# A COMMUNITY ASSESSMENT

IDENTIFYING SUPPORT ORGANISATIONS

IN KAYAMANDI, STELLENBOSCH

Else Toms
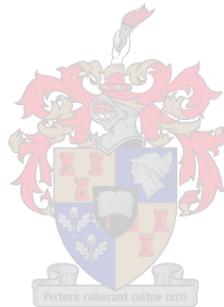
Thesis presented in fulfilment of the requirements for the

degree of Master of Arts in the Faculty of Arts and Social Sciences

at

Stellenbosch University

Supervisor: Dr. M.C. le Roux

March 2015

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Date: Maart 2015

ABSTRACT

This research study presents a community assessment to explore and construct an overview of the scope and nature of support organisations currently active in the marginalised community of Kayamandi, Stellenbosch. Support organisations play a pivotal role in the global attempt to eradicate poverty by assisting and empowering people to achieve sustained independence and dignified prosperity. In order for support efforts to be properly utilised, people have to be aware that these efforts exist. Residents need to know what services are available and where to find the services. In addition, support organisations providing the services need to be aware of other organisations that could complement their efforts to ensure optimal service delivery. To date, no reliable informative summary of support organisations involved in Kayamandi exists. Therefore the research objective for this study was two-fold: to ascertain which support organisations are currently available in the suburb of Kayamandi and to construct a typology of these organisations in terms of types of services rendered and recipients targeted. A combination of Bronfenbrenner's bioecological theory (Bronfenbrenner, 2005) and organisational theory (Jones, 2010) provided the framework within which support organisations could be qualitatively investigated, contextualised and analysed. To collect rich and relevant data, 19 semi-structured interviews were conducted with key informants representing 19 support organisations in Kayamandi. The data were analysed by means of a thematic content analysis, using the ATLAS.ti computer software package. Findings revealed various aspects regarding support organisations, the services they deliver, the recipients they serve, the staff and volunteers delivering the services, the funding support as well as the links of cooperation that exist. The themes that emerged during the interviews include insights regarding self-evaluation, sustainability, benefits, constraints, the role of religion as well as values pertaining to service. The findings provide comprehensive and valuable insights which can inform existing as well as new support organisations alike.

OPSOMMING

Hierdie navorsing behels 'n gemeenskapsassesering wat uitgevoer is om 'n oorsig op te stel aangaande die omvang en aard van ondersteuningsorganisasies wat tans in Kayamandi, Stellenbosch werksaam is. Ondersteuningsorganisasies speel 'n belangrike rol in die wereldwye poging om armoede uit te wis en om mense te bemagtig ten opsigte van onafhanklike en volhoubare voorspoed. Om voldoende gebruik te kan maak van ondersteuningsdienste moet mense van die dienste bewus wees. Inwoners moet weet watter dienste beskibaar is en waar om hulle te vind. Daarbenewens moet ondersteuningsorganisasies wat die dienste lewer ook bewus wees van ander organisasies wat hulle dienste kan aanvul om sodoende optimale dienslewering aan die lede van die gemeenskap te bied. Tans bestaan daar geen samevatting oor die ondersteuningsorganisasies in Kayamandi nie. Die navorsingsvraag in hierdie ondersoek was tweeledig: om vas te stel watter ondersteuningsorganisasies tans beskikbaar is in Kayamandi en om 'n tipologie op te stel van die tipe dienste wat hulle lewer en die ontvangers van die dienste. Die navorsing is in 'n kombinasie van die bio-ekologiese teorie van Bronfenbrenner (Bronfenbrenner, 2005) en 'n organisasieteorie (Jones, 2010) veranker, om sodoende die organisasies in die konteks van hulle omgewing te kan ondersoek en ontleed. Altesaam 19 semi-gestruktureerde onderhoude is gevoer met sleutelinformante wat 19 ondersteuningsorganisasies in Kayamandi verteenwoordig het om sodoende relevante data in te samel. Die data is deur middel van 'n tematiese inhoudsontleding ontleed met behulp van die Atlas.ti-rekenaarprogram. Die bevindinge het verskillende aspekte in verband met ondersteuningsorganisasies uitgelig, naamlik die dienste wat hulle lewer, die ontvangers van die dienste, die personeel en vrywilligers wat die dienste lewer, die befondsing en die mate van samewerking tussen organisasies. Die temas wat geïdentifiseer is sluit self-evaluasie, volhoubaarheid, die voordele en beperkinge, die rol van godsdiens sowel as die waardes wat aan dienslewering geheg word in. Die bevindinge voorsien omvattende insigte wat bestaande en nuwe ondersteuningsdienste, kan toelig.

ACKNOWLEDGEMENTS

With sincere gratitude I would like to thank all who assisted me in so many ways:

Firstly, I would like to thank the Lord above for blessing me with this amazing opportunity to learn and to acquaint myself with Kayamandi and its wonderful people.

Thank you to my amazing husband, Geoffrey, who always supports me with warm words of encouragement and a remarkable sense of humour. Thank you to my wonderful children, Glenn and Jessica, also for allowing me to walk beside you on campus.

Thank you to Dr Marieanna le Roux, my supervisor, for guidance, patience and for the many hours of encouragement to assist me during this endeavour.

Thank you to Prof. Naidoo for introducing me to Kayamandi with humility, wisdom and experience.

Last but not least, I would like to thank and acknowledge the amazing and wonderful key informants whom I had the honour to engage with. Your ceaseless commitment to empower the people, your precious time, your humble passion and professional approach serving the many critical causes in Kayamandi, is awe inspiring.

SERVING THE PEOPLE
Go to the people
Live among them
Learn from them
Love them
Start with what they know
Build on what they have
But of the best leaders
When their task is accomplished
Their work is done
The people all remark…

"We have done it ourselves."

(Gordon, 1995, p. 87)

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACRONYMS AND ABBREVIATIONS

ABET	Adult basic education and training
CAQDAS	Computer assisted qualitative data analysis software
CBO	Community-based organisation
CBPR	Community-based participatory research
CIC	Career Information Centre
CSO	Civil society organisation
DSD	Department of Social Development
FBO	Faith-based organisation
INGO	International NGO
ISOS	International Student Organisation Stellenbosch
KI	Key informant
MCS	Matie Community Service
MDG	Millennium Development Goals
MGD	Matie Gemeenskapsdiens
NDA	National Development Agency
NGO	Non-government organisation
NPO	Non-profit organisation
PBO	Public benefit organisation
SANGONet	South African NGO Network
SO	Support organisation
SWOKK	Stellenbosch Welfare and Development Coordination Comittee
UN	United Nations
UNASA	United Nations Association of South Africa
VOSESA	Volunteer and Service Enquiry Southern Africa

CHAPTER 1: INTRODUCTION

1.1   INTRODUCTION AND BACKGROUND

Throughout the world support organisations play a recognised and important role in the global attempt to assist and empower people living in challenged communities (Frandsen & Lawry, 2009). Challenged communities face marginalised circumstances often associated with situations of poverty such as lack of sufficient housing, hunger, poor health and low levels of education.

To address these issues in earnest, world leaders convened at the United Nations Headquarters in September 2000 in New York and agreed upon eight goals to be reached worldwide by the end of 2015 (Carr & Sloan, 2003; Sachs, 2005). These goals are called the *Millennium Development Goals* (MDGs) and are listed in Figure 1.1.

Goal 1: Eradicate Extreme Hunger and Poverty

Goal 2: Achieve Universal Primary Education

Goal 3: Promote Gender Equality and Empower Women

Goal 4: Reduce Child Mortality

Goal 5: Improve Maternal Health

Goal 6: Combat HIV/AIDS, Malaria and other diseases

Goal 7: Ensure Environmental Sustainability

Goal 8: Develop a Global Partnership for Development

Figure 1.1. The United Nations Millennium Development Goals (United Nations, 2014). Copyright © United Nations 2014. Reprinted with permission.

1

The United Nations (UN) Secretary-General, Ban Ki-moon emphasised in 2008 that many parties play a role in achieving these goals, including that of support organisations, which he refers to as *civil society organisations*. He stated:

> Eradicating extreme poverty continues to be one of the main challenges of our time, and is a major concern of the international community. Ending this scourge will require the combined efforts of all, governments, civil society organisations and the private sector, in the context of a stronger and more effective global partnership for development. The Millennium Development Goals set time-bound targets, by which progress in reducing income poverty, hunger, disease, lack of adequate shelter and exclusion – while promoting gender equality, health, education and environmental sustainability – can be measured. They also embody basic human rights – the rights of each person on the planet to health, education, shelter and security. The Goals are ambitious but feasible and, together with the comprehensive United Nations development agenda, set the course for the world's efforts to alleviate extreme poverty by 2015. (United Nations, 2008, p. 2)

In September 2013 the UN Secretary-General once again reiterated that the quest for prosperity, peace, empowerment and an end to poverty remained an urgent matter for worldwide attention (United Nations, 2013).

Although significant progress has been made toward achieving some of these goals globally, Sub-Saharan Africa is still struggling with food insecurity, extreme poverty and large numbers of people living in informal makeshift dwellings (Easterly, 2009). This is also evident in many areas of South Africa. Although South Africa has progressed as a young democracy since the abolition of apartheid in 1994, the informal settlements are expanding at a rate which is faster than the ability of the authorities to respond (Huchzermeyer, 2004). The township areas of old are proliferating and are still marked by extreme poverty and hardship for many of the people living there (Huchzermeyer, 2003).

Kayamandi, a suburb located on the outskirts of Stellenbosch in the Cape Winelands, is one such area where residents with low levels of literacy and education suffer high levels of unemployment, poverty and consequent marginalisation (Rock, 2011; Stellenbosch Municipality, 2008). Fortunately there are many support efforts active, via both formal and informal organisations, which are offering various forms of relief and service to residents.

2

1.2   PROBLEM STATEMENT

In order for development and support efforts to be properly utilised, the community needs to be aware that these efforts exist. Residents need to know what help is available and where to find the available help (Elsdon, 1995). Also, support organisations providing the help need to be aware of other organisations that offer services that could complement their own efforts (Osborne, 1996). Although a multitude of support organisations are currently active in Kayamandi, no thorough overview of these organisations or services currently exists.

In 2010–2011 the Department of Psychology at Stellenbosch University was involved in a "start-up" of a career counselling support programme in Kayamandi, the Career Information Centre (CIC). During the development process, the founder of CIC, Miss Barbara Thandeki, reiterated the need for a comprehensive overview of existing support resources available in Kayamandi (see Appendix A), in order to establish what other career development initiatives already may exist in the area (B. Thankdeki, personal communication, March 11, 2011). The need for an overview had been repeatedly discussed at various community forums that were held during the exploratory stages of the CIC initiative from March to August 2010. The forums were attended by local school principals, teachers, community- and youth leaders, the Stellenbosch Municipality, representatives of the psychology department as well as other support organisations. These attendees expressed their concern regarding the lack of information available to the people of Kayamandi about existing help in their community. Support organisations felt this type of information would add value to their own efforts and prevent wasteful use of limited resources, redundancy and duplication in service delivery so that their valuable time, resources and efforts could be optimised.

A search for any existing overview regarding support organisations in Kayamandi was conducted by consulting the following available databases:

- SWOKK: Stellenbosch Welfare and Development Coordination Committee, a voluntary network of Stellenbosch support organisations, has a database with only a few interventions in Kayamandi listed in their "Quick Service Directory" data list, but this list is incomplete and out of date (SWOKK database).

3

- SANGONet database, called Prodderdirectory, is a large nationwide support (NGO) database, but it appears to be incomplete as searches on "Kayamandi" delivered no results (SANGONet database).

- Stellenbosch University has two databases. The first, Matie Community Service database, covers student interventions in the greater Stellenbosch region (Maties Gemeenskapsdiensdatabasis). The second, Division for Community Interaction database, focuses on departmental interventions in the greater Stellenbosch region (Stellenbosch University database).

- The Nexus database covers current and completed research in South Africa, but no papers on existing volunteer organisations in Kayamandi were found. Other research studies currently being developed in the Department of Psychology at Stellenbosch University were investigated, but revealed no additional information on support organisations in Kayamandi (Nexus database).

- Volunteer and Service Enquiry Southern Africa (VOSESA) was approached in order to explore whether any similar research was being conducted for Kayamandi. There was none (K. Cronen, personal communication, March 12, 2011).

- The GivenGain database facilitates a funding network for support organisations all over the world. Only a few support organisations that were members of GivenGain were displayed on the database (GivenGain database).

- The Connect Network database hosts mostly faith-based support organisations and facilitates their networking. Their common goal is the protection of women and children. Again, only organisations that were members of Connect Network were displayed on the database, excluding many others (Connect Network Database).

- The National Development Agency (NDA) supports a civil society organisations database and shares information on types of organisations and the geographical location of organisations supported by the NDA. This database contained no entries for the Stellenbosch area (The National Development Agency).

These searches confirmed that a reliable informative summary of support organisations

4

involved in the Kayamandi community, together with a comprehensive overview and description of the services they provide, does not currently exist. Therefore, the problem statement adopted for this study was that the people and support organisations of Kayamandi are not sufficiently aware of the various support services currently available in the community.

1.3   RESEARCH OBJECTIVES

In light of the problem statement, the following objective for this research study was identified: to ascertain which support services are currently available in the suburb of Kayamandi. The research objective is divided into two questions: Firstly, which support organisations currently operate in Kayamandi? Secondly, what typology of local support organisations can be constructed? This would include categories to be identified in terms of the types of support organisations, types of services rendered and the recipients targeted.

1.4   DEFINITIONS AND DELINEATIONS

In order to accurately describe the research, a number of concepts and constructs need to be defined or delineated.

1.4.1 Community

Homan (2010) defines *community* as "a number of people with something in common that connects them in some way and that distinguishes them from others" (p. 8). The community that has been researched in this study is the community of Kayamandi. The majority of the residents of Kayamandi are isiXhosa-speaking and originate from the Eastern Cape, thereby sharing a common culture and historical heritage. In the current study the term *community* refers to Kayamandi and its residents.

1.4.2 Community assessment

A *community assessment* is a method for collecting information concerning a community or an aspect thereof (Sharpe, Greaney, Lee & Royce, 2000). The purpose of conducting

an assessment is often to identify the needs and resources of a community, in order to design and address appropriate strategies and services in answer to those needs. Community assessments increase the understanding of a community as existing strengths and weaknesses are identified, an inventory of available resources is compiled and asset gaps are discovered. In addition, assessments enable community residents to gain an increased awareness of available services and enable community organisations to use the information to design and evaluate service delivery programmes (Paronen & Oja, 1998).

In the current study, the community assessment focusses on the identification and description of support organisations available within the community of Kayamandi.

1.4.3 Support organisation

Various definitions and descriptions of *support organisations* exist. Daft (2009) describes organisations as having four characteristics. Firstly, they are social entities, made up of people that function within the organisation. Secondly, they are goal-orientated, delivering specific services to the community. Thirdly, they have a structure and a set of planned activities to achieve their collectively valued goals. Lastly, they are linked to the social environment surrounding them which includes individuals, groups of individuals, organisations as well as the community.

Lewis and Kanji (2009) refer to support organisations as "third sector" organisations, whereby the first and second sectors consist of the public governmental sector and the private for-profit sector respectively. The third sector organisations range in size from a single individual working from home to huge organisations such as Oxfam International with offices in Brussels and Geneva. The third sector includes voluntary civil associations such as non-government organisations (NGOs), faith-based organisations (FBOs), community-based organisations (CBOs), non-profit organisations (NPOs) and public benefit organisations (PBOs) (Topçu, 1999). Although a clear distinction exists, the terms non-government organisations (NGOs) and non-profit organisations (NPOs) are often incorrectly used alternately to describe the same entity. In South Africa the terminology used to describe the status of support organisations includes the following and is further clarified in Figure 1.2.

6
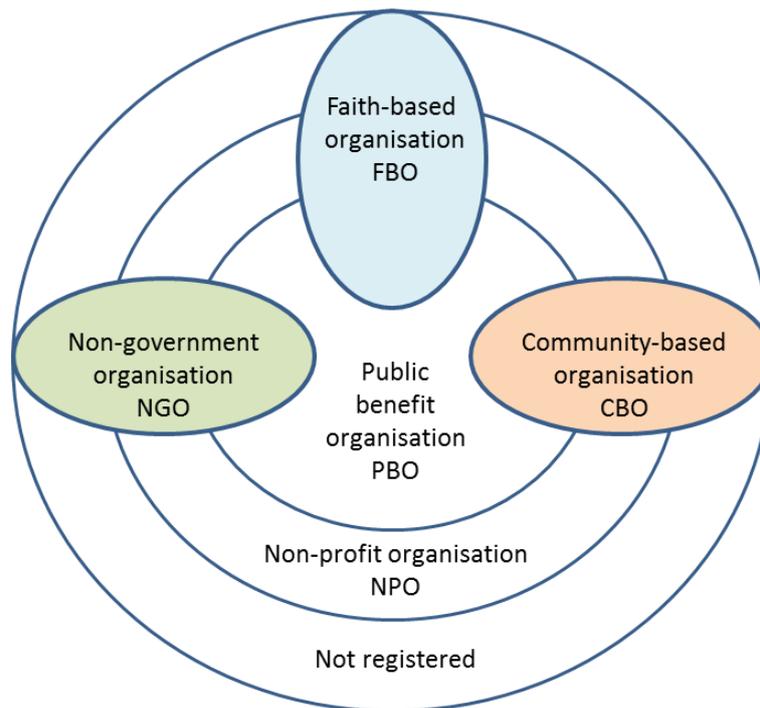
Figure 1.2. Registration possibilities for support organisations in a South African context.

