the voluntary initiatives. The notion of self help or mutual aid is also incorporated in

this element (Smith, 1999). This entails that some voluntary activity can directly benefit the volunteer and other community members as well.

### *2.3.5 The level of commitment*

According to Smith (1999), some definitions allow a once off voluntary activity to be included in defining volunteering while others require a level of commitment.

The researcher has seen it best to make use of a long and detailed definition provided by the UNV, 2001 p. 1 which offers a broader conceptual framework of what volunteering is and it is as follows:

"There are three key defining characteristics of volunteering.

First the activity should not be undertaken primarily for financial reward, although the reimbursement of expenses and some token payment may be allowed.

Second, the activity should be undertaken voluntarily, according to an individual's own free will, although there are grey areas here too, such as school community service schemes which encourages and sometimes require, students to get involved in voluntary work and Food for Work programmes, where there is explicit exchange between community involvement and food assistance.

Third, the activity should be of benefit to someone other than the volunteer, or to society at large, although it is recognised that volunteering brings significant benefit to the volunteer as well.

Within this broad conceptual framework it is possible to identify at least four different types of volunteer activity: mutual aid or self help; philanthropy or service to others; participation or civic engagement; and advocacy or campaigning. Each of these types occurs in all parts of the world."

This definition has its own shortfalls as it does not address all the conceptual issues that have been highlighted above. Firstly, the issue of setting or structure is not addressed as there is no indication whether informal volunteering is as valued as formal volunteering is. Secondly,

the notion of the level of volunteering is not discussed in this definition. The definition does not explain whether once off and occasional acts of volunteerism are as much regarded as more structured and long term type of volunteering. Carson (2000) however, states that it is unlikely that a single definition can cover the different manifestations of volunteering across cultures and adequately address all the conceptual difficulties in defining volunteering. Moreover, volunteering takes different forms and meanings in different settings (Cronin & Perold 2008). This makes it challenging to come up with a universal definition of volunteering.

### *2.4 DEFINING SOCIAL DEVELOPMENT*

Midgley (1995 p. 25) defines social development as a 'process of planned social change designed to promote the well-being of the population as a whole in conjunction with a dynamic process of economic development.' UNRISD (2011, p. 2) , defines social development as a ' processes of change that lead to improvements in human well-being, social relations and social institutions, and that are equitable, sustainable and compatible with principles of democratic governance and social justice.'

Both definitions show that social development is realised through a process that brings about change and positive development in people's lives. Midgley's (1995) definition highlights the importance of economic development in the realisation of social development. Haq (as cited in Patel, (2005) states that conscious public policies will have to translate economic growth into concrete improvements in people's lives. The White paper for social welfare discusses the relationship between economic development and social development stating that economic growth does not automatically entail that the welfare needs of the population have been realised. It goes on to say that economic development has to be accompanied by redistribution through social investments to key sectors that can make a significant contribution towards human development and strengthen human and social capital (Ministry of Welfare & Population Development, 1997). Furthermore, as highlighted by Patel (2005), social investments are not a waste but rather, they contribute to economic development. For instance, investing in the health sector makes the society healthier and a healthy workforce can contribute to the economy more. Human and social capital investments such as feeding schemes, and instilling social skills and competencies in children may not readily have a

financial return but guarantees a future generation that will contribute to economic growth and development.

The UNRISD (2011) definition emphasises political and social processes as also central to efforts of achieving desirable development outcomes. These two definitions also illustrate that social development has intended outcomes. One outcome that has been highlighted is that of human well being. Human well being is a state of being able to make and act on own decisions (Hofmeldt & Reutlinger, 2008). In other words, there should be no structural constraints for one to achieve one's goals. Social development is committed to equal access to education as this is one way of achieving human well being. Venkatraja and Indira (2011), state that education is the most essential way of building individual capabilities to overcome constraints and to broaden one's available opportunities for a sustainable life. Social development therefore challenges and looks at removing the constraints to human well being by for example, promoting universal access to basic services like education and primary health care.

Midgley's (1995) definition of social development further indicates that social development targets human well being of the population as a whole. Social development promotes access to all to society's welfare services and goods. It however has an emphasis on the inclusion of the socially excluded and marginalised people in society to benefit from the welfare services and goods through target interventions (Patel, 2005). Homfeldt and Reutlinger (2008), state that even when an education program is targeted specifically on the poor and disadvantaged, its implications have to be considered in relation to society as a whole.

The strength of social development over other social welfare approaches is that its intervention strategies address the macro – meso and micro levels of development which entails that local communities are drawn into its strategy just as much as national and international organisations (Homfeldt & Reutlinger, 2008). Patel (2005) also highlights that the activities carried out in social development have a local, national, regional and global focus. Social development also realises the importance of strengthening partnerships between government, the community and organisations in civil society for welfare and development (Bak, 2004). According to Patel (2005), the social development approach operates as part of a pluralist system where public, private and civil society work together towards the attainment of social development goals with the strong role being played by the government. Great

coordination and cooperation amongst the various players in developmental issues is therefore of much importance.

The UNRISD (2011) further states that improvements in social relations and social institutions that enable for example social inclusion and empowerment of citizens are intended outcomes of social development. Cardo (2014 p.14) states that, "social inclusion refers both to integration into social, economic and civic life and the pursuit of active citizenship as well as a means to counter poverty understood in the sense of capability deprivation." Social inclusion is important in the realisation of cohesion whereby all members of society, regardless of their race, sex, belief or class are able to participate within public affairs and processes (Cloete and Kotze, 2009). Cloete and Kotze (2009), further highlight that social inclusion entails that there is sharing in the resources and assets of society where the poor and vulnerable people are provided with the opportunity to increase their livelihood and quality of life. Another outcome of social development is empowerment. Karl (1995 p. 14) defines empowerment as "a process of awareness and capacity building leading to greater participatory, to greater decision making, power and control, and to transformative action." Empowerment is deeper than just participation in decision making as it also includes the internal processes that lead people to perceive themselves as able and entitled to make decisions (Rahman, 2013).

The values that underpin social development are equality, sustainability, democracy and social justice (UNRISD, 2011). Patel (2005) also includes concepts of humanity, non discrimination and reconciliation as forming part of the values that underpin social development.

## *2.5 SOCIAL DEVELOPMENT IN THE GLOBAL; REGIONAL AND LOCAL CONTEXT*

Patel (2005), states that social development was adopted as an approach to social policy by many poor countries after the attainment of independence from colonial rule in the 1960's to address human development needs. Patel (2005), further states that the concept re-emerged in the late 20$^{th}$ century with the World declaration on Social development in 1995 which was

adopted by many developing countries throughout the world to counteract unequal and distorted development.

In Africa, there is a revival of interest in the social development approach to address the challenging human development problems being faced in the continent (Patel et al., 2007). This interest is evident through the social policy framework that was drafted by the African Union (AU) for Africa which is informed by social development concepts (AU, 2008).

Patel et al. (2007), highlight that social development is endorsed as a regional approach to social policy by the Southern African Development Community (SADC). The SADC (2012) also indicate that social development is accorded priority in view of its crucial role as a factor and as a broad measure of development. However, Patel (2005) is of the view that even though social development has been prioritised in the SADC agenda, institutional, resource, socio-economic and political constraints hamper progress.

Post 1994 South African Government committed itself to social development as an approach to social welfare. Social development was adopted by the South African government to address the developmental distortions that were created during the apartheid era. The apartheid system perpetuated discrimination, inequality and poverty particularly of the majority black Africans. Triegaardt (2007) postulate that the newly elected democratic government was clear that poverty reduction was a crucial issue and hence it was a signatory to the World Summit for Social Development Copengham declaration of reducing poverty of 1995. The government dismantled past apartheid structures and institutions and adopted new policies and legislation to shift service delivery to a developmental approach (Patel, 2005). This saw the adoption of the Reconstruction and Development Programme (RDP) of 1994 and the white paper for social welfare of 1997 which advocated for developmental social welfare (Bak, 2004; Holscher, 2008; Triegaardt, 2007). Despite such a commitment by the South African Government there have been major setbacks in the promotion of the social development agenda. A major constraint in promoting the social development approach is that apart from challenges emanating from the apartheid era which the South African government has been trying to address, new developmental challenges are emerging. HIV and Aids is one challenge the South African government is dealing with. According to UNAIDS as cited by the Aids Foundation of South Africa (2014), South Africa has the highest prevalence of HIV and Aids compared to any other country in the world with 5,6

million people living with HIV and 270 000 HIV related deaths recorded in 2011. HIV and Aids has greatly affected the economy as young people who should be the drive force of the economy are dying. Another challenge that has been exacerbated by the HIV pandemic is the increase in number of orphans and vulnerable children (OVCs). According to the United Nations International Children's Emergency Fund (UNICEF) (2013), South Africa has an estimated 3,7 million orphans and close to half of them are orphaned due to Aids related diseases. Unemployment is another developmental challenge being faced by the South African government. Stats SA (2015), reported that as at December 2014, the unemployment rate in South Africa was at 24,3 %. According to Alexander (2010), unemployment has exacerbated inequality.

Another challenge that has been noted as a set back to the developmental agenda is that policies that were put to support social development such as the White Paper for Social Welfare did not provide adequate clarity on methods of implementation required for the success of the social development approach (Bak, 2004). Furthermore, according to Nathan (2013), the RDP also contained some neo liberal elements alongside Keynesianism. Bond (2005) highlights that the RDP's progressive sections were not adopted as government policy but were contradicted to a large extend with the RDP white paper through to all major government's intersectoral policy documents as well as most of the government's social policies.

