THE IMPACT OF A DEVELOPMENT CENTRE APPROACH ON POVERTY ALLEVIATION IN REGION A OF THE CITY OF JOHANNESBURG

BY

MOTLAPELE SYLVIA KOAGETSE

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF SOCIAL WORK

MSW (SPECIALISING IN SOCIAL DEVELOPMENT AND POLICY)

Faculty of Humanities

Department of Social Work and Criminology

University of Pretoria

SUPERVISOR: PROF. DR. A. LOMBARD

NOVEMBER 2010

Pretoria
DECLARATION

I, Motlapele Sylvia Koagetse, declare that this research report is my own work. It is submitted in partial fulfilment of the requirements for the degree of MSW (Social Development and Policy) at the University of Pretoria. It has not been submitted before for any degree or examination at the University of Pretoria or any other University.

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Motlapele Sylvia Koagetse

Date
ACKNOWLEDGEMENTS

I would like to express my gratitude to:

- My heavenly Father, for giving me strength to complete this study.

- Professor A Lombard, my supervisor, for her patience, insight, time, inspiration and her continuous encouragement which greatly facilitated my work.

- My husband Lesley for his technical assistance, my daughters Monthati, Motheo and Keabetswe, for love, support and inspiration.

- My parents, Kgosietsile and Mmutle for instilling the value of education in me.

- The board of Greater Midrand Development Centre for granting me the opportunity to pursue my studies at their centre.

- The respondents of this study and for those who assisted me during the field survey. Without their honesty and tolerance, it would not have been possible to gather all the required data.
ABSTRACT

The impact of a development centre approach on poverty alleviation in Region A of the City of Johannesburg

Student: Motlapele Sylvia Koagetse
Supervisor: Prof. Dr. A. Lombard
Department: Social Work and Criminology
Degree: MSW (Social Development and Policy)

One of the most important issues facing the South African democracy is that of breaking the grip of poverty on a substantial portion of its citizens. In South Africa, Non-Profit Organisations (NPOs) play a major role in the development of assistance for the poor and in reducing poverty. As an NPO, the Greater Midrand Development Centre (GMDC) has played an important role in supporting and encouraging the development aspirations of Region A of the City of Johannesburg community in the areas of Agricultural projects, bakery, poultry and paper making.

The aim of the study was to determine the impact of the Development Centre Approach (DCA) on poverty alleviation in the Region A of the City of Johannesburg community and to make recommendations on policy priorities and challenges that will fast track developmental social service delivery within a Development Centre Approach. The study focused on the GMDC poverty alleviation projects in five selected areas. The study followed a qualitative research approach. Data was collected by means of one-on-one interviews and focus groups by means of semi-structured interview schedules. The participants of the focus groups involved both those beneficiaries who were still
attending the GMDC poverty alleviation projects, and those who have exited the development centre poverty alleviation projects.

The one-on-one interviews involved five project leaders, members of the board, staff members, and officials from the Department of Social Development.

The findings indicated that the GMDC has played a crucial role in terms of poverty alleviation of the beneficiaries. From the study it was concluded that the poverty alleviation projects of the GMDC appear to be alleviating the poverty of the beneficiaries by addressing some of their basic needs to a certain extent by improving a livelihood, but nonetheless still not reducing their poverty levels. The study recommends the development of a clear exit strategy which is understood and supported by beneficiaries. The exit strategy should include factors and elements which will promote sustainability, such as business and entrepreneurial skills; knowledge on equipment; material; a marketing strategy; and a strategy or guidelines on networking, including donors and financing institutions.
KEY CONCEPTS:

Development Centre Approach

Greater Midrand Development Centre

Poverty alleviation

Developmental social welfare approach

Poverty

Developmental approach

Community development

Participation

Capacity building

Empowerment

Self-reliance

Sustainable development

Partnerships
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CHAPTER 1: GENERAL ORIENTATION

1.1 INTRODUCTION

South Africa has millions of people who live in poverty and who experience inequality as far as access to economic, political and symbolic power is concerned (Davids, 2005:37). For most of the poor South African households, poverty has become a vicious cycle which is hard to escape, and it then extends to incorporate their children who ultimately become the next generation of South Africa’s poor (Davids, 2005:41). Rising unemployment, coupled with a shrinking manufacturing sector and the unproductive education system that produce inappropriately qualified students for the South African economy are some of the numerous challenges that face the country and contribute to poverty (Mbeki, 2009: 96-97). Poverty is one of the greatest challenges facing the Gauteng Province and there are various factors contributing to it such as urbanisation, the legacy of apartheid and its socio-economic disintegration (Department of Social Development, 2000:11).

At the World Summit for Social Development in Copenhagen, March 1995, the South African government committed itself to halve poverty by 2015 by enhancing social development so that all men, women and children, especially those living in poverty, would be able to lead satisfying lives and contribute to the well-being of their families, their communities and humankind (Department of Social Development, 2000:11). South Africa also pledged its commitment to the Millennium Development Goals of eradicating extreme poverty (Davids, 2005:44-45).

In June and July 1998, three initiatives took place with regard to poverty reduction by the South African government. The Nationwide Speak Out on the findings from the Poverty Hearings were revealed; the Poverty and Inequality Report was published and a National Poverty Summit was convened.

Based on the above-mentioned initiatives, it was apparent that a consolidated National Programme of Action for social development was necessary according to the Poverty Reduction Strategy Report (Department of Social Development, 2000:15). The above report further indicated that the National Programme of Action
was not a separate plan for the reduction of poverty; but represented an integration of all policies and plans into a single coordinated framework so as to realise the goals set by the World Summit for Social Development (ICSW, 1995:16), the Reconstruction and Development Programme (RDP) and the commitment to a better life for all.

Service Integration through intersectoral collaboration was seen as an integral part of addressing poverty and this led to the establishment of the Gauteng Intersectoral Development Unit (GIDU) in 2003. The GIDU is responsible for the integration of poverty alleviation programmes of the different departments, and it also facilitates the establishment of organisational structures to support the delivery of poverty alleviation programmes (Department of Social Development …, 2005a). This study intended to reflect how this unit has contributed to issues of poverty and development in Gauteng province.

Since 1997 the Gauteng Department of Social Development has been engaged in concerted efforts to stem the scourge of poverty by awarding grants to fund poverty alleviation projects that would break the cycle of poverty. Grants were awarded in the form of funding to individual poverty alleviation projects depending on the needs of that specific community. The department monitored and evaluated these projects; but no improvement in the standard of living of poor people could be detected. According to the Poverty Reduction Strategy Report (Department of Social Development, 2000:51) the audits undertaken by the Kagiso Trust and the Department of Social Development in 2001 reinforced the need to change and manage poverty differently. This initiative further indicated that the department had to terminate all poverty alleviation projects that were not viable and consolidate them into programmes. The department decided it would fund programmes, as oppose to individual projects, in order to ensure sustainability and community ownership.

This decision informed the establishment of the Development Centre Approach. According to the Poverty Reduction Strategy Report (Department of Social Development, 2000:51) development centres are conceptualised around an understanding that assaulting poverty will require much more than simply supplementary income. Within this approach, the emphasis is on an integrated approach which aims to assist poor individuals, families and communities to help
themselves. The report further stated that the emphasis is on ensuring that all poverty alleviation programmes are holistic in nature and must include elements of people development, together with skills development.

The researcher is of the opinion that the White Paper for Social Welfare (1997) and the Policy on Financial Awards to Service Providers (2005) have identified the need to reduce poverty through integrated sustainable development.

The White Paper for Social Welfare (RSA, 1997:18) promotes a focus on the developmental approach that maximises human potential and the fostering of self-reliance. It also stresses services that are family-orientated, community based and integrated. The policy on Financial Awards to Service Providers (Department of Social Development, 2005b: 4) stated that this policy is intended to facilitate the achievement of the priorities of the department through services that are integrated and developmental in nature. Potgieter (1998:116-119) concurs by stating that the developmental model relies on the delivery of services that accepts multi-sectoral teamwork as an essential ingredient.

There are currently twenty five development centres in Gauteng province that are funded by the Department of Social Development. There are six development centres in Johannesburg, eight in Ekurhuleni, six in North Rand, three in West Rand and two in Sedibeng Region. (Department of Social Development, 2007: 6-7). According to the Revised Operations Manual for Development Centres (Department of Social Development, 2007: 6-7) the core mandate of development centres is that they should serve as “incubators”, as a transition from a state of poverty to a state of self-enrichment. This implies that there must be clear mechanisms to ensure that the poor people are not permanently trapped within the dependency syndrome, but are able to move towards self-reliance (Department of Social Development, 2007: 6-7). There must be a clear-cut strategy for “mobility”. The beneficiaries must be able to enter the development centre with a clear exit plan. In other words, instead of establishing a permanent relationship with the centre, beneficiaries make use of the services and then move on to the next level of self-reliance and independence in order to allow others to enter the system and benefit from the available services.
The developmental programmes from the development centres must include capacity building, care, support, protection and referral services to other relevant sectors (Department of Social Development, 2007: 6-7). This means that development centres render a variety of services and, unlike individual projects, they are not limited to income-generating activities. As a result, development centres must be able to refer cases of malnourished children, out of school children and youth, abused women, youth in conflict with the law and also orphans to other protective institutions such as health services, education, and shelters for abused women. Development centres must also be able to provide an overall support for counselling to people living with HIV and AIDS. Finally, the development centres must be accessible and open to service the entire community (Department of Social Development, 2007: 6-7). The study focused only on the five poverty alleviation programmes which are run by the centre, namely: poultry, bakery, paper-making and two agricultural projects since they are intended on poverty alleviation within an income generating context.

The Poverty Reduction Strategy Report (Department of Social Development, 2000:52) mentions that the development centre approach will target all people living in poverty, especially women, children, youth, disabled people, elderly and people living with HIV and AIDS. The report further indicates that the funding of the development centre is based on the following criteria:

- registration as a non-profit organisation;
- submission of a business plan/service plan with specific, measurable, achievable, realistic goals and objectives with time frames. The objectives must be in line with the department’s priorities;
- a constitution that embraces the provisions of social development services;
- submission of the latest statement of income; and
- recommendation from the regional office (Department of Social Development, 2000:52).

Independent board members who are not part of the programme manage development centres. The management team must be representative of the broader community, with no vested interests. In most cases, members of the board are volunteers from the local community (Department of Social Development …, 2005a).
Issues of poverty cut across various sectors as well as all government departments. It is with this understanding that this study also reflected on what has been the contribution of different stakeholders and how their participation has impacted on the development centre approach.

The focus of this study was on Region A of the city of Johannesburg. This was due to the fact that the area has a high rate of unemployment and as a result the majority of the community are affected by poverty (Rauch, 2002:12). The projects which were included in this study are located within five wards of the ‘Region A of the City of Johannesburg’. Previously the area was called the Greater Midrand area. However the skills level and empowerment of beneficiaries in the poverty alleviation projects did not enable them to move from a state of dependency to one of self–reliance. The Greater Midrand Development Centre was established in January 2004 to assist the community regarding the alleviation of poverty in the area (The Greater Midrand Development Centre Business Plan for the financial year 2009/2010: 7). When the geographical name was changed with new demarcations to Region A of the City of Johannesburg, the name of the development centre was not changed and hence remained ‘Greater Midrand Development Centre’ which is referred to in this study.

The researcher is currently employed in the Chief Directorate Children by the National Department of Social Development. In this role she is involved in facilitating the development and implementation of policies, strategies, programmes and practice guidelines in respect of Early Childhood Development (ECD) services. Prior to joining the National Office, the researcher was employed by the Gauteng Department of Social Development, working with street children and ECD programmes. Her involvement with development centres was during 2004–2005 while working at the Johannesburg regional office of the same department, as a community and welfare planning officer. She assisted in providing shelters for children living and working on the street with the referral of older children, who could not attend school, to skills development programmes at development centres within the Johannesburg region. The Department of Social Development’s role is to monitor services and to provide support and funding in a way that encourage initiative, self, and mutual help.
Currently there is no practical evidence that the development centre approach is having an impact on the lives of the poor people living in Region A of the City of Johannesburg. It was, therefore, the intention of this study to determine the impact of the development centre approach on poverty alleviation after six years of its implementation in Region A of the City of Johannesburg in Gauteng Province. It was also the intention of this study to contribute towards providing valuable new information on the progress of the development centre approach and how policies or strategies could be adjusted to ensure that this approach brings changes aimed at improving the lives of the poor people living in Region A of the City of Johannesburg.

The need for this research was confirmed by the Assistant Director of the sustainable livelihoods unit of the Department of Social Development, Boland Smit, (personal interview, 9 September, 2009). He was involved with poverty alleviation projects from 1998 to 2005. He is the manager of the unit, sustainable livelihoods and responsible for the monitoring of, and recommendations for funding of the development centre’s programmes. It is envisaged that the study would benefit the sustainable livelihoods unit and the broader Gauteng Department of Social Development with regard to how policies and strategies can be adjusted to ensure that the development centre approach brings changes aimed at improving the lives of the poor people living in the province.

1.2 PROBLEM FORMULATION

Fouché (2002a:118-119) states that problem formulation may serve as an effective point of departure for the selection of the proposal which must be specific and clear about what the study will entail. According to the Poverty Reduction Strategy Report (Department of Social Development, 2000:33) about 50 million rand was made available for poverty alleviation projects for the financial year 1997/1998. Despite this injection of funds into different community projects, the expected impact of decreasing the level of poverty was not evident. In some communities individuals benefited more than the community and in many of the very poor communities, no tangible improvement in the standard of living could be detected (Department of Social Development, 2000:33). However, there were clear indications of
maladministration and mismanagement of funds and furthermore, many projects were generating little or no profit (Department of Social Development, 2000:33).

As a result of this, the Department of Social Development placed a moratorium on the funding of all poverty alleviation projects towards the end of 1999. In 2001 the department commissioned the Kagiso Trust to audit all funded poverty alleviation projects. In light of the findings, it was decided that an exit strategy for the current projects be implemented. The department was compelled to exit 85% of all 368 poverty alleviation projects that had been funded since 1997, and to consolidate the remaining 15% into programmes (Department of Social Development, 2000:50). This was because most of these projects did not serve their intended purpose but continued to operate as monopolies that benefited only a few individuals.

It was the premise of the research that no significant impact has been made on the lives of the poor communities with strategies such as funding of individual poverty alleviation projects. No tangible improvement in the standard of living of the poor people could be observed by the Department of Social Development who funded those projects. Although no research had been conducted to provide evidence for this assumption, it was obvious that these projects failed to address the needs of the poor, but merely continued to operate as monopolies that benefited only a few individuals. Because there was not always evidence showing how money had been spent and how these projects were managed, it could be assumed that there was also maladministration and mismanagement of funds. It became apparent that what was necessary was a holistic, developmental approach which would include elements of people and skills development.

This compelled the department to undertake a review of its strategies in dealing with issues of reducing poverty. A new approach was adopted, named the ‘Development Centre approach’ which was then launched in 2002. The development centres were initiated and facilitated by the Gauteng Department of Social Development, but they are managed by non-profit organisations (NGOs). Independent board members who are not part of the programme manage the development centres. The management team must be representative of the broader community and should have no vested interests. NPOs/NGOs play an important role by working in partnership with government in an effort to reduce levels of poverty in communities.
These centres render a holistic service, and the core developmental programmes include capacity building, care, support, protection and referral services to other relevant sectors (Department of Social Development ..., 2005a). For purposes of this study, the researcher focused on the poverty alleviation projects and programmes offered at the Greater Midrand Development Centre.

In summary, the impact and success of the development centre approach is not yet known. This study was a first attempt to determine the impact of the development centre approach on poverty in the Region A of the city of Johannesburg community.

1.3 GOAL AND OBJECTIVES OF THE RESEARCH STUDY

The goal of the study includes a broader, more abstract conception of “the end toward which effort and ambition is directed” while an objective denotes the more concrete, measurable and more speedily attainable conception of such “end towards which effort or ambition is directed” (Fouché, 2002a:107). According to Fouché and De Vos (2005:104) a “goal” refers to a dream, while an “objective” involves the steps one has to take, one by one, realistically at grassroots level, within a certain time-span, in order to attain the dream.

1.3.1 Goal of study

The goal of the study was as follows:

To determine the impact of a development centre approach on poverty alleviation in Region A of the City of Johannesburg in order to make recommendations on policy priorities and challenges that will fast track developmental social service delivery within Greater Midrand Development Centre.

1.3.2 Objectives of the study

The objectives of the study were:

- To conceptualise a development centre approach within a developmental social service delivery framework;
To assess the extent to which the Greater Midrand Development Centre ensures effective participation of communities in poverty alleviation programmes;

To determine the contribution and participation of the different stakeholders in poverty alleviation in the community of Region A, City of Johannesburg;

To determine the impact of poverty alleviation programmes with regard to the following social and economic indicators: opportunities for employment, ability to generate own income and improving illiteracy levels;

To identify the gaps and the challenges of the development centre approach with regard to poverty alleviation in the community of Region A, City of Johannesburg; and

Based on the findings of the study, to make recommendations to the identified gaps and challenges that will achieve poverty alleviation within a development centre approach.

1.4 RESEARCH QUESTION

According to Creswell (1998:99) research questions are open-ended, evolving and non-directional; they restate the purpose of the study in more specific terms with words such as what? and how? rather than why?. The author continues by indicating that to use research questions implies that a topic needs to be explored. A research problem is expressed as a general question about the relation between two or more variables (Bless & Higson-Smith 1995:29).

The following question directed the research process in achieving the goal and objectives of the study:
How does the development centre approach impact on poverty alleviation in Region A of the City of Johannesburg community?

1.5 RESEARCH METHODOLOGY

For the purpose of this study, the qualitative research approach was used because it elicits participations accounts of meaning, experience or perceptions (Fouché & Delport, 2002:79). Applied research was appropriate because the study assessed the impact of a development centre approach on poverty alleviation in Region A of the City of Johannesburg. Applied research implies the scientific planning of induced change in a troublesome situation and is aimed at solving specific policy problems in practice (Fouché, 2002a:108). As a sub-division of applied research, the researcher utilised evaluative research. Babbie (2001:333) defines evaluative research as a process of determining whether a social intervention has produced the intended results. For this study, the researcher saw a case study (Fouché, 2005: 272) as fundamental in providing an understanding of how the respondents of this study perceive the impact of a development centre approach on poverty alleviation. The population included five regions of the Gauteng Department of Social Development. The respondents of the study were selected through purposive sampling. Purpose sampling is based entirely on the judgement of the researcher (Strydom & Venter, 2002:207).

The researcher used semi-structured one-to-one interviews and semi-structured focus group interviews (Greeff, 2002: 302; 305) as data gathering methods. In analysing the collected data, the researcher used Creswell’s (2009) methods of data analysis. A pilot study was conducted with three participants; two beneficiaries and one member of the board at the Soweto Development Centre. For a more in-depth discussion on the research methodology and ethical aspects relevant to the study, see Chapter 3.
1.6 DEFINITION OF CONCEPTS

The key concepts in the research study are set out below.

1.6.1 Poverty

Poverty is a multifaceted reality consisting of a lack of power, income and resources to make choices and take advantage of opportunities (Davids, 2005:37). According to Patel (2005:240), poverty is a multidimensional phenomenon caused by a lack of multiple resources such as unemployment, food, assets (housing, land), basic infrastructure (water, transport, and energy), health care and literacy. The lack of political voice that can be heard by society and decision-makers is another aspect that is important in defining and addressing poverty (Patel, 2005:240).

Estes (1999:39) refers to case poverty as the inability of individuals, families, households and other economic units to satisfy their basic needs. Estes (1999:39) further defines concentrated poverty as a variation of collective poverty, in which the equivalent of economic ghettos are created in neighbourhoods, cities or regions that are bypassed or abandoned by the industry or agriculture.