- NGO: A voluntary civil society organisation that maintains a non-governmental status as it is not run by government or dictated to by government (Department of Social Development, 2013).

- FBO: A faith-based organisation that is founded by a religious congregation and/or religiously motivated (Department of Social Development, 2013).

- CBO: An organisation that is founded, governed and/or driven by members of the local community (Department of Social Development, 2013).

- NPO: In South Africa, any organisation or association that is not-for-profit and not part of government can legally register as a non-profit organisation according to the Non-Profit Organisations Act 71 of 1997 (Department of Social Development, 2013). An NPO is a private, voluntary, self-governed trust, company or association of people that have a persistent (not ad-hoc) goal and activities towards that goal (Swilling & Russell, 2002). An NPO status requires that any income accrued is not to be distributed among its members, other than to compensate them for services rendered and costs incurred. Registration enhances transparency and

7

accountability as the organisations are obligated to annually submit a narrative statement, a financial statement as well as an auditor's report to the Department of Social Development. The benefit of legal registration is that the organisation can open a bank account in the name of the organisation and apply for governmental grants and funding (Department of Social Development, 2013).

- PBO: NPOs can further apply to register as public benefit organisations (PBO) which have the added benefit that, within permissible trading regulations, certain receipts and accruals are tax exempt. In addition, a PBO can apply for a section18A donor deductibility status, which means donors can deduct the value of their donations to the PBO from their taxable income. (Department of Social Development, 2013).

Despite the fact that a wide diversity of non-profit support organisations exist, they share similar characteristics which clearly distinguish them from for-profit organisations and corporations. Non-profit support organisations are voluntary organisations that are founded and run at the initiative of one or more individuals. They normally address a social need and are prohibited from pursuing individual self-interest or profit. Any profits have to be used towards public benefit and if the organisation is discontinued, the remaining assets have to be transferred to other organisations that share the same or a similar purpose (Department of Social Development, 2013).

For the purpose of this study the term *support organisation* will be used to include voluntary civil associations such as NGOs, FBOs, CBOs, NPOs and PBOs. Support organisations can consist of one or more individuals, who devote their time and effort voluntarily, in order to help others where a perceived need exists in line with their mission statement, constitution or mandate. In this study a support organisation is considered to be one that acts beyond the scope of services offered by formal governmental, provincial and municipal organisations or structures such as hospitals, clinics, schools, libraries or churches. A support organisation therefore delivers an additional informal service to the community. The research study includes all support organisations, whether charity, service or empowerment orientated or whether locally, nationally or internationally based, working toward the improvement of people's lives in the community of Kayamandi. Formal

governmental, provincial and municipal service organisations as well as very informal associations such as burial societies, HIV/AIDS home-based care initiatives and stokvel associations have not been included in this study.

1.4.4 Typology

The term *typology* refers to the various classifications that are appropriate for distinguishing between different types of support organisation. De Vos, Strydom, Fouche and Delport (2011) define a typology as " a conceptual framework in which phenomena are classified in terms of characteristics that they have in common with other phenomena" (p. 36). They further emphasise that these characteristics should ensure exclusiveness and exhaustiveness. Exclusive means that the different typologies should be distinct and have no overlaps and exhaustive means that all possible relevant aspects are included for that specific typology (De Vos et al., 2011).

1.4.5 Delineations

This research study intends to only investigate and describe the support organisations currently active within Kayamandi. The study will not attempt to evaluate the performance of the organisations or the outcome of their efforts. The study will also neither monitor the management of the organisations nor approach the recipients of the services.

1.5 CONTEXT OF THE STUDY

1.5.1 Geographical context

This study addresses the support organisations currently active within the geographical boundaries of Kayamandi. The word *Kayamandi* translates as *sweet-* or *nice home* in isiXhosa – *kaya* meaning home and *mandi* meaning sweet or nice. Kayamandi is located on the northern side of Stellenbosch off route R304 and approximately 50 kilometres from Cape Town (33.9167° S, 18.8500° E). Kayamandi is recognised as a neighbourhood forming part of the Stellenbosch Municipality and is outlined in blue on the map in Figure 1.3.
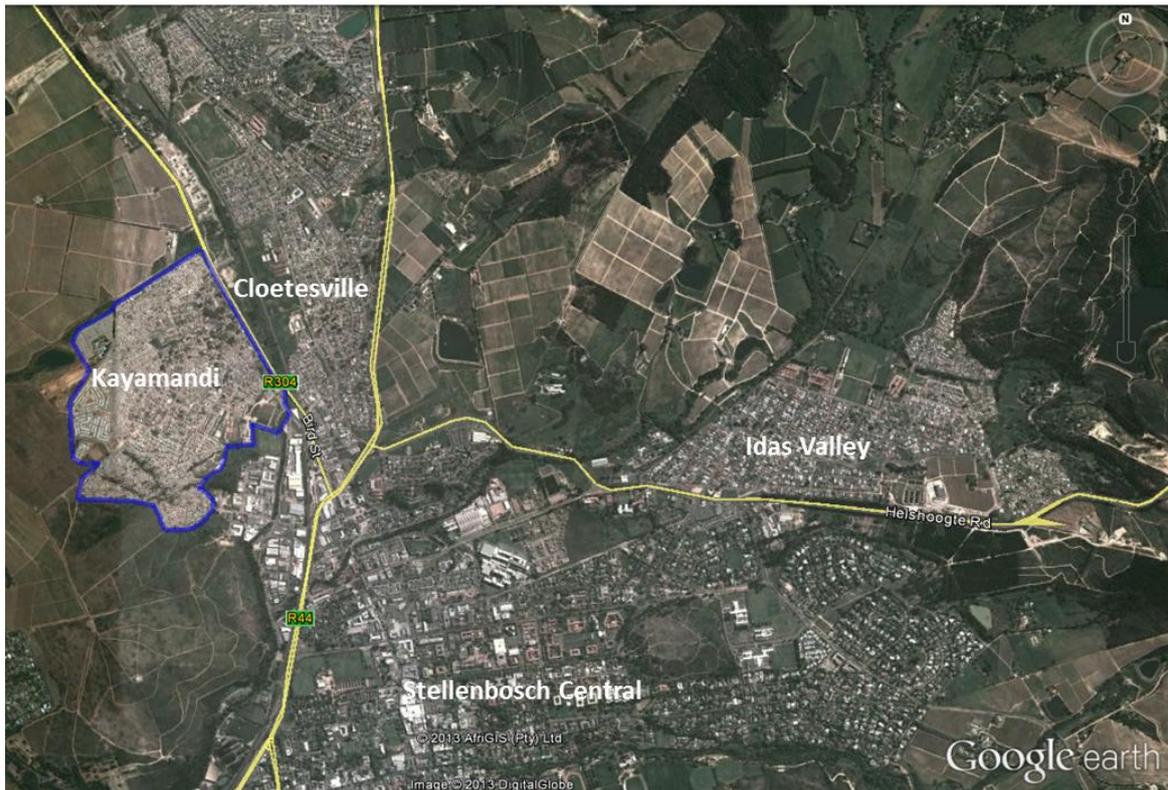
Figure 1.3. Map of Kayamandi (outlined in blue, Google Earth)

Organisational activities in surrounding areas of greater Stellenbosch and other towns such as Cloetesville, Idas Valley and Klapmuts have not been included in this research study.

1.5.2 Historical context

The history of Kayamandi spans over almost a hundred years. In 1921 a settlement location was established for black labourers working at local farms and factories and was based opposite Stellenbosch Farmers Wineries. It was relocated in 1941 to its current location where approximately 55 small houses were built to house the labourers (Darkwa, 2006). By 1948 another 60 houses had been added to accommodate the steady stream of migrants who came to Stellenbosch from the Eastern Cape, the Ciskei and the Transkei in search of employment (Rock, 2011). Between 1950 and 1966, six hostels were built to house up to 2000 labourers. Each hostel block had two toilets but no shower facilities. Already during this period the problem of overcrowding and cramped, marginalised living conditions existed (Darkwa, 2006).

Despite these marginalised circumstances, between 1942 and 1960, relative to other locations around the country, Kayamandi was considered to be a harmonious, clean and safe location. Residents had a strong sense of pride in their community. Houses were regularly painted by the municipality, crime levels were low and there was no gang culture. Since almost all the residents of Kayamandi at that time came from the Ciskei and Transkei and spoke isiXhosa, they shared the same cultural background and traditions (Rock, 2011).

With the abolition of the Influx Control Act in 1986, the community experienced a rapid growth in numbers with people migrating in increased numbers from the Eastern Cape to the Western Cape in search of employment. Limited available resources such as accommodation, water, electricity, sanitation and educational facilities quickly became significantly more inadequate (Darkwa, 2006; Rock, 2011). Informal dwellings in the form of shacks were erected in parks and open areas and the older, established Kayamandi residents believed the newcomers and their squatting had transformed Kayamandi into a marginalised township. The shacks were built in very close proximity to one another, and lacked running water and sanitation. Garbage collection was difficult and the hazards of potential fire outbreaks were feared by all (Du Toit, 2009). Due to the large influx of newcomers the older Kayamandi residents felt Kayamandi had lost its character of being a close knit community (Rock, 2011).

Fortunately some improvements to address the housing problem have been made in recent years. Some of the hostels of old have been upgraded to provide family housing. A housing development completed in 2003 received a National Housing award from the Institute of Housing of South Africa (Darkwa, 2006). Despite these improvements, Kayamandi has seen an increase in crime, alcohol and substance abuse and has suffered heavily from the effects of HIV/AIDS, unemployment and poverty (Du Plessis, Heinecken & Oliver, 2012).

1.5.3 Kayamandi today

The majority of the residents of Kayamandi are isiXhosa-speaking, with a reasonable knowledge of English and Afrikaans. In the census of 1996, Kayamandi totalled just over 10,000 residents within an area spanning 75 hectares (Stellenbosch Census, 1996).

According to the Department of Community Development at the Stellenbosch Municipality, the 2011 census figures indicated that more than 25,000 people lived in the community, resulting in overcrowded living conditions (personal communication with Stellenbosch Municipality, August 07, 2013). According to the 2010 Stellenbosch Municipality Household Analysis, at least 64% of the residents lived in shacks and informal dwellings, constructed from waste materials such as old corrugated iron sheets, plastic, wood and cardboard (Rock, 2011; personal communication with Stellenbosch Municipality, August 07, 2013). The average shack varies between 9m² and 15m² and houses up to 7 inhabitants (Albien, 2013). Access to services such as water, electricity and sanitation is very limited and the total income per family is significantly low (Du Plessis et al., 2012).

In recent years Kayamandi has grown and expanded its borders southwards towards the Papegaaiberg where many more informal dwellings have been erected in an uncontrolled fashion, housing almost 4500 people (Von der Heyde, 2014). Enkanini was established during 2005 after permission was granted by Stellenbosch Municipality to backyard dwellers in Kayamandi to reside informally on the empty stretch of land adjacent to Kayamandi. New arrivals also started erecting informal shacks without consent from local government. This resulted in Enkanini being declared an illegal settlement area (Von der Heyde, 2014). This new area is called Enkanini, meaning *force* and implying *taken by force*. The residents are all newcomers with low levels of education and mostly unemployed (Rock, 2011).

Kayamandi as a whole has an official unemployment rate of 22.3%, but in Enkanini it has been argued to be much higher, even as high as 62% (Fuchs, 2010; Rock 2011). The living conditions for many are still dire with little or no access to electricity or running water. In 2007 the Stellenbosch municipality provided 500 more houses, fitted with solar heating units as well as water and sanitation connections. In Enkanini, the lack of electricity still causes people to rely on primus stoves and open fires for cooking purposes, greatly increasing the risk of fire to the makeshift dwellings (Du Toit, 2009). In these areas the lack of adequate sanitation poses serious health risks such as diarrhoea and reduces the dignity and safety of the residents (Van Wyk, Cousins & Lagardien, 2004). In addition, residents of Kayamandi are challenged with social issues such as

12

crime and poverty, as well as with health issues such as HIV/AIDS, tuberculosis, rape and teenage pregnancies (Albien, 2013).

Figure 1.4. Researcher's depiction of Kayamandi.

An impression of the streets of Kayamandi can be gleaned from the photograph taken by the researcher in Figure 1.4. Apart from the houses and informal dwellings, the infrastructure of Kayamandi includes a health clinic, a police station, a library, various churches, two secondary schools, three primary schools and a business centre called the Kayamandi Economic and Tourism Corridor (Du Plessis et al., 2012). Sport facilities include a BMX track, a sports stadium (although incomplete) and a children's playground area. Local shops and businesses include spaza shops, roadside butchers and braais, hairdressers, homestay guesthouses for tourists and a cultural restaurant called Amazink (Albien, 2013)

1.6   CHAPTER OVERVIEW

This thesis consists of six chapters:

Chapter 1 Introduction: includes the introduction and background to this research and presents the problem statement, the research objectives, the definitions and delineations as well as the contextual setting of the study.

Chapter 2 Literature Review: covers information gleaned from the various available sources available in order to derive a suitable theory base for this study and to scan for other similar studies in this field.

Chapter 3 Methodology: discusses the selected theory base and its application to investigate and classify support organisations in Kayamandi. Gathered data are analysed and interpreted.

Chapter 4 Research Findings: presents the descriptive and qualitative findings obtained through interviews with key informants representing selected support organisations in Kayamandi.

Chapter 5 Discussion: discusses the findings common to the various interviews conducted, against the backdrop of literature examined. A service typology is constructed and observations presented.

Chapter 6 Conclusion, Limitations and Recommendations: concludes the thesis by summarising the study, discussing the limitations of the research and providing recommendations for further study in the future.

1.7   SUMMARY

In Chapter 1 the background to the study, the problem statement, the research objectives, the definitions and delineations as well as the context of this study were discussed. In the next chapter the reviewed literature regarding a suitable theory base for the study as well as literature regarding support organisations will be discussed.

CHAPTER 2: LITERATURE REVIEW

2.1   INTRODUCTION

A number of arguments exist for creating an awareness of support organisations in the community. Roos, Taljaard and Lombard (2001) argue that the existence of resources in an environment make both empowerment and optimal development possible. This inherently requires that the community is aware of and has access to the resources. Information regarding existing support organisations and their programmes is an important resource for any other voluntary organisations wishing to start up in the community (Osborne, 1996). When new support organisations are established, duplication can be avoided if community assessments of existing services can be done before establishing those new services. Patel, Perold, Mohamed and Carapinha (2007) affirmed the need to regularly compare new services yet to be developed to the scope of the existing service sector already active in a specific region. Such comparisons can be achieved through conducting community assessments to determine which services already exist (Paronen & Oja, 1998; Roehlkepartain, 2008).

The following sections of the literature review address the theory base for the research design as well as the concepts of community, community assessments and support organisations. Although a plethora of literature exists on the subjects of community assessments and support organisations worldwide, very little literature exists on the subject of support services in Kayamandi specifically. Literature was sourced through searches in the Stellenbosch University library as well as electronically. It included electronic journals such as the *Journal of Psychology in Africa*, the *South African Journal of Psychology* and electronic databases EBSCO HOST research database, Google Scholar and JSTOR. Existing theses were also consulted through the NEXUS database and the SUNScholar database (SUNScholar database).

2.2   THEORY BASE

A suitable theory base in which to anchor this research study was found within the

15

psycho-social realm of community psychology which examines the understanding of people and organisations within the context of their surroundings (Duncan, Bowman, Naidoo, Pillay & Roos, 2007). Although the current study does not intend to develop or confirm any theory regarding support organisations, the knowledge constructed on support organisations can be useful to facilitate development and improved wellness for individuals as well as communities (Carr & Sloan, 2003; Neal & Christens 2014).

There are two theoretical frameworks considered applicable towards this research study, namely the framework found within Bronfenbrenner's bioecological systems theory and the framework found within the organisational theory promoted in community development literature (Weil, Reisch & Ohmer, 2013).