The South African government is heavily criticised for its adoption of subsequent policies which were neo liberal and market oriented and diminished the importance of social development such as the Growth, Employment and Redistribution (GEAR) policy and the Accelerated and Shared Growth Initiative for South Africa (ASGISA) (Holscher, 2008; Mungabizi, 2008). However, in 2012 the South African national government developed the National Development Plan (NDP). The NDP is a policy framework that outlines how development should take place in South Africa for the next 16 years. It appears to be the most viable plan that has been proposed since the beginning of the post apartheid era. Ndebele (2012), states that, although parties that spoke about the plan supported it, they were without exception, sceptical of the commitment and capability of the African National Congress (ANC) government to implement it. The ANC led government has no good track record in implementation of its policies, plans or programs from the onset starting with the RDP. There

is therefore great need for the government to fully commit itself to such progressive plans as the NDP to bring much needed development in the country that would benefit all. The important part is the successful implementation of the plan ensuring inclusivity of beneficiaries in decision making, getting the support from all the sectors and ensuring that the structural causes of poverty are adequately addressed. The government has to take a leading role in ensuring the full implementation of this plan.

## *2.6 HOW VOLUNTEERING CONTRIBUTES TO SOCIAL DEVELOPMENT*

Volunteering contributes in many ways towards the attainment of social development. Graham et al. (2013) highlights that, volunteerism on its own is limited as an intervention strategy but when it is integrated into community level social development strategies it has the potential to make much greater impact to improve communities and local level engagement in developmental issues. Midgley (1995) indicates that social development evokes a sense of process with three aspects. This includes, firstly the pre existing social condition that social development seeks to change. These include issues like poverty, HIV and Aids and unemployment. The second aspect in the process is the process of change itself and thirdly, the end state in which social development goals are accomplished (Midgley, 1995). Volunteerism can be used in this process as a mechanism for addressing many development challenges. An international study conducted in 54 countries in different parts of the world on volunteering and social activism revealed that volunteering can be used as a tool for development, particularly for helping to meet development objectives that fall within the Millennium Development Goals (MDGs) framework (Cronin & Perold, 2008). Studies conducted in three regions of Africa also showed that volunteering is used in these regions in the areas of education and health (particularly in maternal health and combating of HIV and Aids) (Caprara et al., 2012). The five country study on service and volunteerism in Southern Africa has also shown that volunteerism is emerging as a viable social development intervention in Southern Africa in addressing the developmental challenges of the day (Patel et.al 2007). Patel et al. (2007) further state that volunteerism is significantly used in the South African context to achieve national developmental goals. This is therefore an indication that volunteerism is a mechanism that can be used to attain social development goals.

Volunteerism encourages involvement and participation of people in the achievement of developmental goals or commitments (Cronin & Perold, 2008; UNV 2011). One of the goals of social development is the promotion of participation of all including even the socially excluded in development efforts and one of its principles is the collective action to promote public benefit. All this entails that public participation is key to social development and volunteerism fosters that.

Volunteerism contributes to social development as social capital. Social capital is said to refer to features of social organization, such as trust, norms and networks that can improve the efficiency of society by facilitating coordinated actions (Putman as cited in Smith 1999). Patel (2005) states that communities that have a high degree of social capital are more likely to be economically prosperous.

Findings on a research conducted on the experiences of thirteen organisations around the world running programmes involving youth volunteers illustrated that volunteering contributes significantly to increased social integration (UNV 2011). This same finding that volunteerism contributes to social integration was found in research conducted in Africa and the Southern African region (Caprara et al., 2012; Patel et al. 2007). Socially integrated communities with strong community trust, cooperation, participation, care and support have low levels of lawlessness activities such as crime, violence and child abuse (Patel, 2005). This in turn makes socially integrated communities more productive and economically stable.

Community based volunteerism made up of local people themselves enables one to understand the local community better; tap into the resources available in the community and enhances one's understanding of the relations of the local people. Volunteerism constitutes an enormous reservoir of skills, ingenuity, creativity, solidarity and local knowledge (Smith 1999).

One of the characteristics of social development is its emphasis on universalism of provision of welfare services with emphasis on inclusion of socially excluded people in society such as the poor, people with disabilities and women. Findings in both international and regional research conducted on volunteering showed that volunteerism promotes social inclusion of marginalised people in society particularly women who will have access to social networks, new skills and an influential role in the community (Caprara et al., 2012; Cronin & Perold

2008). However, findings from some regional research indicated that volunteerism reinforced the sexual divisions of labour as women were more involved in care giver roles in very poor conditions (Caprara et al. 2012; Patel et al. 2007). This is an indication that promotion of equity and inclusion especially where gender is concerned is an area that needs attention in volunteering programmes.

A unique feature of social development is its attempt to link social and economic development efforts (Midgley 1995). Volunteerism as a strategy that fosters social development brings about social and economic benefits. According to Smith (1999), economic benefits of volunteerism are related to the activities that are undertaken by volunteers which would otherwise have to be funded by the state or private capital. An example is the global Polio eradication Initiative in which 10 million people volunteered mostly in their own communities to support the immunisation of 550 million children (Smith 1999). The actual contribution of the volunteers in economic terms has been estimated at more than 10 billion United States dollars (Smith 1999). In the South African context, the volunteer labour that volunteerism makes up is estimated to be R 5.1 billion (Swilling & Russell as cited in Patel 2005 p. 108). Smith (1999) states that the failure of governments to measure the contribution of volunteering to the Gross Domestic Product is a sign of the low status in which it is held. Volunteering remains a less relevant activity, in the absence of regular, reliable information on its extent and contribution, governments will continue to overlook its importance and fail to take account of the volunteering dimension when developing policy (Smith, 1999). Research is needed to assess the contribution of volunteering to the economy and to social development as well as this will assist some advocacy efforts of Volunteer Involving Organisations (VIOs) (Graham et al., 2013).

Volunteerism also plays a supportive role to social work as a profession in its endeavours to promote social development as a strategy of provision of social welfare services. Bak (2004) gives an example of a volunteering program developed in cooperation between Child and family Society and the community. The program made use of community based volunteers who were involved in child protection activities such as identifying abused children in the community and taking action against the abuse. The volunteers were also offering support to families through parenting skills training and basic home management. Bak (2004) states that with the increase of child abuse, neglect and child abandonment, social workers are

overwhelmed and cannot protect the children on their own. Community based volunteers come in handy as a resource to address such challenges.

### *2.7 RECOGNITION AND BETTER UTILISATION OF VOLUNTEERISM*

Volunteerism contributes enormously towards development and as a result there is need to widely value and recognize it. According to Smith (1999), the most basic thing governments can do is to support volunteering by raising its visibility and recognising its contribution. Literature on volunteering suggests a number of ways in which volunteering can be better utilised and recognised.

A finding from a background study on volunteering and social activism suggest that volunteer awards, recognition ceremonies and publicity campaigns are all important ways for acknowledging the different contributions of volunteers across the globe (Cronin & Perold, 2008). Another crucial means of ensuring better utilisation of volunteerism is good volunteer management. According to the background study on volunteering and social activism good volunteer management helps volunteers engage more meaningfully with the circumstances in which they are choosing to operate (Cronin & Perold, 2008). Some local studies on volunteering also found that good management of volunteers is a prerequisite for its better utilisation (Damon, 2007; Claasens, 2004).

Literature suggests that policy frameworks that promote volunteerism should be put in place. Policy frameworks guide the direction, planning and resource allocation for programmes that promote volunteering (Cronin & Perold, 2008; UNV 2011). Allocation of resources and funding also assist in better utilisation of volunteering and its recognition. In line with the UN resolution 60/134 governments need to make provision for the allocation of resources to volunteering strategies (Cronin & Perold, 2008). A study on youth volunteering also recommends that governments should make provisions for financial and human resources to youth volunteering strategies (UNV, 2011). Smith (1999) supports this by stating that including volunteering in the national accounts will highlight its contribution to the economy.

## *2.8 CHALLENGES IN VOLUNTEERING*

The study undertaken sought to identify the factors that hinder volunteerism. It was the study's assumption that volunteering is being underutilised and under recognised and that there are some challenges being faced associated with that. A number of challenges in volunteering have been outlined in literature and previous research undertaken (Caprara et al., 2012; Claasens, 2004; Cronin & Perold, 2008 and Patel et al., 2007).

Challenges on service and volunteering are highlighted in the report on the five country study on service and volunteering in Southern Africa conducted by Volunteer and Service Enquiry Southern Africa (VOSESA). They are listed as follows: contextual factors; institutional and policy issues; gender issues and administrative and resource issues (Patel et al., 2007).

Contextual challenges are some of the key challenges leading to a decline in volunteering as indicated by Patel et al. (2007). This is with regard to the declining of the human development situation reflected by for example in extreme poverty, high unemployment rates, HIV and AIDS, low standards of education etc. This also entails that people facing such challenges in life are likely not to volunteer. A study conducted in 14 European countries showed a significant relationship between social status where volunteering is more frequent among higher socio economic groups than the lower ones (Baker as cited in Anheier & Salamon, 2001). However, contrary results were found in another international study conducted in 54 countries on volunteering and social activism which showed that volunteers are not only wealthy people helping the less fortunate but many of the volunteers were people living in poverty themselves (Cronin & Perold, 2008). The five country study on volunteering and service in Southern Africa also found out that the volunteering pattern in Southern Africa is different from the industrialised countries where those who provide service are generally more affluent than the beneficiaries (Patel et al., 2007). In developing countries particularly Africa the poor themselves take action to improve the conditions of their lives and of their communities. This forms another line of thought of how hardships bring communities closer together.

Another finding of the five country study in Southern Africa according to Patel et al., (2007) is that political, policy and institutional issues were a hindrance in service and volunteerism especially where voluntary action was considered to be a political threat. Rankopo, Osei

Hwedie and Moroka as cited in Patel et al., (2007) also cited that in the same five country study in Botswana, nepotism and political interference was a challenge where programme administrators were pressurised to register those who do not qualify.