For the purpose of this study, the researcher refers to poverty as the inability of an individual, family or community to provide for their basic needs and to attain minimum standards of living measured in terms of basic consumption needs and the income required to satisfy these needs.

1.6.2 Development centre

According to the Revised Operations Manual for Development Centres (Department of Social Development, 2007: 6-7), development centres are conceptualised around an understanding that assaulting poverty will require much more than income. The core mandate of the centres is that they should serve as “incubators” and as a “bridging stepladder” from the state of poverty to a state of self-reliance. In other words, the beneficiaries should enter the centre with a clear exit plan. Instead of establishing a permanent relationship with the centre, beneficiaries should make use of the services rendered and then move on to the next level of self-reliance and
independence, in order to allow others to enter the system and benefit from the available services.

In summary, a development centre is a poverty alleviation approach initiated by the Department of Social Development and implemented in partnership with NGOs and communities to fight or minimise poverty. This approach emphasises that beneficiaries should not be given handouts, but should rather receive assistance to fulfil their own development objectives.

For purposes of this study, the researcher focused on the poverty alleviation projects/programmes provided at the Greater Midrand Development Centre. The centre provides services to Region A of the City of Johannesburg.

The Region consists of five wards namely: ward 80 - Kanana and Rabie Ridge, ward 79 - Ivory Park South, ward 78 - Ivory Park Central, ward 77 - Ivory Park North, ward 92 - Kaalfontein and Ebony Park. The beneficiaries who participated in this study were from the poverty alleviation projects located within the five wards of the region.

1.6.3 Community development

In terms of community development, it is noted that through the ages, communities have been engaged in activities designed to improve the well-being of their members and have been taking the initiatives and responsibility for such activities (De Beer & Swanepoel, 2001:125). According to Lombard (2000:118) community development enables the community through various specialised skills, with the aid of resources (internal and external to the community) to become empowered and enthusiastic, to become involved in their own development, to stand up for their needs and rights and to work together to accomplish the community’s goals. The Integrated Service Delivery Model (Department of Social Development, 2005c:15) refers to community development as a process and method aimed at enhancing the capacity of communities to respond to their own needs and improve their capacity for development, through community mobilisation, strength-based approaches and empowerment programmes.
For the purpose of this study, community development refers to involvement of the community members in community development initiatives, where they learn and grow at their own pace towards improving their living conditions.

### 1.6.4 Impact


Impact refers to the extent to which a programme causes change in the desired direction. De Vos (2002:383) states that the concept implies a set of specified, operationally defined objectives and criteria of success. The author further believes that impact evaluations are essential when there is an interest in either comparing different programmes or testing the utility of new efforts to ameliorate a particular community problem.

For the purpose of this study, impact implies the extent to which a development centre approach has improved the living standard of people who are poor in the Region A of the City of Johannesburg community.

### 1.6.5 Social service delivery

The *New Dictionary of Social Work* (1995:59) defines social services as programmes designed to help people to solve social problems and promote their social functioning. Potgieter (1998:119) asserts that social services seek to increase people’s abilities to function better in society. According to the Integrated Service Delivery Model (Department of Social Development, 2005c:13), social services refer to the broad, comprehensive range of services relating to social welfare and community development services provided in a continuum to ensure the integration and sustainability of intervention efforts.

In the case of this study, social services delivery refers to the range of social welfare and community development services promoting the social functioning and the well-being of individuals, families and communities in relation to their environment by improving their social and economic development.
1.6.6 Developmental social welfare services

According to the Policy on Financial Awards to Service Providers, developmental social welfare focuses on the maximisation of human potential and on fostering self reliance and participation in decision-making (Department of Social Development, 2005b:6). Social welfare aims to promote the well-being of individuals, families and communities and they are part of a range of mechanisms to aim at achieving social development (RSA, White Paper for Social Welfare, 1997:15). The Gauteng Welfare Summit (2006:9), as quoted by Lombard (2008a:156), states that the NGO sector refers to developmental social welfare as rendering of services in ways which are enabling, promoting development, and taking on board new knowledge and insights.

Midgley and Tang (2001:224) state that the notion of developmental welfare is rooted in long-held beliefs about social progress, the desirability of change and the prospect of social improvement. These authors are of the opinion that community based programmes have sought to promote participation in productive development projects in order to raise income and meet social needs. These programmes gave expression to the notion that developmental social welfare could contribute positively to economic development.

Developmental social welfare services in this study focus on the maximisation of human potential and fostering of self-reliance and participation in decision-making that affects the lives of individuals, families and communities. It includes a condition where social problems are satisfactorily managed, social needs are met, and social opportunities are created (Midgley, 1995:25). It views beneficiaries as champions of their own environment and emphasises the capacity and participation of people in economic activities as being crucial to enhance their livelihoods in order to lead productive and fulfilling lives.

1.7 DIVISION OF THE RESEARCH PROJECT

Chapter 1 provides a general introduction to the study. This included the context and rationale of the study, the problem statement, the goal and the objectives of the study, the research question, a brief overview of the research methodology, the key
concepts relevant to the study, the limitations of the study and an overview of the chapters in the research report.

Chapter 2 discusses social service delivery within the context of the development centre approach.

Chapter 3 focuses on the research methodology, the empirical study and the analysis of the data as well as the presentation and interpretation of the research findings.

Chapter 4 indicates how the goal and objectives of the research study have been achieved and will draw conclusions and recommendations based on the research findings.
CHAPTER 2: SOCIAL SERVICE DELIVERY WITHIN A DEVELOPMENT CENTRE APPROACH

2

2.1 INTRODUCTION

According to the United Nations classification, South Africa is a middle-income country with ample resources and by far the most developed country in Africa (UNDP, South African Human Development Report, 2008:1). Despite an average economic growth rate of five percent per annum, the government has not succeeded in closing the inequality and poverty gap in South Africa (RSA, Budget Speech, 2008). In 2004 the United Nations Development Programme Report (2004:4) noted that South Africa had one of the most unequal distributions of incomes in the world and that this has created a massive gulf between the rich and the poor. In 2005, based on the cost of essential food, 10.7% of the population lived in extreme poverty and more than 43% were under the poverty line (UNDP, South African Human Development Report, 2008:1). Currently the inequality gap has actually widened and poverty has increased (United Nations Development Programme Report, 2004:4).

Terreblanche (2002:460-461) suggests that, in order to achieve the required transformation of poverty and inequality, government should be effective in the redistribution strategy to alleviate the worst poverty and narrow the gap between the rich and poor. At the World Summit for Social Development in Copenhagen, March 1995, South Africa, along with other countries, committed itself to eradicating poverty. Several interventions and strategies has been developed and adopted in South Africa, to ensure that the goals of making a better life for all South Africans are achieved. The second priority of the Department of Social Development’s Strategic Plan (2003/4-2004/05:16) commits the Department to designing an integrated poverty eradication strategy that provides direct benefits to those in greatest need, especially women, youth and children in rural areas and informal settlements. This
Development Centre Approach is in line with the (White Paper for Social Welfare, RSA, 1997), the Minister of Social Development's Ten Point Plan (2000), the Policy on Financial Awards to Service Providers (2005), and the Integrated Service Delivery Model (2005) which were all developed and adopted in order to achieve social development and address poverty.

The Development Centre Approach (DCA) is one of government’s strategies in dealing with issues of alleviating poverty in the Gauteng province. As indicated in chapter 1 of this report the Gauteng Department of Social Development adopted the “Development Centre Approach” in 2002. According to the Poverty Reduction Strategy Report (2000:51), “[d]evelopment centres are conceptualised around an understanding that assaulting poverty will require much more than the income”. Within this approach, the emphasis is on an integrated developmental approach which aims to assist poor individuals, families and communities to help themselves.

In this chapter the discussion will commence with poverty and development, including definitions and dimensions of poverty and poverty in South Africa. This will be followed by the contextualisation of the Development Centre Approach within the developmental social welfare approach. This will include the principles and features of the developmental approach in the South African context, namely: the rights-based approach; the inter-relations between social and economic development; democracy and participation in development; social welfare pluralism, with particular reference to the role of the state and civil society in social development; and reconciling the micro-macro divide in developmental social welfare theory and practice (Patel, 2005). The chapter will conclude with a discussion on the developmental approach as a policy framework relevant for the delivery of social welfare services to improve the lives of the poor.

2.2 POVERTY AND DEVELOPMENT

Poverty is beyond question the most talked about issue on the development agenda at an international, continental and national level. At the World Summit on Social Development held in Copenhagen in May 1995, one of the major debates concerned the eradication of poverty and South Africa, as many countries throughout
the world, committed itself to reduce the proportion of people living in extreme poverty by half in 2015 (Department of Social Development, 2000:11). The elimination of poverty remains one of the greatest challenges confronting South Africa today.

According to Lombard (2007:295), the democratic government of South Africa has adapted a development framework and is aspiring towards being a developmental state with the intention of addressing issues of poverty and inequality and promoting social development by integrating social interventions with economic development. Therefore, development is seen as a process of enhancing poor people’s capabilities so that they can in turn increases the probabilities of lifting themselves out of poverty and improving their social functioning (Department of Social Development, 2000:47). In order to conceptualise the development approach to poverty alleviation programmes, it is important to understand the various definitions and dimensions of poverty.

### 2.2.1 Definitions and Dimensions

A range of authors note that poverty has many dimensions, among which low consumption is only one linked to other dimensions, i.e. malnutrition, illiteracy, low life expectancy, insecurity, powerlessness and low self esteem (compare Perret, Anseew & Mathebula, 2005:8; Patel, 2005:240; and Pieterse & van Donk, 2002:21). Poverty is also categorised as both absolute and relative. Sonn (2000:4) defines poverty by making a distinction between poor people and people in poverty. He states that poor people lack resources, and when they acquire these resources, they resume their position in society; whereas people in poverty are stuck in the vicious cycle of ever-recurring poverty, referring to the former as being “relative poverty” while those who are stuck in poverty are seen to be living in “absolute poverty”. Sachs (2005:20) notes that absolute poverty implies that households are unable to meet the basic needs for survival. Hulme, Shepherd and Moore (2001:6) state that in reality poverty can be observed by hunger, lack of shelter and clothing, being sick and not being able to see the doctor, being illiterate and not schooled, being jobless and not knowing where your next meal is going to come from and fear of the future.
Green (2008:27) defines poverty as “a state of relative powerlessness in which people are denied the ability to claim and control crucial aspects of their lives”.

Moreover, poverty causes depression and psychological stress in the minds of poor individuals. The psychological aspects of poverty have also been highlighted by poor people, and these include humiliation, inhumane treatment, the emotional stress of living in poverty, and often public and domestic violence (Patel, 2005:240). Although older people and people with disabilities are particularly vulnerable to poverty, Pieterse and van Donk (2002:21) mention that women bear the disproportionate burden of poverty, and children growing up in poverty are often permanently disadvantaged. The greater vulnerability resulting from poverty in youth tends to result in a continuous exposure to various risks effectively trapping people and their dependants in a cycle of poverty (The Committee of Inquiry Report, 2008:103-104).

According to the Department of Social Development (2000:9), challenges such as war, conflict, refugee movements, the violation of human rights, international crime, terrorism and the illicit drugs trade, the spread of health pandemics like HIV/AIDS, and environmental degradation, are caused by or exacerbated by poverty and inequality. Patel (2005:180) concurs by indicating that HIV/AIDS can lead to the impoverishment of families due to the loss of income of employment and income of the breadwinner or member of the household, or it may compromise the capacity of a household to earn a livelihood. Caring for a sick person places an additional financial stress on families such as the high cost of nutritious food, transport and medicines (Patel, 2005:180).

Francis (2000:1) identifies three different approaches to defining and measuring poverty. These consist of approaches that attempt to measure individual deprivation, based on monetary income, approaches that are based on concepts of social exclusions and approaches that reply on participatory methods to establish the views of the poor themselves. Wood (2003:457) adds that there is some overlap between this approach and Wood’s analysis of the constrained choices made by poor people and the consequences these have for keeping them in poverty.
The World Bank Global Economic Prospects Report (2007:2) states that the extent of poverty in Africa is deep rooted. The report estimates that approximately 1.3 billion people in developing countries live under the poverty line of $2 a day.

The report further predicts that in 2030 the number living on less than the equivalent of $1 a day will fall by half, to about 550 million. However, much of Africa will have difficulty keeping pace with the rest of the developing world, and in 2030 Africa will be home to a larger proportion of the world’s poorest people than it is today (The World Bank Global Economic Prospects Report, 2007:2). This is attributed to a lack of economic growth which has escalated the rate of poverty over the last 20 years in Africa (The World Bank Global Economic Prospects Report, 2007:2). The anti-poverty strategy of the World Bank depends heavily on reducing poverty through the promotion of economic growth, supported by good infrastructure, political stability, good governance and adequate national policies, most of which are lacking from the African countries (The World Bank Global Economic Prospects Report, 2007:3).

In an attempt to combat poverty, most of the developed nations give some developmental aid to developing nations (World Bank Report, 2007:3). However aid to developing countries often only serves to increase poverty and social inequalities. This is either because it is conditional upon the implementation of harmful economic policies in the recipient countries, or because it is the importing of products from the donor country over cheaper alternatives, or because foreign aid is serving the interests of the donor more than those of the recipient. Much of the foreign aid is also stolen by corrupt governments and officials and aid money does not reach the poor (World Bank Report, 2007:3).

All the above views suggest that poverty is not a static condition among individuals, households or communities. Rather, it is recognised that, although some individuals or households are permanently poor, others move in and out of poverty. This may be a result of life-cycle changes, specific events such as the illness or death of a main income earner, or deterioration in external economic conditions.

It is clear that poverty is also encompassed by low achievements in education, health, social services, lack of economic growth, poor infrastructure, political instability, poor governance and inadequate national policies. The different aspects
of poverty interact with and reinforce one another in an important way. For example, improving health outcomes not only improves well-being but also increases incoming-earning potential. Increasing education not only improves well-being but it leads to better health outcomes and to higher incomes. This shows that understanding of these complementarities is essential for designing and implementing programmes and projects that will help people escape poverty.

2.2.2 Poverty in South Africa

Almost half the country’s people live in poverty, with the poorest of the poor struggling desperately to survive from day to day (Engelbrecht, 2008:166). The incidence of poverty differs between the nine provinces. In all estimates the Western Cape (29%), Gauteng (32.3%) and Free State (54.1%), have the lowest rates of poverty, while the Northern Cape (57.5%), North West (60.9%) and KwaZulu Natal (63.0%) have the high poverty rates and Mpumalanga (63.9%), the Eastern Cape (74.3%) and Limpopo (77.9%) have the highest poverty rates (The Committee of Inquiry Report, 2008:275-276). Poverty and inequality in South Africa have racial, gender, spatial and age dimensions (Triegaardt, 2006:3). The concentration of poverty lies predominantly with black Africans, women, rural areas and black youth (Triegaardt, 2006:3).

The Committee of Inquiry Report (2008:277) states that one of the first anti-poverty strategies of the African National Congress (ANC) was embodied in the Reconstruction and Development Programme (RDP) (RSA, 1994). Perret, et al (2005:11) concur that the RDP of 1994 has the poverty-related objectives and add that it is a policy framework within which government intended to create a better life for all South Africans. Lombard (2006:2) states that the RDP listed the integration of social and economic development as a key task of the new government. However, this task was scaled down when the government adopted the neoliberal capitalist macro economic policy of Growth, Employment and Redistribution (GEAR) in 1996 (Lombard, 2008b:156).

GEAR was a controversial economic policy adopted by the ANC-led government without consultation (Vavi, 2009:25). He argues that GEAR failed to meet its key
objectives, particularly employment generation, and this contributed to high levels of poverty in South Africa. Some of the failures of GEAR that Vavi points out were the plans to privatise state-owned enterprises such as Eskom, Transnet, Telkom and the Airports Company SA; the very same companies that are now spearheading the country’s infrastructure revival. GEAR promised growth, employment and redistribution but it did not deliver on creating enough jobs nor did it address the inequalities that exist in society today. Adato, Carter and May (2006:227) argue that the employment elasticity of growth actually declined during the implementation of GEAR, while inappropriately targeted fiscal discipline and a preoccupation with cost recovery undermined advances in the delivery of social services.

The Expanded Public Works Programme (EPWP) was launched in 2004 as one of the key components of government’s drive to alleviate poverty and unemployment in South Africa (RSA, Budget Speech, 2009). The programme provides short-term work opportunities and training to unskilled and unemployed individuals, and the programme had intended to create one million work opportunities within the first five years of implementation. The Department of Public Works is currently working on proposals for the implementation of the second phase for the next five years up to 2014 (RSA, Budget Speech, 2009), and R4.1 billion has been set aside for the second phase of the EPWP (RSA, Budget Speech, 2009). The researcher is of the opinion that, due to the fact that there is no baseline against which the impact of this programme could be measured, it still has to be seen whether the one million jobs created have been successful at alleviating poverty and reducing unemployment as it was and still is short-term employment.

In 2006 the government introduced the Accelerated Shared Growth Initiative (ASGISA) and the Joint Initiative on Priority Skills Acquisition (JIPSA) in an effort to stimulate economic growth and to identify solutions to skill shortages in critical areas (Triegaardt, 2006:8). Its purpose is to focus the energy of government and its partners on the faster and shared growth necessary to fast track delivery in impacting on poverty and inequality (Lombard, 2008b:157).

Those macro policies laid down a foundation of how to address poverty by highlighting the importance of meeting poor people’s basic needs, providing safety
nets, human development and job creation. However, alleviating poverty has remained one of government’s challenges.

The South African government had set out a strategy for fighting poverty through high rates of economic growth, payment of social grants and high investment in education (UNDP, South African Human Development Report, 2008:1). However, it seems that the South African government is recognising the need for other alternatives to address issues of poverty and inequality. In this regard the welfare sector plays a vital role in complementing government’s efforts in addressing poverty through developmental social welfare.

2.3 DEVELOPMENTAL SOCIAL WELFARE


To realise the relevant objectives of the South African Constitution, Act 108 of 1996, and the RDP (RSA, 1994) the (White Paper for Social Welfare, RSA, 1997:15) proposes the provision of appropriate developmental social welfare programmes to all South Africans, especially those living in poverty. Social welfare programmes were to target poverty prevention, alleviation, reduction and the development of people’s capacity to take charge of their own circumstances in a meaningful way (White Paper for Social Welfare, RSA, 1997:18). The Gauteng Welfare Summit (2006:9), as quoted by Lombard (2008b:156), states that the NGO sector refers to developmental social welfare as the rendering of services in ways which are
enabling, which promote development, and which take on board new knowledge and insights.

Midgley and Tang (2001:224) aver that the notion of developmental welfare is rooted in long-held beliefs about social progress, the desirability of change and the prospect of social improvement.

Developmental social welfare contributes towards improving the lives of the poor by affording them the opportunity to participate and take ownership of their development, and to improve their well-being. Developmental social welfare is informed by the social development commitments of the Copenhagen Declaration (1995) (White Paper for Social Welfare, RSA, 1997; Lombard, 2008b:157) which prioritise the alleviation and reduction of poverty. In alignment with the social development commitments, the Millennium Development Goals (MDGs) set targets for the eradication of extreme poverty (Engelbrecht, 2008:166). Within the poverty focus, the MDGs are linked to the White Paper for Social Welfare to address new challenges for socio-economic development (Lombard, 2008b:157). The White Paper for Social Welfare (RSA, 1997:16-17) states that developmental social welfare programmes are based on the principles discussed below.

- **Equity**

  Resources will be equitably distributed. Patel (2005:100) states that this principle is central to upholding social rights and achieving social justice as it refers to the way in which economic and social goods and services are distributed in society.