2.2.1   Bronfenbrenner's bioecological systems theory

Bronfenbrenner's bioecological systems theory emphasises the relationship that exists between an individual and his/her ecological environment (Duncan et al., 2007). The theory is based on Lewin's equation for behaviour, B = f(P, E) which states that human behaviour (B) is a function (f) of both the person (P) and the environment (E) (Scileppi, Teed & Torres, 2000). Bronfenbrenner extended the equation to include development as D = f(P, E) which depicts development (D) being determined by the interaction between person and environment (Scileppi et al., 2000). Within this ecological environment, social entities, such as support organisations that deliver specific services to individuals and groups of individuals, exist. Support organisations can therefore be placed within the theoretical framework of Bronfenbrenner's systems theory (Daft, 2009; Li & Wang, 2012).

Bronfenbrenner's model (2005) encapsulates the relationship between humans and their ecological environments and depicts the influences that determine an individual's behaviour and development as a series of five concentric ecological levels or systems surrounding the individual (Bronfenbrenner, 2005; Maphalala & Ganga, 2014). In Figure 2.1 the support organisations have been added.
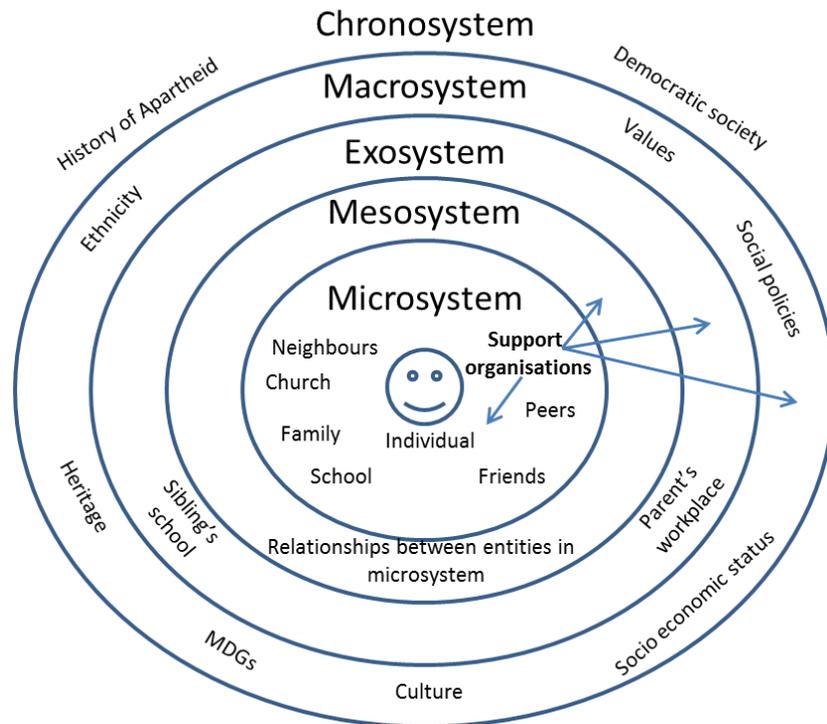
Figure 2.1. Bronfenbrenner's bioecological systems model. *Note*: Adapted from *Educational psychology in social context: Ecosystemic application in Southern Africa* (p.43), by D. Donald, S. Lazarus and P. Lolwana, 2010, Cape Town, South Africa: Oxford University Press. Copyright 2010 by Oxford University Press.

The five levels of Bronfenbrenner's bioecological system model include the microsystem, the mesosystem, the exosystem, the macrosystem and the chronosystem (Donald et al., 2010; Duncan et al., 2007; Li & Wang, 2012).

- The *microsystem* includes those entities and relationships closest to the individual, that directly influence development, such as family, friends, peers, neighbours, school and religious institutions. Support organisations could be placed at this level.

- The *mesosystem* refers to the relationships that exist between various microsystems such as the relationship the individual's parents have with teachers at school. Interaction between support organisations within the micro level can be placed within the meso level.

- The *exosystem* represents the relationship between an individual and a social setting in which the individual does not have an active role, such as the workplace of a parent or a sibling's school.

- The *macrosystem* involves the wider socio-cultural context in which an individual develops and includes societal factors such as the socio-economic status, ethnicity, poverty, heritage and values. Over time the macrosystem may change, develop or decline. Within community development, support organisations could be found to influence this level over time.

- The *chronosystem* represents the transitions and historical changes that occur over time, such as a society changing from dictatorial to democratic.

Bronfenbrenner's theory considers the individual's own biology, including his health, nutrition and psychological wellness, to be at the centre of the ecological model and therefore the theory is called a bioecological systems theory (Duncan et al., 2007).

At each of the system levels factors of risk towards health and overall wellness exist (Boon, Cottrell, King, Stevenson & Millar, 2012; Van Wyk & Naidoo, 2006). For example, at the micro level risks could include hunger and abuse, at the meso level they could include dysfunctional family relationships, at the exo level they could include unemployment of a parent and at the macro level risks could include the socio economic influences of poverty (Nelson & Prilleltensky, 2010).

While Bronfenbrenner's theory conceptualises the biological and environmental influences on human development, it can also be applied to locate support organisations within the broader societal system. This model facilitates the visualisation that support organisations could interact and gain influence at each of these levels. At micro level, they deliver direct assistance through services to individuals and at meso level they interact, cooperate and collaborate with other entities and support organisations (Carr, 2013). Leonard (2011) and Nash, Munford and Donoghue (2005) state that strong, positive and diverse relationships at the meso level deliver a positive influence on an individual's development and behaviour and in so doing contribute toward a healthier community overall. The relationship between support organisations and entities at the

18

macro level, like local government policies and the international Millennium Development Goals (MDGs) can also be visualised in this model (Carr, 2013).

Li and Wang (2012) investigated the role of NGO support organisations working in social welfare in China. They identified the NGOs in an ecological perspective using Bronfenbrenner's model to illustrate the roles that NGOs play at each level, the micro- the meso- and the macro level of society (Li & Wang, 2012).

In Ethiopia the impact of NGO educational programmes was investigated through orphans' lived experiences of the programmes (Piquemal, 2013). Five educational NGOs participated in the study and the relationships between the NGOs and the learners were visualised within the micro level of Bronfenbrenner's bioecological model (Piquemal, 2013).

2.2.2 Organisational and interorganisational theory

McAuley, Duberley and Johnson (2007) argue that organization theory is considered a distinctive social science discipline that investigates, describes and explains the functioning of organisations. Organisations are social phenomena that affect many aspects of people's lives (Nelson & Prilleltensky, 2010). Since time began, people have combined efforts to achieve various activities, simply because they cannot accomplish them alone without the help of others. We all are social beings who rely on other individuals, on groups of individuals like organisations around us in order to survive (McAuley et al., 2007; Nelson & Prilleltensky, 2010). Organisations impact us all by providing and enabling everything from food and water to health care and education in our everyday lives. So too do support organisations impact the lives of the people they serve (Weil et al., 2013).

Two approaches can be placed within organisational theory – the modernist approach and the neo-modernist approach (McAuley et al., 2007). The modernist organisational theory approach considers organisations to be made up of parts or subsystems that are designed and combined in such a way that they display a clear structure and enable efficient service delivery with clear lines of authority and accountability (McAuley et al., 2007). According to the neo-modernist organisational theory approach the wellbeing of

19

people forms the core of any organisation including beneficiaries of the services as well as towards the people active within the organisation. This approach emphasises the relationship that exists between people and organisations, whereby the values of people influence and are influenced by their experience of organisational interaction (McAuley et al., 2007).

In organisational theory support organisations can be investigated to establish how they function and how they impact and are impacted by the environment in which they function (Jones 2010; Weil et al., 2013). Organisational theory assists the researcher to explore various aspects within the organisational structure, programme design and service culture of one or more support organisations in a logical, comprehensive and comparative manner (Jones, 2010). Aspects include the organisational focus area, the types of services rendered and how these are designed and carried out, the beneficiaries of the services, the organisational leadership and staffing, their shared values, and the funding of the organisation (Jones, 2010; Weil et al., 2013). Organisational theory supports knowledge building, which is claimed to be useful for organisations and their staff to gain oversight and better achieve their goals through improving effective functioning, ensuring sustainability and empowering both staff and recipients (Weil et al., 2013).

Interorganisational theory helps to examine relationships, cooperation, collaboration and coordination existing between organisations (Weil et al., 2013). Awareness and interaction between organisations may exist at one or more levels. Organisations may share a focus area, serving the same recipients and offering complementary services to those shared recipients and/or sharing the same sponsors to fund their services. The practical knowledge constructed through interorganisational investigation assists organisations to interact more effectively and to benefit from networking with other organisations (Jones, 2012; Weil et al., 2013). Figure 2.2 illustrates the organisational versus the interorganisational investigation of support organisations and their various aspects.
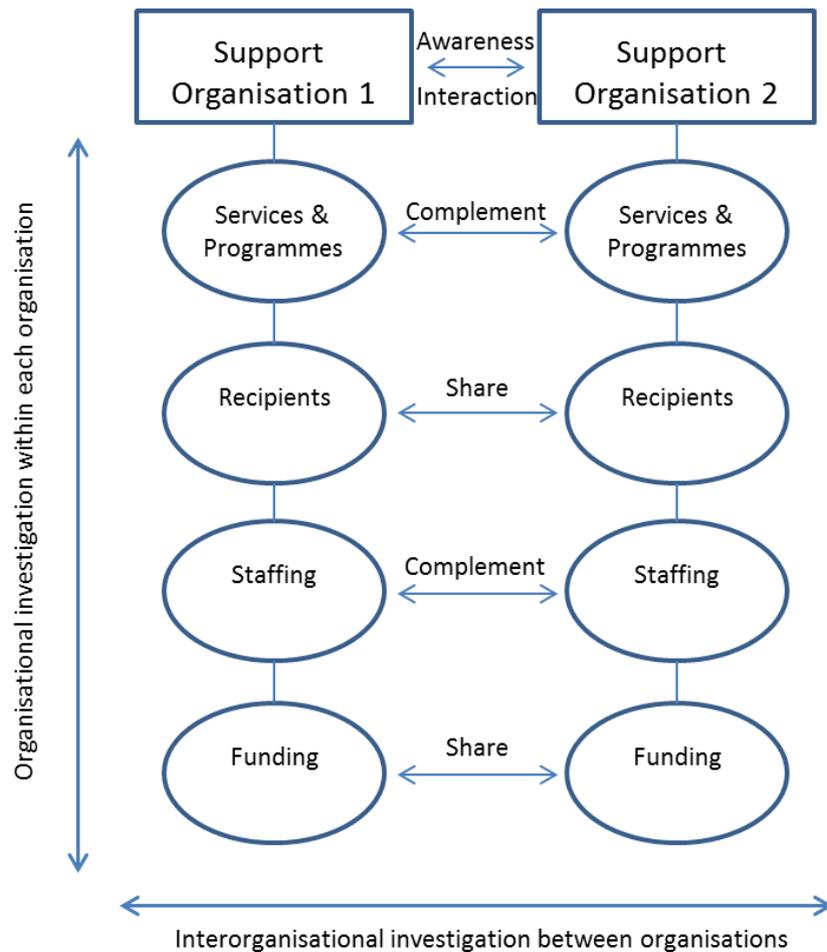
Figure 2.2. Organisational and interorganisational investigation of support organisations.

The current study investigated details regarding support organisations and their interactions, guided by organisational and interorganisational literature. This literature will be further discussed in Section 2.4.

2.3   COMMUNITY ASSESSMENTS

As briefly defined by Homan (2010) in the introduction chapter, community refers to a group or groups of people who have something in common that distinguish them from others. The commonalities they share could include their geographical and/or social surroundings, their culture and/or language, their interests and/or ideology (Nelson & Prilleltensky, 2010). The word community can also infer a sense of belonging, where people feel a sense of togetherness (Popple, 2000). This research concerns the

community of Kayamandi, a community that is considered marginalised and suffering from the effects of poverty (Albien, 2013; Darkwa, 2006; Rock, 2011; Traub, 2010; Von der Heyde, 2014).

In community-based research, community assessments are performed as part of an inquiry exercise to construct knowledge and understanding of one or more communities or aspects thereof (Ohmer, Sobek, Teixeira, Wallace & Shapiro, 2013). The acquired knowledge provides information on the current situation in a community which is useful towards designing relevant and apt community-based initiatives towards development (Paronen & Oja, 1998). Many community assessments consist of resource and needs assessments, but can also be performed in a broader sense to capture the nature of a specific aspect prevalent in various communities (Patel et al., 2007).

Assessment studies regarding support organisations were found to have been conducted at a global level (Salamon, Wojciech Sokolowski, Haddock & Tice, 2013), in Africa (Patel et al., 2007), in South Africa (Perold et al., 2006; Swilling & Russell, 2002) and also on a very small scale in the community of Kayamandi (Du Plessis et al., 2012). A selection of assessment studies at these various levels will be discussed in the following sections.

2.3.1   Community assessments: A global perspective

Millions of support organisations exist globally (Carr, 2013). The number of international NGOs increased from 200 in 1909 to over 20 000 in 2005 (Carr, 2013). International support organisations, usually referred to as international humanitarian NGOs, are large in both size and scope (Weil et al., 2013). These organisations mainly provide assistance during humanitarian catastrophes caused by natural disasters such as tsunamis or outbreaks of disease, as well as by man-made emergencies like refugee camps in areas of political conflict (Topçu, 1999). These humanitarian support organisations also provide community development interventions in impoverished communities worldwide (Carr, 2013; Lewis & Kanji, 2009; Topçu, 1999; Weil et al., 2013). The United Nations partner closely with various international NGOs and conduct regular assessments to establish where and how to coordinate the various forms of required service delivery (United Nations and Civil Society, 2014). International NGOs are well known and include organisations such as Doctors without Borders, the Red Cross and Oxfam (Weil et al.,

2013). Due to their size and scope the international NGOs were also found to be active partners with international governments in the political decision making process (Topçu, 1999; Weil et al., 2013).

Johns Hopkins University in Baltimore, conducted the most recent international study across 16 industrialised countries to establish and compare the size and scope of the non-profit sector in those countries (Salamon et al., 2013). They define the non-profit sector to include organisations that are non-governmental, non-profit and not distributing profits back to the directors, in charge of their own governance and where participation is voluntary (Salamon et al., 2013). The countries compared in the quantitative study included Australia, Belgium, Brazil, Canada, the Czech Republic, France, Israel, Japan, Kyrgyzstan, Mexico, Mozambique, New Zealand, Norway, Portugal, Thailand and the United States of America. The data collected indicated that combined, the non-profit organisations make an average contribution of 4.5% towards the gross domestic product (GDP) of the various countries and that they add significant value in the social service delivery.

2.3.2   Community assessments: Africa

Sub-Saharan Africa still struggles with many marginalised communities that exist within its borders (Easterly, 2009). The number of support organisations is rapidly growing in Africa (Carr, 2013). In Uganda alone 3 159 NGOs existed in 2008 – without taking unregistered support organisations into account (Werker & Ahmed, 2008). Carr (2013) relates the rapid growth in the number of NGOs to a rise of poverty in Africa. Kajimbwa (2006) believes the reason for NGOs becoming more prominent in the global south, is that governments are gradually retreating from public service delivery, leaving the NGO sector to fulfil their obligations.

Kanyinga and Mitullah (2007) conducted an assessment of the NGO sector in Kenya. Also in Kenya the number of NGOs was rising in response to the declining capacity of the state to deliver the necessary services in the areas of health and education (Kanyinga & Mitullah, 2007). They found a total of 347 387 registered NGOs existed in Kenya in 2005, of which the majority offered services in the education, health and welfare sectors.

Patel et al. (2007) conducted an assessment across five African countries including Botswana, Malawi, South Africa, Zimbabwe and Zambia, to establish the nature and scope of civil support efforts and volunteering in these countries. These assessments were conducted through a partnership between international and South African academic institutions to construct knowledge and understanding regarding the scope and nature of civil service delivery within these five countries (Patel et al., 2007). The research was exploratory by nature, following a qualitative descriptive research design (Patel et al., 2007). Through key informant interviews the information revealed the nature and the scope of voluntary service delivery in the researched communities, the unique qualities surrounding the support services offered as well as the challenges and constraints that exist around establishing a support initiative in the region (Patel et al., 2007). The services identified in these five countries are further reported in section 2.4.2 of this chapter.

2.3.3 Community assessments: South Africa

Perold et al. (2006) conducted a study to assess the nature and scope of civil service and volunteerism in South Africa. This study formed part of the study by Patel et al. (2007) across five countries in Africa mentioned in section 2.3.2. Perold et al. (2006) found also in South Africa the number of support organisations was growing rapidly, especially since 1994 when a new policy framework for support organisations had been implemented by the new democratic government (Perold, 2006). The study involved conducting qualitative key informant interviews with a purposive sample of eight South African support organisations. Five of the organisations focused on youth programmes, one focused on support for abused women, one on education regarding home based care and one focused on construction.

Swilling and Russel (2002) conducted a comprehensive assessment according to the Johns Hopkins method (Salamon et al., 2013) to establish the size and the scope of the support sector in South Africa. This proved cumbersome at first as it was difficult to establish the exact number of support organisations because no comprehensive list existed (Swilling & Russel, 2002). They therefore identified a number of representative communities and identified support organisations through a snowballing technique.