A lack of comprehensive policy guidelines and legislation was cited in the five country study on service and volunteering in Southern Africa as a great challenge to volunteerism (Patel et al., 2007). The findings reveal that an integrative approach has been adopted by most of the countries whereby volunteerism is promoted through other policies for example in South Africa, policies like the White paper for Social Welfare and the National Guidelines on Home Based Care and Community based care (Patel et al., 2007). International research on laws and policies affecting volunteerism suggest that this integrative approach of making use of volunteers only as part of a specific program miss important opportunities to mobilize volunteers for other charitable works (International Center For Not – For – Profit law (ICNL) and European Center For – Not For – Profit Law (ECNL) , 2009). Graham et al., (2013) is of the view that policy that promotes volunteering should be promoted. A lack of comprehensive policy guidelines and legislation impedes the full recognition and utilisation of volunteerism as a resource for social development in Southern Africa as a region and in South Africa as a country.

Lack of funding for volunteering efforts is a major concern. Some studies in Africa and the Southern African region have identified resource and funding constraints as a major challenge (Graham et al., 2013 & Patel et al., 2007). Policies that promote volunteerism may be put in place but it will be of little significance if the institutional and human resources, dedicated budgets and infrastructure are lacking to give effect to these policies (Graham et al., 2013). In Africa, smaller volunteer programmes struggle to raise funds as donors prefer to support larger established national and international organisations (Graham et al., 2013). The National Youth Development Agency (NYDA), (2012), state that lack of funding challenges Community Based Organisations (CBOs) and NGOs to provide with incentives as a way of attracting people to volunteer and also to promote it as an important strategy for development. The NYDA (2012) further indicates that financial constraints in civil society are making their potential to upscale youth volunteering a challenge.

The five country regional study and two South African studies found that poor management and support of volunteerism is also a challenge in volunteering (Claasens, 2004; Damon,

2007 & Patel et al., 2007). Poor management of volunteering will inhibit the effectiveness of volunteers and the quality or standard of their work is compromised. Moreover, the rights and responsibilities of volunteers will not be fully recognised and in turn people will therefore not want to volunteer which hinders development and subject people to poverty.

Gender issues are also seen as a challenge in volunteerism. Findings of both the international background study on volunteering and social activism and the one for volunteering and civic service conducted in three African regions revealed that volunteerism helps the socially excluded groups in society like women to participate and advocate for their own interest (Caprara et al., 2012; Cronin & Perold, 2008). The two studies however indicate some gender insensitivity in the way volunteering is organised as women are already overburdened with their care giving tasks and the conditions they work in are very poor. In the five country study in Southern Africa, the women involved in volunteering were mainly involved in care giving roles while more decision making and community level governance roles were taken up by men (Patel et al., 2007). NYDA, (2012), states that strongly held gender and cultural stereotypes are perpetuating the marginalisation of women. Service and volunteerism from a social development perspective has to promote gender equity and gender sensitivity in its policies and programmes and also maximise the opportunities and benefits for women involved in community service programmes. There is therefore need to seek ways to address the gender challenges through seeking how programmes can promote gender sensitivity and equity.

## *2.9 CONCLUSION*

The chapter has outlined that volunteerism has been part of societies for ages. In Africa volunteerism is rooted in its culture and traditions that value mutual aid. In the contemporary world, volunteerism is becoming more structured and formal. The chapter has highlighted how globalisation has influenced volunteerism. The chapter has also highlighted the challenge coming up with a universal definition of volunteering as it is unlikely that a single definition can cover all its different aspects.

This chapter has also described what social development is and contextualised it on a global, regional and local level. It has also outlined how volunteering contributes to social development and some of the challenges that are faced in volunteering such as contextual

factors, institutional and policy issues have been identified. Finally the chapter has shown that volunteerism contributes enormously to development and as a result there is need to fully utilize and value it.

# CHAPTER THREE

# RESEARCH DESIGN AND METHODOLOGY

## *3.1 INTRODUCTION*

The chapter discusses the research design and methodology that was used in the research process. The study population, sample and the sampling procedure will be discussed. The chapter will also give details about the research instrument used during the research process and how it was pretested. A discussion of the methods of data collection and analysis will also be provided. Furthermore, the ethical issues that were considered in conducting the research will also be highlighted. Finally the chapter will also outline some limitations to the study.

## *3.2 RESEARCH DESIGN*

The research approach used in this study was the qualitative research. Cresswell (2009 p. 232) describes qualitative research as '... a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures: collecting data in the participants' setting; analyzing the data inductively, building from particulars to general themes; and making interpretations of the meaning of the data. The final report has a flexible writing structure.' Claassens (2004) states that, concepts are studied in a natural or field setting and involve an interpretive, naturalistic approach in answering research questions. A natural setting allows the researcher to have a face to face interaction with the participants (Creswell, 2009). Therefore qualitative research method was more appropriate for this study as the goal of the study was to illustrate how volunteerism makes a contribution to social development initiatives in communities.

Qualitative research is suitable when one needs to capture the lived experiences from the perspective of those who live it (Padgett, 2008). In the study the focus was to understand volunteering from the perspectives of the volunteers themselves. Fouche and Schruink (2011), highlight that a weakness of the qualitative approach is that it fails to provide

generalizable results due to the small sample sizes. However, the qualitative approach was appropriate since small samples enable an in depth understanding of the phenomenon understudy (Fouche & Schurink., 2011).

### *3.3 RESEARCH STRATEGY*

According to Fouche and Schurink, (2011), the purpose of the study, the nature of the research questions and the skills and resources available to the researcher determine the research strategy to be used.

The qualitative research strategy used in the research was a case study. The researcher utilized the volunteers of CWSA Sasolburg working in the Zamdela community as a case study. According to Babbie (2004), a case study is the in – depth examination of a single instance of some social phenomenon. Creswell (2009) highlights that case studies are a strategy of inquiry used by a researcher to explore in depth a program, event, activity, process or one or more individuals. The case study enabled the researcher to develop an in depth understanding of the phenomenon of volunteerism in a community setting.

The study made use of instrumental case study to explore volunteerism as a resource for social development. Fouche and Schurink, (2011) stipulate that the instrumental case study is used to elaborate on a theory or to gain better understanding of a phenomenon which may inform policy development. There is scarce information documented on volunteerism as a resource for social development in community settings particularly in the South African context. Therefore the instrumental case study was appropriate for this study.

The study was undertaken as exploratory research as its aim was to gain insight on the phenomenon of volunteerism. Mouton as cited in Fouche and Schurink (2011) states that the answer to the ‘what’ question would constitute an exploratory study. The research questions of the study sought answers to what contribution volunteerism makes to social development; what kind of challenges are faced in volunteerism and what can be done to address those challenges. Exploratory research was therefore appropriate to address these questions.

## *3.4 STUDY POPULATION AND SAMPLING*

### *3.4.1 Research Population*

Mouton (2006), states that a population is the entire set of objects and events or group of people which is the object of research. The study population consisted of twelve volunteers working under CWSA Sasolburg in the Zamdela area in Sasolburg, Free State. CWSA Sasolburg is a Non Profit Organisation (NPO) which is an affiliate member of CWSA. The volunteers operate mainly at two schools in the aftercare programme in Zamdela namely Malakabeng Public School and Tsatsi Primary School. The study also consisted of key informants. The key informants included three social workers and an auxiliary social worker who work in the Zamdela area. Fouche (2011) state that making use of key informants means asking the opinion of a few people who are known to be involved with the services needed or programmes implemented. The key informants worked closely with the volunteers in their capacities as social workers and auxiliary social worker and therefore their opinions were relevant to the study. Fouche (2011) further state that key informants are selected because of their expertise or authority they have in certain areas. The social workers and auxiliary social workers were therefore considered as very knowledgeable about the volunteering programme at CWSA Sasolburg.

### *3.4.2 Sampling*

Purposive sampling was used to select 10 volunteers for the study. According to Rubin and Babbie (2005) purposive sampling is a sampling method where researchers choose participants based on their judgement that the individual possesses most of the characteristics desired for the research. The two volunteers who were not selected for the sample were eliminated because they had been part of the volunteering programme for less than a year. Those who had been part of the volunteering programme for more than a year were included in the sample. The researcher wanted to collect rich data from the volunteers who had more knowledge and experiences of the volunteering programme.

Purposing sampling was also used to select three key informants. These key informants were selected for their expert knowledge on the volunteer programme. The key informants selected were the social auxiliary worker and two social workers.

### *3.5 RESEARCH INSTRUMENTATION*

Semi structured interview schedules were used to collect data. An interview guide or schedule was used to explore the topic during each interview. The semi structured interview schedule had open ended questions which according to Babbie (2004) are used as a tool to get detailed information because they require a lot of probing. Greef (2011) highlights that semi structured interview schedules allow for flexibility in the collection of data scope. However, Greef (2011), also indicates that the interview schedule is time consuming to administer and participants may be reluctant to answer accurately in the presence of the interviewer. The researcher curbed this limitation by emphasising the confidentiality and anonymity of the participant's involvement in the study.

### *3.6 PRE-TESTING OF THE RESEARCH TOOL*

The main purpose of a pre-test is to test the feasibility of the research tool (Strydom, 2005). A pre-test of the semi-structured interview schedule for the participants was done with two volunteers who were not part of the sample. The semi structured interview schedule for the key informants was also pre-tested using one social worker who was not part of the sample. There were no changes made on both schedules as there were no problems detected during the pre-tests.

### *3.7 METHODS OF DATA COLLECTION*

The researcher used semi structured one on one interviews. Greef (2011) states that with semi structured interviews, the researcher will have a set of predetermined questions on an interview schedule which will guide rather than dictate the interview. Greef, (2011) further state that semi structured one- on- one interviews allow for flexibility, and allow one to gain a detailed picture of a particular topic.

Two different semi structured interview schedules were designed, that is, one for the study participants (volunteers) and another for the key informants (social workers and social auxiliary worker). The interview schedule for the study participants was translated from English to Sesotho as the interviews were conducted in Sesotho in view of the fact that most of the participants use Sesotho as their first language and could communicate fluently in Sesotho.

The researcher is not fluent in Sesotho and she therefore engaged the services of a research assistant who was able to administer the interview schedule in Sesotho. The research assistant had some background in social research and she was a fourth year student studying for a Bachelor of Social Work honours degree at North West University. The researcher provided training to the research assistant to prepare her for the data collection role. This training served to enhance the reliability and dependability of data collection. The key informants were interviewed through the use of the semi structured interview guide in English by the researcher as they were all competent in the language. The interviews were conducted at a time and place convenient for each participant. The interviews were tape recorded with the consent of the participants with that regard was sought from each respondent (see Appendices E and F).