- **Non-discrimination**

  Social welfare services and programmes will promote non-discrimination, tolerance, mutual respect diversity, and the inclusion of all groups.

- **Democracy**

  Appropriate and effective mechanisms will be created to promote the participation of the public and all welfare constituencies in decision making about welfare policies and programmes which affect them.
• Improved quality of life

The welfare system will raise the quality of life for all, especially the disadvantaged, vulnerable and those with special needs.

• Human rights

Social welfare services and programmes will be based on respect for human rights and fundamental freedom as articulated in the South African constitution, Act 108 of 1996. The human rights framework helps governments and citizens to pursue equity and justice (Green, 2008:28).

• Investment in human capital

Welfare programmes will contribute to the optimal social development of individuals, families and communities. Investment in human capital development will in turn contribute to economic development. Human capital investments in developmental social welfare programmes also refers more specifically to capacity building programmes, vocational training matched with employment opportunities, entrepreneurial training for youth and leadership programmes (Patel, 2005:104).

• Sustainability

Intervention strategies designed to address priority needs will be financially viable, cost efficient and effective.

• Partnership

Welfare policies and programmes will be developed and promoted in partnership with organisations in civil society, the private sector and government departments.

• Intersectoral collaboration

An inter-sectoral approach will guide the design, formulation, implementation and monitoring of anti-poverty strategies.
• Accessibility

Organisations and institutions will be easily accessible and responsive to all those in need. The development centres must be accessible and open to service the entire community (Department of Social Development, 2005a).

The Development Centre Approach will facilitate access to those services needed by the community (Department of Social Development, 2000:52).

• Appropriateness

Social welfare programmes, methods and approaches will be appropriate; will complement and strengthen people’s efforts; will enhance their self respect and independence and be responsive to the range of social, cultural and economic conditions in communities.

• Ubuntu

The principles of caring for each other’s well-being will be promoted and a spirit of mutual support fostered.

The ninth commitment of the Copenhagen Declaration was “to increase significantly and/or utilise more efficiently the resources allocated to social development to achieve goals of the World Summit” (ICSW, 1995:16). In this regard Patel (2005:99-100) states that the principles of the White Paper for Social Welfare reaffirmed the government’s commitment to securing basic welfare services in promoting human well-being.

The key themes relating to developmental social welfare in the South African context (Patel, 2005) are as follows: the rights-based approach; the inter-relations between social and economic development; democracy and participation in development; partnerships in social development; and reconciling the micro and macro divide in developmental social welfare.
### 2.3.1 The rights-based approach

The developmental approach to social welfare in South Africa is firmly rooted in a rights-based approach and its goals include achieving social justice, a minimum standard of living, equitable access to services and benefits and a commitment to meeting the needs of all South Africans (Patel, 2005:98). Green (2008:27) emphasises a rights-based approach to development because the approach rejects the notion that people living in poverty can only meet their basic needs as passive recipients of charity. Green (2008: 27) states that as people seek to realise their rights, they are the active subjects of their own development.

Lombard (2005:3) concurs by stating that the goal of development is the realisation of all human rights and human beings are the central subjects of development and should participate in and benefit from development. According to Green (2008:29) the underlying purpose of a rights-based approach is to identify ways of transforming the self-perpetuating vicious circle of poverty and disempowerment where poor people can demand accountability from the state. A rights-based approach supports poor people in empowering themselves by addressing their self confidence (Green, 2008:29) through their participation in integrated social and economic development.

### 2.3.2 The inter-relation between social and economic development

The integration of social and economic development can enhance the welfare of all in society (Patel 2005:103). The author further states that to give effect to integrating social and economic development, firstly, social service and economic development must work together within a unified framework, secondly, macro-economic policies are needed to promote employment and attain people-centred economic development outcomes, and thirdly, participation in the economy should be promoted, and programmes that contribute to economic growth and social progress should be selected (Patel 2005:103). It requires, however, democracy and participation in order to address poverty and inequality.
2.3.3 Democracy and participation in development

Democracy and participation in social and economic development is a key premise of the developmental approach to social welfare in South Africa (Patel, 2005:105). Democracy has a track record of promoting and protecting individual political rights and civil liberties, such as freedom of speech and association (Green, 2008:81). Democracy promotes equality and encourages governments to focus on the needs of their citizens (Green, 2008:81). In the field of social development, participatory democracy is explained, firstly, through the participation and active involvement of citizens in social and community life (Patel, 2005:106). Secondly, participation also involves consultation with those affected by decisions (Patel, 2005:106). Thirdly, participation emphasises the interests of the disadvantaged and is critical in that it attempts to uncover the causes of social, economic and political injustice (Patel, 2005:106). In order to understand the multifaceted nature of poverty, it is essential to listen to the poor themselves. When they are given the opportunity to express their experience of poverty, the concept that emerges is clearer and starker than the one espoused by development professionals (United Nations, 1999:6). The UNDP (2002) as quoted by Patel (2005:106) argues that improved human capabilities through education, health and a decent standard of living, coupled with human action to improve social life, can only benefit democracy, as these are mutually reinforcing capabilities.

Participation in development is when poor and marginalised people have the power to influence the decisions that affect their lives (Roodt, 2001:67). Pellissery and Bergh (2007:284) argue in favour of participation that makes development more democratic because it enables people to shape their own lives and communities and to shape their own well-being and destiny rather than have it determined by others. According to Gonzalez (1998:18), community participation is a process by which beneficiaries actively influence the direction and execution of projects. It is important to encourage processes of self-organisation (Du Toit, 2005:19) among poor people to increase their level of participation in accruing benefits from development. Participation can build a sense of self-confidence, enabling excluded groups and individuals to challenge their confinement to the margins of society (Green, 2008:63).
In the view of Gonzalez (1998:21), participation means that people are involved in economic and social processes that affect their economic life as producers or entrepreneurs. Cohen and Upholf in Gonzalez (1998:20) mentioned four major kinds of participation in a project cycle:

- participation in decision-making;
- participation in implementation;
- participation in benefits; and
- participation in evaluation.

Participation of beneficiaries encourages civil society participation within the context of a partnership.

### 2.3.4 Partnerships in Social Development

Social development partnerships are a voluntary and collaborative agreement between one or more organisations whereby all participants agree to work together to achieve a common purpose or undertake a specific task (Patel, 2005:283). The key features of social development partnerships are sharing risks, responsibilities, resources, competencies and benefits (Patel, 2005:283). Social welfare pluralism, with particular reference to the role of the state and civil society in social development, refers to the way in which social welfare provisioning, and thus the partnership, is structured, organised and delivered (Patel, 2005:107).

The provision of developmental social services is a collective responsibility of various role players, including government, non-government/non-profit organisations (NGOs/NPOs) and the private sector (Lombard & Janse van Rensburg, 2001:325). In the context of poverty eradication and social development, there is no need to debate the relevance of the partnership between government and the NGOs/NPOs because it is a given (Lombard & Janse van Rensburg, 2001:328).

Lombard and Janse van Rensburg (2001:328) state that the role of government as a partner in development is enabling and facilitating as indicated in the White Paper for Social Welfare (1997). Civil society will be responsible for direct service delivery, advocacy, information systems, accountability and participation (RSA, White Paper...
for Social Welfare, 1997:30). The main source of strain and complexity in the partnership between government and NGOs/NPOs has been finance (Lombard & Janse van Rensburg, 2001:328; Lombard, 2008a; Patel & Hochfeld, 2008). Pieterse and van Donk (2002:6) cite the fact that a frequent refrain of NGOs is that government does not allocate adequate funding to poverty reduction measures. The obstacles are associated with the environments in which the NGOs/NPOs work and the quality of the funds the NGOs/NPOs receive (Fowler, 2000:15).

Government or statist strategies are based on the belief that social development can best be promoted by government, their specialised agencies, policy makers, planners and administrators (Midgley, 1998:189).

Government prioritises the interests of the society as a whole and has the responsibility to promote the well-being of all citizens (Midgley, 1998:189). Governments have the authority to ensure that social development policies are implemented, and are best able to mobilise resources to promote and achieve this goal. According to Green (2008:191), an effective and accountable state is central to enable economic growth to take place and to ensure a fair distribution of its benefits. The state must ensure that both the quality and quantity of economic growth meets developmental needs. This strategy emphasises that governments are more capable of promoting social development in partnerships with active citizens, specialised agencies, policy makers, planners and administrators (Midgley, 1998:189). Therefore government alone cannot achieve the goals of poverty alleviation, it is important that all partners join hands and work in partnership to meet the goals of improving the living standards of poor communities.

Although government and NGOs/NPOs are meant to be partners in the delivery of developmental social welfare services, there has been a complaint that government financing of developmental social welfare services is inadequate. Lombard (2006:20) states: “The government’s relationship with the NGO was under great threat in 2005/6 owing to a complete breakdown in trust over funding, uncertainty about the transformation agenda and its outcomes” (cf. Lombard, 2008b:165). Also at that time, Gray and Lombard (2008: 4), states that many social workers moved to government services where salaries and benefits were far better, while those dissatisfied left the sector or moved to practise overseas. Lombard (2007:296)
argues that in order to deliver on its social development goals, a platform should be created for strengthening the partnership between the government and NGOs. She elaborates by saying that “it is necessary to first define what constitutes developmental social services and social development as far as their relatedness and distinctions are concerned for the social welfare sector” (Lombard, 2007:298).

In order to recognise the progressive NGOs that were not previously funded by the former government, policy and enabling legislation was developed to promote inclusive partnership (Patel, 2005:108). A new policy for developmental social welfare services was developed in 1999, named the “Financing Policy for Developmental Social Welfare Services”, which was later reviewed in 2001. This policy was intended to transform social welfare service delivery to a developmental approach; however it did not provide a costing model for the funding of social welfare services and it was not implemented in all the provinces (Lombard, 2008a:127). The disparities in funding social welfare services prevailed and funding continued to be based on social workers salaries (Lombard, 2008a:127).

As a result of this process a new policy was adopted in 2005, named the “Policy on Financial Awards to Service Providers”. The aim of the Policy on Financial Awards to Service Providers (Department of Social Development, 2005a) is “… guiding the country’s response to the financing of the service providers in the social development sector, to facilitate transformation and redirection of services and resources, and to ensure effective and efficient services to the poor and vulnerable sectors of the society”. This policy provides a framework for how developmental social welfare services would be funded. This policy makes provision for financing options through subsidy, closed or open tender (Lombard 2008a:127). However, there are no clear norms and standards directing the subsidy of social services and hence the Policy on Financial Awards to Service needs serious revision to facilitate effective and efficient services to the poor and vulnerable sectors of society.

From the discussion it can be concluded that the partnership between government and the NGO sector plays a major role with regard to service delivery. NGOs work with people at the grass roots level; they understand the needs of the people and they have the knowledge and skills on how to address those needs. However, effective service delivery is dependent on the allocation of adequate resources which
are critical for addressing the needs of the poor. A developmental approach advocates for resource allocation for high impact interventions that are integrated and also cost effective. This requires bridging the divide between macro and micro practice.

2.3.5 Reconciling the micro and macro divide in developmental social welfare

Reconciling the micro and macro divide in developmental social welfare is necessary to achieve social development. Micro interventions are aimed at individuals and families (Patel, 2005:110). Proponents of the individualistic or enterprise approach believe in the importance of individual effort, the market and the entrepreneurship involved in promoting people’s welfare (Midgley, 1998:188). This author continues by stating that government should strengthen individual capabilities to function in a competitive market, promote commercial enterprises and expand employment opportunities, which will raise incomes and improve standards of living. In addressing poverty and unemployment it requires government to build an economic system in which entrepreneurs are supported to create jobs and exports for the country (Mbeki, 2009:7). The individualistic or enterprise strategy provides excellent opportunities for the poor to participate in economic activities important for improving standards of living and alleviating the poverty of families and community at large.

On the other hand, macro interventions are aimed at changing the structures and institutions of society that cause social and economic injustice (Patel, 2005:110). These include policies and sound institutions necessary for eradicating poverty and the achievement of social development. Social development must bridge the micro macro divide by promoting the enhancement and empowerment of individuals, families, groups and communities by intervening at different levels, using community based and integrated interventions (Patel & Hochfeld, 2008:195). Midgley (1995:25) defines social development “as a process of planned social change designed to promote the well being of a population as a whole in conjunction with a dynamic process of economic development”. According to Midgley and Tang (2001:246), social development views economic and social processes as equally important components of the development processes. Sen (2007:3, 4), as quoted by Lombard
(2008a:121), argues that a lack of adequate attention to social development will lead to less economic growth than could have existed with well aimed social policies and practices.

The ultimate goal of social development is to bring about sustained improvement in the well-being of the individual, family, community and society at large. The reduction and eradication of mass poverty, inequality and conditions of unemployment are widely accepted indicators of social progress (RSA, White Paper for Social Welfare, 1997:96). Social development goals are an integral part of the broader developmental social welfare approach, and are both an ultimate goal and an intervention approach to service delivery (Lombard, 2008b:163). Lombard (2008b:163) continues by stating that it is the social development approach that provides the social welfare sector with the key to making a meaningful contribution to the alleviation of poverty and inequities in society.

Social Development is progressive in nature and utilises various strategies concerning how people could be developed as individuals, groups or community. The communitarian strategies emphasise the role of communities in social development. Midgley (1998:188) states that in communitarian strategies, communities are best placed to organise themselves and enhance their well-being through social and economic development efforts. They can exert greater control over local resources and affairs. By working together local people are best able to judge what their needs are and to engage in collaborative efforts to address these needs (Midgley, 1998:188). Midgley (1998:188) maintains that the communitarian approach has been particularly effective with poor and oppressed communities. It has also inspired feminist social development strategists, who have formulated a gender-based communitarian approach, which addresses women’s concerns and contends that social progress can only occur if women are fully involved in social development endeavors (Midgley, 1998:188). The communitarian approach strongly recognises that communities can promote change through development. According to Green (2008:104), development is about transforming the lives and expectations of the nation, far beyond just monetary income. To develop, countries need educated and informed and healthy citizens. Development that is linked to economic growth is necessary for reducing poverty (World Bank Report, 2007:2). Green (2008:179)
concurs by stating that economic growth is a means to promote human welfare central to development and to the lives of poor people.

Community development as a strategy for social development has a macro focus and it offers an effective means for promoting social development within the context of economic development (Midgley, 1995:117). In terms of community development, it is noted that through the ages, communities have been engaged in activities designed to improve the well-being of their members and have been taking the initiatives and responsibility for such activities (De Beer & Swanepoel, 2001:125).

Lombard (2000:118) asserts that community development enables the community to become involved in their own development, to stand up for their needs and rights and to work together to accomplish the community’s goals. The Integrated Service Delivery Model (Department of Social Development, 2005c: 15) refers to community development as a process and method aimed at enhancing the capacity of communities to respond to their own needs and improve their capacity for development, through community mobilisation, strength-based approaches and empowerment programmes.

According to Patel (2005:161), community development is widely recognised in social work and the social services professions as the intervention strategy most suited to addressing poverty, participation and empowerment, social and economic development. Community development projects have made a significant contribution to raising the living standards of the ordinary people (Midgley, 1995:117). A community can engage in economic activities by means of community economic development (CED), which facilitates human, social and economic development (Lombard, 2003:155) to address deep-rooted poverty and inequality by facilitating social inclusion and economic participation (Lombard, 2006:15). Many community development projects have the potential of building economic capital, thus shifting from projects to small enterprise, and from a survivalist to an income generating and profit making enterprise (Lombard, 2003:159).

The strategies as outlined by Midgley (1998) indicate that social development can be promoted and achieved on an individual, community and government level. Because social development strategies operate on various intervention levels, these can
impact on narrowing the micro macro divide. However, as the custodian of social welfare, government should take the responsibility for and provide leadership in, facilitating strategies to achieve social development.

The South African government’s commitment with regard to poverty reduction was reinforced when the Nation-wide Speak Out on the findings from the Poverty Hearings were revealed; the Poverty and Inequality Report was published and a National Poverty Summit was convened (cf. Chapter, 1, point 3). In its commitment to alleviating poverty through developmental social welfare programmes, the Gauteng Department of Social Development adopted the Development Centre Approach as a poverty reduction strategy in 2002. The Development Centre Approach is embedded in social development commitments and the MDGs.

### 2.4 THE DEVELOPMENT CENTRE APPROACH (DCA)

The Development Centre Approach (DCA) is embedded in the White Paper for Social Welfare (RSA, 1997), i.e. a developmental approach to social welfare with the focus on poverty alleviation and hence social development. Within this context, the DCA emphasises skills development and opportunities for the poor to facilitate their own development (Seekings, 2007:8). This emphasis links with Midgley’s (1999:14) view that the developmental social welfare approach, in promoting social development, will be consonant with the need for continued economic progress. A developmental approach can ensure people’s integration into society as productive citizens who contribute not only to their well-being but to the development of the community as well (Midgley, 1999:14). The integrated perspective was also highlighted in the White Paper for Social Welfare (1997) challenging the welfare system to devise appropriate and integrated strategies to address the economic and social marginalisation of people living in poverty (Lombard, 2006:5). In responding to this challenge, the Integrated Service Delivery Model (Department of Social Development, 2005b:28) included the establishment, promotion and facilitation of the development centres as poverty reduction programmes.

The Development Centre Approach is based on the guiding principles set out below (Department of Social Development, 2000:48).
Programmes must impact on the lives of the community as a whole.
Programmes must focus on the vulnerable groups, i.e. all people living in poverty—children, women, youth, disabled people, elderly and people living with HIV/AIDS.
Poverty pockets and clear mapping of priority areas within such pockets must guide interventions.
Governance structures must be put in place.
State funding must be utilised for the intended purposes as per deliverables and according to business plans.
A collaborative approach between the departments must be adopted as far as possible to realise the objectives of the sustainable livelihoods approach.
Projects must be monitored to determine achievements of intended results but also unintended results to ascertain how this can be consolidated and refocused to enhance sustainability.
There must be a link between the social work mandate pertaining to vulnerable groups and the poverty strategy.
It must operate within the legal framework of the department.
Barriers to access must be removed with due regard to operating policies and procedures.
All departmental programmes must have an element of poverty reduction.
All programmes funded by the Department must also have an element of poverty reduction.

The key themes for developmental social welfare (see 2.3.1-2.3.5) apply to the Development Centre Approach.

From a human rights perspective, poor people have the right to both social assistance and social development (Lombard, 2008b). The state is ultimately accountable for achieving this, and hence a Development Centre Approach should include facilities and resources that give access to services and facilitate services to this end.

Within the Development Centre Approach, services which will have a broader impact and create opportunities for the beneficiaries and the community must be prioritised.
The objective of the Development Centre Approach is to create an environment where people within the poverty net can be lifted out of this net through integrated social and economic development and are able to seize other existing opportunities either in government or the private sector (Department of Social Development, 2000:51-52).

The Development Centre Approach states that entry into communities must be supported by a clear process of consultation, with and participation of communities to ensure that programmes and projects are not based simply on perceived needs but on confirmed needs representative of the community (Department of Social Development, 2000:47). The critical aspect of the Development Centre Approach is the participation of the people themselves in efforts to improve their standard of living, with as much reliance as possible on their initiative (Department of Social Development, 2000:47-48). The Development Centre Approach encourages civil society participation within the context of a partnership.

The underlying principle of partnership for the Greater Midrand Development Centre is clearly articulated in the White Paper for Social Welfare (RSA, 1997:17) which states that welfare policies and programmes will be developed and promoted in partnership with organisations in civil society, the private sector and government departments. Within the Development Centre Approach, poverty reduction is a partnership and should involve an integration of the efforts of government with its development partners (Department of Social Development, 2000:52). The Department of Social Development provides support, funding and other services to the Development Centre Approach programmes in ways which encourage initiative and self-help (Department of Social Development, 2000:48).