24

Interviews and surveys were conducted with the identified support organisations. The findings indicated 98 920 support organisations existed in South Africa in 1999, of which 53% were community-based organisations. The majority of the support organisations were found to have started after 1994. The combined operating expenditures amounted to R9.3 billion, constituting 1.2% of GDP in 2000 in South Africa, which indicated that the non-profit sector plays a small but significant role in the South African economy (Swilling & Russel, 2002).

The National Development Agency (NDA) in South Africa conducted an assessment to review the size and scope of civil society organisations active in South Africa (Graham et al., 2008). The NDA covered 264 support organisations and conducted interviews with key stakeholders. They performed a telephone survey with civil society organisations and undertook site visits to collect data regarding the location, the focus and the capacity of civil society organisations. The findings of their research will be briefly discussed in section 2.4.

On a smaller scale, community assessments have also been performed in individual towns in South Africa. Lazarus et al. (2010) formed an extensive research team of 14 people and conducted a community assessment in Railton, a marginalised suburb of Swellendam in the Western Cape. They looked at the historical background in order to better understand the context of the Railton community and they assessed the strengths, assets and resources that could be applied towards community development initiatives (Lazarus et al., 2010). The study was performed as part of a resource and needs analysis in collaboration with the community members by means of a community-based participatory research (CBPR) approach. Two support organisations were identified as resources, Love Life and an HIV/AIDS project, although these were not further elaborated upon (Lazarus et al., 2010).

Very few research projects have been conducted in Kayamandi involving community assessments. These assessments were performed in order to better understand the status quo of the community and its residents and have mostly been conducted as part of university student research projects. These will be discussed in the following section.

2.3.4 Community assessments and research: Kayamandi

In recent years four research studies on master's degree level have been conducted in Kayamandi, Stellenbosch, providing valuable contextual information toward the present research assessment on support organisations. These include Darkwa (2006), Rock (2011), Albien (2013) and Von der Heyde (2014). One small scale resource assessment was also performed (Du Plessis et al., 2012).

Darkwa (2006) conducted an assessment as part of a master's research study whereby the levels of satisfaction of residents regarding state subsidised housing units was measured. The data were obtained through semi-structured interview questionnaires that residents were asked to complete. The findings showed that on average 4 people sleep in a one bedroom unit and although the residents were satisfied that their housing condition had improved, they still had serious concerns regarding the housing unit, the housing complex as well as the housing process. The knowledge constructed through this study was set before the Stellenbosch Municipality in order to assist improvement of future community development initiatives (Darkwa, 2006).

Rock (2011) conducted a comprehensive investigation into the history of Kayamandi as part of a master's research study. The data were collected through archival documents, books, theses and articles as well as interviews with residents, some of whom had lived in Kayamandi their entire lives. The research provided insight into how this community had developed over the past 100 years to what it has become today. It generated a deeper understanding of the resilience and explored the sense of community that exists but also highlighted prevalent issues such as the lack of housing and service delivery that many of the residents of Kayamandi are still confronted with to this day (Rock, 2011).

Albien (2013) conducted a master's research study whereby the contextual aspects that influence career decisions of young Grade 12 learners in Kayamandi were examined. The information was obtained through conducting career counselling interventions as well as semi-structured interviews with the learners. The research provided valuable information regarding the learners' insights towards their career opportunities and the constraints that exist on an individual, social as well as an environmental level. Overall the learners displayed resiliency whereby career choices were explored towards overcoming poverty

and adversity. The learners struggled with the available choices as many of the career opportunities had never been available to their parents. The study concluded that an urgent need for career counselling exists in Kayamandi (Albien, 2013).

Von der Heyde (2014) conducted an assessment as part of a master's research study to establish knowledge regarding existing food waste management systems in the informal settlement area in Kayamandi, Enkanini. Thereafter a pilot intervention was performed introducing an alternative food waste treatment method. The outcome of this study proved useful on an environmental, a social and an economic level. The study was done in close cooperation with the residents of Enkanini and was very well received by the community (Von der Heyde, 2014).

A small scale community needs and resource assessment conducted in Kayamandi by students from Stellenbosch University revealed local residents' perceptions regarding support services available in the community (Du Plessis et al., 2012). An asset mapping approach was used to conduct the assessment and interviews with a sample of residents provided the data. Their findings indicated that residents identified a wide array of services offered by both formal and informal organisations in the community. Of these organisations only four were support organisations as defined in the current study. The services included health, education, sport, agriculture and social services. Especially churches appeared to be the most popular venues for social gatherings such as attending prayer meetings and for assistance on various levels like consulting social workers. The residents also highlighted problem areas in the community which included lack of basic services, unemployment, crime and substance abuse. Although the study was performed as a student training exercise, it provided valuable information regarding the perspectives of local residents (Du Plessis et al., 2012).

2.4   SUPPORT ORGANISATIONS

Organisational literature reviewed included literature on the various aspects of support organisations such as the kind of services delivered, by whom in the organisation the services are delivered, how they are funded to actually perform their tasks and the role of awareness, cooperation and networking between support organisations (Weil et al.,

2012).

2.4.1   Support organisations: A social phenomenon

Governments, civil societies and organisations worldwide have joined hands to address the issues that communities living in impoverished circumstances have to face daily (Carr & Sloan, 2003). The United Nations' Millennium Development Goals have set the agenda for all nations to reduce poverty and to assist and empower marginalised communities toward achieving sustainable wellness by 2015 (National Development Agency, 2014; Weil et al., 2013).

Support efforts boast a long history in the African culture, whereby communities have engaged in mutual and collective support for many years (Patel et al., 2007). In their study conducted on civil service and volunteerism across five African countries, Patel et al. (2007) concluded that support could be seen as a social phenomenon that develops out of altruistic concern for others living in marginalised circumstances. Kajimbwa (2006) conducted research on the role of NGOs in the global south and argues that support organisations exist in part due to the inability of African governments to address all the needs that exist in marginalised communities. He further states that support organisations fill the gaps, both at micro level through direct contact with the recipient and at macro level through influencing civil policy (Kajimbwa, 2006).

In South Africa the social engineering of Apartheid that privileged a few and oppressed the majority placed many people in a situation of dire need. It created an ongoing struggle for liberation, in which mostly black, coloured and Indian communities were voluntarily participating (Perold et al., 2006). During the apartheid era, civil societies as well as support organisations were reported to be politically orientated and often found themselves divided at opposite ends of the political spectrum (Habib, Daniel & Southall, 2003). At one end of the spectrum social support services and NGO networks were aligned with the apartheid government and tended to serve mainly the white communities, whereas at the other end, grassroots community-based organizations were mostly anti-government and provided basic services in the black communities (Hendrickse, 2008; Perold et al., 2006). The anti-government organisations were often suppressed and marginalised (Patel et al., 2007). After the demise of apartheid, these activist sensibilities

continued and are still evident but less prevalent (Hendrickse, 2008). They provided the much needed foundation for developing initiatives toward achieving a better life for all in the New South Africa (Perold et al., 2006; Swilling & Russell, 2002).

Today South Africa can be considered a developing country but the gap between rich and poor in South Africa remains the greatest globally (Seedat & Lazarus, 2011). At macro level, some of the psychosocial problems in South Africa are high levels of unemployment, low levels of education, poverty, and a high incidence of HIV and AIDS. Levels of crime and abuse are also growing every day (Perold et al., 2006). Support organisations worldwide as well as in South Africa attempt to address these challenges through developing appropriate service and empowerment programmes (Hendrickse, 2008; Topçu, 1999).

According to the South African Department of Social Development (DSD) support organisations currently make a significant contribution to addressing the needs of destitute and marginalised South Africans as well as to alleviating the burden carried by the state (Department of Social Development, 2013). In the health sector alone the work done by support organisations in South Africa contributes about 30% towards public health services (Hofisi & Hofisi, 2013).

An assessment done by the National Development Agency (NDA) found the non-profit sector in South Africa stable, sustainable and growing rapidly (Graham et al., 2008). The majority of the 264 support organisations they investigated had already been operating between three and 20 years, with 12% of the organisations having been established within the past two years (Graham et al., 2008).

2.4.2 Services and programmes

In the assessment by the Johns Hopkins University, the services offered were divided into three categories – *service*, *expressive* and *other* activities. The *service* activities involved support programmes on housing, social services, education and healthcare; the *expressive* activities involved support services on sport, arts and culture, advocacy and interest representation. The *other* activities were not defined in the report (Salamon et al., 2013). The findings revealed that 73% of support programmes were performed in the

29

service activities category, 22% of support programmes were performed in the expressive activities category and 5% of the support programmes were categorised as other (undefined by author) activities (Salamon et al., 2013).

The research by Topçu (1999) regarding international support organisations and the humanitarian relief services that are delivered, indicated five broad categories of support to exist, namely to provide nutrition, food aid, shelter (and clothing), water (and sanitation) and medical care. These services are mostly conducted on a large scale to provide assistance to people who have fallen victim to natural or man-made disasters. International support organisations also assist in designing and delivering developmental programmes in marginalised communities worldwide (Topçu, 1999; Weil et al, 2013). One such international organisation, Care International, has offices in Europe, North America, Australia, and Japan and runs longer term projects towards poverty reduction, self-sufficiency and sustainable development in many countries across Africa, Latin America and Asia (Topçu, 1999). Kajimbwa (2006) mentions many more international support organisations active in Africa contributing towards community development, including CARE, Oxfam, Save the Children, Concern World Wide and more. Kajimbwa (2006) further states that international support organisations should avoid a top-down approach when offering assistance and rather strive to enable communities to jointly design and implement their own programmes. In so doing the local support organisations can build their own local skills and capacities as well as gain practical expertise in tackling poverty reduction (Kajimbwa, 2006).

The complexities that exist in marginalised communities require that a wide variety of programmes are offered at various levels by various sectors, including those offered by local support organisations (Pawar, 2013). The study by Patel et al. (2007) covering five African countries revealed that community-based service activities were a widespread phenomenon. The study further identified the major focus areas of the services offered in these countries to include the following: human and social services, health, HIV/AIDS (care, psychosocial support, education and prevention), social and community development, education, youth development, child welfare, gender development, services for the poor and vulnerable, environmental protection programmes, nutrition and food security, agricultural training, crime prevention including protection and victim support,

civic education and democracy building, emergency relief/response, employment and economic development, infrastructure development, social and financial security, spiritual healing, personal development, sports and recreation and cultural heritage/arts (Patel et al., 2007).

In South Africa the study by Swilling and Russel (2002) identified 11 focus areas in the support sector. The largest three focus areas were categorised in the *social services* focus area, the *culture and recreation* focus area and the *development and housing* focus area. The social service focus area included support organisations that addressed child and youth welfare, services for the handicapped and elderly, emergency relief and income support. The culture and recreation area included support organisations that addressed culture and arts, sports and recreation and social clubs. The development and housing focus area included support organisations that addressed economic development, housing associations as well as employment and training, including career counselling (Swilling & Russell, 2002). Furthermore, the assessment found that health and youth care services in South Africa were mainly initiated at national level to be implemented at local level (Perold et al., 2006).

In the research assessment conducted for the National Development Agency (NDA) by Graham et al. (2008), the key focus areas of support organisations included education, support towards children and HIV/AIDS. They found that in most cases the support organisations also offered programmes in at least three other focus areas. Those focus areas included community development, human capacity development and training, gender, health, youth, disability, human rights, agriculture, early childhood development (ECD), elderly, counselling and therapy, legal services and poverty relief (Graham et al., 2008).

2.4.3 Management, staff and volunteers

Management

In South Africa no formal legislation or policies exist for the management of voluntary service delivery (Patel et al., 2007). The Department of Social Development encourages support organisations to voluntarily register as non-profit organisations under the Non-

profit Organisations Act 71 of 1997, to enhance transparency, accountability and good governance of their support efforts. Information regarding registered NPOs is made publicly available and increases confidence in the non-profit arena (Department of Social Development, 2013). Currently there are 8 751 legally registered NPOs in the Western Cape (Department of Social Development, 2014). To maintain the legal registration status, management boards also have to annually submit reports and audits to the Department of Social Development (Department of Social Development, 2013). Support organisations therefore carefully select the management board to ensure strong governance through members that possess the necessary financial auditing and budgeting skills (Lewis, 2003; Rosenthal, 2012).

Graham et al. (2008) found that to ensure good governance almost all support organisations conducted regular self-evaluations regarding their goals, services and programmes through internal as well as external facilitators. Some corporate and private donors require NPO management boards to comply with the South African King III Code of Good Governance. This is to ensure effective and ethical leadership to achieve sustainable economic, social and environmental performance (Institute of Directors in Southern Africa, 2009). However, as the King III code was originally intended for the corporate for-profit sector, it was not considered totally suitable for support organisations that are voluntary non-profit associations (Gastrow, 2013; Wyngaard, 2010; Wyngaard & Hendricks, 2010). In answer to the frustrations and shortcomings of the King III code, a new Independent Code of Governance for Non-Profit Organisations in South Africa was established through a collaborative effort of South African non-profit organisations. This code takes the multi-faceted nature of NPOs into account while still acknowledging the existence of other codes, including the King III code (Gastrow, 2013; Rosenthal, 2012). One of the guidelines in the new code of governance requires that management regularly reviews and evaluates its goals and services (Rosenthal, 2012).

Staff and volunteers

In Western industrialised nations the services in support organisations and volunteerism are mostly conducted by people from privileged, middle class and educated backgrounds, in other words by people who could afford to volunteer their time (Patel et al., 2007;

32

Schuurman, 2013). In the study conducted across five African countries Patel et al. (2007) found the staff or volunteers of support organisations to mainly consist of adult women of low socio-economic status living in the target communities being served. Their ages varied depending on the type of service delivered but health services were mostly served by older mature women. In South Africa almost two-thirds of women delivering voluntary services did so out of a strong religious conviction (Perold et al., 2006). Services delivered by men mostly involved skilled or manual labour (Patel et al., 2007).

In 1999 the number of full-time employees, part-time employees and volunteers working in the non-profit support sector in South Africa totalled the full-time equivalent of 645 316 people (Swilling & Russel, 2002). This number exceeded the number of people working in many of the large economic sectors such as the mining sector and the public servant sector counting 534 000 and 436 187 people respectively (Swilling & Russel, 2002). According to Swilling and Russel (2002) the 1.5 million volunteers in South Africa made up 49% of the total non-profit workforce, but Perold et al. (2006) found the number of volunteers to be closer to 4.6 million people. This could indicate that the scope of the support service sector is increasing very rapidly in South Africa (Perold et al., 2006).

Graham et al. (2008) found that the majority of support organisations that took part in their survey operated with a workforce of less than 20 staff members. Some of the organisations were found to have almost half of the workforce consisting of volunteers, but 40% of the organisations indicated that they used no volunteers at all (Graham et al., 2008). Staff capacity was found to be a big problem for many of the organisations and burnout was considered a regular aspect of the work. Staff training was mostly performed through in-house training and through on-the-job experience (Graham et al., 2008; Perold et al., 2006).

2.4.4 Funding

Globally funding and fundraising has become a highly professionalised activity (Weil et al., 2013). Funds may be generated in various ways, such as through contracts and grants, through gifts from individuals, groups or corporations, through fees for services delivered and though income from sales (Weil et al., 2013). The international assessment conducted by the Johns Hopkins University in 2012 revealed that the average income of

the non-profit sector is made up from fees (43%), from government (32%), from the private sector (23%) and from other sources (2%) (Salamon et al., 2013). Kanyinga and Mitullah (2007) found that in 2007 the average income ratio for the non-profit sector in Kenya came from fees (81%), from government funding (5%) and from private sector funding (14%).

In South Africa the income received by the non-profit sector in 1999 came from fees (34%), government funding (42%) and through private sector funding (25%) (Swilling & Russel, 2002). Because the nature of services delivered are in principle unprofitable, some support organisations mainly rely on obtaining government grants and tenders, donor funding and gifts from national agencies such as the National Lottery (Camay & Gordon, 2004; Hendrickse, 2008). Large corporates are found to sponsor high profile projects that are visible in order to elevate their status (Hendrickse, 2008). Corporate funding depends on the priorities of the donor with regard to region and objective and can therefore be found to be inconsistent over time (Hendrickse, 2008). Both government- and corporate agencies require organisations to be legally registered to ensure transparency and accountability (Hendrickse, 2008).

The National Development Agency found sources of funding to come from donations from private, corporate and international sponsors, from services provided, from government grants and tenders and through international government agency funding (Graham et al., 2008). Therefore support organisations are dependent on a variety of sources for funding to ensure sustainability and survival (Graham et al, 2008).