The study made use of official documents from the organisation, CWSA Sasolburg as part of the data collection process. The researcher requested permission in writing from the organisation to get access to the official documents. The researcher managed to study the volunteer policy frame work that was provided by the CWSA national office to CWSA Sasolburg. Furthermore, some minutes of the participants' meetings were also availed to the researcher. However, the minutes were not complete and were outdated as the last minutes on record were from the year 2013. Padgett (2008) highlights that documents have some disadvantages, mostly because they were not produced for research purposes and they may be inaccurate, uneven and incomplete. However, the study of documents was being used in this research as a supporting data collecting technique with semi structured interviews being the primary data collection technique.

## *3.8 DATA ANALYSIS*

Thematic content analysis was used to analyse data. Firstly, the recorded interviews were transcribed into a verbatim report as the data collected was put on paper. The researcher began the process of going through the transcripts thoroughly to come up with themes. According to Rice and Ezzy as cited in Fereday & Muir – Cochraine (2006) the process of data analysis involves identification of themes and reading and re reading of the data. Words, phrases or events that appear to be similar where grouped into the same category and this according to Bryman (2004) is coding. Coding of the data involved coming up with themes and sub themes emerging from the data. Creswell (2009) suggests that coding is of importance in coming up with detailed descriptions for case studies. The researcher then

translated the conceptual model into the story line that will be read by others. The research's literature review, research questions, aims and objectives were integrated with the research findings to give the findings more meaning and to be understood better.

### *3.9 TRUSTWORTHINESS OF THE STUDY*

**Credibility -** this parallels internal validity. Triangulation enabled the research to be credible. The research made use of two data collection tools which are semi structured interviews and secondary data analysis.

**Transferability** - this is the alternative to external validity. Bryman (2004) states that qualitative research focuses on in depth contextual accounts provided by a small sample, external validity is not a significant factor in the research as the aim is to understand one phenomenon in depth rather than being able to state a general trend about the study population.

**Dependability** – this is parallel to reliability in quantitative studies. The researcher made sure that complete records are kept of all phases of the research process, problem formulation, and selection of participants, fieldwork notes, and data analysis decisions as suggested by Bryman (2004). This enabled assessment during the course of the research and at the end on whether proper procedures were followed in conducting the research.

**Confirmabilty** - it captures objectivity. The use of multiple sources in the form of gathering data from the target group and key informants helped to increase objectivity as multiple perspectives where provided. Triangulation through the use of two data gathering tools (semi structured interviews and document study) also enhanced confirmability.

### *3.10 ETHICAL CONSIDERATIONS*

**Informed Consent –** this requires that all possible information is given to the participants with regards to the goals of the research, procedures to be followed, possible dangers to which the respondents can be exposed to and the researcher's credibility (Strydom., 2011). An information sheet was used to explain the purpose of the research and procedures to be followed (see Appendices A and B). The participants were asked to sign the consent form as proof that they read and understood the information sheet (see Appendices C and D). The

researcher audio taped the interviews with the consent of the participants (see Appendices E and F).

**Voluntary participation and the right to withdraw -** Participants were informed that participation in the study was voluntary and that refusal to participate will not be held against them. The researcher also explained to the participants that they could refuse to answer questions that they did not feel comfortable with and they could withdraw from participating in the study at any time without any negative consequences. This was explained in the participant information sheet.

**Anonymity and Confidentiality -** The researcher had to ensure that confidentiality and anonymity were maintained during the research process and in writing up the findings. The names of the participants were not put in the final report. Moreover, the researcher informed the participants that all research material would be stored in a secure location and in a computer which has a secure password.

**Approval of studies by institutional ethics committees or review boards**

Ethics clearance was sought from the University of the Witwatersrand Human Research Ethics Committee (non medical). The committee issued an ethics clearance certificate approving the research (see Appendix I).

## *3.11 LIMITATIONS OF THE STUDY*

A concern may be that participants could have given socially desirable answers or withheld some important information which they may have regarded as sensitive. The researcher assured the participants confidentiality and anonymity on information shared during the research process in her efforts to curb this limitation.

## *3.12 CONCLUSION*

The chapter has discussed the research design and strategy. The study population, sample and the sampling procedure used were also outlined. The research procedure was elaborated through giving details about the research instrument, pre testing the research instrument and discussing the methods of data collection and analysis. The chapter also discussed the ethical

issues that were considered in conducting the research as well as some limitations of the study.

# CHAPTER FOUR

# RESULTS AND DISCUSSION OF FINDINGS

## *4.1 INTRODUCTION*

The aim of this chapter is to present and discuss findings of the study. The findings are presented and discussed according to the objectives of the study.

## *4.2 THE NATURE OF ACTIVITIES UNDERTAKEN BY VOLUNTEERS TO PROMOTE SOCIAL DEVELOPMENT IN THE ZAMDELA COMMUNITY.*

The first objective of the study was to establish the nature of activities undertaken by volunteers to promote social development in the Zamdela community. To address this objective participants were asked to outline the services they offered to the community as volunteers. The services they offered were identified as: after care services for orphaned and vulnerable children (OVCs), assessing the home circumstances of the OVCs through conducting home visits, conducting awareness and educational campaigns on HIV and Aids and Child care and protection and a gardening project to provide vegetables and income for the aftercare programme.

### *4.2.1 Aftercare services for orphaned and vulnerable children*

The aftercare programme for OVCs is the main service the Child Welfare South Africa (CWSA) volunteers offer the Zamdela community. The aftercare programme is at Tsatsi Primary school and Malakabeng Intermediate School both situated in Zamdela. The volunteers are divided into two groups. One group is responsible for preparing food for the children enrolled in the aftercare programme. The other group is involved in assisting the children with their home work and to do other activities with them such as sports. This has been clearly highlighted by participant three, who stated that, "*I am now at the aftercare at Tsatsi school where we plan activities for the children after classes and the other volunteers are responsible for preparing food for them."*All the key informants concurred that volunteers were involved in providing aftercare services. Key informant one explained that:

*"They offer aftercare services for OVCs at two schools in Zamdela; Tsatsi and Malakabeng. They assist children with doing their home work and cook meals for them."*

According to the aftercare programme records they were 88 children in the Malakabeng aftercare programme and 60 children at the aftercare programme at Tsatsi Primary School. All the children enrolled in the aftercare programme were identified as orphaned and vulnerable children. The number of orphans is increasing especially due to the HIV and Aids pandemic and this is becoming a developmental challenge in South Africa. According to the United Nations International Children's Emergency Fund (UNICEF) (2013), South Africa has an estimated 3, 7 million orphans and close to half of them are orphaned due to Aids related diseases. Patel et al. (2007), state that volunteerism is emerging as a viable social development intervention in Southern Africa in addressing the developmental challenges of the day such as HIV and Aids. The community is the best place for children to grow up but the increasing burden of HIV and Aids means that communities need support to look after their orphans and vulnerable children (UNICEF, 2013). Community level responses are of great importance to allow these children to continue living in their communities. The aftercare programme being run by CWSA Sasolburg is one way of responding to this challenge of the increasing number of OVCs within the community.

### *4.2.2 Conducting home visits to assess the OVCs home circumstances*

The volunteers at CWSA are also responsible for making home visits to assess the living circumstances of the children in the aftercare programme. This was indicated by participant four who said: *"I also do home visits to ensure that the children are well. I make sure children are well taken care of in their families as there are some parents who do not take proper care of their children."* Conducting home visit to clients is an important aspect in the social work field which emphasise the importance of assessing the person- in – environment (Zastrow, 2009). Zastrow (2009), further states that observing a client interacting with people significant to his or her life and also observing his or her environment reveals a lot of information. The volunteers are therefore able to know more about the OVCs they assist in the aftercare programme and are able to refer cases to social workers where there is a need. Participant nine had this to say with regards to this: *"If things are not well at the child's home for example, maybe the child is being abused we report to the social workers".* Key

informant one collaborated with what participant nine said by saying that: *"They also help us in referring cases that we are not aware of so in that way they are helping us."*

The home visits conducted by the volunteers are meant to promote and assure the well being of the children in the aftercare programme in their homes with their families. This was alluded to by participant four who said: *"I also do home visits to ensure that the children are well."* This is in line with social development because it is concerned with the well being of people (Midgley, 1995; Patel, 2005; UNRISD, 2011). Human well being is multi-dimensional and can not only be considered in economic or material terms (Organisation for Economic Cooperation and Development (OECD), (2013). UNICEF (2005) has noted that for children; perception for peace in society, quality of food, perceived family harmony, the health of their environment, access to schooling, ability to play in safety and inclusion in activities that are important in their community are dimensions that are important to consider for the well being of children. The CWSA volunteers in the Zamdela area are promoting the well being of the OVCs enrolled in the aftercare programme as they are not only concerned about their well being during the time they are at the aftercare sites but are also concerned with their living circumstances at their homes with their families.

### *4.2.3 Awareness and Educational Campaigns on HIV and Aids and child care and protection*

The participants indicated that they were also involved in community awareness and educational campaigns as highlighted by participant ten, who said: *"We also invite community members to some awareness campaigns on child protection and HIV and Aids."* Key participants also highlighted that the volunteers were also involved in the awareness and educational campaigns as stated by key informant two who said: *"They assist us when we are doing campaign awareness programs because we invite them when we are doing them like prevention of child abuse."*

The awareness and educational campaigns that the CWSA volunteers are involved in are usually centred on issues such as child care and protection and HIV and Aids. Studies conducted in three regions of Africa showed that volunteering is used in these regions in the areas of education and health (Caprara et al., 2012). Awareness campaigns are used to make issues such as HIV and Aids more visible and to change public attitudes. Awareness

campaigns also assist in making communities aware of resources that are available to assist them for example information about where and how to apply for social grants. Participant five had this to say; *"We give the community members information on how to apply for the foster care grant. We inform them of the documents that are required for the application."* Patel (2005) highlights that knowledge and access to information and innovative ways of communicating with clients can be useful ways to promote social development.