The development centre approach focuses on improving the lives of individuals, families, groups and communities in relation to reconciling the micro and macro divide in developmental social welfare.

The emphasis of the Development Centre Approach is to ensure that all poverty alleviation programmes are holistic in nature and that they include both elements of
people development and skills development. The key element is to facilitate economic and social development (Department of Social Development, 2000:52).

In order to achieve social and economic development, investment in human capital will yield positive returns for the beneficiaries as it prepares and empowers them to participate in economic activities. Human capital stimulates higher levels of social capital development. This in turn stimulates further economic activities through micro enterprises and small business such as co-operatives. There is thus an inter-relatedness between human, social and economic development which is central to a Development Centre Approach as the following discussion on the respective forms of capitals will indicate.

2.4.1 Social Capital

Green (2008:202) defines social capital as the social resources upon which people draw, including informal networks and relationships of trust, reciprocity and exchange. The Development Centre Approach seeks to bring poor individuals together, who are expected to work together towards a common goal of improving their conditions, and this is referred to as social capital (Department of Social Development Poverty Reduction Strategy Report, 2000:52). Larance (2001:8-9) defines social capital as a central trait of trust that is embedded in active, horizontal networks of ‘generalised reciprocity’ among citizens, that facilitates cooperation throughout their community. Fournier (2004:7) also emphasises the trust element in her definition of social capital that exists in relations between and among actors, and is based on mutual trust between individuals who are pursuing personal goals.

Fournier (2004:7) points out that social capital is often the only capital the poor have. If they are deprived of basic social services, at least they have each other. Therefore social capital “is not what you know, it is whom you know” (cf. Prakash, 2005:47 and Woolcock 2001:61).

In terms of the bonding and building of social capital in a community, participation in decision-making and project activities is of crucial importance if a project is to be successful (Lombard, 2003:161). Communities that have a high degree of social capital are more likely to be economically prosperous (Patel, 2005:104). The World
Bank Group (2004:1) adds to the discussion by indicating that social capital is significant because it affects rural people’s capacity to organise for development, social ties are often strong and longstanding and provide essential safety nets for the poor.

It can be concluded that the building of social capital is of crucial importance if a project is to be successful. Social capital contributes to the individuals’ willingness to work together in their own development of achieving their common goal of improving their living conditions and this has an impact on human and economic capital development. The Development Centre Approach encourages collaboration, mobilisation of the communities to facilitate solidarity and commitment to the process of development. This approach endeavours to address community needs in an integrated manner with the focus on developing social capital, human capital and economic capital.

2.4.2 Human Capital

One of the key elements of South Africa’s democracy has been the development of human capital. The benefits of this development are captured in the White Paper for Social Welfare as follows: “To reap the benefits, South Africa must invest in people, that is, develop human capital which is essential for increasing productivity and moving people out of poverty (RSA, The White Paper for Social Welfare, 1997:10)”.

Within the context of a Development Centre Approach, human capital development can be facilitated through the provision of basic training and skills development for the beneficiaries in an attempt to promote self-reliance. Human capital in a Development Centre Approach refers to knowledge and skills that poor people must acquire and use to pursue and improve their livelihoods (Department of Social Development, 2000:52).

Wedgwood (2007:383) states that the Millennium Development Goals (MDGs) have provided an impetus for many African countries to push for investment in education by pointing to the poverty alleviating benefits that are associated with it. The Asian Development Bank (2006:5) states that investments in human capital development have been a major driving force in inclusive development and poverty reduction in
the Asia and Pacific region. The South African government’s contribution to public education remains one of the largest investments, because it is the key to reducing poverty and accelerating long-term economic growth (RSA, Budget Speech, 2009). Education expenditure was R140.4 billion in the spending plans of provinces and national government for 2008/09 (RSA, Budget Speech, 2009).

Olavarria–Gambi (2003:104) points out that economic growth brings opportunity, however, people must be equipped to seize that opportunity. Beyond its economic effects, education enriches people’s lives, allowing them to improve their knowledge about the surrounding natural and social environment and to participate actively in society (Olavarria–Gambi, 2003:104).

As Chakravarty and Majumder (2008:110) indicate: “Building human capabilities is fundamental to expanding human choices and individual choices add up to the social optimum” (Wang, 2002:30). According to Lombard (2003:161) the development of human capital in a project context entails the building of personal capacity through skills training in areas such as writing a business plan and preparing a funding proposal. As specified by Lombard (2003:161), once equipped with these skills and knowledge, people in projects will be able to take control and ownership of the projects and determine their destined economic development.

Mcgrath and Akojee (2007:421) report that the introduction of the Accelerated and Shared Growth Initiative for South Africa (ASGISA) in 2006 put emphasis on education and skills development to help the country to halve unemployment and poverty by 2015. ASGISA supports the internationally accepted goal of halving poverty through interventions in education and training (Mcgrath & Akojee, 2007:432). Midgley and Tang (2001:248) state that human capital programmes are dependent on adequate resource allocation and properly matching knowledge and skills with available employment opportunities if they are to be effective. They conclude that human capital programmes should be constantly assessed to ensure their relevance to labour market opportunities. Within the Development Centre Approach, skills development must be relevant to the targeted groups, industry and market needs (Department of Social Development, 2000:47).
As specified by Levine, Lloyd, Greene and Grown (2008:10) education and technical training, especially for girls and women, is critical for empowering those living in poverty. Green (2008:43) states that education will enable women to challenge inequality with men, and within the family by being able to control fertility. Levine et al (2008:10) add that the well-being of girls is vital, and protecting their rights and fostering their opportunities is necessary for both human rights and economic development.

Human capital development focuses on both adults and children. Pieterse and van Donk (2002:21) mention that children growing up in poverty are often permanently disadvantaged. This could be due to the fact that the negative impact of poverty tends to accumulate through a person’s lifetime (The Committee of Inquiry Report, 2008:103). The greater vulnerability resulting from poverty in youth tends to result in a continuous exposure to various risks, effectively trapping people and their dependants in a cycle of poverty (The Committee of Inquiry Report, 2008:103-104). The Committee of Inquiry Report (2008:276) also notes that one-third of South African children less than five years old live in extremely poor households.

There is a growing awareness that human capital investments are not only needed among children in general but particularly among children of the poor who grow up with disadvantages that seriously impede their life chances (Midgley & Tang, 2001:248). For this reason, pre-school programmes, early childhood development programmes (ECD) that raise nutritional standards, improve health conditions, inculcate beginning educational skills and foster positive social behaviour among young children (Midgley & Tang, 2001:248) should be actively promoted. The development centres should render a variety of services such as early childhood development programmes or refer malnourished and poor children to other protective institutions (Department of Social Development, 2000:52).

In South Africa the National Department of Social Development is striving to ensure that many children from poor families have access to ECD programmes/services by providing subsidies to registered ECD centres rendering these programmes/services. This also provides job opportunities for members of the community as ECD practitioners, especially unemployed women, in those centres registered with the Department of Social Development in terms of the Children’s Act,
No. 38 of 2005 as amended. The ECD practitioners and other supporting staff also benefit from the skills training provided through the Expanded Public Works Programme (EPWP).

In summary, within the Development Centre Approach, the development of human capital means that poor people can develop their own skills and knowledge to participate in their social development and economic activities in order to improve their living conditions by lifting themselves out of poverty. It provides the foundation for the development of individuals’ skills and knowledge in preparing them to engage in economic activities such as starting a small business, create jobs for others or prepare themselves for the job market.

2.4.3 Economic Capital

Economic capital is closely linked to human capital, and many authors concur that investment in people promotes their capabilities to participate in economic development (cf. Midgley & Tang, 2001; Lombard, 2003; Lombard, 2005; Patel, 2005; South Africa Human Development Report, 2008; Prahalad, 2008; Levine et al., 2008 and Davis & Baulch, 2009).

The Asian Development Bank (2006:4) states that labour absorbing growth is a powerful poverty reducing process. As specified by Islam (2004:3): “Economic growth that fosters the productive use of labour, the main asset owned by the poor, can generate rapid reductions in poverty”. Given the major role played by the formal labour market in the profile of poverty and inequality in South Africa (Du Toit, 2005:19), there is a central emphasis on job creation and growth in the alleviation of poverty. Levy (2007:36) states that a reasonably remunerative job may help to keep a family above the poverty line, and an appropriate incentive will lead to an increase in workers productivity. Pevreet et al (2005:37) concur by stating that permanent salaried employment systematically links up to bring relief from poverty.

Singh (2000:9) states that commitment number three of the Copenhagen Declaration commits participating nations to the goal of full employment and to the pursuit of policies and programmes that would help achieve this objective. According to Triegaardt (2006:8), the South African government has attempted to stimulate
employment directly through the EPWP. Lombard (2006:11) states that during his State of the Nation Address (2006), former President Mbeki referred to this programme as "an important bridge between the two economies and a significant part of our poverty alleviation programme". This programme is significant for addressing poverty and inequalities as it targets the unskilled, marginalised, and unemployed and in particular women, the youth and people with disabilities (Lombard, 2006:11). Triegaardt (2006:8) claims that the programme aims to contribute to infrastructural development through labour-based construction, especially targeting women (compare DBSA, 2005:30).

The Development Centre Approach endeavours to address community needs in a holistic manner, which focuses on various elements of social, human and economic capital. This emphasises that the three capitals are complementary and crucial for improving the lives of the poor. Lombard (2003:156) expresses it aptly: “The aim is to achieve economic capital whilst the development of human and social capital serves as the road map on how to get there”.

Capacity building in economic development is critical to ensure the successful outcome of human development. Within the Development Centre Approach, principles and processes of capacity building and empowerment underpin human, social and economic development.

2.4.4 Capacity building

When social welfare programmes are combined with capacity building, people can be released from poverty (RSA, White Paper for Social Welfare, 1997:10). In an institutional context, capacity building is often used simply to enable an institution to be more effective in implementing development projects or to strengthen the capacity of primary stakeholders to implement defined objectives (Eade, 1997:33). With regard to beneficiaries of services, the Department of Social Development (2005a) indicates that the developmental programmes from the development centres must include capacity building for the beneficiaries. This is in line with one of the goals of the Development Centre Approach, i.e. to provide basic training and skills development to the beneficiaries in an attempt to promote self-reliance. The main
The aim of the Development Centre Approach is to create an environment for social and economic development.

The World Bank (2002:9) views capacity building of poor people in monitoring and evaluation as critical to the process of improving the outcomes of projects. This enables beneficiaries to understand the decision-making process and to communicate more effectively at different levels and stages. The UNDP South African Human Development Report (2008:4) states that a key dimension of capacity building for communities is needs assessment in order to understand what interventions will trigger the most positive impact. The Development Centre Approach emphasises that a needs assessment must guide the development of programmes and inform intervention strategies for the targeted communities (Department of Social Development, 2000:47).

Capacity building would therefore be the ability of individuals to perform certain functions to solve their own problems or to achieve their own objectives. From the above discussion, it can be concluded that, without capacity building, beneficiaries are merely collections of individuals acting without the necessary ingredients required to realise their full potential and to drive their own development fully. Therefore capacity building at the grass roots level is geared at promoting and empowering the beneficiaries so that they can gain new knowledge and skills, which they can then apply to promote sustainable development within their communities.

The researcher is of the opinion that capacity building is not only for the beneficiaries or community members involved in a project, but also for professionals and government officials who are also facilitators of those projects so that they are well equipped to facilitate the projects. The aspect of capacity building is linked to empowerment and it can be characterised as the approach to community development that develops people’s knowledge, awareness and skills to use their own capacity (The UNDP South African Human Development Report, 2008:4). Therefore, capacity building is one of the key elements towards the empowerment of the beneficiaries of poverty alleviation projects.
Developmental social welfare services emphasise the empowerment of individuals, families, groups and communities to take action or initiatives and make informed decisions on matters that affect them.

2.4.5 Empowerment

The Nepal Human development Report (2004:12) states that empowerment builds people’s capacity to gain understanding and control in deciding how to make choices about the way they want to be and how to do things in their best interest to improve their life situation. Empowerment is aimed not only at reducing the powerlessness of the individual and community, but also at helping people discover the considerable power within themselves (Green, 2008:104). People living in poverty must take power over their own lives and destinies (Green, 2008:104). According to Lombard (2003:161), when people feel a greater sense of worth and personal control, they recognise that they can participate with others to influence conditions that affect them. One of the objectives of the Development Centre Approach is to enable poor people to participate in developmental programmes that would develop and empower them to pursue sustainable livelihoods (Department of Social Development, 2000:47).

The World Bank (2002:6-7) identifies four elements which when combined are most successful attempts to empower poor people and these are presented below.

- Access to information

Information is power, therefore informed citizens are better equipped to take advantage of opportunities, access services, exercise their rights and hold state and non-state actors accountable.

- Inclusion/participation

Opportunities for poor people and other excluded groups to participate in decision-making are critical to ensure that use of limited public resources builds on local knowledge and priorities, and brings about commitment to change.

- Accountability
Accountability refers to the ability to call public officials or service providers to account, requiring that they be answerable for their policies, actions and use of funds as widespread corruption hurts poor people the most.

- Local organisational capacity

This refers to the ability of people to work together, organise themselves and mobilise resources to solve problems of common interest. Organised communities are more likely to have their voices heard and their demands met. This element appears to be closely linked to social capital as it can also promote trust among individuals.

Lifting poor people out of poverty requires skills and knowledge on how to deal with their situation in terms of poverty reduction and taking control of the issues that impinge on their quality of life. Therefore the formation of social, human and economic capital is important to ensure that poor people are equipped with the skills and knowledge necessary for participation in economic development.

2.5 Conclusion

In conclusion it can be said that a social development approach to poverty alleviation is relevant as it links social development with economic development. The approach puts emphasis on participation, empowerment and capacity building of poor communities as important components for enhancing their potential so that they can participate in lifting themselves out of poverty. The achievement of social development is dependent on investment in human and social capital so that people can become economically active and participate fully in economic opportunities. Developmental social welfare services ensures that basic human needs are met and, encourage poor people not to be dependent on government for everything but also to use their initiative, creativity and strengths to make a difference in their lives. However, developmental social welfare is embedded in partnerships and hence, government cannot evade its responsibility to provide an enabling environment for development which includes providing resources that could facilitate capacity building and the empowerment of service beneficiaries. The Development Centre Approach builds on beneficiaries capabilities and promotes self-reliance by affording
them the opportunity to play an active role in promoting their own well-being. Once empowered, poor people will be more prepared to seek opportunities to improve their own lives.

CHAPTER 3: RESEARCH METHODOLOGY, EMPIRICAL STUDY AND RESEARCH FINDINGS

3

3.1 INTRODUCTION

The goal of the study was to determine the impact of the development centre approach on poverty alleviation in Region A of the City of Johannesburg and to make recommendations on policy priorities and challenges that will fast track developmental social service delivery within the Greater Midrand Development Centre approach. The area was previously known as Greater Midrand, and with the new demarcations, it was named Region A of the City of Johannesburg. The empirical investigation has been guided by the following research question:

How does the development centre approach impact on poverty alleviation in Region A of the City of Johannesburg?
In this chapter, the first section will focus on the research methodology, the feasibility of the study and the ethical aspects of the study. The second section will present and discuss the research findings of the study.

3.2 RESEARCH METHODOLOGY

The discussion on the research methodology will include the research approach, the type of research and the research design and methods of the study.

3.2.1 Research Approach

The research study used a qualitative approach. According to Creswell (2009:173), qualitative procedures demonstrate a different approach to scholarly inquiry than methods of quantitative research. Qualitative inquiry employs different philosophical assumptions, strategies of inquiry, and method of data collection, analysis and interpretation (Creswell, 2009:173). Fouché and Delport (2005:79) state that the qualitative approach explores attitudes, behaviour and experiences through such methods as interviews or focus groups.

Qualitative research has an important role to play in understanding the dynamic and complex social world of the human services (Darlington & Scott, 2002:2). The common concern of qualitative researchers is to understand the meaning people make of their lives from their own perspectives. It takes seriously the notion that people are experts on their own experience and therefore they are in the best position to report how they experienced a particular event or phenomenon (Darlington & Scott, 2002:2).

In view of the fact that qualitative research concerns itself with the study of people in their natural environment by collecting data in the field at the site where participants experience the issue or problem under study (Creswell, 2009:175), the qualitative approach was relevant for the study. The researcher explored the perceptions of service beneficiaries. These included current and previous users of the services as well as five project leaders of the current poverty alleviation programmes; members of the board; staff members of the Greater Midrand Development Centre (GMDC) (the centre manager and project coordinator) and officials (social auxiliary worker
and community development practitioner) responsible for the monitoring of the GMDC in determining the impact of the development centre approach on poverty alleviation in Region A of the City of Johannesburg.

3.2.2 Type of Research

Applied research was used for the study because the study made recommendations aimed at improving the practice of a development centre approach by finding solutions to fast track poverty alleviation service delivery in Region A of the City of Johannesburg community. According to Fouché and De Vos (2005:105), applied research implies the scientific planning of induced change in a troublesome situation, and is aimed at solving specific policy problems in practice.

Within the context of applied research, evaluative research was the most appropriate for the study. Fouché and De Vos (2005:108) define evaluation research as “a form of applied research that can be conducted from a qualitative approach to assess the design, implementation and applicability of social interventions”. The authors further indicate that, “evaluative research can include any effort to judge or enhance human effectiveness through systematic data-based inquiry” (Fouché & De Vos, 2005:108). Babbie (2001:333) agrees with this definition by saying that evaluative research can, in its simplest sense, be regarded as the process of determining whether a social intervention has produced the intended results. Babbie (2001:333) further indicates that programmes/projects can be assessed at any point in the process during conceptualisation, design, implementation and in terms of utility.

De Vos (2005:369) believes that evaluation research can either be viewed in terms of being formative or summative. She contends that, when the concern is to improve a programme, formative evaluation research helps to improve the programme at those points where the programme does not seem to meet the criteria originally set by its initiators. Babbie and Mouton (2001:339) also agree that formative evaluation is directed towards improving programmes and ask what the programme’s strengths and weaknesses are, and whether the recipients responded well and, if not, why not.

Formative evaluation research fitted well with the goal of the study to determine the impact of a development centre approach on poverty alleviation in Region A of the
City of Johannesburg in order to make recommendations on how existing programmes and policies can be improved or adjusted, in order to achieve the intended goals.

3.2.3 Research Design and Methods

The research design, the research population, sample, sampling method, the data collection methods and data analysis for the study will be discussed in this section.

3.2.3.1 Research design

Fouché and De Vos (2002:137) see the research design as the plan or blueprint according to which data are collected to investigate a research hypothesis or question in the most economical manner. A research design is a strategic framework for action that serves as a bridge between research questions and the execution or implementation of the research (Terre Blanche & Durrheim, 1999:29). According to Fouché (2005:269) in the qualitative research, the researcher’s choices and actions will determine the design or strategy. Fouché (2002b:272) defines a research strategy as the option available to the qualitative researcher to investigate certain phenomena according to certain formulas suitable for the specific research goal.

For this study, the researcher used a case study strategy. As defined by Van der Colff (2002:18), a case study consists of a detailed investigation, often with data collected over a period of time, of groups within the organisation, with the intention of providing an analysis of the context and process involved in the phenomenon under study. In relation to the case study being conducted, the researcher focused on the GMDC as an organisation. An instrumental case study was utilised, which according to Fouché (2005:279), is used to gain a better understanding of a social issue. The social issues relevant to the instrumental case study were social problems such as unemployment and poverty.