2.4.5 Awareness, collaboration and networks

Awareness and collaboration

In order for a support organisation to be optimally utilised, the local community has to be aware of its existence in the community (Roos et al., 2001). Awareness and knowledge regarding existing support organisations and their programmes is also an important aspect for other entities such as government departments and other support organisations (Osborne, 1996). Opportunities for cooperation are created and enhanced through awareness (Weil et al., 2013). For any other voluntary organisations wishing to

34

start up in the community, knowledge and awareness of existing support organisations assists to prevent redundant service duplication (Osborne, 1996; Weil et al., 2013). Patel et al. (2007) affirms the need to regularly compare services being developed to the scope of the services already being offered in a specific community.

Awareness among support organisations enhances networking and optimal collaboration between organisations, especially when multiple and comprehensive issues in the community need to be addressed (Mizrahi, Rosenthal & Ivery, 2013). Cooperation can facilitate organisations to stand together in campaigns towards significant causes such as the campaign that enabled the South African government to legally import low cost anti-HIV medication (Carr & Bandawe, 2011).

Networks

Networking involves collaboration between organisations delivering similar as well as complementary services which can be beneficial for support organisations in terms of problem solving and adaptability (Topçu, 1999). It assists flexibility to acquire and adapt to new methods in service delivery (Van Sant, 2003). Topçu (1999) conducted a research study to examine the phenomenon of cooperation and networking between international humanitarian NGOs. The effectiveness of humanitarian relief efforts seemed to strongly depend on mutual awareness and cooperation between support organisations, but also between the organisations and the communities receiving assistance from those organisations (Topçu, 1999). Topçu states that without contextual understanding of and cooperation with the target community, the duration of the emergency that required assistance in the first place, could be unnecessarily prolonged. It was therefore considered important that close cooperation and collaboration be facilitated with local partners on site to offer optimal and appropriate assistance (Topçu, 1999). These same standards of contextual understanding and cooperation are applicable to networking support organisations all over the world, including South Africa (Duncan et al., 2007).

Topçu (1999) further researched the strength of networking between international support organisations from industrialised Western countries. The larger organisations were found to readily form networks to strengthen their position and to collectively gain a consultative status in the political decision making process. The smaller support organisations were

35

found to be more reluctant to join networks for fear of losing their funding to other organisations offering similar services (Topçu, 1999). Some networks were found to be exclusive, where certain affiliations and pre-requisites were required to join a network. Such networks included religious networks where religious affiliation was a requirement for membership. Lastly, Topçu found that very little cooperation existed between the larger support organisations in European networks and the smaller support organisations in the Southern Hemisphere.

In South Africa some organisations exist as umbrella bodies of support organisations such as the South African National NGO Coalition (SANGOCO), the Non-Profit Consortium (NPC) and the National Development Agency (NDA). All these organisations strive to unite and inform support organisations through network memberships to strengthen their capacity towards development initiatives in South Africa (Graham et al., 2008).

Networking can further be facilitated through digital networks such as *bettertogether.org* which promotes community development initiatives (Shumate & Lipp, 2008; Weil et al., 2013). In South Africa the digital network South African NGO Network (SANGONet) focusses on strengthening the capacity of support organisations through newsletters and digital communication. However, in marginalised communities the potential impact is limited as only a small percentage of support organisations have access to internet capabilities.Therefore it is questionable whether this method is useful (Gastrow, 2013). Currently no literature on networks in Kayamandi exists.

2.5   SUMMARY

In Chapter 2 the literature review for this study was discussed providing a suitable theory base for the study. Literature regarding community assessments conducted globally as well as in Africa, in South Africa and locally in Kayamandi was explored. Lastly, literature regarding organisational aspects concerning support organisations was consulted to provide a basis of reference for use during analysis.

In the next chapter the methodology and the procedure followed in this research study will be discussed.

CHAPTER 3: METHODOLOGY

3.1   INTRODUCTION

The methodology applied in this research study addressed the two main objectives identified in Chapter 1, namely to investigate support organisations currently active in Kayamandi and more specifically, to construct a typology regarding the various support organisations and the services they offer. The research design as well as the steps followed during the research procedure, including obtaining ethical clearance, selecting participants and key informants, data collection, data analysis and the verification of the research study is discussed in the following sections of this chapter.

3.2   RESEARCH DESIGN

Rigorous design increases the overall value of a study and ensures that the information collected is relevant, unambiguous and useful to the study outcome (Creswell, 2009; Graziano & Raulin, 2010). To enable a suitable research design it is important to choose an appropriate paradigm, approach and methodology to fit the purpose of the study (Mills, Bonner & Francis, 2006). The considerations deemed suitable for this research are discussed.

3.2.1   Mixed methods

Research studies in the social sciences can be quantitative, qualitative or a mix of both, depending on the purpose and the desired outcome of the specific study (Henning, Van Rensburg & Smit, 2010; Creswell, 2009). According to De Vos et al. (2011) quantitative studies are structured and applicable when a study is testing a theory or hypothesis by using numbers, controlled measurements and performing statistical analyses on collected data. Qualitative studies are considered less structured as they involve conducting semi structured interviews and making observations in order to compile a holistic view of a specific social phenomenon (De Vos et al., 2011; Henning et al., 2010). Qualitative research is appropriate when a complex phenomenon needs to be explored in its natural

surroundings and whereby the researcher is the key instrument in collecting data (Creswell, 2013).

The mixed methods methodology allows the researcher to combine qualitative and quantitative methodologies and has become increasingly popular in community research as it allows for deeper understanding of the phenomenon researched (Barnes, 2012; Creswell, 2009; De Vos et al., 2011; Henning et al., 2010). Three of the assessment studies discussed in the literature review exploring the size and scope of the civil and non-profit sector globally (Swilling & Russell, 2002), in Kenya (Kanyinga & Mitullah, 2007) and across five countries in Africa (Patel et al., 2007), used a mixed methods approach to achieve the desired outcome of the studies. It allowed them to construct a holistic view of the civil and non-profit sector, and facilitated the opportunity to quantify the descriptive findings.

A mixed methods research design was also considered appropriate to apply to this current study. Combining both qualitative- and to a lesser extent, quantitative methods enabled me to collect rich, descriptive information (Cohen & Crabtree, 2006; De Vaus, 2001; Starks & Brown Trinidad, 2007). The nature of the current study was purely descriptive and although quantitative elements were required, no statistical quantitative analysis needed to be conducted. The targeted information purely concerned the available support organisations in Kayamandi, the services they offer and the rationale that exists behind their efforts.

3.2.2 Research paradigm

Constructivism allows the researcher and the key informant to co-construct knowledge, meaning and understanding through discovery and assimilation of the lived experiences of the key informant (Guba & Lincoln, 2001; Lauckner, Paterson & Krupa, 2012). The constructivist paradigm provides the researcher with a descriptive methodology employing interviews and observations to capture the opinions and experiences of the researched parties in their social and cultural contexts (De Vos et al., 2001; Nelson & Prilleltensky, 2010).

As the current study was concerned with constructing a typology of support organisations,

the qualitative constructivist paradigm was considered most suitable within which to investigate and document the social practices and processes regarding the different support organisations (Creswell, 2009; Nelson & Prilleltensky, 2010; Starks & Brown Trinidad, 2007).

3.2.3   Research approaches

Various approaches can be applied to conduct a qualitative community assessment (Creswell, 2013; De Vos et al., 2011; Starks & Brown Trinidad, 2007). Although they have many methodological characteristics in common, they differ from one another regarding their primary objectives (Starks & Brown Trinidad, 2007). In order to achieve the objective of purely investigating and describing support organisations and the services they offer, elements of the following five approaches were considered appropriate to use: the subsystem approach, the phenomenological approach, the intrinsic case study approach, the triangulation approach and the resource analysis approach, also known as the strengths or asset mapping approach (De Vos et al., 2011; Hardcastle & Powers, 2004; Kretzmann & McKnight, 1993).

The *subsystem approach* allowed me to explore and describe a specific facet or subsystem of the community, namely the subsystem of support organisations, whereas the *phenomenological approach* allowed me to deeper investigate the phenomenon of support (Creswell, 2013). In the current study a combined *phenomenological-subsystem approach* was followed whereby the lived experiences of the support providers in each organisation could be richly described, resulting in an exhaustive and in-depth depiction of the support phenomenon in Kayamandi (Creswell, 2009; Creswell, 2013; Hardcastle & Powers, 2004; Starks & Brown Trinidad, 2007). In the Ethiopian study mentioned in the literature review, Piquemal (2013) successfully applied the phenomenological approach within the constructivist paradigm to construct inductive meaning towards the phenomenon of education as experienced and expressed by orphans in Ethiopia.

The phenomenological subsystem approach was also complemented by the *intrinsic case study approach* whereby each individual support organisation was considered a case to be investigated and described (De Vos et al., 2011). Every support organisation added its own depth, detail and special value to the investigation of the support phenomenon

39

(Schram, 2006). Multiple intrinsic case studies – one for each support organisation – were performed, which added rich information as to how the support phenomenon varies across the different cases (Creswell, 2013; Flyvbjerg, 2006). All the cases in the current study were bound in the same timeframe, namely 2012–2013 and in the same contextual setting, namely Kayamandi. The study of Lauckner et al. (2012) combined the constructivist paradigm with a multiple intrinsic case study approach, to investigate three initiatives of Canadian occupational therapists in community development. They chose a multiple intrinsic case study design to understand and compare the complexity of each case and constructed in-depth knowledge regarding the phenomenon of occupational therapy as described in the various cases (Lauckner et al., 2012).

The *data triangulation approach* allowed for rich, accurate and convincing data to be obtained through investigating multiple sources (Alston & Bowles, 2003; Creswell, 2009; De Vos et al., 2011; Yin, 1999). Bergen and While (2000) used Yin's triangulation approach in a study on community nursing and concluded that data triangulation proved to be a credible and robust method for collecting accurate data, enabling a good degree of cross correlation and corroboration of findings. In the current study the sources included conducting interviews, documenting observations made during the interviews and examining existing available documentation such as newspaper articles and internet websites. Leedy and Ormrod (2010) view research on the internet as a very powerful method when searching for data. It offers a huge variety of resources online such as electronic articles, journals and databases. Most organisations have websites that can be explored and the searches can be conducted worldwide

For this study the support organisations were considered as more than just social phenomena to be described through intrinsic case studies. Looking from a strengths perspective, support organisations were considered to be resources or assets to the community of Kayamandi (Kramer, Amos, Lazarus & Seedat, 2012). The *strengths or assets approach*, sometimes referred to as *asset-based community development* (ABCD) approach, involves documenting a community's existing resources or strengths (Kramer et al., 2012; Minkler & Wallerstein, 2005). This approach diverges from a needs-based approach as it first targets the positive available resources in communities – be they at individual or organisational level (Beaulieu, 2002; Kretzmann & McKnight, 1993;

40

Roehlkepartain, 2008). Thomas, Donovan and Sigo (2010), investigated the needs and resources for indigenous communities by interviewing key informants in the various communities. During evaluation of their research they concluded that the study had been too focused on problems and needs and that by concentrating mainly on the shortcomings they had negatively stigmatised the communities observed. They concluded that the focus during the assessment should also have been put on the strengths and assets of the community (Thomas et al., 2010). In the Railton community assessment by Lazarus et al. (2010), the strengths identification was performed prior to the needs analysis and provided positive and useful insights towards challenges that existed.

Elements of Kretzmann and McKnight's (1993) *Asset Mapping* approach were therefore deemed appropriate to document the typology of services that each support organisation offers. In so doing, a comprehensive overview of available support organisations and support services in Kayamandi could be constructed in a positive manner which yielded rich results (Kramer et al., 2012; Kretzmann & McKnight, 1993).

3.3   ETHICAL CLEARANCE AND CONSENT

Before any data could be collected, approval and ethical clearance to conduct the study had to be obtained from Stellenbosch University. The Stellenbosch University Ethical Committee's requirement for clearance was to deliver a detailed proposal describing the research study. The proposal for this research study was first discussed at length with the supervisor and other senior lecturers before being approved by the Department of Psychology at Stellenbosch University. Thereafter the research proposal was submitted to the Stellenbosch University Ethical Committee for their approval. The research proposal was accepted and ethical clearance to conduct the study was obtained (see Appendix B). Because the study took longer than expected, a request for extension of the research period was made to the Research Ethics Committee and was granted: Reference No. HS596/2011 PrP (see Appendix C).

In accordance with the ethical approval, it was required that prior consent to take part in the study was granted by each organisation and by each interviewee. A consent form was prepared in both English and Afrikaans, according to the required format and content as

prescribed by the Stellenbosch University Ethical Committee and approved as part of the ethical approval process (see Appendix D and Appendix E). The consent form informed each interviewee that participation was voluntary and that they could withdraw from the study at any time (Sin, 2005). They were informed that a digital recording of the interviews would only be made if they granted permission to do so. They were assured of their right to confidentiality and anonymity and that only the official name of each particular support organisation would be used in an overall list of support organisations (DiCicco-Bloom & Crabtree, 2006; Sin, 2005). The data obtained during the interviews were stored on the researcher's laptop, which is secured with a password. The interviewees were assured that the research procedure posed neither any potential safety risks nor discomfort to their person (Miller, Mauthner, Birch & Jessop, 2012; Orb, Eisenhauer & Wynaden, 2001). The consent form informed them that there was no cost or payment for participation in the study (see Appendix D and Appendix E).

3.4 PARTICIPANTS AND KEY INFORMANTS

To obtain relevant data for this research, key informants representing support organisations were required to take part in the study. The selection of key informants involved two steps, namely identifying relevant support organisations to take part as participants in the study and thereafter selecting an appropriate key informant to represent each support organisation (De Vos et al., 2011).

3.4.1 Identification of support organisations

I approached and consulted various sources to find out which organisations were currently active in Kayamandi. These sources included the internet, the Stellenbosch University, local newspapers as well as the Stellenbosch Municipality.

Initially information regarding support organisations in Kayamandi was sought on the internet. Doing any research today without consulting the internet is unthinkable. It is considered an efficient and thorough method to obtain a wide variety of information on any possible subject (Leedy & Ormrod, 2010). I used various keywords to narrow down the search to find every possible support organisation delivering a service in Kayamandi,

Stellenbosch. These included search terms such as *Kayamandi* together with the term *support*, *NGO*, *help, assistance* and *service delivery*. These searches delivered many different organisations and databases that were examined and noted. Contact information was often found on the websites of the various organisations, and a list of names, phone numbers and email addresses could readily be compiled. The geographical boundaries for the research area could be easily determined through Google Earth and the Street View function of Google Earth made it possible to actually visualise the premises and exact location of some of the support organisations. This proved particularly useful later when driving to the various organisations for appointments.

Stellenbosch University is situated in the centre of Stellenbosch and provided some sources of information pertaining to support organisations in neighbouring Kayamandi. The university library is part of an extensive international digital network of libraries and databases through which many relevant journals, articles and references could be accessed online. The library was further used to search for and consult relevant printed matter such as books, articles, journals and existing completed studies regarding local community support efforts. The social sciences librarian was especially helpful in assisting to find useful and relevant sources of information in the library (Hofstee, 2006).

Various university departments and student organisations were approached to discover any support efforts and programmes being conducted by the university in Kayamandi. Most of the programmes offered were found to be included in two prominent university databases. The Stellenbosch University Community Interaction database (Stellenbosch University database) includes support programmes being offered in and around Stellenbosch by the different departments and faculties. The Maties Community Service database (Maties Gemeenskapsdiens-databasis) includes all the support programmes offered by the student residences and student organisations. The opportunity arose for me to personally participate in such a support programme in Kyamandi run by the Department of Psychology. This programme addressed career counselling at the two high schools in Kayamandi, Makapula Secondary and Kyamandi High. The programme involved visiting the two schools and the contact with the teachers and principals proved very useful in identifying support organisations. It also enabled me to attend various community forums and meetings whereby contact was made with other support efforts

43

being conducted in the community.

The local weekly Stellenbosch newspaper, the *Eikestadnuus*, was also scanned for any information regarding Kayamandi and possible support efforts offered there. The appropriate articles were cut out and collected in a file. This was done over a 3 year period in order to become familiar with Kayamandi and to record any support organisations mentioned in the paper. A thorough catalogue of publicised support activities could be compiled this way.

The Department of Community Development at the Stellenbosch Municipality was approached for any information regarding support organisations active in Kayamandi. The people at the department were very helpful and provided a list of relevant support organisations, contact persons and phone numbers (M. Aalbers, personal communication, August 23, 2012). They also forwarded names of other institutions that could provide information, such as the Department of Social Development of the Western Cape Government, as they are responsible for the registration of support organisations in the Cape Winelands, which includes Kayamandi (M. Aalbers, personal communication, August 23, 2012). The Stellenbosch Municipality further provided information regarding the Stellenbosch Welfare and Development Coordination Committee (SWOKK), which is a network of organisations that are active in the greater Stellenbosch area, some of which operate in Kayamandi. I then was able to contact and join SWOKK as a member and attend the two monthly meetings. There I met representatives of more support organisations that offered services in Kayamandi. Through the contacts made in SWOKK, the Kayamandi Network, which is an informal network of support organisations, was revealed. By attending the Kayamandi Network meetings, held in Kayamandi, I could meet with residents and support organisations as well as individuals active within the borders of Kayamandi.