### *4.2.4 The gardening project for the aftercare programme*

The study also revealed that volunteers were involved in a gardening project in order to supplement the food and income for the aftercare programme. *"We started by making gardens and planting vegetables at Malakabeng and Tsatsi schools. The vegetables are cooked for the children in the aftercare programme and some are sold and the money is used to buy other things needed in the programme."* These were the sentiments of participant two who was highlighting on the garden project that the volunteers are involved in. Key informant three gave additional information about the gardening project stating that: *"The volunteers are also encouraging community members to do backyard gardens to supplement their income."*

## *4.3 THE CONTRIBUTION OF VOLUNTEERISM TO SOCIAL DEVELOPMENT*

The second objective of the study was to explore the contribution of volunteerism in social development in the Zamdela community.

Participants were asked how the CWSA volunteers were contributing towards social development in the Zamdela community. The responses that were given were closely linked to the responses they gave in the first objective where they were asked to indicate the activities they are involved in. Participants indicated that they were contributing towards the attainment of social development of the community through the following activities:

### *4.3.1 Education*

Participants reported that they were responsible for taking care of the children after school. One of the activities they undertake is assisting the learners with their home work. The volunteers are involved in promoting education for the Orphaned and Vulnerable children.

This was clearly articulated by participant nine who said; *"We offer services such as assisting learners with their home work thereby helping them with their education."*

The participants also indicated that they were also responsible for doing campaign awareness on HIV and AIDS and child protection in the Zamdela Community. Participant three said: *"We are contributing to the social development of Zamdela as we do campaign awareness on issues to do with child protection and HIV and Aids."* Key informant three concurred and noted that: *"They empower the community through community awareness and educational campaigns."*

Education whether formal or informal is an important tool for development as it contributes to economic growth, reduction of poverty, combating of diseases and empowerment of people. According to Patel (2005), one of the goals of social development is to improve and enhance the quality of life of people. According to Venkatraja and Indira, (2011 p. 1) "Education is one of the most important means to improve personal endowments, build capabilities, overcome constraints and in the process, enlarge available set of opportunities and choices for a sustained improvement in wellbeing*."* The CWSA volunteers are promoting education within the Zamdela community thereby promoting social development.

### *4.3.2 Care and safety of children*

The Participants revealed that they provided care to the OVCs in the aftercare programme. This was highlighted by participant one who had this to say: *"We are promoting social development by caring and ensuring safety of children"* This was confirmed by key informant two who explained that*: "They also make home visits to the homes of the children to check if they are well cared for."* They ensure that the children are in adult care after school and ensure that they are in a safe environment instead of being in the streets where they can be exposed to crime and abuse. The volunteers also conduct home visits to check the living circumstances of these children and if there are any concerns the case will be referred to a social worker to intervene. Caring and ensuring that children are in a safe environment enhances the quality of life of these children which is a goal of social development.

### *4.3.3 Food security*

The volunteers prepare food for the children in the aftercare programme during the week. Participant two said: *"I have realised that there are vulnerable children at Malakabeng and preparing food for them is very important."* This is a strategy for food security as the children are guaranteed at least one balanced meal a day during the course of the week. Food security can be defined as "physical and economic access to sufficient, safe and nutritious foods which meet an individual's dietary needs and preferences for an active and healthy life" (Kennedy as cited in van der Merwe, 2009 p. 1). Participant ten said: *"We encourage people in Zamdela to do backyard gardening and by doing so empowering people to be self reliant."* Besides preparing food to the aftercare children, the volunteers at CWSA Sasolburg in the Zamdela community also have some gardening projects and they encourage community members to have backyard gardens to improve food security. Most of the children in the aftercare programme are orphaned due to the HIV pandemic. Some of them belong to child headed household and others in elderly headed households characterised by poverty. The families struggle to meet basic needs such as food. The issue that most of the children in the aftercare programme come from disadvantaged and poor families came out strongly during the interviews. Participant two had this to say: "*Most of the children we assist have emotional problems and there is a lot of hunger from their homes."* In a study of 700 South African households affected by HIV and Aids, more than half of the affected families did not have enough food to avoid starvation (Human Development Report (HDR) cited in Mbuli 2008). Poverty and food insecurity are indeed serious developmental challenges facing the South African government.

### *4.3.4 Recreational Activities*

*"We offer services such as assisting learners with their homework, doing sports with learners and other activities."* Participant one revealed that the volunteers at CWSA Sasolburg in the Zamdela community are also responsible for organising some recreational activities for the children including even on school holidays. These activities include sporting activities.

Involving children in recreational activities assist in developing a well rounded individual. Sports and other recreational activities can be used to improve social cohesion in communities as children learn about cultural diversity. Good relations are also formed

amongst the children themselves and also with their caregivers. Moreover the general social well being is also achieved in the children. Recreational activities are social investments that are important in promoting social development of communities. Patel (2005) highlights that social investments are not a waste but rather they contribute to economic development. Instilling social skills and competencies through recreational activities may not readily have a financial return but it guarantees a future generation that will contribute to economic and development.

## *4.4 WAYS IN WHICH VOLUNTEERS ARE RECOGNISED OR ACKNOWLEDGED AS A RESOURCE FOR SOCIAL DEVELOPMENT IN A COMMUNITY SETTING*

To address this objective the study participants were asked to give an opinion on whether or not the efforts of the volunteers were being fully recognised by CWSA Sasolburg and the Zamdela Community. According to the responses given, CWSA acknowledge the work of the volunteers through the giving of rewards such as awards; bursaries for further studying and stipends. The participants also stated that the Zamdela community acknowledges the work of the volunteers through verbally affirming their appreciation to the volunteers. Recognition is very essential as it gives affirmation to volunteers (Lombard & Modise, 2007). Furthermore, according to Smith (1999), supporting volunteering by raising its visibility and recognising its contribution is the most basic thing governments can do. There is need to find a way of showing appreciation to the work volunteers do.

### *4.4.1 Awards*

The participants were asked to outline the ways the organisation and the Zamdela community show appreciation of their efforts. The majority of responses indicated that the awards and certificates of appreciation that the volunteers receive are an indication that their efforts are being appreciated. Participant six said: *"The Organisation gives us certificates of appreciation and awards during the Annual General Meeting.*" Participant one also said*; "I have been given an award for being the volunteer of the year."* CWSA Sasolburg issues an award to the volunteer of the year and certificates of appreciation to the volunteers. Key informants also confirmed that the issuing of certificates and awards to the volunteers is a way of appreciating the efforts made by the volunteers. Key informant one noted, that:

*"During our Annual General Meeting the volunteers receive certificates of appreciation from the organisation as a way of showing appreciation for the work they do."* A finding from a background study on volunteering and social activism suggests that volunteer awards are one way the different contributions of volunteers across the globe can be acknowledged (Cronin & Perold, 2008).

### *4.4.2 Bursaries for further studying*

Some volunteers have been awarded the opportunity to further their studies. Some have done child and youth care training and some have received bursaries to study social auxiliary work. For instance Participant four said*: "I have received a leanership for better best and a bursary to study social auxiliary work."* Participant one also said*: "I feel appreciated by the organisation because I am currently studying for social auxiliary work through a bursary I got from CWSA."* This was confirmed by key informant two who noted that: *"Four of them have been trained as Child and Youth care workers and they have completed the course. Some of them have been trained to do basic counselling and we have two who are studying for social auxiliary work."* According to UNV (2011), a study conducted on youth volunteering showed that in the process of volunteering, young volunteers acquire important skills that enable them to enter the job market. It is clear that the volunteers for CWSA Sasolburg are having their skills developed which increase their chances of getting employment.

### *4.4.3 Stipends*

Participant seven indicated that: *"Every month the organisation gives us a stipend of 500 Rands."* CWSA offers stipends to the volunteers as a way of rewarding them and showing appreciation to the work that they do. Key informant two further elaborated about the stipend and its purpose by stating that: *"The volunteers receive stipends every month which is mainly meant for transport as they execute their duties."*

There is much debate on whether volunteers should get some monetary rewards in the form of stipends. Some definitions of volunteering argue that pure altruistic behaviour only should be considered whilst others contend that there is no such thing as pure altruism and that all volunteering has some form of exchange and reciprocity (Smith, 1999). According to

findings from a research conducted in South Africa on stipend volunteering, it suggests that stipend volunteering would likely be viewed as a euphemism for low paid work (Hunter & Ross 2013). The same research also found out that stipend volunteers who were initially motivated by stipends sustained their volunteering with intrinsic motivations. A research conducted in the United States of America found out that stipends promote participant diversity, retention and programme effectiveness and efficiency (McBride et al., 2009). Therefore stipends can be viewed as a way of recognising volunteers as important assets in an organisation. Stipends are designed not to be equivalent to market wages and can be used as a way of reimbursing the volunteers for costs incurred associated with the volunteering (McBride et al., 2009). Key informant two indicated that the stipends are mainly used for transport costs when the volunteers are executing their duties. McBride et al. (2009), further state that such reimbursement through the payment of a stipend may promote inclusion of different backgrounds who have the desire to volunteer but may have financial constraints that would hinder them from engaging in a voluntary programme. Therefore stipends can be used as a retention strategy for volunteers as they help one to stay in the role longer and mitigate financial barriers. Stipends can also be viewed as a way of recognising volunteers as important assets in an organisation.