3.2.3.2 Research population and sampling method

Strydom (2005a:193) states that the universe refers to all potential subjects who possess the attributes in which the researcher is interested. Population, on the other hand, is the term that sets boundaries on the study units. Powers et al., (1985:235)
as cited by Strydom (2005a:193), define a population as a set of entities in which all
the measurements of interest to the practitioner or researcher are presented. As the
study explored the extent to which the new development centre approach has
impacted on poverty alleviation in the community of Region A of the City of
Johannesburg, it was important to select people who would give the most valuable
insight, that is, selected individuals who have been directly involved in the
implementation of the approach, and those who are expected to benefit from the
approach. The research population thus included beneficiaries, board and staff
members of GMDC and officials from the Johannesburg regional office of the
Department of Social Development involved in GMDC.

The population for the study was as follows:

- thirty beneficiaries currently attending poverty alleviation projects at GMDC;
- five project leaders of the current poverty alleviation projects at GMDC; the
  project leaders are also current beneficiaries of the project, and for purposes
  of this study they were included in the category of beneficiaries. All five were
  included, and hence no sampling was acquired;
- twelve beneficiaries who had exited the poverty alleviation projects provided
  by GMDC six months prior to conducting the study;
- seven board members;
- two staff members, i.e. the centre manager and the project coordinator; and
- two officials from the Johannesburg regional office of the Department of
  Social Development, i.e. the community development practitioner and the
  social auxiliary worker.

With regard to the above respondent population categories, the size of the
beneficiary and board population, required sampling. For the other categories, the
respective populations were included in the study. Strydom and Venter (2002:199)
define a sample as a small portion of the total set of objectives, events or persons
that together comprise the subject of the study. The general purpose of sampling is
to obtain information on a small number of individuals (Grinnell, 1997:119). Non-
probability sampling was appropriate for this research study in that every unit or each element was not given an equal opportunity of being selected or included in the sample. Strydom and Venter (2002:203) state that this type of sampling is done without randomisation.

The sampling method that was used for this study was purposive sampling (Strydom, 2005:201) because respondents had to meet certain criteria. This type of sample is based entirely on the judgement of the researcher, in that it is composed of elements that contain the most characteristic, representative or typical attributes of the population (Strydom, 2005:202). Fouché and Delport (2002:79) mention that a qualitative study is concerned with non-statistical methods and those small samples are often purposively selected.

Purposive samples were drawn as follows: 10 from the current beneficiaries; 10 from the beneficiaries who had already exited the project and four board members.

Current beneficiaries had to meet the following sampling criteria and be willing to participate in the study:

1. male and female;
2. aged between 18 and 65;
3. ten actively participating in the GMDC poverty alleviation projects; and
4. be residents of the Region A community of the City of Johannesburg for at least a year.

Beneficiaries who had exited the GMDC poverty alleviation projects had to meet the following sampling criteria and be willing to participate in the study:

1. exited the GMDC poverty alleviation projects six months prior to conducting the study;
2. male and female;
3. aged between 18 and 65; and
4. be residents of the Region A community of the City of Johannesburg for at least a year.

The criteria for selecting board members of the GMDC were as follows:
1. male and female;
2. aged between 18 and 65; and
3. minimum of one year of involvement in GMDC projects.

The GMDC was contacted to recruit respondents who met the criteria. The GMDC project coordinator assisted the researcher to select the service beneficiaries, and board members. The researcher contacted the Johannesburg Regional Office of the Department of Social Development to recruit the officials (community development practitioner and the social auxiliary worker) as respondents for the study.

### 3.2.3.3 Method of Data Collection

Data was collected by means of interviews and focus groups. Greeff (2002:292) indicates that interviewing is the predominant mode of data collection in qualitative research. Kvale, as quoted by Greeff (2002:292), defines qualitative interviews as “attempts to understand the world from the participant’s point of view, to unfold the meaning of people’s experiences and to uncover their lived world prior to scientific explanations”. Understanding the significance of the past or current experiences lends itself to methods such as interviews in which trust and rapport are essential if an individual is to share thoughts and feelings (Darlington & Scott, 2002:3).

Semi-structured one to one interviews were conducted with four members of the board (vice chairperson, treasurer, secretary, additional member), the two staff members (centre manager and the project coordinator) employed by GMDC; the five project leaders of the current projects who participated in the study, as well as two officials (community development practitioner and the social auxiliary worker) from the Johannesburg Regional Office of the Department of Social Development. Darlington and Scott (2002:48) note that semi-structured interviews take seriously the notion that people are experts on their own experience and so best able to report how they experienced a particular event or phenomenon. If different people are interviewed about the same event or phenomenon, the researcher will inevitably acquire a range of perspectives (Darlington and Scott, 2002:48).

On the other hand, Greeff (2002:305) states that focus groups are critical for obtaining insights into the perceptions and attitudes of people in a dynamic group
interaction atmosphere. The purpose is to describe how people feel or think about something. Particular advantages of focus groups relate to the benefits of group interaction as this also takes the pressure off participants to respond to every question (Darlington & Scott, 2002:62).

In this research study two focus groups were conducted. The first focus group interview was with the beneficiaries still attending the poverty alleviation projects at GMDC, and the second one with those who had exited the GMDC projects. The researcher explained to all the respondents the purpose of the study and what would happen with their inputs. They all completed the letter of informed consent and they were thus informed that they could withdraw their participation at any stage of the research study should they feel uncomfortable about continuing. All respondents’ biographical information was obtained during the focus group interviews and semi-structured interviews respectively. The focus group interviews and semi-structured one-on-one interview with project leaders were conducted in Sotho, Pedi and Tswana. The interviews with board members, staff and officials were conducted in English. The researcher only clarified questions in the language spoken by the respondents when necessary. See Annexures D and E for the interview schedule of the focus group and one-on-one interviews respectively.

Although the researcher had planned to conduct a focus group of ten respondents each for the current and exit beneficiaries, only six attended the current beneficiaries’ focus group while seven attended the exit beneficiaries’ focus group. This, however, did not pose a limitation to the study. Babbie (2001:438) emphasises that participation must be voluntary and therefore respondents could not be forced to participate in the study. The researcher proceeded with the focus group and in view of the richness of the data obtained and the fact that there were additional respondent categories, did not regard it as being necessary to recruit additional beneficiary focus groups.

In order to ensure the reliability and viability of the research findings, a pilot study was conducted which, according to Strydom (2005a:206), is “a small scale trial run of all the aspects planned for use in the main inquiry”. Bless and Higson-Smith (2000) as cited in Strydom (2005a:206), provide a more comprehensive definition of the pilot study: “…a small study conducted prior to a larger piece of research to
determine whether the methodology, sampling, instruments and analysis are adequate and appropriate”. De Vos (1998:178) concludes that the purpose of a pilot study is to investigate the feasibility of the planned project and to bring possible deficiencies in the measurement procedure to the fore.

The respective interview schedules were tested with three participants at the Soweto Development Centre which renders a service similar to that of the GMDC. For the semi-structured one-on-one interviews, one member of the board was interviewed in the pilot study. The interview schedule for the beneficiaries was tested in a focus group of two members. This pilot study helped the researcher to simplify the interview schedules for the beneficiaries, especially with regard to questions on capacity and empowerment. It was simplified in terms of language to ensure that respondents clearly understood the questions. During the pilot study the researcher explained the purpose of the research, provided the respondent(s) with sufficient information about the research in a way that the participants understand what was required of them and what would happen with their inputs. Their consent was also requested verbally (the researcher had forgotten to bring along the informed consent form for the respondents to sign it), and they agreed to participate and co-operate in the pilot study. The pilot study also helped the researcher to test the tape recorder. The reliability and viability of the research findings was therefore promoted through the pilot study, by making sure that the formulated questions asked what was intended to be asked in order to generate detailed responses. Delport (2005:172) states that, no matter how effective the sampling or analysis of the results is, ambiguous questions will lead to non-comparable responses, leading questions will lead to biased responses, and vague questions will lead to vague responses.

3.2.3.4 Data Analysis

According to De Vos (2005:333) qualitative data analysis is the process of bringing order, structure and meaning to the mass of collected data. The central task of the data analysis of qualitative research is to identify common themes in community members’ descriptions of their experiences (Leedy & Ormrod, 2001:153). Darlington and Scott (2002:143) suggest that all qualitative research reports should provide enough information about how the research was conducted in order to enable readers to understand it in the context of how it was produced. In qualitative
research an inductive process of data analysis is followed; qualitative researchers build their patterns, categories, and themes by organising the data into increasingly more abstract units of information (Creswell, 2009:175).

Greeff (2002:305) emphasises that the researcher must transcribe and analyse the interviews while they are still fresh in the mind. The researcher took comprehensive notes during the one-to-one interviews and to a certain extent during the focus group interviews, as she had to facilitate the focus group discussions. However, the use of the tape recorder ensured that all the information was captured.

The data were processed and analysed according to Creswell’s (2009:186) steps of data analysis which are described below.

- In order to capture and manage the data carefully, the researcher used the tape recorder and this was supported with field notes that were taken throughout the fieldwork stage.

- The interviews were transcribed shortly after the focus groups and semi structured one to one interviews.

- The transcribed interviews were analysed while still fresh in the mind.

- The researcher read and re-read the data in order to become familiar with it. The researcher listened to the tape recorder again with the transcript in hand to gain a fuller sense of what the text was about. Notes were written in the margin of the transcripts regarding the key issues that were discussed.

- As the researcher read the notes, themes and sub-themes emerged from the phrases and ideas that were repeated.

- After describing, classifying and interpreting the data, the researcher presented data in the form of written text and quotes from respondents. These are presented in this chapter.

### 3.2.3.5 Feasibility of the Study

Feasibility refers to whether a research study is designed to determine whether a particular study or intervention is likely to reach its stated objectives (Bless & Higson-
Smith, 2000:33). According to Strydom (2005a:214), information emerging from a pilot study can enable a tentative estimate to be made of the cost and length of the main investigation. The Region A of the City of Johannesburg community, where the research study was conducted, was familiar to the researcher. The employees and the beneficiaries were easily reached. It was not costly to conduct the study, as the researcher only paid costs for photocopying and transport.

Permission to conduct the study was granted by the Greater Midrand Development Centre Board (see Annexure B).

3.3 ETHICAL ISSUES

Strydom (2005b:57) asserts that ethical guidelines serve as standards and a basis upon which each researcher ought to evaluate his/her conduct. Grinnell (1997:58) states that client’s confidentiality is always significant, since many researchers request access to clients and/or the files of the clients. Babbie (2001:470) emphasises that anyone involved in research needs to be aware of the general agreements about what is proper and improper in scientific research. Babbie (2001:470) notes that researchers sometimes tend to relate to respondents as if they are superior in expertise and status, and may think that the respondents do not need to be fully informed about the research goals, process or outcomes. According to Strydom (2005b:57), ethics is a set of moral principles that are suggested by an individual or a group, are subsequently widely accepted, and offer rules and behavioural expectations about the most correct conduct towards experimental subjects and respondents, employers, sponsors, other researchers, assistants and students.

Babbie (2001:438 - 443) mentions the following ethical issues as applicable to social research, namely: voluntary participation by the respondents; no harm to the participants; anonymity and confidentiality; not deceiving subjects; and analysis and reporting of all the findings. Strydom (2005b:63-66) confirms the ethical issues identified by Babbie and adds actions and competence of the researcher and debriefing of respondents.
The following ethical conditions were considered relevant when conducting this study.

3.3.1 Harm

According to Strydom (2005b:58), subjects can be harmed in a physical and/or emotional manner. An ethical obligation rests with the researcher to protect subjects from any form of discomfort, within reasonable limits that may emerge from the research project. Strydom (2005b:59) believes that a researcher is ethically obliged to change the nature of his/her research rather than exposing respondents to the faintest possibility of physical and/or emotional harm that he/she may encounter. Babbie (2001:439) concurs by saying that the researcher must look for the subtlest dangers and guard against them.

In this study the respondents were informed beforehand about the goals and processes of the research study to provide them with the opportunity to withdraw if they wanted to and to decide about their participation voluntarily. Their participation did not involve physically harmful situations. The researcher facilitated the discussion in a non-threatening manner and informed the respondents about the emotional impact the study could have on them when speaking about their poverty conditions.

3.3.2 Informed consent

Informed consent ensures that respondents have sufficient knowledge about the research study and what is required of them and that they will accordingly cooperate. It implies that all possible or adequate information on the goals of the investigation, the procedure to be followed during the investigation, the possible advantages and disadvantages and dangers to which respondents may be exposed, as well as the credibility of the researcher, are all made clear to potential subjects or their legal representatives (Strydom, 2005b:55). Babbie (2001:438) emphasises that, as people are often required to reveal personal information about themselves, participation must be voluntary.

The details of the research process were included in the written informed consent form for all the respondents (see Annexure B). The written informed consent form
was written in English but, for respondents whose comprehension of English was limited, the researcher translated it into their own language. This assisted them to understand that their access to attend GMDC projects would not be affected whether they agreed to participate in the research or not, and that they were free to withdraw from the research at any time. All respondents completed a written informed consent form in which they indicated their agreement to participate in the study.

### 3.3.3 Deception of subjects

Strydom (2005b:60) defines deception of subjects as misrepresentation of facts in order to make another person to believe what is not true. However, a distinction can be made between a deliberate deception and deception of which the researcher was not aware. As Babbie (2001:442) asserts that lying about the purpose of research will leave subjects with negative feelings. In this study all the respondents were provided with the correct relevant information. They were not bribed or manipulated, or kept unwillingly as part of the study.

### 3.3.4 Violation of privacy/confidentiality

Privacy refers to the individual’s right to decide when, where, how, to whom and to what extent his/her information can be revealed (Strydom, 2005b:61). On the other hand confidentiality implies keeping information away from people and anonymity means that no one including the researcher should be able to identify any subject after the research has been completed (Strydom, 2005b:62). Babbie (2001:440) highlights that the clearest concern in the protection of the subject’s interest and well-being is the protection of their identity. The data that were provided by the respondents was used in a non-identifiable manner ensuring confidentiality and anonymity. The biographical details of the respondents did not request their names to ensure that they remained unrecognisable, even once the data has become available to the public. The researcher explained from the beginning of the focus group discussions that the members must have respect for each other’s views and that the principle of confidentiality should be maintained as they could not revealed who said what during the discussions. The researcher applied and emphasised the principles of group work, that is, no one was allowed to share or discuss what was
discussed in the focus group discussions with other people who were not part of the group.

3.3.5 Actions and competence of the researcher

Where sensitive investigation is involved, researchers must ensure that they are competent and adequately skilled to undertake the proposed investigation (Strydom, 2005b:63). Co-operation from the community can only be obtained by showing respect for their customs and way of doing things (Strydom, 2005b:64). The researcher was competent to undertake the research, since she had completed a theory module in research methodology. The researcher also worked under the supervision of her research supervisor. All respondents were treated with respect and a positive working relationship was maintained throughout the study.

3.3.6 Release of publication of findings

According to Strydom (2005b:65), a final written report must be accurate, objective, clear, unambiguous and must contain all essential knowledge. Babbie (2001:443) emphasises that all the findings must be reported, negative as well as positive. The findings of the study were reported in a written format in the form of this research report in an accurate and objective manner. The researcher undertook to provide written feedback to the chairperson of the GMDC, as a way of acknowledging the contributions made by the centre to the research project, with a request that it be circulated to all the respondent categories who participated in the study. The research findings will also be published in an accredited subject journal.

3.4 RESEARCH FINDINGS

The findings of the empirical study are presented in this section. The biographical data will be detailed in the form of graphs, tables and text. Firstly the biographical profile of the service beneficiaries will be set out, followed by the biographical profile of the staff, the biographical profile of the members of the board and lastly, the biographical profile of the officials from the Department of Social Development. The
findings of the interviews and focus groups will be presented by means of specific themes and sub-themes.

3.4.1 Biographic information

The biographical information focused on similar and different components for the respective respondent groups as will be indicated below.

3.4.1.1 Biographical information of the beneficiaries of the GMDC projects

The biographical information of the beneficiaries includes sex, age, education levels, period of involvement in GMDC project(s), and the number of years living in Region A of the City of Johannesburg.

3.4.1.1.1 Sex of service beneficiaries

Table 1 below indicates that a total number of 18 beneficiaries participated in this study of whom 16.67% (three) were males and 83.33% (fifteen) were females. This is in accordance with the general trend in the communities where women are the ones who mostly participate in self-help or development projects as opposed to men. Women are also widely vulnerable groups in terms of poverty, and as such they are concentrated in lower paying informal employment. A summary of the sex of the respective respondent beneficiary groups appears in Table 1.

Table 1: Sex of service beneficiaries

<table>
<thead>
<tr>
<th>Sex</th>
<th>Beneficiaries currently attending poverty alleviation projects at GMDC</th>
<th>Beneficiaries who have exited poverty alleviation projects at GMDC</th>
<th>Project Leaders of the current five poverty alleviation projects at GMDC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>5</td>
<td>7</td>
<td>3</td>
<td>83.33%</td>
</tr>
<tr>
<td>Male</td>
<td>1</td>
<td>-</td>
<td>2</td>
<td>16.67%</td>
</tr>
</tbody>
</table>
3.4.1.1.2 Age group of service beneficiaries

No beneficiaries between the ages of 18-23 and 30-35 participated in this study. There were two beneficiaries between the ages of 24 and 29. Another two beneficiaries were between the ages of 36 and 41; four were between the ages 42 and 47; five were between the ages 48 and 53 and another five were 54 years and above. This indicated that the majority of the beneficiaries who participated in the GMDC were adults as compared to youth and the reason could be the fact that they had the responsibility to provide for the basic needs of their children or dependants. It also shows that participation in projects was not based on age. Table 2 below summarises the beneficiaries’ age group.

Table 2: Age group of service beneficiaries

<table>
<thead>
<tr>
<th>Age group of service beneficiaries</th>
<th>Beneficiaries currently attending poverty alleviation projects at GMDC</th>
<th>Beneficiaries who have exited poverty alleviation projects at GMDC</th>
<th>Project Leaders of the current five poverty alleviation projects at GMDC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18 - 23</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>24 - 29</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>11%.11</td>
</tr>
<tr>
<td>30 - 35</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>36 - 41</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>11%.11</td>
</tr>
<tr>
<td>42 - 47</td>
<td>1</td>
<td>-</td>
<td>3</td>
<td>22%.22</td>
</tr>
<tr>
<td>48 - 53</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>27%.78</td>
</tr>
<tr>
<td>54+</td>
<td>1</td>
<td>4</td>
<td>-</td>
<td>27%.78</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.4.1.1.3 Educational level of beneficiaries

There was only one respondent who had grades between 1 and 2; four indicated that they had grades between 5 and 6; five had grades between 7 and 8; three had grades between 9 and 10 and five had grades between 11 and 12. There were no beneficiaries with grades between 3 and 4, neither were there any beneficiaries with post-high school qualifications. About 30% of the respondents had primary education and 70% had secondary or high school education. This indicated that participation of beneficiaries at GMDC projects was not based on any educational requirements. The approach was activity based, that is, beneficiaries learned by doing, and most importantly they earned an income. The educational levels of beneficiaries are outlined in Table 3.