After investigating all these sources a point of saturation was reached and no more new organisations were found. Altogether 48 support organisations were identified according to the selection criteria that they were non-governmental organisations and delivered their services to the residents of Kayamandi. They consisted of the following:

- thirty support organisations that deliver support services directly in Kayamandi

44

- nine organisations that deliver support services in Stellenbosch that are available to Kayamandi residents but not directly delivered in Kayamandi

- five umbrella initiatives which each provide several support service projects run by the faculties, residences and student organisations connected to the Stellenbosch University (The services are mostly performed in partnerships with the existing organisations already active in Kayamandi. These projects, some of which as part of a study curriculum, may change annually and are only offered during term time.)

- four digital organisations that offer their support services via social media portals

After careful deliberation, only the 30 organisations offering services within the borders of Kayamandi were selected to be participants in this study, as these organisations were the core support organisations in Kayamandi, providing long-term support directly to the residents of Kayamandi. I then compiled a contact list that included the name, email address and telephone number of each of the 30 identified organisations chosen to participate in the study.

3.4.2 Selection of key informants

The key informants were selected according to the homogeneous purposive sampling method whereby I approached key informants fulfilling similar roles in the various support organisations (De Vos et al., 2011; King & Horrocks, 2010; Lunenburg & Irby, 2008). For the purposes of this study, key informants were considered to be the founders, directors or managers of the various support organisations, as they were deemed to have the best knowledge regarding the origin and nature of the support services they render in the community (De Vos et al., 2011). They would also have the necessary authority to grant permission on behalf of the particular support organisation to conduct the interview.

Using the contact list, I sent each organisation an email introducing myself, explaining the background to the research and inviting the key informant of each organisation to participate in the study. A consent form was attached for their information. The consent form covered three aspects: consent to participate in the study, consent for the interview to be audio-recorded and my undertaking to provide confidentiality where applicable (see

Appendix D and Appendix E). This form had to be signed prior to conducting the interview.

The possibility of a language barrier was anticipated. As I am only fluent in English, Afrikaans and Dutch, I mentioned this aspect in the introductory email together with the request whether any of the organisations would prefer a translator to join the interview, particularly for isiXhosa. All the key informants from the various support organisations indicated that they were fluent in either English or Afrikaans or both. Therefore there was no need to arrange for a translator to attend any of the interviews.

If the organisation replied with a positive response, a date, time and place was arranged for the interview. If the organisation failed to reply, or when no email address was available for the particular key informant, a follow-up phone call was made to confirm the contact details. During the call I introduced myself and explained the background to the study, inviting them to take part in the study. If they agreed to do so, a date, time and place was agreed on for conducting the interview.

Of the 30 organisations that were approached, 19 were able to take part in the study. A calendar was compiled and each appointment was noted. It was important to be flexible, accommodating and available in case any key informant wanted to change the date or time. The appointments were scheduled at least 3 hours apart to allow for extended interviews and also for sufficient travel time to and from the various appointments. It was essential to have my own transport to facilitate each visit.

The demographic data of the key informants that were interviewed, including race, gender, average age, home language and nationality, are presented in Table 3.1.

Table 3.1

Demographic Data of the Key Informants Interviewed

Aspects		Sample group (N = 19)	%
Race	Black	5	25
	White	14	75
Gender	Female	14	75
	Male	5	25
Age	20-35	3	15
	35-50	7	35
	50+	9	50
Home language	Afrikaans	5	25
	English	9	50
	IsiXhosa	5	25
Nationality	South African	16	85
	British	1	5
	American	2	10

Sixteen of the key informants were working full time for their respective support organisations, two had full-time jobs elsewhere and were only involved in the support organisation on a part-time basis and one was a postgraduate student who was conducting an intervention on behalf of Stellenbosch University.

Although the home language of five of the key informants was Afrikaans and of five others IsiXhosa, the interviews were all conducted in English, except for one which was conducted in Afrikaans.

47

3.5   DATA COLLECTION

After obtaining ethical clearance, the steps in the data collection procedure included the following: preparing a guiding questionnaire, conducting interviews with the selected key informants, making observations during the interviews and attending network meetings in the community.

3.5.1 Questionnaire guide

A questionnaire guide adds value to the interview process as it provides structure and functions as a guide during each interview session (Cohen & Crabtree, 2006). Questionnaires can consist of either closed or open questions or a combination thereof. The closed questions reveal the factual information and the open-ended questions allow interviewees to freely express their views in their own terms, revealing depth and detail in the interview process (De Vos et al., 2011; Gillham, 2007). All the questions ought to be covered during the interview to provide comparable information between different interviews (De Vos et al., 2011). I allowed myself to stray from the questions when considered appropriate, for example when I was given a tour of the premises and the information required had already been covered (De Vos et al., 2011). In order to obtain rich and relevant data regarding the various support organisations, a guiding questionnaire with both closed and open-ended questions was considered appropriate to use in this study.

The questionnaire template chosen to guide the interviews was the Retford Postal Questionnaire, containing both closed and open-ended questions (Elsdon, 1995). Elsdon conducted a qualitative survey in the town of Retford, Nottinghamshire (UK) in order to construct a typology of local support organisations. The closed, structured questions cover factual information, including contact information such as name, address, telephone numbers and other contact details of the support organisations. The open-ended questions cover the qualitative descriptive information. During the current study this guide proved useful to elicit relevant descriptive data as well as rich, in-depth qualitative data on each support organisation interviewed.

For the purposes of this study the Retford Postal Questionnaire was slightly adapted. After review and discussion with the supervisor and professors experienced in community interventions, some questions were modified and new questions were added in order to encapsulate additional information relevant to the study (see Appendix F and Appendix G).

3.5.2 Interviews

According to Silverman (2010), the interview is an extremely useful method for collecting meaningful data. It involves a social face to face conversation between the researcher and the interviewee in order to exchange useful information regarding the research subject at hand (De Vos et al., 2011; DiCicco-Bloom & Crabtree, 2006). Semi-structured interviews involve using a questionnaire guide which is useful when conducting qualitative community assessments and when only one opportunity to conduct the interview presents itself (Cohen & Crabtree, 2006; Patton, 2002). In an analytical study regarding volunteering in South Africa, Perold et al. (2006) used semi-structured interviews with key informants to collect rich in-depth data on the nature of volunteerism in South Africa. In another qualitative case study regarding the role of churches in HIV/AIDS care, Ferreira (2012) used a semi-structured interview methodology to obtain in-depth relevant information. In the current study I therefore chose to conduct semi-structured interviews, asking closed and open-ended questions, using the adapted Retford Postal Questionnaire to structure and guide the interview process (Cohen & Crabtree, 2006; Gill, Stewart, Treasure & Chadwick, 2008).

The first interview I conducted was a pilot interview. It enabled the timing and the flow of the interview to be evaluated (Van Teijlingen & Hundley, 2002). The pilot interview therefore improved the quality of the interviewing process and reduced the potential waste of valuable time and resources by asking the wrong questions (Sampson, 2004). Thereafter the actual interviews could commence.

Prior to each appointment, all the available background information regarding the particular support organisation was thoroughly studied in order to be fully prepared before each interview (Cohen & Crabtree, 2006; King & Horrocks, 2010).

On the day of the interview, preparation ahead of each meeting with a key informant was paramount (De Vos et al., 2011; Henning et al., 2010). I took the consent form, the questionnaire and an audio recorder with extra batteries along to each interview. In order to obtain and capture the most accurate possible record of each interview, I used the digital audio recorder to tape each conversation, provided that full and written consent to do so was granted by the interviewee at the start of each session (Aberbach & Rockman, 2002).

The interviews were mostly conducted at the location of the office of each support organisation. Upon meeting the key informant I introduced myself. The initial conversation was informal and unstructured, which was useful for establishing upfront rapport (Cohen & Crabtree, 2006; DiCicco-Bloom & Crabtree, 2006). Thereafter the background to the study was once more explained and the consent form (see Appendix D and Appendix E) was re-read and signed by both the interviewer and the interviewee. The contact information was confirmed and if the interviewee granted permission, I switched on the recorder and the interview began (Aberbach & Rockman, 2002).

During the interviews, the interviewee was granted freedom to respond and elaborate on any of the answers of the open ended questions included in the questionnaire (Cohen & Crabtree, 2006; DiCicco-Bloom & Crabtree, 2006). This provided deep and rich information regarding the perspectives and experiences of the key informants as well as a comprehensive insight into the unique qualities of each specific support organisation and its activities (Henning et al., 2010; Polkinghorne, 2005).

After each interview, which lasted one hour on average, the follow-up steps to the research were explained. A message of thanks was also emailed to the key informant for their time and effort.

3.5.3 Observations

Observation is a further useful method for collecting and enhancing qualitative data (Henning et al., 2010). I used this method during each interview in order to gain better understanding of the context within which the support organisations were operating and to identify differences and common features between the organisations. Participatory

observations were also made during community forums and network meetings, as well as during the participation in the operation of a support organisation. I captured the observations as notes, taken down on paper after the interviews as well as during the community meetings (Cohen & Crabtree, 2006). I also took pictures where possible after permission was granted by the key informant.

Kayamandi network meetings are held at two-monthly intervals at alternating venues in Kayamandi and SWOKK network meetings are held quarterly. While the majority of the 30 identified support organisations in Kayamandi are notified of the network meetings, only a small portion of these are able to attend regularly. Useful observation data were collected during these meetings regarding the issues that the various support organisations discuss and share.

3.6 DATA ANALYSIS

After the interviews were conducted, the data were safely and securely captured and prepared for analysis. The exact procedure is discussed in detail in the following sections.

3.6.1 Data capturing

Relevant data were captured during the visits using various methods according to the triangulation approach (De Vos et al., 2005; Yin, 1999). These included audio recordings of the interviews, hand written notes that described qualitative observations of the settings as well as photographs depicting the contextual settings.

The same day, directly after conducting the interviews, I transferred and stored the audio recordings on my computer, secured by a password. The notes from the observations were scanned, documented and stored on computer as well. Creswell (2013) emphasises the importance of storing the data digitally and in a logical manner so that data management remains efficient. He also advises to continually develop backup copies of the data and this advice was strictly followed.

Thereafter, I digitally transcribed the audio recordings myself, which allowed me to include the qualitative impressions of the particular interview location and in so doing

added richness and accuracy to the data (Silverman, 2010). Being both the researcher and transcriber offered me the opportunity to listen carefully and recall my sensory memory of the context in which the interview took place (Braun & Clarke, 2006). In addition, it allowed me to evaluate my own interviewing performance and adapt where necessary before the next interview was conducted (Park & Zeanah, 2005). I transcribed as accurately as possible, using Standard English spelling and punctuation, providing a verbatim account of the interview that included sighs and laughs (McLellan, MacQueen & Neidig, 2003). Pauses in the conversation were noted, although they were not exactly timed. Also, I did not reflect any accent in the transcript.

The transcription process was tedious and time consuming but it provided a valuable opportunity to familiarise myself with the verbal data (Matheson, 2007; Silverman, 2010). A total of 19 interviews had been conducted, each lasting one hour on average, and each audio recorded hour took 12 hours to transcribe, totalling over 200 hours of transcription. Although at first I had considered using voice recognition software to assist in the transcription process, I decided against it as it was not very accurate. Also, the software is designed to recognise one voice at a time and had to be reset for every other voice separately, so it rapidly became clear that this was demanding too much time and extra effort, yielding no added qualitative value to the outcome.

After each interview was transcribed, I again checked the content against the original audio recording for accuracy (Braun & Clarke, 2006). Finally, all the captured data was then scanned to assess whether follow-up meetings were required to further clarify any uncertainties that presented themselves. Such meetings were held where necessary (Polkinghorne, 2005).

3.6.2 Data analysis

In order to interpret and derive rich, meaningful conclusions form the collected data, a clear and thorough data analysis needed to be conducted (De Vos et al., 2011). The steps followed for the data analysis are discussed.

All the captured data, including the transcripts, the observation notes and the newspaper articles, were sorted and separated for each support organisation. I further familiarised

myself with the data by reading and re-reading the digitally transcribed texts. It enabled me to conduct a preliminary thematic analysis by identifying the main ideas and patterns that emerged from the data (Braun & Clarke, 2006). The transcriptions were then uploaded to a computer-assisted qualitative data analysis software (CAQDAS) programme, ATLAS.ti. I chose this software package because it supported management and analysis of the digital transcripts, the audio files, other digital documents and the pictures taken (Friese, 2012; Rambaree, 2007).

The preliminary identified ideas and patterns served as an initial set of codes which were entered into ATLAS.ti and provided a starting point for the data analysis process (Braun & Clarke, 2006; Friese, 2012). Thereafter a thematic textual analysis was conducted on each transcript whereby I examined the transcripts one by one to further identify keywords, quotes and topics that were considered relevant to the study (Braun & Clarke, 2006). The words, quotes and topics were each allocated a code using the initial set of codes as well as by means of open coding and in vivo coding which allowed for new codes to be created. The coded data were then collated into meaningful units or themes, referred to as *families* in ATLAS.ti (Friese, 2012). Emerging families were reviewed to identify commonalities between them and if they had too much in common they were collapsed into one family (Rambaree, 2007). Families were also examined to check for differences that may exist within a family, and if necessary, families were broken down into separate sub-families (Braun & Clarke, 2006; Denzin & Lincoln, 2011; Henning et al., 2010; Smith, Flowers & Larkin, 2009). Families were therefore derived through combining codes sharing commonalities in an inductive bottom-up manner, but families and themes were also divided into sub-families through a deductive top-down manner (Braun & Clarke, 2006; Carcary, 2009; De Vos et al., 2011; Friese, 2012).

The final families were then clearly named to define what they represent and what they do not represent, to analytically illustrate the overall research findings (Braun & Clarke, 2006). Just over 100 codes were identified which were collated into 12 families. The families were sorted and listed as either descriptive aspects or qualitative themes and then sub-divided into sub-aspects and sub-themes respectively (Braun & Clarke, 2006; Friese, 2012). The descriptive aspects cover the basic, standard information collected on each support organisation and were primarily obtained through the closed questions

53

asked during the interview, through observation notes and relevant newspaper articles. The qualitative themes cover the rich in-depth information of each support organisation and were obtained through open-ended questions asked during the interviews (Braun & Clarke, 2006; De Vos et al., 2011). This thematic analysis process was compatible with the constructivist paradigm for this research (Braun & Clarke, 2006).

In ATLAS.ti it was possible to create and attach memos to the coded data. The memos were useful to store additional information regarding observations made during the interviews, like pauses and laughter, to clarify codes and to describe relationships between the codes (Friese, 2012; Rambaree, 2007). The ATLAS.ti programme was especially useful for determining the frequency in which a code appeared in one or across all the documents. Throughout the analysis process, ATLAS.ti enabled me to intermittently gain a comprehensive overview of all the coded data by retrieving and reviewing all the quotations attached to a specific code (Friese, 2012).

Finally, the descriptive aspects and the qualitative themes were sorted and arranged for inclusion in the research report, together with relevant quotes that were extracted to illustrate the findings (Braun & Clarke, 2006; Kluge, 2000). A typology was constructed according to the types of services rendered to various recipient target groups such as health, social welfare and development, education and environment. The descriptive aspects and the qualitative themes will be presented in Chapter 4 and discussed in Chapter 5.

3.7   VERIFICATION OF THE RESEARCH

With qualitative research reliability and validity are found in verifying the trustworthiness of the research (Henning et al., 2010). Lincoln and Guba (1985) identify four aspects that play a role in determining the trustworthiness: credibility, transferability, dependability and confirmability.

3.7.1 Credibility

The credibility of the research and the researcher can be found in five aspects. These include using the appropriate research interview and instrument, familiarisation with the culture and context of the participating organisations, the triangulation of research methods, sources and sites, conducting member checks of the collected data and lastly, the reflexivity of the researcher (Cohen & Crabtree, 2006; Shenton, 2004).

3.7.1.1 Appropriate research instruments

The semi-structured interview technique and the questionnaire used to guide the interviews had been reviewed and approved by both the supervisor and professors in the Department of Psychology at Stellenbosch University – all of them being well experienced in conducting community assessments. The questionnaire allowed for questions to be prepared ahead of the interview that elicited rich, reliable and comparable qualitative information. It had been applied successfully in Retford in the United Kingdom, when a typology of local support organisations was constructed (Elsdon, 1995). The accuracy of the collected data was enhanced due to the good quality audio recordings that were made during the interviews.