### *4.4.4 Affirmation of appreciation by the Community*

It also emerged that the participants felt that the community they served appreciate their work. Participant two had this to say: *"When we meet the parents and caregivers of the children in the streets they show appreciation to what we are doing with regards to the help we are providing to the children."* Participant eight went on to say *"The community appreciates what we do. They know us and approach us when they need advice"*. This is an indication that not only does the community appreciate the work of the volunteers but they are also recognised as knowledgeable people. According to Patel et al., (2007), positive community perceptions and enhanced status of volunteers or servers are intangible forms of recognition. Key informant one was however doubtful on whether the community of Zamdela are fully aware of the work the volunteers do when she said: *"For the Zamdela community I am not sure if they are fully aware of the work that the volunteers do."* Making the volunteers more visible by giving information to the community about their volunteer efforts is necessary for enhanced recognition and appreciation of the volunteers. Participant five even

suggested that posters can be made to inform the community about the work they do when she said: *"Posters can be made that will inform people about the work that we do."*

## *4.5 CHALLENGES VOLUNTEERS EXPERIENCE IN VOLUNTEERING.*

The fourth objective was to establish the challenges volunteers experienced in the Zamdela community. The study revealed the following:

### *4.5.1 Limited number of volunteers*

A number of participants indicated that the number of the volunteers is very small considering the work they did and the children they serve in the aftercare programme. Participant four indicated this: *"At Malakabeng School we have a lot of children in the aftercare programme and the volunteers are very few to cope with the children."* Key participants echoed the same sentiments and key participant two said: *"We have a shortage of volunteers especially at Malakabeng. We do not have enough volunteers to look after the children because we currently have lots of children. "* According to the aftercare records in 2014 there were 88 children in the Malakabeng aftercare and 60 children at the Tsatsi aftercare. The volunteer programme had only twelve volunteers involved in the aftercare programme in these two schools. These twelve volunteers had to divide themselves into two groups for each school. The volunteers had to further divide each other again as some were involved in preparing food and the others would do activities and home work with the children. This clearly shows how constrained they were as their number was very low considering the amount of work to be done.

### *4.5.2 Stipend is very low*

Some were of the view that the stipend of 500 Rands per month the volunteers got was very little. For some of the volunteers it is their main source of income as indicated by participant eight who said*: "The stipend we are receiving is little to cover all my needs like buying food and paying for the society considering that I am a widow with no source of income."* The issue of payment of stipends becomes a sensitive issue especially when it becomes the main income of the volunteer. The majority of the CWSA volunteers for the Zamdela community were single and unemployed and the stipend was their main income. Smith (1999), states

that, where rewards are given, it should not be the primary reason for undertaking the voluntary activity and any financial gain should be less than the value of the work provided. In the case of CWSA volunteers, one cannot be sure whether the stipend is the primary reason for volunteering especially considering the socio – economic status of the volunteers. Graham et al., (2013) state that in Africa, given the problem of human insecurity, volunteering becomes more of a means of survival than merely serving others.

Key informants concurred that the stipend was very low considering the costs associated with the volunteering itself like transport costs. Key informant two noted that*: "The challenge is the stipend. Their stipend is really not enough. They have to use it for travelling because our offices are far from where they are staying."* Key informant three also agreed by saying: *"The stipend they are receiving is too little, considering the work they are doing. It's far less. They are getting 500 Rands per month and yet they are supposed to get 1000 Rands from DSD (Department of Social Development) but DSD is not meeting us half way. DSD is funding the aftercare programme through paying stipends for only five volunteers and yet the organisation has 12 volunteers in the aftercare programme. So we will have to share that money for the five volunteers amongst the twelve which is unfair."*

The sentiments echoed by key informant three indicates that the challenge the organisation is facing is lack of adequate funding to fund the volunteering programme. As a result the organisation is unable to firstly increase the number of volunteers who are clearly overwhelmed with the tasks they execute and secondly to increase the stipends they are offering the volunteers. The NYDA (2012), states that, lack of funding challenges Community Based Organisations (CBOs) and NGOs to provide incentives as a way of attracting people to volunteer and to promote it as an important strategy. Furthermore, financial constraints in civil society are making its potential to upscale volunteering a challenge.

Key informant three's views shows an element of a pluralist approach towards development as CWSA runs the volunteering programme which is funded by the government. According to Patel (2005), the social development approach operates as part of a pluralist system where public, private and civil society work together towards the attainment of social development goals with the strong role being played by the government. There is a gap in the funding of the CWSA volunteering programme as the work the volunteers do seems to be much and

needs more funding. The private sector can also play a pivotal role in funding developmental initiatives in the communities through the corporate social responsibility as guided by the policies put in place by the government.

### *4.5.3 Aftercare programme is selective*

One challenge that came out was that the aftercare programme only caters mainly for orphaned children within the designated area serviced by CWSA Sasolburg. Other children from poor families or who live in areas not serviced by CWSA Sasolburg cannot be part of the aftercare even if they are orphaned. This was revealed by participant three who noted that: *"We have challenges from teachers who would bring children and ask if there is space in the aftercare programme but some of the children will not be orphaned and cannot be accommodated in the after care and it's difficult to explain that to the teachers. CWSA Sasolburg should explain to the teachers which children can be part of the aftercare programme."* Participant seven elaborated by saying that*: "Sometimes there will be a learner who is orphaned and needs the aftercare programme. But because the leaner will be coming from areas that we do not work in like Iraq and Amelia the leaner will not be accepted in the aftercare programme because of that and yet he or she needs the services."* The above comments from the participants show that the aftercare programme is conservative as there is selective coverage. It targets a specific group and clearly outlines who qualifies to be part of the aftercare programme. Social services offered through the social development approach allow universal coverage and access to services though there is a focus on targeted interventions at the poor and socially excluded (Patel, 2005). Midgley (1995) in defining social development states that it is designed to promote the well being of the population as a whole. The selective nature of the programme is problematic as it sidelines other OVCs at the same school who are otherwise in need to the services. Therefore, the selective nature of the services offered is not just a challenge but is in contrast to the principles of social development which emphasise the inclusion of the socially excluded in developmental initiatives.

### *4.5.4 Challenges in dealing with children from difficult backgrounds*

Participant two noted that*: "Most of the children we assist have emotional problems and there is a lot of hunger from their homes. Sometimes we do not know how to deal with it."* The study revealed that participants were finding it difficult to cope with the diverse children who were in the aftercare programme, most of whom had difficult upbringing and had emotional problems. Participant six said that: *"The organisation should provide more training for us. We need to be provided with opportunities to learn more about children."*

From this statement it is clear that the volunteers' capacity to deal with the children's challenges associated with their circumstances is limited. Training as indicated by one of the participants as essential as the challenge emanates from lack of appropriate training to deal with children coming from difficult backgrounds. With proper training the volunteers become more effective and confident when they execute their duties.

### *4.5.5 Administrative challenges*

Some challenges with regard to the administration of the volunteering programme were also cited by some participants. A concern that was highlighted by some participants is that there is poor communication by the management of the volunteering programme to the volunteers. Participant five had this to say: *"The organisation does not inform us of things on time. For example, the programme coordinator will inform us of things that will need our attention very late and we ask her why she is telling us now as we would have needed to be informed of the issue earlier, at least a week before".* Participant ten also noted another concern and said, *"Sometimes we do not get things we need for preparing food for the children on time and it delays cooking for the children."* The five country regional study and two South African studies found that poor management and support of volunteerism is also a challenge in volunteering (Claasens, 2004; Damon, 2007 and Patel et al., 2007). Poor management of volunteering will inhibit the effectiveness of volunteers and the quality or standard of their work is compromised.

## *4.6 CONCLUSION*

This chapter discussed the results of the study. The services offered by the volunteers were outlined as aftercare services, conducting home visits to assess the circumstances of the OVCs, gardening project for the aftercare programme and educational and awareness campaigns on child care, and protection and HIV and Aids. Volunteering makes a contribution to social development as it promotes education, food security, care and safety of children and recreational activities. The volunteers also feel that they are being recognised and appreciated by the organisation and the community they serve as they receive certificates and awards of appreciation, stipends and bursaries to further studies and community members tell them how much they appreciate their work. There are some challenges the volunteers face such as shortage of volunteers, dealing with children who are diverse with difficult backgrounds, not being able to cater for all children who need their services and some administrative challenges.

# CHAPTER FIVE

# MAIN FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

## *5.1 INTRODUCTION*

This chapter provides a summary of the main findings of the research. The summary of the findings is according to the objectives of the study. Conclusions are drawn from the findings arising from the study. The chapter will also provide with some recommendations. The recommendations are suggestions on improving the CWSA Sasolburg volunteering programme and areas identified for further research.

## *5.2 MAIN FINDINGS*

### *5.2.1 Objective 1: To establish the nature of activities undertaken by volunteers to promote social development in the Zamdela community.*

The participants identified the aftercare programme for OVCs as the main activity that the volunteers of CWSA Sasolburg are involved in. It was gathered from the information provided by the participants that the volunteers of CWSA Sasolburg were involved in the day to day running of the aftercare programme which is situated in two schools in the Zamdela area namely; Malakabeng and Tsatsi School. It also emerged from the study that the volunteers cook meals for the OVCs after school, assist them with homework and do other activities with them such as sports.

The study revealed that the volunteers are also responsible for conducting home visits to the homes of the OVCs enrolled in the aftercare programme. According to the participants of the study, these home visits were important as they enabled the volunteers to assess the home circumstances of the OVCs. This enabled them to have more knowledge on the children they were offering services to and also to ensure for their well being in their homes.

It was established that the volunteers also had a gardening project which was initiated mainly to provide vegetables for the meals cooked for the OVCs during the aftercare. It also emerged that the gardening project was also extended to the community as the volunteers encouraged the community to do backyard gardening to supplement their food and income as well.

Participants also indicated that the CWSA Sasolburg volunteers also assist social workers to do some community awareness campaigns in the community to conscientise the community about issues to do with HIV and Aids; and child care and protection.

### *5.2.2 Objective 2: To explore how volunteers are used as a resource for social development in the Zamdela community*

The findings of the research revealed that the volunteers of CWSA Sasolburg were making a contribution to the social development of the Zamdela community in the areas of education, care and safety of children, food security and recreation.

Participants were of the view that the CWSA volunteers in the Zamdela community were contributing to both informal and formal education. It was indicated that the volunteers assist the OVCs with their homework. In that way they were helping the children with their education. Participants also indicated that the volunteers where involved in some informal education of the community in the form of the awareness and educational campaigns on issues to do with HIV and Aids, and child care and protection.