Table 3: Educational levels of service beneficiaries

<table>
<thead>
<tr>
<th>Educational level of service beneficiaries</th>
<th>Beneficiaries currently attending poverty alleviation projects at GMDC</th>
<th>Beneficiaries who have exited poverty alleviation projects at GMDC</th>
<th>Project Leaders of the current five poverty alleviation projects at GMDC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1- 2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5.56%</td>
</tr>
<tr>
<td>Grade 3 - 4</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Educational level of service beneficiaries

<table>
<thead>
<tr>
<th>Educational level of service beneficiaries</th>
<th>Beneficiaries currently attending poverty alleviation projects at GMDC</th>
<th>Beneficiaries who have exited poverty alleviation projects at GMDC</th>
<th>Project Leaders of the current five poverty alleviation projects at GMDC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5 - 6</td>
<td>1</td>
<td>3</td>
<td>22.22%</td>
<td></td>
</tr>
<tr>
<td>Grade 7- 8</td>
<td>-</td>
<td>4</td>
<td>1</td>
<td>27.78%</td>
</tr>
<tr>
<td>Grade 9 -10</td>
<td>2</td>
<td>-</td>
<td>1</td>
<td>16.66%</td>
</tr>
<tr>
<td>Grade 11-12</td>
<td>2</td>
<td>3</td>
<td>-</td>
<td>27.78%</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

### 3.4.1.1.4 Period of involvement of beneficiaries in GMDC project(s)

One of the beneficiaries had been involved in the GMDC projects for two months. He had completed grade 12 and was one of the youngest who joined the GMDC project two months prior to the focus groups interviews. Two of the beneficiaries were involved in the GMDC projects for three to four months; one was involved for five to six months, the remaining of the beneficiaries had been involved in the GMDC projects for a period of more than 12 months.

**Table 4: Period of involvement of beneficiaries in GMDC project(s)**
<table>
<thead>
<tr>
<th>Period of involvement in GMDC project(s)</th>
<th>Beneficiaries currently attending poverty alleviation projects at GMDC</th>
<th>Beneficiaries who have exited poverty alleviation projects at GMDC</th>
<th>Project Leaders of the current five poverty alleviation projects at GMDC</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 - 2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5.55%</td>
</tr>
<tr>
<td>3 - 4</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>11.11%</td>
</tr>
<tr>
<td>5 - 6</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>5.56%</td>
</tr>
<tr>
<td>7 - 8</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>9 - 10</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Other, specify</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>77.78%</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>7</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
3.4.1.1.5 Number of years living in Region A of the City of Johannesburg

The figure below indicates that about 7% of the service beneficiaries have been living in Region A of the City of Johannesburg for one to five years; 23% for six to ten years; 15% for 11-15 years and 53% have more than 21 years living in Region A of the City of Johannesburg. The majority of the respondents have been living in the area for more than twenty years. They are able to participate in projects that are within their reach.

![Years Living in Region A of the City of Johannesburg](image)

Figure 1: Number of years beneficiaries living in Region A of the City of Johannesburg area

3.4.1.1.6 Biographical information of staff members

The biographical information of staff respondents includes their current position at GMDC, sex, age, years of experience working in community development and years of experience working in GMDC project(s). The functions of staff include managing the activities of the centre, conducting monitoring and evaluation of the projects, receiving progress reports from the projects, ensuring that all stakeholders participate in the projects and mobilising financial resources for the projects. They
also attend monthly board meetings where they provide progress reports about the performance of the projects to the board. Table 6 provides a summary of the two respondents in this category.

**Table 5: Biographical information of the staff members**

<table>
<thead>
<tr>
<th>Current Position in GMDC</th>
<th>Sex</th>
<th>Age</th>
<th>Years of experience working in community development</th>
<th>Years of experience Working in GMDC Project(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre Manager</td>
<td>Male</td>
<td>24 - 29</td>
<td>1 - 2</td>
<td>1 - 2</td>
</tr>
<tr>
<td>Project Coordinator</td>
<td>Female</td>
<td>26 - 35</td>
<td>1 - 2</td>
<td>1 - 2</td>
</tr>
</tbody>
</table>

### 3.4.1.2

#### 3.4.1.3  Biographical information of board members

The biographical information of the board respondents includes sex, age, years of experience working in community development; years of experience working in GMDC projects and programmes, and current position at GMDC.

**3.4.1.3.1  Sex of members of the board**

With regard to sex of the respondents, one was a female and three were males.

**3.4.1.3.2  Age group of members of the board**

Figure 2 below indicates that one respondent fell in the 36 - 41 age group; another one was in the ages 42 - 47 group and the remaining respondents were fifty four years and above. There were no respondents between the ages 18 and 23: 24 and 29 and between the ages of 48 and 53 who participated in the study.
3.4.1.3.3 Years of experience of board members working in community development

One of the respondents practised community development for three to four years; and the remaining had over nine years of experience working in community development as indicated in figure three below. No respondents with one to two years and seven to eight years of experience in community development participated in this study. The majority of the respondents had a background of community development projects. The treasurer of the board had enormous experience in community development. He was involved in community development projects in Diepsloot, Munseville and Empekweni in the Eastern Cape prior to being elected a member of the board. At the time of the interview he was involved in Kwanda community development projects where Soul City filmed a 13-part TV series of the projects that were broadcasted by SABC 1 in September 2010. This could be an indication that the board has people who are knowledgeable about providing overall
strategic direction and management towards the improved implementation of the GMDC poverty alleviation projects.

**Figure 3: Years of experience of board members working in community development**

3.4.1.3.4 Years of experience of board members working in GMDC project(s)

Figure 4 below indicates that one (25%) of the respondents worked in GMDC projects for one to two years; two (50%) worked for four years and another one (25%) worked for five to six years. There were no respondents who had worked at the GMDC projects for more than seven years. Figure 4 indicates that more than 70% of the respondents have between four and six years of experience working at GMDC projects. The treasurer indicated that he previously participated in some of the GMDC projects, he was a project manager for the Itekeng Cycling project of the GMDC that has since terminated. This indicates that the respondents have the experience and skills necessary to implement GMDC project(s).
3.4.1.3.5 Current position at GMDC

There were no respondents working as manager, supervisor or project facilitator. The form made provision for the category “other “, and of the respondents, one specified that he was a deputy chairperson, another one was the treasurer, another one was the secretary and another one was the additional member of the board.

3.4.1.4 Biographical information of officials from the Department of Social Development (DSD)

Both the social auxiliary worker and the community development officer had the same number of years of working experience in community development and GMDC projects. Table 6 provides a summary of the biographical details of the two respondents in this category.
Table 6: Biographical information of officials from the Department of Social Development.

<table>
<thead>
<tr>
<th>Current position in the regional office of the department of social development</th>
<th>Sex</th>
<th>Age</th>
<th>Years of experience working in community development</th>
<th>Years of experience working in GMDC project(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Auxiliary Worker</td>
<td>Female</td>
<td>26 - 35</td>
<td>1 - 2</td>
<td>1 - 2</td>
</tr>
<tr>
<td>Community Development Practitioner</td>
<td>Female</td>
<td>36 - 45</td>
<td>1 - 2</td>
<td>1 - 2</td>
</tr>
</tbody>
</table>

3.4.2 KEY THEMES

During the analysis of the raw data of the respective respondent categories, namely the service beneficiaries, the members of the board and officials from the Department of Social Development, similar patterns of data emerged. The empirical findings of the respondents will thus be presented in an integrated manner with regard to the themes and sub-themes. However, the respective respondents groups’ specific views on the respective themes and sub-themes will be distinguished where applicable. Findings will be supported by direct quotations to give voice to the respondents.

The beneficiary respondents were Sotho, Pedi and Tswana speaking and the researcher has translated the quotes freely into English. Where applicable, the literature will be integrated with the research findings.

The following themes and sub themes emerged from the analysed data.

Theme 1: Participation in the projects
Sub-themes:

1.1 Participation in decision-making of projects
1.2 Project Identification
1.3 Project benefits
1.4 Personal benefits
1.5 Community benefits
1.6 Project ownership

Theme 2: Capacity building

Sub-theme

2.1 Empowerment

Theme 3: Poverty alleviation

Sub-theme

3.1 Self-reliance

Theme 4: Project sustainability

Sub-theme

4.1 Partnerships

Theme 1: Participation in the projects

All the respondents indicated that the GMDC projects were planned and implemented in consultation with the community from the first step, i.e. project identification. This is in accordance with the expectation of implementing the Development Centre Approach.
The findings from the respondents indicated that participation was about attending meetings, and involvement in decision-making, discussing and agreeing on the type of activities to be carried out. The findings indicated that the majority of beneficiaries have an understanding of what is meant with the concept of participation.

The following remarks captured the experiences of the beneficiaries who are still attending the GMDC project(s):

- We were invited to a meeting at the community hall to talk about what we want to do to help ourselves.
- Officials from the Department of Social Development informed us that the department would like to support the community in initiating developmental projects that will help to better our lives.
- The project would be turned into viable businesses so that we can earn an income every month.

Gonzalez (1998:18) indicates that participation emphasises the interests of the disadvantaged and it is a process by which beneficiaries actively influence the direction and execution of projects.

The following remarks were made by the beneficiaries who have exited the GMDC project(s):

- We were given the opportunity to indicate what types of projects we would like to undertake.
- They also said they would offer financial support and training on how to run the project.
- We were informed that the projects should be influenced by our needs and those of the community.
- We have to work hard because they will be our projects and we were going to exit with them.

The GMDC staff’s view was as follows:
A meeting was held with the community where the centre informed the community about their efforts to address issues of poverty.

The members of the board voice their experiences as follows:

- We always allow the community to give inputs in terms of what projects the centre should undertake.
- You see, it would be unwise to start projects without consulting with them first.
- The board is firstly elected by the community and, whatever we are doing, we are being advised by the community.
- Our main stakeholder is the community because they want this centre to be run in an acceptable manner based on what they want to achieve.
- We are there as the board just to oversee, the performance of the centre, the community is the one that decide[s] what changes they want to see in their community. We just provide strategic advice.

One of the officials from the Department of Social Development made the following remarks:

- Before starting any project at development centres, we must consult with the community first.
- The department organised and held a community meeting at the Midrand community hall…and explained the purpose of the meeting to the members of the community.

The official from the Department of Social Development described participation in the following words:

- We gave them a questionnaire and asked them to indicate if they would be interested in community developmental work or not…it helped us to determine their real needs.
They were requested to indicate which projects they would like to do, indicate their names and contact details, and they were grouped according to their interests.

They were called after two weeks to come to the development centre to start projects of their choice.

From the research findings it is clear that the community fully participates in the GMDC projects. According to Gonzalez (1998:21), in active participation, the ideas and the suggestions of both funders and beneficiaries are given equal consideration. A bottom-up approach views the communities as people with the potential as well as with the capacity to manage their own development (Gonzalez, 1998:21).

Sub-theme 1.1: Participation in decision-making concerning projects

All service beneficiaries (both the current ones and those who have exited GMDC projects) indicated that they were involved in decision-making concerning project related decisions. They maintained that projects were not imposed upon or presented to them. They made decisions collectively as beneficiaries of projects. They participated in decision-making, planning and implementation of projects, and in the sharing of benefits from projects. They emphasised that no projects were initiated without their inputs. Those who joined the projects later and could not participate during the project identification and planning stages reported that, since they had joined the projects, they had had the opportunity to participate and make decisions during the implementation of the projects.

Indications from the beneficiaries who had exited the GMDC projects were that the community gave inputs, that they had a major influence during implementation because as customers they would indicate when they were not satisfied with the products and this would change the initial plan to accommodate new emerging needs. Participation in decision-making and project activities is of crucial importance if a project is to be successful (Lombard, 2003:161).

Beneficiaries’ views on participation in decision-making of the projects included the following:
We always have a project meeting to discuss what we are going to do.
We agree on what to sew, how many garments to make, sell at what price, where to buy the material... how much to spend on the material and what type of material to buy...material is very expensive.
After we have sold some of the things we have made, we then decide how much to save and how much we are going to share amongst ourselves.

The beneficiaries still attending the GMDC project(s) expressed their views as follows:

- We do have the opportunity to have a say in the decision-making of the project.
- We planned the activities on how we wanted to implement the project, how much to spend...we have minimal budget.
- For example at the bakery project we decide on what will be the price of bread, scones and fat cakes.
- We discuss and agree on one price.
- We discussed and agreed on the days of operation and hours of operation.

The view of the GMDC staff was reflected in the following quote:

- What happens is that the community participates in discussions and decides which projects, if undertaken will address the needs of the community.

One member of the board articulated her experience in the following words:

- From the beginning, beneficiaries must start to take leadership of the project, otherwise starting on the wrong foot...will be doomed.

The official from the Department of Social Development made the following remark:

- Beneficiaries of those projects identified will do the planning of activities.

With regard to the beneficiaries’ involvement in project planning and implementation, all the respondents indicated that there was participation in the planning stage and the level of participation continued during all the stages of the community
development projects. The findings indicated that both sets of beneficiaries (current and those who had exited) had had similar experiences with regard to participation in the decision-making of the projects.

Ascroft and Hristodoulakis (1999:322) point out that projects are doomed if the principle of participation in decision-making is ignored and money will continue to be wasted when projects fail to catalyse people’s decision-making.

**Sub-theme 1.2: Project identification**

The findings indicated that the beneficiaries, the officials from the Department of Social Development and the staff from the GMDC were all involved and had participated in the project identification process. All the respondents indicated that first a meeting was held to determine the real needs of the community and identify which projects may address those needs. World Bank Group (2004:8) assert that project identification identifies people’s preference as to what needs to be done and that beneficiaries should be involved and encouraged to participate in project identification.

The official from the Department of Social Development’s view was as follows:

- *What we learned from the implementation of the previous projects was that it was important to enquire about what kind of projects the community would like to do and how they would like to implement them.*

The GMDC staff highlighted the benefits of community participation in project identification in the following words:

- *Community participation in the project identification helped the members of the projects to set priorities based on their needs.*

A board member echoed as follows:

- *All the current five projects are based on the needs of the community. They were identified by them [beneficiaries].*

Beneficiaries still attending the GMDC project(s) indicated how they experienced their involvement in identifying their project:
From the beginning … we thought that people eat bread every day, others like fat cakes hence we decided on a bakery project.

We can also bake cakes for weddings and funerals and people will put in orders.

We decide on a bakery project…thinking that we will be able to sell something at least every day.

The views of the beneficiaries who have exited the GMDC projects can be summarised in the following quotes:

- My participation in this project was based on my interest in sewing…I sew curtains and traditional dresses at home during weekends.
- Beneficiaries themselves identified what needs to be done in the project.

The findings thus indicate that the engagement process encouraged the beneficiaries to take their own initiatives and look for solutions through their collective organised efforts.

In this regard Mayo and Graig (1995: 2) point out that projects most likely to succeed are those where objectives correspond to the priorities of the beneficiaries and where they are regularly consulted and involved in all stages of the process. The South African Human Development Report (UNDP, 2008:4) states that local people are more equipped to identify the most pressing needs in terms on their situation.

**Sub-theme 1.3: Project benefits**

The findings revealed that the beneficiaries are benefiting from the projects. Indications from the respondents were that, even though their income was very little and at times the amount was not stable, they were benefiting because they were able to put food on the table for their children and families.

Beneficiaries who had exited the GMDC project(s) viewed the benefits of their current project involvement as follows:

- The amount of money that we share can be R350, this month, next month R800.
- In a good month we can share R1500.
The amounts that we share always depend on how much was sold.

The amount is shared equally.

Beneficiaries still attending the GMDC project(s) made the following remarks:

- We sell our products to the community and they support us by buying our products.
- We also compile a financial report and send it to the project co-coordinator indicating the total amount made by the project for that month.
- Depending on how much has been made, we agree on how much to share, how much to save and...how much to buy stock, material or equipment.
- We have learned a lot of things from the project, how to manage the project and how to do bookkeeping.

The members of the board’s remarks are summarised in the following response:

- Beneficiaries are trained and they have gained new skills and knowledge which they can use to improve their living condition.

The GMDC staff’s emphasis on the training, provisioning of resources and support is reflected in the following quotes:

- Beneficiaries are trained.
- We provide material support during disaster periods...like when fire destroyed their shacks.
- We provide one meal daily because some of them come to work at the projects on an empty stomach....you cannot work for the whole without eating anything.

The beneficiaries who have been trained, have acquired skills and knowledge that they can use to improve their livelihoods. This relates to human development which The White Paper for Social Welfare (1997:10) regards as essential for promoting people’s capabilities to participate in economic development. The beneficiaries were earning an income every month and this relates to economic capital. Levy (2007:36) states that a reasonably remunerative job may help to keep the family above the poverty line.
Sub-theme 1.4: Personal benefits

The information obtained from the respondents indicated that the benefits of the projects were about gaining skills, knowledge and experience. It was also about beneficiaries creating a source of income for themselves.

The voices of the beneficiaries still attending the GMDC project(s) are reflected in the following quotes:

- No one receives more than the others, the project benefits are equally shared among the members of the project.
- We feel confident and proud that [these] are our ideas….we are able to do something for ourselves.
- If someone believes in you that you can do something…that gives you courage to go on.
- My children appreciate that I can bake cakes and make fat cakes that they sell at home to raise money for their school fees.

Beneficiaries who had exited the GMDC projects indicated how they benefit in the following words:

- It feels so good that as a mother you can give your children something to eat and still pay for transport for them to go to school…this has also improved our family relationships.
- I have attended many trainings, I have gained knowledge on how to start and run a small business.
- We are confident we will be able to organise ourselves into forming cooperatives.
- I came to this project as an unemployed mother…I have children and with the little that I get from the projects’ profit I can support my children.

A board member linked how the training and earning a living impact on beneficiaries self-esteem:
People learn skills, they acquire knowledge, they gain experience and they can later use these in their lives to look for permanent work or earn a living for themselves.

It boosted their self-esteem to know that they are recognised as equal partners in the whole process of implementing the projects.

The official from the Department of Social Development’s response indicates that despite, the benefits that beneficiaries experience, they still are in need of additional support for survival:

- All the beneficiaries have to a certain extent gained skills and knowledge...therefore they have a chance to make use of the opportunities that may come their way.
- They get food parcels and school uniforms from the centre.

The GMDC staff’s remark also emphasises the limitation of the benefits:

- With the little that they are earning...whether it is R200, at least they can take something home.

The beneficiaries were satisfied with benefits being equally distributed amongst the beneficiaries. Despite the fact that the income was very little and not stable, the beneficiaries appeared to be satisfied with whatever the amount they were receiving from the GMDC projects. It boosted their self-esteem that as parents they were now able to put food on the table for their families. They have acquired skills and knowledge that will assist them to start their own small businesses or organise themselves into forming cooperatives. They acknowledge that they could not have achieved this without participation in the GMDC projects.

According to Lombard (2006:16), community economic development (CED) provides an opportunity to integrate human, social and economic development and to address deep-rooted poverty and inequality by facilitating social inclusion and economic participation. CED aims to develop self-supporting and controlled operated projects (Jeffries, 1998:59). Shragge (1997:377), points out that CED seeks to find solutions to unemployment and it puts emphasis on participation, empowerment and capacity
building of people as crucial for achieving CED. Pingle (2008:293) notes that people participating in entrepreneurial activities should be encouraged to see themselves as business women or men so that they feel comfortable about taking business decisions and seeking assistance from financial institutions and state agencies concerned with supporting micro enterprises. Within the social development context, community development projects intend to reduce or eliminate poverty through community economic development. This means that members of the community participate in developmental projects that focus on the economic development and growth of the community. In view of the above, it is clear that the projects are a means of survival for the beneficiaries and they have not reached a level of lifting them out of poverty.

**Sub-theme 1.5: Community benefits**

The respondents indicated that in the event of family death or disasters like a shack being destroyed by fire, they received social and emotional support from the members of the projects and the development centre. They received material support like clothes and food from the centre. If they have lost their loved ones and the members of the family are all unemployed the centre assists the beneficiaries with funeral arrangements and funds.

The beneficiaries still attending the GMDC project(s) voices on the community benefits can be summarised in the following quotes:

- *We trust and learn from each other. I have realised that you get to know of opportunities if you meet with other people.*

- *The support that one gets from these women is powerful, they are like sisters to me, and it keeps me going.*

The voices of beneficiaries who had exited GMDC projects echo the community benefits:

- *We get orders from the Department of Social Development to sew school uniforms for orphans within our area.*
- We give the remaining school uniforms to other orphans and needy children in the community.