3.7.1.2 Familiarisation with culture and context

Since 2010, prior to conducting the research, I familiarised myself with the research setting by becoming involved in two different support initiatives in Kayamandi. During one initiative I assisted in the setting up and development of a local community support organisation called the Career Information Centre (CIC) whereby the youth and unemployed living in Kayamandi were offered the opportunity to acquaint themselves with

55

the concept of career counselling. During the other support initiative I was a member of the Stellenbosch University Career Life-Planning Project, conducting career counselling workshops with learners at the two high schools in Kayamandi, Makapula Secondary and Kayamandi High. Both these initiatives involved organising community forums, attending meetings with community leaders and members, school principals, teachers and learners. I could experience first-hand interaction with members of the community and familiarise myself with the culture and context of Kayamandi (Silverman, 2010). In addition to having enjoyed the privilege of involvement in both these initiatives, I attended multiple Kayamandi Network meetings during which support organisations and community members raised many relevant issues that were invaluable in providing insight in the fabric of the community.

3.7.1.3 Triangulation of methods, informants and sites

The research was conducted through triangulation of methods, informants and of sites in order to enhance the overall credibility of the data (Morse, Barrett, Mayan, Olson & Spiers, 2002). The different methods included examining existing documentation on each support organisation participating in the study, conducting one or more interviews with key informants of each organisation and making observations during each interview (Shenton, 2004). These different methods enabled me to discover complementary data and to crosscheck and confirm findings regarding the background, attitudes and behaviours of the various support organisations (Brewer & Hunter, 1989; Lincoln & Guba, 1985). The triangulation of informants involved comparing and verifying the experiences, opinions and views as expressed by the key informants of the different support organisations (Shenton, 2004). Site triangulation added to the credibility of the findings as each different site contributed towards insight and understanding of contextual and operational issues in support organisations (Morse et al., 2002).

3.7.1.4 Member checks

After conducting the interviews, member checks were performed where necessary during follow-up meetings, network meetings and by telephone. The support organisations could then validate the impressions and interpretations that I had made. Guba and Lincoln

(1985) consider member checks to be one of the most important factors to enhance a study's credibility. Follow-up meetings were arranged in informal settings, for example a coffee bar, where I could confirm or clarify vague or contradicting data with the interviewee. Network meetings provided a useful platform for member checks as derived impressions could be discussed and verified with groups of two or three interviewees at a time. On one occasion I had been invited to a community lunch in Kayamandi, hosted at the home of one of the interviewees, which provided a unique opportunity to elucidate and confirm the data.

3.7.1.5 Reflexivity

Finally, reflexivity involves the relationship between the researcher and the subject of research (Alvesson & Skoldberg, 2009; Watt, 2007). My background, qualifications and experience play a role in the way I am perceived and received by the research subjects and also contribute to the manner in which I conduct the research and interpret the findings (Shenton, 2004).

I am a 56 year old, white female master's student in Psychology and mother of two adult children. I am a multinational citizen as I have had the privilege of living in many different countries, including South Africa, The United Kingdom, The Netherlands, Hong Kong and The United Arab Emirates. During the many years of relocating I have met many wonderful people and I can truly state that all the people I met all wanted the same thing in life – a loving home, good friends, safety and a sense of belonging, food, shelter, education and proper healthcare.

I grew up in Johannesburg, being the only daughter and the youngest child of three. I enjoyed a privileged upbringing and had a very close relationship with both my parents but especially with my mother. She and my father met as university students in Holland during the Second World War and they were both heavily involved in the student resistance efforts during the time that Holland was occupied by Germany. They risked their lives on many occasions in order to help others escape the horrors of war. After the war they emigrated from Holland to South Africa. My father was a psychiatrist working full-time and my mother, being a 'stay at home' mum (with a law degree), had time to quietly get involved in anti-apartheid efforts where she continued her passion for assisting

57

the oppressed. She was appalled at the dictatorial attitude of the apartheid government of the time, robbing citizens of their freedom, opportunity and dignity. During those years when the truth in South Africa was concealed by means of censorship by the governing authorities, she eagerly awaited letters from her sister in Holland, informing her of the true state of affairs regarding the situation in our own country. She shared these letters with me while I was still very young and my own passion for fairness and equality for all people was born.

I studied psychology at the University of Stellenbosch (1976–1979). At that time it was a whites-only university and I was surprised that many white students around me were equally frustrated by the inequalities imposed on people from different races. After completing my honours degree in Counselling Psychology, I started working as a psychometrist at the Department of Post and Telecommunications where I was once again confronted by racial segregation. I was given 'quota' instructions, where racial segregation once again reared its ugly head. The instructions indicated exactly how many whites, coloureds, Indians and blacks I was allowed to recruit – regardless of qualification. I found it an appalling and inhuman experience to have to select and reject eager and capable candidates based on racial discrimination.

After getting married we started our travelling lifestyle of 22 years. After finally returning to South Africa, I was shocked to find that after almost 20 years of democracy the struggle for economic equality still existed. Conditions in the townships of old still resemble what Europe would classify as a state of emergency. I was privileged to be a participant in two different community support efforts in Kayamandi. I also became closely involved, voluntarily, in assisting the Stellenbosch Municipality's Department of Community Development with a geographical mapping exercise to digitally locate and display all available support services in the greater Stellenbosch region, including Kayamandi.
In summary, my background has enabled me to appreciate the importance of support organisations and their crucial role to help mitigate the continued prevalence of economic inequality and its social consequences.

3.7.2 Transferability

Transferability is concerned with the extent to which the findings of one study can be

transferred outside of the context in which the study was conducted (Malterud, 2001). The findings of this study constitute the personal views and opinions of key informants who were purposively selected within a specific context and therefore it seems improbable that the exact findings are transferable to other research settings. However, the views and opinions that the various support organisations in this specific context share, could provide useful insights to other support organisations in similar settings (Shenton, 2004).

3.7.3 Dependability and confirmability

The dependability of this study is found in the rich description of the research methodology and its implementation as well as in the detailed description around the triangulated data gathering process. This allows for the study to be repeated step by step (Shenton, 2004; Silverman, 2010). The details of each of these steps have been discussed in this thesis. A reflective evaluation of the processes followed in this research study will be discussed in Chapter 6.

The confirmability of this study lies in the transparent 'audit trail' of the methods followed during the research procedure (Carcary, 2009). The reader of this document can follow the steps taken regarding the methodological process of the study (Lincoln & Guba, 1985). The computer-assisted qualitative data analysis increases the confirmability of the research findings as the codes are very close to the raw textual data (Carcary, 2009; Friese, 2012).

3.8   SUMMARY

This chapter focused on the methodological steps followed in this study. It described in detail the research design, the ethical clearance procedure, the selection of participants and key informants as well as the data collection and data analysis procedure. The verification of the research was discussed in detail. In the following chapter the findings of the study will be addressed.

CHAPTER 4: RESEARCH FINDINGS

4.1   INTRODUCTION

This research study identified that 30 different support organisations currently exist in Kayamandi. However, for a variety of reasons only 19 of these were able to join the study. Some organisations were found to no longer exist, some had been once-off initiatives and others, such as the support programmes offered through the university, changed every year. Some of the smaller organisations were run on a part-time basis whereby the manager had full-time employment elsewhere and was therefore unable to grant an interview.

To respect their anonymity, the names of the organisations and the key informants have been withheld in accordance to the confidentiality assurances given during the interviews. The support organisations that have taken part in this study will therefore be referred to as Support Organisation 1: SO 1, SO 2 and SO 3 and the interviewees will be referred to as Key Informant 1 (KI. 1), (KI. 2) and (KI. 3).

The findings have been separated into two groups: descriptive aspects and qualitative themes, and only reflect the findings regarding the 19 support organisations that were interviewed. The descriptive aspects refer to the more factual information on the nature of the organisations and the qualitative themes refer to the additional rich information reflecting the opinions and ideas that live with the key informants of each organisation.

4.2   DESCRIPTIVE ASPECTS

This research study identified six descriptive aspects covering 29 descriptive sub-aspects that represent the factual findings regarding support organisations, the services they render, the recipients they serve, the staff and volunteers delivering their services, their funding and the links of cooperation that exist between the organisations and other entities in and around the community of Kayamandi. An overview of the descriptive aspects and sub-aspects is displayed in Table 4.1.

Table 4.1

Overview of the Descriptive Aspects and Sub-Aspects of the Support Organisations Investigated.

Descriptive aspects	Descriptive sub-aspects
1. Support organisations	History and background
	Size
	Location and target
	Legal status
	Organisational focus
2. Services and programmes	Education
	Health
	Care, welfare and crises
	Religion
	Arts and culture
	Sport
	Other services
3. Recipients of the services	Age and gender
4. Management, staff and volunteers	Part-time/full-time
	Remuneration
5. Funding	Government grants and contracts
	Corporate and local businesses
	International sponsors
	International volunteers
	Churches and charity organisations
	Stellenbosch University
	Local employers
	Private donors
	Fundraising by support organisations
	Donors of space
6. Links, cooperation and networking	Links with government departments
	Links with other support organisations
	Links with professional services
	Links with universities

4.2.1 Support organisations (see Table 4.1)

The data gathered regarding the support organisations included the history and background of the support organisations, the size of the organisations, the location and target for their services, their legal status and their organisational focus.

4.2.1.1 History and background

Support organisations delivering support services in Kayamandi have been active for many years. The founding dates of the support organisations interviewed ranged from as far back as 1916 to as recent as 2012. The majority of the organisations were founded after apartheid was abolished in 1994, especially during the past 10 years.

The organisations were founded by individuals or by groups of people – often two or more friends – who were either from Kayamandi, from Stellenbosch or from the greater Stellenbosch area. One programme was initiated by the Department of Psychology at Stellenbosch University in order to provide student training towards career counselling of high school learners. Four organisations were founded by churches – three from Stellenbosch and one from the United States of America.

The reasons for start-up were varied. Some organisations started up as part of government initiatives whereby contracts were tendered to assist in addressing urgent issues such as testing for HIV/AIDS. Other organisations started out of compassion for the people of Kayamandi and conducted needs analyses, although informal, to verify their planned potential services. Some organisations started due to professional motivation, as teachers, health professionals and social workers considered their services to be useful towards the residents of Kayamandi. With some others the founders had started out of their own experiences as a client or a volunteer in an organisation.

The remaining sub-aspects on support organisations, namely the size, the location and target, the legal status and the organisational focus are set out in Table 4.2 and further described thereafter.

Table 4.2

Sub-Aspects of the Support Organisations Investigated

Support Organisation	Size	Base Location	Additional Target Area	Legal Status	Organisational Focus
SO 1	Medium	Stellenbosch	Nation-wide	NPO Co; PBO	Health
SO 2	Small	Stellenbosch	Only Kayamandi	Not registered; SU	Educational
SO 3	Large	Stellenbosch	Stellenbosch	NPO Co; PBO	Care/Welfare
SO 4	Small	Stellenbosch	Cape Winelands	NPO Co; FBO	Religion
SO 5	Large	Kayamandi	Only Kayamandi	NPO Trust; PBO	Educational
SO 6	Large	Kayamandi	Only Kayamandi	NPO Co; PBO; FBO	Health
SO 7	Small	Kayamandi	Only Kayamandi	NPO Co; CBO	Crises
SO 8	Large	Kayamandi	Khayelitsha	NPO Co; PBO; FBO	Educational
SO 9	Small	Kayamandi	Only Kayamandi	NPO Co; CBO	Arts/Culture
SO 10	Medium	Stellenbosch	Cape Winelands	NPO Co; PBO	Educational
SO 11	Large	Kayamandi	Cape Winelands	NPO Co; PBO; FBO	Educational
SO 12	Large	Kayamandi	Only Kayamandi	NPO Co; PBO	Health
SO 13	Small	Kayamandi	Cape Winelands	NPO Co; PBO	Educational
SO 14	Small	Kayamandi	Cape Winelands	NPO Co; CBO	Care/Welfare
SO 15	Medium	Kayamandi	Only Kayamandi	NPO Co; PBO; CBO	Sport
SO 16	Large	Stellenbosch	Stellenbosch	NPO Co; PBO	Health
SO 17	Small	Kayamandi	Only Kayamandi	NPO Co; PBO; CBO; FBO	Care/Welfare
SO 18	Large	Kayamandi	Only Kayamandi	NPO Trust; PBO	Educational
SO 19	Large	Stellenbosch	Stellenbosch	NPO Co; PBO	Crises

Note: SO 1 = 1st Support organisation interviewed; NPO Co = non-profit organisation company; NOP Trust = non-profit trust; FBO = faith-based organisation; CBO = community-based organisation; PBO = public benefit organisation; SU = Stellenbosch University

4.2.1.2 Size

The 19 support organisations interviewed included larger, more established organisations that served more than 400 local people annually, medium sized organisations that served between 50 and 400 people annually and smaller organisations that served less than 50 people annually. The majority of the larger organisations had their own premises in Kayamandi and each offered more than five different programmes to residents. The smaller organisations included community-based organisations of which some delivered their services from home.

4.2.1.3 Location and target

All 19 organisations offered their services within the boundaries of Kayamandi specifically for the people of Kayamandi, but not always exclusively to the people of Kayamandi. A few distinctions can be made based on location and target. About half of the organisations were based in Kayamandi and offered their services exclusively to the residents of Kayamandi. Others were based in Kayamandi, but also offered their services elsewhere, mostly in the greater Stellenbosch and Cape Winelands areas. The remaining organisations were based in and around Stellenbosch, offering services inside as well as outside of Kayamandi, and occasionally even nation-wide. The university initiative offered their services exclusively to Kyamandi.

4.2.1.4 Legal status

The support organisations identified included legal as well as informal organisations. The term legal refers to organisations that are registered with the South African Department of Social Development (DSD). Organisations that are not registered are referred to as informal rather than illegal organisations, because registration is not a legal compulsory requirement. Of the 19 interviewed, 18 were legally registered with the Department of Social Development as Non-Profit Organisations (NPOs). All these organisations had initially started up informally and registration normally had followed within 2 years. The other was an informal organisation, officially approved and overseen by Stellenbosch University.

The results further showed that the organisations could be registered as more than one entity, namely as non-profit organisation companies (NPO Co), as non-profit trusts (NPO Trust), as public benefit organisations (PBOs), as faith-based organisations (FBOs) and as community-based organisations (CBOs).

4.2.1.5 Organisational focus

For the purpose of this research, during the interviews the 19 support organisations were asked to identify themselves according to their main focus areas. As shown in Table 4.2 the main focus areas that were mentioned included education, health, care/welfare, crises, religion, arts and culture and sport. Although the organisations had identified these to be their main focus areas, they indicated that they each delivered many different services and programmes within each focus area.

4.2.2 Services and programmes (see Table 4.1)

Although support organisations identified themselves as having one main organisational focus area, they were found to offer an array of services not only within that focus area, but also overlapping into other focus areas. The organisations stated that the reason for this was twofold, namely that many needs exist in Kayamandi and that the needs continually shift over time. The organisations needed to be fluid and flexible in their approach and adapt their services when, where and as needed, depending on the precise need encountered at any specific time. They would then develop additional services where finances allowed and otherwise look to other local support organisations for assistance. The services were mostly offered free of charge, but in some cases a small fee was required, for example in sewing and beading classes, to contribute to the cost of materials used. An overview of all the services and programmes currently on offer in Kayamandi is displayed in Table 4.3 and will be further described in the section thereafter.

Table 4.3

Focus Areas of the Support Organisations Investigated

Support Organisation	Education	Health	Care/ Welfare/ Crises	Religion	Arts/ Culture	Sport	Other
SO1	x	**x**	x				
SO2	**x**						
SO3	x		**x**				
SO4	x			**x**			
SO5	**x**				x		
SO6	x	**x**	x	x	x		x
SO7	x	-	**x**				
SO8	**x**	x	x	x	x	x	x
SO9					**x**	x	
SO10	**x**						
SO11	**x**	x	x	x	x		x
SO12	x	**x**	x			x	
SO13	**x**	x					
SO14			**x**				
SO15	x	x				**x**	
SO16	x	**x**	x				
SO17	x		**x**	x			
SO18	**x**		x		x	x	x
SO19		x	**x**				
Total main focus areas	7	4	5	1	1	1	0

Note: SO1 = 1ˢᵗ support organisation interviewed; **x** = indicates main focus area; x = indicates additional focus area.

4.2.2.1 Education

As seen in Table 4.3, educational support programmes are very prominent in Kayamandi. Although only seven organisations indicated their organisational focus to be educational, the majority of the organisations offered some or other form of educational assistance or skills training. The various organisations facilitated the following educational programmes: afterschool programmes (English literacy, maths assistance and computer literacy); career counselling; a centre for differently abled children; crèche support and early childhood development (ECD) programmes; edutainment (field trips that are entertaining and educational like excursions to Table Mountain, Robben Island, ice skating); life skills programmes including personal growth and social conscience development; adult education and skills development such as woodwork (furniture project), sewing and beading classes; providing links to ABET training (Adult basic education and training); agricultural skills including gardening and vegetable gardens; business training and entrepreneurial training such as sustainable livelihood projects, planning and costing; employability skills like driver's licence training and writing a curriculum vitae; first aid skills and skills training for frail care; leadership development; opportunities for further education outside of Kayamandi such as social work and sports management.