Ensuring the safety and care of the OVCs was identified by participants as a way the volunteers were contributing to the social development of the Zamdela community. According to the participants, care and safety of the children was ensured through caring for the children during the aftercare programme after school hours and secondly through the home visits they conducted to assess the home circumstances of the children.

It was also established that the provision of meals by the volunteers to the OVCs as part of the aftercare programme contributed to the social development of the Zamdela community as it improved food security. The participants also revealed that besides preparing food for the OVCs in the aftercare programme the volunteers also encouraged community members to do backyard gardens as a way of improving food security for their families. Participants highlighted that the OVCs enrolled in the aftercare programme came from poor families characterised by poverty and food insecurity.

Participants also highlighted that the CWSA Sasolburg South Africa volunteers were contributing towards the social development of the Zamdela community through recreational

activities which they offer to the OVCs in the aftercare programme. In that way they will be moulding children into well rounded children.

### *5.2.3 Objective 3: To explore the ways in which volunteers are recognised or acknowledged as a resource for social development in the Zamdela community.*

Participants were in agreement that the awards and certificates of appreciation are important ways in which the organisation shows its appreciation to the work done by the volunteers. Participants also indicated that some of the volunteers have received bursaries to further their studies. It was also revealed that some have received basic training for example on basic counselling. The payment of stipends to the volunteers by the organisation was cited by a number of Participants as a way of recognising the importance of volunteerism in developmental issues. There was also an indication that the community of Zamdela appreciated the work of the volunteers by verbally affirming it to the volunteers.

### *5.2.4 Objective 4: To establish the challenges volunteers are experiencing in the Zamdela community.*

A number of challenges that the volunteers were facing in their volunteering efforts were highlighted. Firstly, Participants indicated that the volunteers are few compared to the number of the children they have to serve in the aftercare programme. Closely linked to this challenge of having few volunteers, it emerged that the monthly stipend that the volunteers were receiving was very low. Key informants to the study highlighted that the organisation cannot afford to recruit more volunteers even though there is a need because of unavailability of adequate funding to cater for the stipends of all the volunteers. During the interviews with the participants it also came out that for some of the volunteers, the stipend is their main source of income. However, even though there were some concerns with regards to the stipend being low as already alluded to, the volunteers appreciated the efforts of recognising the volunteer efforts by the organisation through the payment of stipends.

Another challenge that came out of the participants was that the aftercare programme was selective in terms of the children who could be enrolled in the programme. Participants indicated that educators from the two schools where the aftercare programme was operated from would bring more children to the volunteers requesting for them to be enrolled in the

programme even when they did not meet the criteria used to select the learners. According to the participants a challenging situation was when there is a child who is orphaned and vulnerable and really needs to benefit from the programme but cannot be enrolled because he or she does not live in the designated areas that CWSA Sasolburg serves. When other children who are OVCs at one school are not considered to be part of a programme that benefits others in their very same situation it becomes problematic because it allows those excluded from the programme to be further marginalised and socially excluded which is against the principles of social development.

Another challenge that was highlighted by the participants was the difficulty in dealing with children from difficult backgrounds who had emotional problems. The participants further stated that volunteers could not cope with the behaviours of some of the children they worked with particularly because of lack of capacity. It was indicated that a lack of professional training to deal with such issues was a major hindrance.

Participants also cited some administrative challenges affecting their volunteering. Poor communication from the management of the volunteering programme was indicated as a major concern. Poor administration and management of the volunteering programme can inhibit the effectiveness of the volunteers and their standard of work is compromised.

## *5.3 CONCLUSIONS*

The research concludes that the CWSA volunteers are primarily involved in the aftercare programme for OVCs in two schools situated in the Zamdela community. The other activities they are involved in can be considered as secondary services that are meant to either support the aftercare programme or are undertaken as secondary duties undertaken to support the social workers. The gardening project for the aftercare programme together with the home visits undertaken in order to assess the home circumstances of the OVCs are supportive services that are meant to enhance the quality of life and well being of the OVCs enrolled in the aftercare programme. The awareness campaigns that the volunteers are involved in are not necessarily their primary responsibility. The volunteers play a secondary role as they assist the social workers to run these awareness programmes. It can further be deduced that volunteerism is important in the social work profession as volunteers assist social workers in their work.

A conclusion that has been drawn on the contribution of volunteerism to social development is that the CWSA Sasolburg volunteers are contributing towards the social development of Zamdela in the areas of education, care and safety of children, food security and recreation. Social development seeks to address developmental challenges faced by the country. Poverty and food insecurity are some of the developmental challenges the South African government is currently facing. The CWSA Sasolburg volunteers are in a way contributing to the social development of the Zamdela community as they are responding to developmental challenges faced by the community. Volunteerism is also used as a means to achieve developmental goals such as national developmental goals. The CWSA volunteers contribute to the attainment of developmental goals such as promoting education. The focus of the CWSA volunteers is mainly on children and to some extent, with their families. Social development is concerned with the well being of the population as a whole which entails that more still needs to be done to ensure the well being of the community as a whole targeting other special groups in the community like the youth, women and the elderly.

Another conclusion drawn from the research finding is that the volunteers for CWSA Sasolburg are overwhelmed with the work they do as they are few compared to the number of children in the aftercare programme. The monthly stipend the volunteers receive is also not enough and this can inhibit their efficiency and effectiveness as they execute their duties. Moreover, as a result of stipends being the main income of most of the volunteers it is difficult to ascertain whether the primary reason for volunteering is the financial benefit or not. It is generally agreed that rewards given as a result of volunteering should not be the primary reason for undertaking a volunteering activity.

Lastly it can be concluded that the poor communication from the management of the CWSA Sasolburg volunteer programme compromises the effectiveness and efficiency of the CWSA volunteers.

## *5.4 RECOMMENDATIONS*

- CWSA Sasolburg has to expand its fundraising efforts to raise more money for the volunteering programme. Firstly, funding is needed to be able to recruit more volunteers to be involved in the aftercare programme so that the volunteers are not overwhelmed with the work they do. Some of the caregivers or family members of the

OVCs in the aftercare programme can be considered to be part of the volunteering programme as a way of mutual aid as they will benefit from a stipend thereby increasing the family's income. Secondly, more funding is needed to increase the monthly stipend which the volunteers are receiving so that it becomes adequate to cover the costs such as transport.

- CWSA Sasolburg needs to revisit its selection criteria of the beneficiaries of the aftercare programme being run by the volunteers. The organisation has to consider including all the OVCs at the two schools where the programme is being run to be part of the programme and benefit from it as well.
- CWSA Sasolburg should offer more training to the volunteers that will enable them to function effectively and efficiently. Training of the volunteers should be specific according to their needs and their functions in the volunteering program. This will enable them to deal with any challenges regarding children from difficult backgrounds who have emotional problems.

***Future research***

The following were identified as possible areas for future research:

- It is suggested that some internal organisational evaluation of the contribution of the volunteers of CWSA Sasolburg towards the development of the Zamdela community be undertaken.
- As indicated by literature, volunteerism is strongly influenced by the history, politics, religion and culture of the region (Smith, 1999). In other words how volunteering is perceived in one country or region might be different on how it is perceived in another. It is therefore suggested that a research should be conducted to look at how best to make use of volunteers in the South African context. This is of importance to enable efficiency and appropriate use of volunteers as resources for social development.

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**Appendix A: PARTICIPANT INFORMATION SHEET (VOLUNTEERS)**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

Good day,

My name is Farirai Dianah Govo and I am a post graduate student registered for the degree MA in Social Development at the University of Witwatersrand. As part of the requirements for the degree, I am conducting research about the contribution of volunteering in social development initiatives in a community setting. The primary aim of the study is to explore and illustrate the contributions that volunteerism makes to social development to facilitate more recognition and better utilisation thereof in social development initiatives.

I therefore wish to invite you to participate in my study. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. If you agree to take part, I shall arrange to interview you at a time and place that is suitable for you. The interview will take approximately one hour. You may withdraw from the study at any time and you may also refuse to answer any questions that you feel uncomfortable with answering.

With your permission the interview will be tape- recorded. No one other than my supervisor will have access to the tapes. The tapes and interview schedules will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report.

The interview should not bring any sensitive issues but should you feel the need for supportive counselling following the completion of the interview , I have arranged this services to be provided free of charge by Sasolburg Healing and Counselling Centre to make an appointment , they can be contacted at +27 16 976 451.

There will be no payment for participating in this study except for reimbursement of transport fares used for the purpose of this study.

Please contact me on 0833463778 or my supervisor, Dr. Cily Tabane at cily.tabane@wits.co.za for more information.

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

Yours sincerely

Farirai D. Govo

**Appendix B: PARTICIPANT INFORMATION SHEET (KEY INFORMANTS)**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

Good day,

My name is Farirai Dianah Govo and I am a post graduate student registered for the degree MA in Social Development at the University of Witwatersrand. As part of the requirements for the degree, I am conducting research about the contribution of volunteering in social development initiatives in a community setting. The primary aim of the study is to explore and illustrate the contributions that volunteerism makes to social development to facilitate more recognition and better utilisation thereof in social development initiatives.

I therefore wish to invite you to participate in my study. Your participation is entirely voluntary and refusal to participate will not be held against you in any way. If you agree to take part, I shall arrange to interview you at a time and place that is suitable for you. The interview will take approximately one hour. You may withdraw from the study at any time and you may also refuse to answer any questions that you feel uncomfortable with answering.

With your permission the interview will be tape- recorded. No one other than my supervisor will have access to the tapes. The tapes and interview schedules will be kept in a locked cabinet for two years following any publications or for six years if no publications emanate from the study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final research report.

The interview should not bring any sensitive issues but should you feel the need for supportive counselling following the completion of the interview , I have arranged this services to be provided free of charge by Sasolburg Healing and Counselling Centre to make an appointment , they can be contacted at +27 16 976 451.