The official from the Department of Social Development’s view emphasised the support function of the centre to the community:

- The centre is accessible and is utilised by the community. There is an information desk that serves as a referral centre.
- Working together helped to build community relationships and mutual trust.

This support was echoed by the GMDC staff’s remarks on community benefits:

- We support community members by providing information in respect of available services from government departments and refer them to the right services without delay.
- They are provided with information to ensure that the community is kept abreast of current issues.

The board’s views on how the community benefits can be summarised in the following quote:

- We extend our training to the youth in the community and assist the unemployed youth by drafting and typing their Curriculum Vitae (C.V’s). They are also taught how to behave and conduct themselves during job interviews. We have found that providing beneficiaries with skills will help them lift themselves out of the poverty. Skills and knowledge are a treasure that no one can ever take away from them. When opportunities are created, all that they must do is to utilise the learned skills for their benefit.

It is clear that their involvement in community development projects provided the respondents with meaning in their lives and a sense of belonging. There is a sense of unity, cooperation and willingness to work together. They were able to build relationships and offer each other support. The findings thus indicate the presence of social capital which is defined by Green (2008:202) as the social resources upon which people draw and as a relationship of trust between individuals who are
pursuing personal goals. Larance (2001:8-9) defines social capital as a central trait of trust that is embedded in active networks among citizens, that facilitate cooperation throughout their community. Fournier (2004:7) points out that social capital is often the only capital the poor have. If they are deprived of basic social services, at least they have each other. Putnam (1993) distinguishes between bonding and bridging capital and refers to "bridging capital" as the type of capital that brings together people or groups who previously did not know each (Gittel & Vidal, 1998:15). According to Pingle (2008:283) when members trust each other and have confidence in each other, all their efforts can be devoted to performing their project work instead of dealing with interpersonal conflicts. Pingle (2008:283) argues that entrepreneurs with strong social capital can sustain and expand their businesses due to strong relationships with suppliers and customers. Pingle further points out that social capital has a positive impact on the performance of business.

**Sub-theme 1.6: Project ownership**

Beneficiaries still attending the GMDC projects indicated that the projects belonged to them. They all agreed that they had been clearly informed at the beginning of the projects that they would exit from the projects after two years of implementation. It was also explained to them that before they exited with the projects, the GMDC would have to be satisfied that the beneficiaries had been equipped with the necessary knowledge and skills to continue with the project on their own. The beneficiaries viewed ownership in terms of belonging and that they had the capacity to take the project forward when making decisions about project related matters elsewhere.

The views of beneficiaries still attending the GMDC projects are summarised in the following response:

- *Ke project ya ka, ke project ya gagwe, ke project ya rona*. Meaning it is my project, her project, so we own the project. We were told from the beginning that the project would be transferred to us.

The beneficiaries who had exited the GMDC projects expressed their views on project ownership as follows:
This is our project, we have exited with it…GMDC only has a monitoring role for support.

The board’s view on ownership is reflected in the following summary:

From the first meeting, beneficiaries were informed that the projects belonged to them. The exit plan will be informed by their progress after two years of implementing and managing the particular project. GMDC will continue to provide support so that they do not lose the vision of the intended goals.

The official from the Department of Social Development had a similar understanding on the ownership of the project:

The GMDC projects are owned by the community because it is the beneficiaries who as the members of the community will have to take responsibility in the future.

The beneficiaries were very clear in terms of who owned the project. There was no confusion and this could be regarded as a positive contribution towards the sustainability of the project. This statement is in accordance with the view of Davids, Theron and Maphunye (2005:20) that participation allows people to develop a sense of ownership as it gives them the feeling that they belong to a project.

**Theme 2: Capacity building**

Research findings from the current service beneficiaries indicated that the training that they had received provided them with knowledge and skills, thus increasing their capacity and confidence to run their own projects. They were confident that their capacity would enable them to expand their projects and come up with new initiatives on how to start their own businesses. The beneficiaries who had exited indicated that training and skills development was the main focus of the centre.

The UNDP South African Human Development Report (2008:4) states that a key dimension of capacity building for communities is needs assessment in order to understand what interventions will trigger the most positive impact.
The experiences of beneficiaries still attending GMDC projects are reflected in the following quotes:

- **We were asked to identify our training needs. This was followed by attending a number of workshops on business skills, how to run a small business, entrepreneurship, bookkeeping, balance sheet, recording and report writing.**

- **We receive continuous training from the Department of Labour.**

- **The agricultural projects received a lot of training, guidance and support from the Department of Agriculture. The Mathomo Mayo project won R20 000 from the Department of Agriculture for the best urban agricultural project in 2009.**

- **We received training on the different types of soils and fertilizers.**

The GMDC staff indicated the important place of capacity building of beneficiaries:

- **We facilitate training based on need assessment. Training is specific in respect of an income generating project.**

- **The training is provided by service providers and other departments especially the Departments of Labour and Agriculture**

The following quote from a board member emphasise the importance of capacity building, however, also identify the need for capacity building in others such as ABET programmes:

- **In the projects you find people who can work but cannot write. You cannot exclude those people based on the fact that they cannot write, because they have the will and they are very passionate about what they are doing, for us. That is important, and the level at where we will pitch our training will be at the standard were they can also benefit.**

The responses of the beneficiaries who had exited the GMDC projects testify to the value of the training in terms of building their capacity:

- **We attended lots of training and workshops while participating in the GMDC projects.**
I have learned how to operate the big sewing machines.

The Department of Labour regularly sent people to our project to train us on how to do bookkeeping, cash flow, balance sheet, pricing and how to manage a small business.

We are now doing our books and the financial management of the project.

The official from the Department of Social Development’s view is that the capacity building is focused on ongoing development:

Beneficiaries receive training and skills that will make it possible for them to progress.

Some of the beneficiaries expressed the hope that the skills and knowledge that they received through training would assist them to get employment. The Department of Social Development (2007:4-5) indicates that the training provided at the centres should be accredited as far as possible and should provide beneficiaries with a certificate that would give them an opportunity to obtain formal employment.

Pieterse and van Donk (2002:16) refer to capacity building as the strengthening of skills and knowledge of beneficiaries. When they do most of the work themselves, the capacity of the beneficiaries will be enhanced (Eade, 1997:24). This increases the chance that the project will be sustainable in the future. Therefore, the project identification, planning, implementation and decision-making should be the responsibility of the beneficiaries. Capacity building increases the sense of control and independence over issues and decisions which affect beneficiaries’ lives (Pieterse & van Donk, 2002:16).

Sub-theme 2.1: Empowerment

All the respondents’ understanding of empowerment was based on capacity building and the training offered to the beneficiaries. For them all the training offered on skills relevant for the projects and the fact that they participated in community development projects and took decisions on how to run their projects meant that they [the beneficiaries] were empowered. They also had access to information on
services and opportunities that could be accessed in government departments and other institutions.

The voices of the beneficiaries still attending the GMDC captured their experiences as follows:

- **After attending training we were encouraged to practise what we have learned in our projects.**
- **We run our own projects and report progress to the project coordinator on a monthly basis.**
- **We were encouraged to transfer skills to others within the project.**
- **There has been some degree of personal development.**

The beneficiaries who had exited the GMDC experience agreed with the current beneficiaries:

- **We were sent to lots of training and workshops on how to manage this project on our own, how to manage the finances, how to do book keeping and a balance sheet.**

The GMDC staff member also emphasised the empowerment focus:

- **The objective is to empower them so that they can also penetrate the markets…like your well established retails…JHB fresh produce.**
- **We capacitate and empower them by sending them to trainings and workshops.**

A similar emphasis was noted by a member of the board:

- **You have to empower the beneficiaries in order for them to realise their potential and be self-sustainable. For projects to be sustainable, move projects to small enterprises and generate income that will lift them out of poverty.**
Nepal Human development Report (2004:12) argues that empowerment builds people’s capacity to make choices about the way they want to be and do things in their best interest to improve their life situation, and also hold accountable institutions that affect their lives. The World Bank (2002:6-7) categorises empowerment into four key elements: access to information, inclusion/participation, accountability and local organisational capacity. The researcher is of the opinion that, when evaluating the empowerment of beneficiaries in terms of the above definitions of empowerment by various authors, there is a need for improvement in the level of beneficiaries empowerment. The beneficiaries who had exited still have no access to stable income and employment. They do not have access to markets to compete and sell their products.

**Theme 3: Poverty alleviation**

According to the respondents, the different projects helped them to improve their living standards, generate an income, and produce vegetables for their families in their home gardening projects. Besides being able to feed their families, they can pay for the educational needs of their children like transport and school uniforms and they can use the learned skills and knowledge gained to start their own business. The projects, alleviate poverty but are not lifting them out of poverty. To reduce poverty, beneficiaries should have stable employment with an income that will ensure a better life.

The service beneficiaries' experiences are summarised in the following response:

- *The money that we get is not sufficient to address our needs but we can provide some of the needs. We can earn something every month. It is little but it is better than nothing…we use the money to pay the school fees for our children… feed our families and there have been some improvements in the lives of our families.*

From the following remark from a board member, it appears that some projects have better prospect for sustainable income than others:

- *The Twanano Paper making project is very strong, it will provide beneficiaries with employment and stable income.*
Du Toit (2005:19) argues that to reduce poverty people must be participating in full and productive employment and be earning an income to sustain themselves and their families. Employment is arguably the most important channel through which poverty could be reduced and in many instances labour is the single asset held by the poor. Employment income helps the poor to be independent, allowing them to meet their families’ expectations in terms of providing for their livelihoods (Nkurunziza, 2006:2).

**Sub-theme 3.1: Self-reliance**

The findings revealed that not all the beneficiaries have reached the level of self-reliance, however it boosted their self-esteem and they are confident about their efforts to do something for themselves. The money that they receive from the projects is earned money: “we have worked for it”. According to Nkurunziza (2006:2), employment income has several advantages to people as it preserves their dignity and pays for their efforts. The service beneficiaries who are still attending the GMDC reflected on self-reliant as follows:

- **I do not want to be a gardener for life. You see I am still young, I want to do a drivers license with the money that I earn from the project… and then I will look for a better job as a driver and then get a better salary.**

- **Most of the men in this project used their salaries to pay for driving lessons which they attended during weekends. Some are now working as drivers at the factories in Midrand. They are now receiving better salaries.**

- **Once I have a stable job…then I can say I am self-reliant…but this project will help me to achieve that.**

The service beneficiaries who had exited the GMDC project(s) expressed their views with regard to self-reliance as follows:

- **We are just grateful for whatever we get…the current income is not adequate to provide into our needs but … we are driven by hope that one day we will be able to move beyond this level.**

- **We were encouraged to work hard in order to succeed.**
We were encouraged to learn to do things for ourselves and not only depend on the centre to do things for us.

One member of the board articulated self-reliance from a top-down approach which could be interpreted from a power base:

A great achievement for us is to be able to make a poor person realise his or her own potential.

The findings revealed that most of the men used their income to attend lessons at driving school after achieving their driver’s license they left the project(s) and looked for better paying jobs as drivers around the Midrand industrial area. In this regard David et al., (2005:20) notes that participation can motivate people to accept responsibility for their own development, thus promoting self-reliance.

**Theme 4: Project sustainability**

The findings revealed some mixed feelings between the project beneficiaries and the GMDC board members and staff. Even though the majority of the beneficiaries indicated that the projects will be sustainable in the future, some of the beneficiaries raised a concern about the sustainability of the projects without any financial support from the Department of Social Development or donors. Opinions from the respondents were that the GMDC’s source of income comes from the funding that they receive from the department of social development. They have a partnership with the African Bank which supports some of the projects. The Department of Agriculture provides training and equipment for the two agricultural projects and the Department of Labour provides specific training to all the projects. The community contributes towards the source of income by buying the products from the projects. The board acknowledged that as the organisation they had not done much to source other funds from donors so that they could complement social development’s funding.

Other beneficiaries felt that investment in them as individuals was good but would not bear much fruits without proper financial support.
The experiences of beneficiaries that have exited GMDC projects are reflected in the following quotes:

- **This sewing and knitting project exited in 2008…** we got R15 000 from the GMDC as a start-up pack which was not enough…we are not there yet because sewing material is very expensive and at times business is very slow.

- **We sell in small quantities and therefore generate little income…** we also need a big structure where we can keep our machines. The structure must also be safe as burglary is very rife in the area.

- **I honestly do not know what will happen to this project…** we need more funds, donors or sponsors to continue with the project and take it to another level, otherwise all the efforts of providing us with skills and knowledge will become fruitless.

- **If we do not get funds we will not close down…** as individuals we have struggled to keep this project going.

- **If the project does not continue in a formalised manner, we as the members would use the skills and other knowledge we have gained from the project to initiate our individual projects.**

The service beneficiaries who are still attending the GMDC projects highlighted important factors necessary to facilitate the sustainability of their projects:

- **The centre must ensure that there is security at our projects…** our equipment was stolen and we [agricultural projects] were rescued by the Department of Agriculture who provided us with the gardening equipments and seeds.

- **We need a fence. We also have challenges with regard to the availability of land and water.**

- **The centre must negotiate with the municipality to assist us…** we need land to expand our project, and water so that we can produce vegetables of good quality.
Funding of the projects from the centre is limited…we do not know how much money they get from the Department of Social Development for these projects. There is no regular monitoring of the project by the project coordinator.

Members of the board highlighted one project that showed potential to be sustainable. However, it is important to note that neither of the beneficiaries’ categories that were involved in this project mentioned it:

- One project that I can speak of is Twanano paper making, through our intervention and the support that we have provided… as we speak today they have permanent staff. After they were trained in a number of skills they were able to attract attention from possible donors and partners who could assist them to write a viable business plan.

- The project is sustainable because their market is not only locally based, they can also do exports. Somebody from France has placed an order with the project… in this way this is how you can see the effectiveness and achievements as this has opened doors for them.

- This project [Twanano paper making] is going to exit soon and it will be sustainable. The other projects, except the agricultural projects, still need a lot of support to move to the level of this project; however the beneficiaries in those projects are also able to bring at least something for their families unlike nothing before.

One of the GMDC staff’s view on project sustainability focused on the need for providing infrastructure:

- Our projects need infrastructural support in order to be sustainable.

- Sometimes people see money as a key to everything… forgetting that you also need infrastructure and other resources to function and operate effectively and be sustainable.

The findings revealed some discrepancies with regard to one poverty alleviation project that was reported as having permanent staff. The beneficiaries shared
benefits equally and there were no beneficiaries who were permanently employed. It is clear that the centre had to put measures in place before handing over the projects to beneficiaries if they aspire to achieve sustainability. The Department of Social Development (2007:4-5) indicates that the development centre and the project should identify factors that will make such a project sustainable by facilitating skills, equipment, material and markets.

Lombard (2003:162) indicates that to claim sustainability status, small enterprise will have to reflect an organisational structure and networks, accumulated resources and control over them, a customer base and the creation of competitive advantage. In addition, it will also have to achieve financial success sufficient to fund ongoing growth. The USAID in Gittel and Vidal (1998:32) states that a development project is sustainable when it is able to deliver an appropriate level of benefits for an extended period of time after major financial, managerial and technical assistance from the external donor is terminated. Atkinson (2000:5) concurs by indicating that “sustainable development meant that the initiatives started within a development project will continue after a supporting agency has left”.

Sub-theme 4.1: Partnerships

All the respondents indicated that GMDC has a good partnership with the Department of Social Development and other stakeholders. The beneficiaries’ understanding of partnership was about the department and NGOs working together to alleviate poverty in the communities. The findings revealed that there was little networking by the beneficiaries of the projects with other stakeholders. Networking was done more at the GMDC by staff for the centre. As stated by Pingle (2008:293), networking allows people participating in entrepreneurial activities to gain valuable operational assistance, technical skills and in some cases financial assistance. This networking ensures that people gained insights into how they might develop their businesses and more importantly, networking assists people to establish businesses that are more likely to provide sustainable livelihoods (Pingle, 2008:293).

Respondents linked the partnerships to funding; support; training; provision of tools; equipment and resources such as seeds and fertilizers. Findings revealed that more
networking should be done with other stakeholders rather than with government departments, including the media, marketing of products and potential donors.

The following remarks capture the experiences of service beneficiaries who are still attending the GMDC projects:

- **Our bakery project has benefited from the African Bank’s financial support…they renovated and extended the building where we are operating…they bought fridges and bigger ovens. Our volume in terms of producing bread has gone up and more bread means more customers and more customers means more income.**

- **From the agricultural projects we got support and training from the department of agriculture which provided us with gardening tools, equipment, seeds and fertilisers. The Mathomo Mayo project won R20 000.00 from the Department of Agriculture’s competition for being the best urban agricultural project in Gauteng province.**

Service beneficiaries who had exited the GMDC projects described their views on partnerships as follows:

- **Mabogo dinku a thebana. Meaning if we put more hands and work together we will achieve more for ourselves. However the centre needs to do more to strengthen networking between the projects and other stakeholders [donors] so that we can acquire adequate financial support.**

The following remark was made by one member of the board:

- **We link up with other service providers especially with regard to training. We do have networking with the different media where we profile our projects and market their products for prospective donors.**

This linking was echoed by the GMDC staff’s view on partnerships:

- **The objective is to link them with the markets and established retails.**

Lombard (2006:16) maintains that in order to facilitate social change through integrated social and economic development, government, in collaboration with
social partners, should seek other ways of addressing the deep-rooted structural causes of poverty and inequality. In South Africa NGOs play a major role in the development of people. NGOs have always worked in partnership to address poverty in communities, as well as networking with other role players in order to provide a holistic service (Davids, 2005:70).

3.5 SUMMARY

In this chapter the research findings of the empirical study were presented and discussed and; where applicable, integrated with research findings from the literature study. From the research data, findings grouped themselves into the following themes: participation in the projects, capacity building, poverty alleviation and project sustainability. In the next chapter, the researcher will indicate how the objectives of the study were met and conclusions will be drawn from the key findings of the study. Finally recommendations will be made based on the conclusions of the study.
CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

4

4.1 Introduction

In this chapter, the researcher will indicate how the goal and objectives were achieved, present the key findings of the study and make conclusions and recommendations based on the findings.

4.2 Research goal and objectives

The goal of the study was to determine the impact of the Development Centre Approach on poverty alleviation in Region A of the City of Johannesburg, and to make recommendations on policy priorities and challenges that will fast track developmental social service delivery within a Development Centre Approach.

The goal was achieved through the realisation of the objectives of the study which was:

- to conceptualise social service delivery from a Development Centre Approach within a developmental social service delivery framework.

This objective was achieved through a literature review as indicated in Chapter Two (see 2.3-2.4).

The second objective was:

- to assess the extent to which the development centre ensures effective participation of communities in poverty alleviation programmes.

This objective was achieved by means of a literature review as indicated in Chapter Two as well as the empirical study in Chapter Three. In Chapter Two, democracy and participation in social and economic development were discussed as the key premise of the developmental approach to social welfare in South Africa (see 2.3.3).
Chapter Three discussed the participation of communities in poverty alleviation (see Theme 1, Sub-theme 1.1 and Sub-theme 1.2) in order:

- to determine the contribution and participation of the different stakeholders in poverty alleviation in Region A of the City of Johannesburg.

This objective was achieved by means of a literature review and empirical study. The contribution and participation of other stakeholders were discussed from a literature perspective in Chapter Two (see 2.4) and by means of the empirical study (see Sub-theme 4.1). Another objective of the study was:

- to determine the impact of poverty alleviation programmes with regard to the social and economic indicators relating to opportunities for employment, ability to generate own income and improving illiteracy levels.