There will be no payment for participating in this study except for reimbursement of transport fares used for the purpose of this study.

Please contact me on 0833463778 or my supervisor, Dr. Cily Tabane at cily.tabane@wits.co.za for more information.

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

Yours sincerely

Farirai D. Govo

**Appendix C: CONSENT FORM FOR PARTICIPATION IN THE STUDY (VOLUNTEERS)**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

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 may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my responses will be kept confidential.

**Name of Participant:** _____

**Date:** _____

**Signature:** _____

**Researcher Signature:** _____

**Date:** _____

**Appendix D: CONSENT FORM FOR PARTICIPATION IN THE STUDY (KEY INFORMANTS)**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

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 may refuse to answer any particular items or withdraw from the study at any time without any negative consequences. I understand that my responses will be kept confidential.

**Name of Participant:** _____

**Date:** _____

**Signature:** _____

**Researcher Signature:** _____

**Date:** _____

**Appendix E: CONSENT FORM FOR AUDIO – TAPING OF THE INTERVIEW (VOLUNTEERS)**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

I hereby consent to tape – recording interview. I understand that my confidentiality will be maintained at all times and that tapes will be destroyed two years after any publication arising from the study or six years after completion of the study if there are no publications.

**Name:** _____

**Date:** _____

**Signature**: _____

**Researcher Signature:** _____

**Date:** _____

**Appendix F: CONSENT FORM FOR AUDIO – TAPING OF THE INTERVIEW (KEY INFORMANTS)**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

I hereby consent to tape – recording interview. I understand that my confidentiality will be maintained at all times and that tapes will be destroyed two years after any publication arising from the study or six years after completion of the study if there are no publications.

**Name:** _____

**Date:** _____

**Signature**: _____

**Researcher Signature:** _____

**Date:** _____

**Appendix G: SEMI STRUCTURED INTERVIEW SCHEDULE FOR THE VOLUNTEERS**

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

***Sehloohosaphuputso:*** *Kararolo e bapalwang ke baithaupi Lefapeng la Tshebeletso le Ntshetsopele ya Setjhaba :Maemo a baithaupiba motseng wa Zamdela, makgahlong wa Child Welfare South Africa, Sasolburg.*

***1.*** **Identifying details / *Karoloyaboitsebiso***

Name / *Mabitso:*

Age / *Dilemo:*

Race / *Morabe:*

Gender / *MotonakapaMotsheadi:*

Education/ *Dithuto:*

Marital Status / *Maemo a lenyalo:*

How long have you been involved in volunteering under CWSA Sasolburg or any other agency?

*Ke nako e kae o le moithaupi wa CWSA Sasolburg kapa sebakeng seseng?*

What motivated you to become a volunteer?

*Kele fe lebaka le o kgothalleditseng ho ba moithaupi?*

**2. Contribution of volunteering towards social development.**

***Karolo ya moithaupi nthleng ya Lefapeng la Tshebeletso le Ntshetsopeleya Setjhaba (Social Development).***

(a) What services do you offer as a volunteer for CWSA Sasolburg?

*Ke ditshebeletso tse feng tseo o fanang ka tsono jwaloka moithaupi mo na CWSA Sasolburg?*

(b) In your opinion what contribution are you making towards social development of the Zamdela community as a volunteer?

*Ho ya kamaikutlo a hao; ke karolo e fenge o e bapalangLefapeng la Tshebeletso le Ntshetsopeleya Setjhaba (Social Development)jwalokamoithaupimotsengwa Zamdela?*

**3. To find out whether volunteering is being fully utilised as a resource for social development.**

***Ho fuputsa hore boithaupi bosebediswa katsela e batsi hothusaLefapeng la Tshebeletso le Ntshetsopeleya Setjhaba (Social Development).***

(a) In your opinion do you think you are being fully utilised as a resource for social development in the Zamdela community?

*Ho ya ka maikutlo a hao; o nahana hore jwaloka moithaupi o sebediswa katsela e tsotehang ho thusaLefapeng la Tshebeletso le Ntshetsopeleya Setjhaba (Social Development), motsengwa Zamdela?*

(b) What more could you do as a volunteer if you are provided with the opportunity?

*Ke se feng seo a ka se otsang jwalo ka Moithaupi na oka fuwa monyetla?*

**4. To find out if volunteering is being fully recognised as a resource for social development?**

***Ho fuputsa hore mosebetsiwa boithaupiwa a nanelwaLefapeng la Tshebeletso le Ntshetsopeleya Setjhaba (Social Development).***

(a) In your opinion are you efforts as a volunteer being fully appreciated by CWSA Sasolburg and the Zamdela community?

*Ho ya ka maikutlo a hao; mokgahlo wa CWSA Sasolburg o le motse wa Zaamdela a nanela mosebetsi wa haojwaloka moithaupi katshwanelo?*

(b) If they are, in what ways are your efforts being appreciated by both CWSA Sasolburg and the Zamdela community?

*Ha e ba bobedi ba mokgahlowa CWSA Sasolburg le motes wa Zamdela o anane lamosebetsi wa hao katshwanelo; bolela mekgwa e pakang sena?*

( c) If they are not, in what ways are they not being recognised by CWSA Sasolburg and the Zamdela community

*Ha ebabobedibamokgahlowa CWSA Sasolburg le motsewa Zamdela haboananelamosebetsiwahaokatshwanelo; bolelamekgwa e pakang sena?*

**5. To find out how volunteering can be fully recognised.**

**Ho fuputsa hore boithaupi boananel wa ka tshwanelo.**

(a) In your own opinion what can be done to fully recognise volunteering as an important resource for the attainment of social development?

*Ho ya ka maikutlo a hao; ke se fe se ka etswa ho bontsha bohlokwa le kananelo ya boithaupi thusong ya Lefapeng la Tshebeletso le Ntshetsopele ya Setjhaba(Social Development)?*

**6. To find out how volunteering can be fully utilised**

***Ho fuputsa hore boithaupi bo ka sebediswa ka ho batswo.***

(a) In your own opinion what can be done to fully utilise volunteering as an important resource for social development?

*Ho ya kamaikutlo a hao; ke se fe se kaetswa ho sebedisa boithaupi ka tsela ya bohlokwa nthleng ya Lefapeng la Tshebeletso le Ntshetsopele ya Setjhaba (Social Development)?*

**7. Challenges in volunteering**

***Diphepetso tsa bo ithaupi.***

(a) What are the challenges being faced in volunteerism at CWSA Sasolburg?

*Ke diphepetso tse fetsoe o tobanang le tsona jwaloka moithaupi wa mokgahlo wa CWSA Sasolburg?*

## Appendix H: SEMI STRUCTURED INTERVIEW SCHEDULE FOR THE KEY INFORMANTS

**Research title:** The contribution of volunteerism to social development: The case of Zamdela community volunteers at Child Welfare South Africa, Sasolburg.

1. **Identifying details**

   Name:

   Age:

   Race:

   Gender:

   Education:

   Current position at CWSA Sasolburg:

   Duration of employment at CWSA Sasolburg:

   What services does the organization offer?

2. **Contribution of volunteering towards social development.**

   What services do the volunteers for CWSA Sasolburg offer?

   In your opinion what contribution are they making towards social development in the Zamdela community as a volunteer?

3. **To find out whether volunteering is being fully utilised as a resource for social development.**

   In your opinion do you think the volunteers are being fully utilised as a resource for social development in the Zamdela community?

   What more can the volunteers do towards the social development of Zamdela community if they are provided with the opportunity?

4. **To find out if volunteering is being fully recognised as a resource for social development?**

In your opinion are the efforts for volunteers being fully recognised by CWSA Sasolburg and the Zamdela community?

If they are, in what ways are they being recognised by both CWSA Sasolburg and the Zamdela community?

If they are not, in what ways are they not being recognised by CWSA Sasolburg and the Zamdela community?

5. **To find out how volunteering can be fully recognised.**

   In your own opinion what can be done to fully recognise volunteering as an important resource for the attainment of social development?

6. **To find out how volunteering can be fully utilised**

   In your own opinion what can be done to fully utilise volunteering as an important resource for social development?

7. **Challenges in volunteering**

   What are the challenges being faced in volunteerism at CWSA Sasolburg?

# Appendix I: ETHICS CLEARANCE CERTIFICATE

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Gove

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|---|---|
| **CLEARANCE CERTIFICATE** | **PROTOCOL NUMBER H14/03/01** |
| **PROJECT TITLE** | The contribution of volunteerism to Social Development: The case of Zamdela community volunteers at child Welfare South Africa, Sasolburg |
| **INVESTIGATOR(S)** | Ms FD Gove |
| **SCHOOL/DEPARTMENT** | Human & Community Development/Social Work |
| **DATE CONSIDERED** | 28 March 2014 |
| **DECISION OF THE COMMITTEE** | Approved Unconditionally |
| **EXPIRY DATE** | 27/03/2016 |
| **DATE** 02/04/2014 | **CHAIRPERSON** Professor T Milani |

cc: Supervisor : Dr C Tabane

**DECLARATION OF INVESTIGATOR(S)**

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10003, 10th Floor, Senate House, University.

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

Signature

2-04-2014
Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

## Appendix J: PERMISSION TO CONDUCT RESEARCH

CHILD WELFARE
SOUTH AFRICA
Sasolburg

**Enquiries: Ms. M. Gono**

**To: Ms. F.D Govo**

**08.11.2013**

**Dear Madam**

**REF: PERMISSION TO CONDUCT RESEARCH**

Your letter dated 01.11.2013 is acknowledged.

Permission is granted to conduct interviews with the social workers, the social auxiliary worker and the volunteers working in the Zamdela area of Sasolburg. Some documents with regards to the volunteering programme will also be made available for document study as per your request.
If it is possible we kindly request that you share the outcomes of the study with our organization to enable us to improve our volunteering programme.

Yours faithfully

M. Gono
Project Manager

R.R Makube
Director

Affiliated to:
CHILD WELFARE
SOUTH AFRICA

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