This objective was achieved during the empirical study by asking the beneficiaries of services to indicate the impact of poverty alleviation programmes with regard to social and economic indicators. The findings were presented in Chapter Three (see Theme 3) and integrated with findings from the literature study as reflected in Chapter Two.

This was done in order:

- to identify the gaps and the challenges of the development centre approach with regard to poverty alleviation in Region A of the City of Johannesburg.

This objective was achieved during the empirical study by means of focus group discussions and semi-structured interviews (see Theme 3 and Sub-theme 3.1). The overall objective of this work based on the findings of the study was:

- to make recommendations on policy and programme priorities for developmental social service delivery that will achieve poverty alleviation within a Development Centre Approach.
In chapter four the researcher made specific recommendations on policy and programme priorities for developmental social service delivery that will achieve poverty alleviation within a development centre approach (see 4.5).

4.3 Key findings

Based on the findings of the study as discussed and presented in chapter three, the researcher identified the key findings are set out below.

- The Greater Midrand Development Centre plays a crucial role in terms of poverty alleviation of the beneficiaries (current and exited) and provides a variety in terms of capacity building. The Centre implements different types of community development activity projects, including the Mathomo Mayo agricultural project, Kopano ke tswelopele, the Boikanyo agricultural project, Tswelelang bakery, S.M.L. poultry and Twanano paper making, as well as the provisioning and facilitation of training and skills which is the key focus of the Greater Midrand Development Centre. It emerged that in terms of poverty alleviation, the role played by the GMDC contributes towards the relief of poverty of the beneficiaries. The beneficiaries indicated that they were now in a position to feed their families, to pay school fees for their children. They also further received material support (food and clothes) from the centre during disaster and therefore perceived the development centre projects as effective in alleviating their poverty.

- With regard to participation in the project, the findings indicated that consultation with the community took place through all the phases of the project, i.e. identification, planning and implementation. The empirical research findings showed that the beneficiaries were given the opportunity to make decisions on how and when to implement poverty alleviation projects.

- The findings indicated that the beneficiaries were satisfied with benefits they were receiving from the projects, albeit on a short-term and immediate level.
such as hunger relief and providing for basic amenities such as school fees and uniforms and transport.

- With regard to project ownership, the beneficiaries were very clear that the projects belonged to them. Their understanding was that the GMDC was providing support and equipping them with skills and knowledge in preparation for them to take responsibility for managing the project(s) on their own. It was revealed that the project(s) could only exit after two years of implementation if the board and staff were confident that beneficiaries would be able to take responsibility of the projects on their own. According to the development centre approach there must be a clear-cut strategy in place and after six months the current beneficiaries must exit in order to allow others to enter the system and benefit from the available services.

- The beneficiaries indicated that their skills and knowledge capacity had improved and that they had received training relevant to the skills required for their respective projects. They were capacitated with skills and knowledge to perform activities of their projects and to start their own small business. On the other hand, the GMDC board members and staff have doubts about the beneficiaries capacity to take future responsibility of the projects, hence the project can only exit after two years of implementation instead of the initial time frame of six months and only if they (GMDC board members and staff) are satisfied that the beneficiaries are ready to perform the activities of the projects on their own. This can be linked to the findings indicated that the beneficiaries still require support on how to market their products. The beneficiaries of the projects were also of the opinion that not much capacity building was done to equip them with the necessary skills and knowledge on how to network with donor institutions where they could access funds for their projects.

- The findings revealed a need for infrastructural support in order for the projects to be sustainable. There was a need for infrastructure that could provide safety for their equipment, and where they could have access to water and land.
With regard to project sustainability, the empirical findings revealed that the level of project sustainability varied. There were mixed feelings amongst the beneficiaries. Some beneficiaries felt they would be able to take responsibility even if the financial support were to terminate whilst others felt that, without continuous financial support from the Department of Social Development and GMDC the project(s) would not be sustainable.

The board acknowledged that as the organisation they had not done much to do fundraising and source other funds from donors so that they could complement social development's funding.

The findings revealed that the start up funding was not adequate to assist projects to grow and move to another level as compared to the needs of the specific projects. Beneficiaries revealed that they did not know how much funding was allocated to the centre for their projects. There was also no regular monitoring of projects by the project coordinator.

Concerning GMDC’s partnership with other organisations and government departments, the findings indicate that the centre has a good working relationship with the community, various government departments and other stakeholders.

4.4 Conclusions

The following conclusions can be drawn from the key findings of the study.

The poverty alleviation projects of the GMDC appear to be alleviating poverty of the beneficiaries by addressing some of their basic needs to a certain extent. As mentioned by Hulme, Shepherd and Moore (2001:6), in reality poverty can be characterised by hunger, lack of shelter and clothing, being illiterate and not schooled, being jobless and not knowing where your next meal is going to come from. Within this context the beneficiaries were satisfied with the immediate benefits that provided some relief to their
situation. The projects thus provide for a livelihood and poverty alleviation but do not serve to reduce poverty levels.

- Although the GMDC consults with beneficiaries and was succeeding in soliciting their participation in the decision-making with regard to owning development initiatives, they do not involve the latter sufficiently in determining when they are ready to exit the programme in terms of being fully capacitated to ensure full self-reliance and sustainable development. The critical aspect of the Development Centre Approach is the participation of the people themselves in efforts to improve their level of living (Poverty Reduction Strategy Report, 2000:47-48). This should be embedded in a sustainable exit strategy which is not yet in place.

- Networking for job opportunities and funding is limited to staff only and hence beneficiaries are not in a position to facilitate their own access to the markets and to enhance their existing capabilities and explore what capabilities it would be necessary to possess in proceeding with their projects. As stated by Pingle (2008:293), networking allows people participating in entrepreneurial activities to gain valuable operational assistance, technical skills and in some cases financial assistance, as well as learning how to develop their businesses.

- The capacity building which the beneficiaries receive from on the job training during their participation in the projects should be extended to the next level of small business or enterprise, including: the need for further investment in terms of resources; infrastructure; business principles; a fundraising strategy; and guidelines to network with donors and marketing skills.

- The contribution made by other departments to the poverty alleviation projects was evident. For example the Department of Labour and Agriculture provided support and training to the beneficiaries. A collaborative approach between the departments must be adopted as far as possible to realise the objectives of the sustainable livelihoods approach (Poverty Reduction Strategy Report,
2000:48). This emphasises the need to address poverty in an integrated manner.

4.5 Recommendations

The recommendations presented below are made as an outcome of the study.

- It is recommended that GMDC must play a very pertinent networking role including the beneficiaries of the projects for purposes of continuity so that they should strengthen their links with other stakeholders in terms of community development initiatives. Networking should be strengthened with all relevant stakeholders before handing over the project to the beneficiaries. The project sustainability will ensure the income for the members of the community which is necessary to reduce and alleviate poverty.

- An integrated approach should be promoted and strengthened through a variety of partnerships, especially with municipalities through their IDPs for the provision and sharing of resources such as infrastructure, water, land, sanitation and electricity for projects.

- There should be proper skills assessment in terms of matching skills of beneficiaries with skills required in the industry or market. The Centre can have a mediating role in this matching process; and should also keep a data base and records on skills required and available. The centre can use this information to motivate for additional funding as well as to inform their future planning, or can use it as a baseline in determining the impact of their interventions towards alleviating poverty in the community. The GMDC can
also have open days during the year where all the projects could display their products.

- It is recommended that the Department of Social Development, in collaboration with GMDC, develop a clear exit strategy which is understood and supported by beneficiaries. The exit strategy should include those factors and elements which will promote sustainability, such as: business and entrepreneurial skills; knowledge on equipment, material; a marketing strategy; and a strategy or guidelines for networking, including donors and financing institutions.

- Further research is recommended on firstly, how GMDC could collaborate with other stakeholders and the business community in order to promote entrepreneurship to reduce poverty through economic activities, and secondly to assess the impact of the development centre approach in other geographical areas in other to compare the impact of the approach and as a result to strengthen and further develop policies and strategies that underpin this approach towards improving social service delivery and social development.
5 LIST OF REFERENCES


Green, D. 2008. *From Poverty to Power: How active citizens and effective states can change the world*. Oxfam International: Jacana Media Publishers


Smit, B. 2006. Interview with Mr Boland Smit, the Assistant Director, Department of Social Development Gauteng Province. 9 September 2009. Johannesburg.


United Nations. 1999. Participatory Approaches to poverty Alleviation in rural Community Development. USA.


ANNEXURE A: UNIVERSITY OF PRETORIA PERMISSION TO CONDUCT THE STUDY
12 November 2009

Ms MS Koagetse
PO Box 7819
Wittevredenpark
1715

Dear Ms Koagetse

TITLE REGISTRATION: FIELD OF STUDY – MSW: SOCIAL DEVELOPMENT AND POLICY

I have pleasure in informing you that the following has been approved:

TITLE: The impact of a development centre approach on poverty alleviation in Region A of the City of Johannesburg

SUPERVISOR: Prof A Lombard

CO-SUPERVISOR:

I would like to draw your attention to the following:

1. ENROLMENT PERIOD
   (a) You must be enrolled as a student for at least one academic year before submission of your dissertation/essay.
   (b) Your enrolment as a student must be renewed annually before 31 March, until you have complied with all the requirements for the degree. You will only be able to have supervision if you provide a proof of registration to your supervisor.

2. APPROVAL FOR SUBMISSION
   On completion of your dissertation/essay enough copies for each examiner as well as the prescribed examination enrolment form which includes a statement by your director of studies that he/she approves of the submission of your dissertation/essay, as well as a statement, signed by you in the presence of a Commissioner of Oaths, must be submitted to Student Administration.

3. NOTIFICATION BEFORE SUBMISSION
   You are required to notify me at least three months in advance of your intention to submit your dissertation/essay.

4. INSTRUCTIONS REGARDING THE PREPARATION OF THE DISSERTATION/ESSAY AND THE SUMMARY APPEAR ON THE REVERSE SIDE OF THIS LETTER.

Yours sincerely

for DEAN: FACULTY OF HUMANITIES
ANNEXURE B: LETTER OF PERMISSION TO CONDUCT
THE STUDY FROM GMDC
To: Prof A Lombard

30 September 2009

The Greater Midrand Development Centre Management Board hereby gives permission that Motlapele Sylvia Koagete conduct her research at Greater Midrand Development Centre as the fulfillment of her MSW (Social Development & policy).

Should you require more information or clarity please do not hesitate to contact Leepile Motsumi at leepilem@webmail.co.za or (011)310-1269 alternatively 083-5043863.

Kindly Regard

Centre Manager
Leepile Motsumi
Signature

Board Member
Deputy Chairperson
Sunset Mfeketho
Signature
ANNEXURE C: CONSENT FORM FOR RESPONDENTS
INFORMED CONSENT FORM FOR RESPONDENTS

1. **Title of Study**: The impact of a development centre approach on poverty alleviation in Region A of the City of Johannesburg.

2. **The purpose of the study**: The purpose of the study is to gain insight into the impact of the development centre approach on poverty alleviation in Region A of the City of Johannesburg.

3. **The respondent’s name**

4. **Research procedures**: I understand that I will be invited to a one-to-one interview to explore the perceptions on how the development centre approach has improved the lives of the poor people in Region A of the City of Johannesburg. The duration of the interview will be approximately 45 minutes. I understand that notes will be taken and a tape recorder will be utilised during the interview. The notes, cassettes and transcripts will be kept in secure place and once the research has been completed, the notes, cassettes and transcripts will be destroyed.

5. **Risks and Discomfort**: I have been assured that there will be no risks or anticipated discomforts suffered for participating in this research study.

6. **Benefits**: I understand that the researcher will not offer any benefits or incentives for my participation on this study. However, through my participation, this study will enhance my understanding of programmes rendered at the centre and also make an input on improving some of the programmes.

7. **Participant’s rights**: I understand that I may withdraw from participating in this study at any time/stage without being disadvantaged in any way.

8. **Confidentiality**: I understand that the researcher will take all reasonable steps to protect the confidentiality of research respondents and that she will refrain from identifying me in her research report or any other publications related to this research.

The data and results will be stored by the researcher for fifteen years.

By signing the consent form, I confirm that I have read this informed consent form and that the study has been explained to me. I voluntarily participate in this study and I do not give up any legal right by signing this informed consent form. I take note that I will receive a signed copy of this consent form.
I understand that if at any time I would like additional information about this project, I can contact the researcher at the following contact numbers:

(012) 312-7177 (work)
(012) 312-7390 (fax)
0837041529 (cell)

__________________________  ______________________
Signature of participant        Date

__________________________  ______________________
Signature of research           Date

MOTLAPELE SYLVIA KOAGETSE
RESEARCHER
ANNEXURE D: SEMI STRUCTURED INTERVIEW
SCHEDULE OF BENEFICIARIES AND PROJECT LEADERS
WHO ARE CURRENTLY ATTENDING GMDC POVERTY
ALLEVIATION PROJECTS.
SEMI-STRUCTURED INTERVIEW SCHEDULE

Beneficiaries of services

(Attending the Greater Midrand Development Centre (GMDC) Projects)

Aim of study: The goal of the study is to determine the impact of the development centre approach on poverty alleviation in Region A of the City of Johannesburg community and make recommendations on policy priorities and challenges that will fast track developmental social service delivery within a development centre approach.

Date of interview:

Biographical details

1. Gender:
   - Male
   - Female

2. Age Group:
   - 18-23
   - 24-29
   - 30-35
   - 36-41
   - 42-47
   - 48-53
   - 54+
3. Educational Level:

| Illiterate |  |
| Grade 1-2 |  |
| Grade 3-4 |  |
| Grade 5-6 |  |
| Grade 7-8 |  |
| Grade 9-10 |  |
| Grade 11-12 |  |
| Other |  |

4. For how long have you been involved in GMDC project(s)?

| Months |  |
| 1-2 |  |
| 3-4 |  |
| 5-6 |  |
| 7-8 |  |
| 9-10 |  |
| 11-12 |  |
| Other, specify |  |

5. For how many years have you been living in Region A of the City of Johannesburg?

| Years |  |
| 1-5 |  |
| 6-10 |  |
| 11-15 |  |
| 16-20 |  |
| 21+ |  |
Greater Midrand Development Centre (GMDC)

1. Which project(s) are you involved in at the GMDC?
2. What is your understanding of participation in the decision making of projects including own development and sharing of benefits?
3. In what way do you participate in project planning?
4. What role does the community play in the planning of the project(s) activities?
5. Who would you say have ownership of the GMDC projects?
6. What skills and knowledge are you personally gaining from your involvement in the GMDC projects?
7. How do the GMDC projects empower and capacitate you as an individual?
8. Explain how will your involvement in the GMDC project(s) help you to be self-reliant?
9. In what way does the GMDC project(s) improve your life and the living conditions of your family?
10. What is your view on the sustainability of these project(s)?
11. Will you have the capacity/ability to develop new or other projects on your own after leaving GMDC? Explain your answer.
ANNEXURE E: SEMI STRUCTURED INTERVIEW
SCHEDULE OF BENEFICIARIES WHO HAVE EXITED GMDC PROJECTS 6 MONTHS PRIOR TO CONDUCTING THE STUDY
SEMI-STRUCTURED INTERVIEW SCHEDULE

Beneficiaries of services

(Exited the Greater Midrand Development Centre (GMDC) projects six months prior to conducting the study)

Aim of study: The goal of the study is to determine the impact of the development centre approach on poverty alleviation in Region A of the City of Johannesburg community and make recommendations on policy priorities and challenges that will fast track developmental social service delivery within a development centre approach.

Date of interview:

**Biographical details**

1. Gender:

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2. Age Group:

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3. Educational Level:

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<td>Grade 11-12</td>
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4. For how long have you been involved in GMDC projects?

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5. For how many years have you been living in Region A of the City of Johannesburg?

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<td>21+</td>
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Greater Midrand Development Centre (GMDC)

1. Which project(s) were you involved in at the GMDC?
2. What is your understanding of participation in the decision making of projects, including own development and sharing of benefits?
3. In what way did you participate in project planning?
4. What role did the community play in the planning of the project(s) activities?
5. Who would you say have ownership of the GMDC projects?
6. What skills and knowledge have you personally gained from your involvement in the GMDC projects?
7. How did the GMDC projects empower and capacitate you as an individual?
8. Explain how your involvement in the GMDC project(s) helped you to be self-reliant?
9. Explain if your involvement in the GMDC project enabled you to improve your life and the living conditions of your family?
10. What is your view on the sustainability of these project(s)?
ANNEXURE F: SEMI STRUCTURED INTERVIEW
SCHEDULE OF BOARD MEMBERS AND STAFF
SEMI-STRUCTURED INTERVIEW SCHEDULE

Greater Midrand Development Centre (GMDC) Staff and Board Members

Aim of study: The goal of the study is to determine the impact of the development centre approach on poverty alleviation in the Region A of the City of Johannesburg community and make recommendations concerning on policy priorities and challenges that will fast track developmental social service delivery within a development centre approach.

Date of interview:

Biographical details

1. Gender:

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2. Age Group:

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3. How many years of experience do you have working in community development?

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4. How many years of experience do you have working in the GMDC project(s)?

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5. What is your current position at GMDC?

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<td>Facilitator</td>
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<td>Other</td>
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Greater Midrand Development Centre (GMDC) Staff and Board Members

1. Which project(s) are you facilitating at the GMDC?
2. In what way does the community support and participate in the activities of the project(s)?
3. How do you facilitate empowerment and capacity building of the beneficiaries in the GMDC project(s)?
4. What are the achievements of the project(s) you have facilitated?
5. In what way are the GMDC projects effective in the poverty alleviation of the beneficiaries?
6. What is the GMDC’s major source of funds/income?
7. What is your understanding of the GMDC’s partnership with government?
8. What lessons did you learn from the implementation of the GMDC approach towards alleviating poverty in the community?
ANNEXURE G: SEMI STRUCTURED INTERVIEW
SCHEDULE OF OFFICIALS FROM THE DEPARTMENT OF SOCIAL DEVELOPMENT.
SEMI-STRUCTURED INTERVIEW SCHEDULE

Officials from the Department of Social Development

Aim of study: The goal of the study is to determine the impact of the development centre approach on poverty alleviation in Region A of the City of Johannesburg community and make recommendations concerning policy priorities and challenges that will fast track developmental social service delivery within a development centre approach.

Date of interview:

Biographical details

1. Gender:
   - Male
   - Female

2. Age Group:
   - 18-25
   - 26-35
   - 36-45
   - 46-55
   - 56+
3. How many years of experience do you have in working as a Social Worker (SW) / Social Auxiliary Worker (SAW)/and/or a Community Development Worker (CDW)?

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4. How many years of experience do you have working on the GMDC project(s)?

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</tr>
</tbody>
</table>

5. What is your current position at the Johannesburg Regional Office?

<table>
<thead>
<tr>
<th>Position</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager</td>
<td></td>
</tr>
<tr>
<td>Supervisor</td>
<td></td>
</tr>
<tr>
<td>Social Worker</td>
<td></td>
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<tr>
<td>Community Development Worker</td>
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<tr>
<td>Other, specify</td>
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</tr>
</tbody>
</table>
Officials from the Department of Social Development

1. Which project(s) are you monitoring at the GMDC?
2. What is the GMDC’s major source of funds/income?
3. In what way do the beneficiaries of services participate in the planning of the activities of the project(s)?
4. What role does the GMDC play in poverty alleviation in the community?
5. In what way are GMDC projects effective in empowering the beneficiaries?
6. What is your understanding of the GMDC’s partnership with government?
7. What is the impact of the GMDC projects on the community?
8. What lessons did you learn from the implementation of the GMDC approach towards alleviating poverty in the community?