4.2.2.2 Health

Although healthcare was mentioned by only four support organisations as being their main focus area, many others also offered programmes relating to healthcare. Health programmes offered in Kayamandi by support organisations included physical health assistance as well as psycho-social health programmes. The physical health programmes included basic medical assistance: eye tests and hearing tests, checking health cards regarding inoculations, checking for signs of malnutrition, contraception counselling and condom distribution, HIV adherence support and food parcel programmes for those on antiretroviral therapy, HIV counselling and HIV testing (HCT), TB screening and testing as well as administering vitamin A campaigns.

The psycho-social health programmes included counselling for rape victims, counselling and coping skills for bereavement, coaching life skills, workshops for community workers, support and empowerment of people living with HIV/AIDS and supplying information on

67

prevention of mother to child transmission (PMTCT).

4.2.2.3 Care, welfare and crises

Care, welfare and crises support programmes are also prominent in Kayamandi. Although only three organisations had identified themselves as having their main focus in care and welfare and two considered themselves to be mainly crises focused, 12 of the 19 organisations offered some form of welfare or crisis assistance.

The various organisations facilitate the following care, welfare and crises programmes: day-care for differently abled children, emergency assistance and disaster relief, feeding programmes for young children and learners, holistic assistance (assistance with accessing government grants if they are too ill to work), parenting skills training, safe houses for children (three such houses are currently run in Kayamandi) and trauma assistance for abused women and children.

4.2.2.4 Religion

Although only one organisation had indicated that they had a religious focus in their services, four other organisations also offered religious support programmes. These programmes included: Bible camps, Bible study and prayer groups and Christian leadership training.

4.2.2.5 Arts and culture

Six of the 19 organisations offered arts and cultural programmes, even though only one had identified arts and culture as its main focus area. The other five organisations offering arts and culture programmes indicated education and health as their main focus areas. Closer investigation revealed that the educational organisations had included cultural identity programmes and the health focused organisation had shifted its focus towards arts and culture due to a shift in sponsored funding. These art and culture programmes included: dancing (ballroom as well as traditional), drama groups, fine arts and crafts, music (gospel band, traditional music and choir singing) and photography (video and digital).

4.2.2.6 Sport

Five of the 19 organisations interviewed offered sport programmes to the people of Kayamandi although only one had indicated sport to be its main focus area. They all stated that they were striving to provide a safe and fun environment for children to play. The various sports on offer included: basketball, cycling (racing, BMX and mountain biking), general fitness, netball, rugby, running and soccer. One health-focused organisation offered adult fitness as part of a holistic health programme whereby they encouraged adults to keep moving.

4.2.2.7 Other services

Four of the bigger support organisations offered their premises during the weekends to be used for meetings, weddings, church services and concerts.

4.2.3   Recipients of the services (see Table 4.1)

The number of recipients served by the support organisations that took part in this study varied from very large, more than 1800 per day in the feeding programmes to very small, where two or three people were assisted weekly. Another finding was that some of the programmes were open to all the people of Kayamandi, while others were offered only as an exclusive intervention where only a specific group of recipients could participate. Some organisations stated that exclusivity aided in the effectiveness of the programmes as it cultivated a feeling of belonging and ownership. Two exclusive interventions were identified: in the one case children and the other adult females were selected to participate in specific educational and training programmes respectively. The reason for exclusivity was that space and resources were limited and therefore it was necessary to select the recipients based on need. Other organisations felt exclusivity was not an option due to the nature of the services they offer, for example safe houses, the health organisations and feeding stations could not exclude anyone from their services. The recipients who made use of the various support services in Kayamandi are displayed in the following Table 4.4.

Table 4.4

Overview of the Support Services and the Recipients Served

Support services	Recipients: Age and gender
Educational programmes:	
Adult education: skills development such as woodwork (furniture project),sewing and beading	Adults: men and women
Afterschool programmes: English, Maths and Computer literacy	Primary- and high school learners: boys and girls
Agricultural skills: gardening and vegetable gardens	Adults: mostly women
Business training and entrepreneurial training such as sustainable livelihood projects	Adults: mostly women
Career counselling	High school learners at Kayamandi High and Makapula secondary school
Early childhood development programmes	Preschool children: boys and girls
Edutainment- outings that are entertaining and educational- e.g. Table mountain, Robben Island	High school learners part of exclusive program: boys and girls
Employability skills: e.g. drivers licence training, cv writing	Youth and adults: men and women
First aid skills	Youth and adults: men and women
Leadership development	Youth and adults: men and women
Life skills- including personal growth and social conscience	All ages: men, women, boys and girls
Occupational therapy at a centre for differently abled	All ages: men, women, boys and girls
Opportunities for further education outside of Kayamandi (social work, sports management etc.)	Youth part of exclusive program: men and women
Skills training for frail care- in cooperation with other organisations	Youth and adults: men and women
Health programmes: Physiological	
Basic medical assistance- eye tests and hearing tests	Children and youth: boys and girls
Checking health cards regarding inoculations	Preschool children: boys and girls

Table 4.4 continued

Support services	Recipients: Age and gender
Checking for signs of malnutrition	Primary school learners: boys and girls (and their families)
Contraception counselling and condom distribution	High school learners and youth: men and women
HIV adherence support and food parcel programme for those on antiretroviral therapy	All ages: men, women, boys and girls
HIV counselling and HIV testing (HCT) and TB screening and testing	Men, women, boys and girls over 14 years of age
Vitamin A campaigns	Preschool children: boys and girls
Health programmes: Psycho social	
Counselling coping skills for bereavement	All ages: men, women, boys and girls
Coaching life skills	All ages: men, women, boys and girls
Workshops for community workers	Adults: men and women
Support and empowerment of people living with HIV/AIDS	All ages: men, women, boys and girls
Supplying information on prevention of mother to child transmission (PMTCT)	Adults: mostly women
Care, welfare and crises support:	
Day-care for different abled children	Preschool children: boys and girls
Emergency assistance and disaster relief	All ages: men, women, boys and girls
Feeding programmes for children and learners	Children: boys and girls; The elderly and sick
Holistic assistance, e.g. assistance with accessing government grants	Adults: men and women
Parenting skills training as well as single parent support	Parents: men and women
Safe houses for children - 3 such houses are currently run in Kayamandi.	Children and youth: boys and girls
Trauma assistance and safe house for raped and/or abused women and children	Mostly women and children: boys and girls

Table 4.4 continued

Support services	Recipients: Age and gender
Religious programmes:	
Bible camps, Bible study and prayer groups	Children and youth: boys and girls
Christian leadership training	Youth and adults: men and women
Arts and Cultural:	
Dancing: ballroom and traditional	Children and youth: boys and girls
Drama groups	Children and youth: boys and girls
Fine arts and crafts	Youth and adults: men and women
Music: Gospel band traditional music and choirs	Children and youth: boys and girls
Photography: video and digital	Children and youth: boys and girls
Sport Programmes:	
Basketball, cycling (racing, bmx and mountain biking), netball, rugby, running, soccer	Children and youth: boys and girls
General fitness	Mostly women: part of exclusive programme

Table 4.4 shows that in each of the focus areas there are programmes suitable for men, women, youth and children. The religious and arts and culture programmes were found to be only available to children and youth.

4.2.4 Management, staff and volunteers (see Table 4.1)

This section presents the results on the management of the organisations, whether the workforce of the support organisations interviewed consisted of paid staff or volunteers, whether the work was done full- or part-time and whether the workforce was paid or not. It includes where they were recruited from, their age and gender, how long the staff and volunteers stayed active in the organisation and whether there were any costs involved for the staff or volunteers.

All but one of the organisations had strong management boards, consisting of skilled and influential members, able to conduct the many tasks involved in management, such as report writing, auditing, budgeting and fundraising. The members consisted of influential Kayamandi residents, like pastors and school principals as well as Stellenbosch residents including lawyers, social workers and accountants.

This study found 6 of the 19 organisations interviewed used only paid staff and no volunteers to conduct their support services, whereas two organisations were run by unpaid volunteers only. These organisations were one student organisation run by Stellenbosch University and one local CBO in Kayamandi. It further emerged that 11 of the organisations used mainly paid staff, but had some volunteers helping to conduct the services within the organisations. Five organisations used hired consultants to assist with their services. One CBO was run by the manager only, with no additional assistance from staff or volunteers.

The staff of the various organisations consisted of full-time as well as part-time staff. They came from the greater Stellenbosch area as well as from within Kayamandi. The majority of the staff coming from Stellenbosch were female and of middle age, whereas the local staff from Kayamandi were also mostly females in their 20s and 30s. A few organisations had local interns working with them who received a small payment towards their study fees.The turnover of staff was low since the majority of staff had worked in the various organisations for 5 years or longer.

The volunteers in the various organisations consisted of student volunteers as well as local residents from Kayamandi. The students were part-time volunteers and included international students as well as students from Stellenbosch University and the University of the Western Cape. The international students seemed to mostly come for a longer term period of about six months, sometimes as interns, as part of a study requirement or just for the experience of volunteering in South Africa. The international students were not recruited by the organisations and mostly found their own way to Kayamandi through searches on websites of various support organisations. Some of the organisations interviewed mentioned that when international students applied to be considered for service, they conducted interviews via Skype to meet the applicants and to discuss

details. To enhance their experience of cultural interaction the international students would often opt for finding accommodation in homestays in Kayamandi. For the Stellenbosch University and Western Cape University students, volunteering was either in the form of experience learning as part of a study course requirement or it was purely voluntary as part of a community interaction drive, organised by residences or student organisations. More often the student volunteers were female in their late teens and early twenties. There were no costs involved for the students, but the international students had to arrange their own transport and accommodation whilst volunteering.

The local volunteers from Kayamandi offered their services mostly on a part-time basis. They occasionally received a small reward such as a stipend or a food parcel in return for their efforts. Most of the local volunteers were middle-aged females. Four of the support organisations used only local volunteers in their organisations and recruited their volunteers through advertisements in the local newspapers or through approaching other support organisations within Kayamandi. The reason for the preference for local volunteers was twofold. One of the organisations preferred local volunteers as it presented the opportunity to invest in local residents and to encourage them to join as full-time staff members. In so doing the organisation benefitted from having local representatives on their staff and the local residents benefitted from the opportunities for employment. Another organisation involved with displaced children preferred only local volunteers to ensure cultural stability and familiarity for the young vulnerable children.

4.2.5 Funding (see Table 4.1)

In order to finance and support the organisations and the programmes they offer, various sources of funding were found to exist. The different organisations were each funded by multiple sponsors.

4.2.5.1 Government grants and contracts

As 18 of the 19 organisations interviewed were legally registered non-profit organisations, they all qualified to each receive a government grant from the Department of Social Development. They could further apply for a grant from Stellenbosch Municipality and some of the health-focused organisations also received grants and contracts from the

Department of Health of the Winelands District Municipality.

4.2.5.2 Corporate and local businesses

Big corporations in South Africa assist in funding some of the various support organisations interviewed. These include Distell in Stellenbosch, Mediclinic, British American Tobacco and Remgro.

Many local farms and local businesses support the various organisations with financial contributions as well as with donations which include produce for feeding programmes, compost, trees and seeds for vegetable gardens and construction services.

4.2.5.3 International sponsors

Out of the 19 organisations interviewed, 10 were partly sponsored by international NGOs such as Heart for Children; international governmental initiatives from Ireland, Greece and Finland; international sports foundations such as Saracens; as well as individual international Dutch and German sponsors. These were found to be particularly beneficial in the current economic climate where the exchange rate of foreign currency delivers many more Rands per donation. One of the support organisations even registered as an NGO abroad to be able to collect funds from there as well.

4.2.5.4 International volunteers

Some of the interventions offered required a fee to be paid by the recipients, but many of the local recipients were unable to pay these fees. Some of the international organisations therefore attracted international volunteers and charged them a fee to join the organisation. These funds were then used to sponsor the local recipients and local volunteers to join in the training programmes.

4.2.5.5 Churches and charity organisations

Churches in Stellenbosch sponsor at least four of the support organisations in Kayamandi. They provide salaries for the staff and contribute towards the rentals of the premises as well as assist with expert services like bookkeeping. International churches

from the United Kingdom and the United States of America sponsor some of the programmes offered by the support organisations. Charity organisations like Rotary provide goods and supplies to some of the crises organisations. Many of the organisations qualified for funding from the National Lottery and the National Development Agency, although the funding from these agencies was found to be variable.

4.2.5.6 Stellenbosch University

Stellenbosch University contributes to many support organisation initiatives in Kayamandi through Maties Community Service (MCS), through community interaction by students from the various faculties, through the International Student Organisation Stellenbosch (ISOS) and through the United Nations Association of South Africa (UNASA). They donate their time and share their knowledge through volunteering for the various programmes offered by the support organisations. Maties FM, a student radio station, also creates awareness and collects funds to assist some of the support organisations in Kayamandi.

4.2.5.7 Local employers

Two of the smaller community-based organisations were each found to be run by only one person who also had a full-time job elsewhere. The organisations were therefore mostly run part-time. Both the organisations indicated their employers were very lenient and helpful in granting them time off from work when their support organisation required it. Although strictly speaking this is not a source of funding, it can be argued that the employer was considered to be donating time and money towards these particular support organisations.

4.2.5.8 Private donors

Many private donors, both local as well as international, support the various organisations through monetary donations as well as through donations of clothing and other goods to sell for funds. One of the health organisations indicated that the sales from items donated by private donors from Stellenbosch provided for 20% of their annual budget.

4.2.5.9 Fundraising by support organisations

The majority of the support organisations in the study organised various events to raise necessary funds for their own programmes. These events included offering services like giving lectures and workshops on health related issues as well as hosting talks and charity dinners. The smaller community-based organisations collected funds by arranging support groups, music and cultural events and charging an entrance fee to visitors. Some of the fundraising events were arranged abroad – from fun runs in Australia to international cycling events.

4.2.5.10 Donors of space

The locations from where the different organisations offered their services varied from dedicated buildings to temporary premises and schools. Some buildings were sponsored by international sponsors, corporate organisations or churches while others were leased by the Stellenbosch Municipality. The smaller community-based organisations with no fixed abode rented space from the local library and the Kayamandi corridor as needed. The Stellenbosch Municipality assists crises organisations with rentals for premises and services such as water and electricity.

4.2.6   **Links, cooperation and networking** (see Table 4.1)

All but five of the organisations that took part in the study were well connected with other entities outside Kayamandi as well as with other organisations in Kayamandi. Five organisations were not well connected. Those were the smaller community-based organisations run by only one or two people and newly established or temporary organisations. Links were found to exist for the organisations that were well connected.

4.2.6.1 Links with government departments

Apart from the funding support, links of cooperation were found between the support organisations and various government departments. These included judicial courts; the Department of Social Development (DSD); the Department of Health; two departments of the Stellenbosch Municipality, namely the Department of Local Economic Development

77

and the Department of Community Development; local schools in Kayamandi and the Kayamandi library. Judicial courts cooperated with the safe houses when allocating children from troubled situations and the DSD worked in close cooperation with some of the care and welfare organisations through supplying additional social workers when required.

The Department of Health also worked closely with the health organisations offering their staff regular courses and training. The Department of Local Economic Development and the Department of Community Development of the Stellenbosch Municipality were found to regularly attend network meetings and meetings held by the various organisations.

The educational support organisations were found to follow up at the schools on the progress of the learners involved in their afterschool programmes. The primary schools also cooperated with some of the organisations by supplying the land for growing vegetable gardens. All the schools as well as the local library share their computer facilities and invite speakers form the various organisations to give talks on topics of interest to the community.

4.2.6.2 Links with other support organisations

The majority of the support organisations interviewed had links with other support organisations inside and outside of Kayamandi. The links with organisations outside of Kayamandi included registered international as well as national NGOs that assisted organisations in Kayamandi offering similar services. An international healthcare support organisation from the Netherlands, the Medical Knowledge Institute (MKI) offered regular lectures and assistance regarding health-related issues to various support organisations in Kayamandi. Another support organisation, Strengthen Our Society (SOS), in Stellenbosch and sponsored by a Stellenbosch corporate company, provided business training to some organisations. This training helped them to operate optimally and was especially useful to the newcomers delivering support services.

Some of the support organisations interviewed shared the same donors and others shared recipients as they offered complementary services to the same group of recipients. An organisation running a feeding programme provided the recipients of a

sport organisation with sandwiches before the training sessions started. Another organisation found it very useful to employ reliable recipients that had completed a training course offered by another trusted local organisation they were familiar with. The only way two of the organisations could optimally conduct their services, was through cooperation with other organisations. One of the organisations that supplied meals could only do so by using the other organisations as outlets for distribution. In another example, a health organisation conducting a HIV testing service did so during events being hosted by other organisations. Some organisations were even found to host fundraising events for other organisations. One of the smaller CBOs providing a safe house service was found to have close ties with a larger trauma centre in the greater Stellenbosch area.

The various organisations connect with one another through direct, informal and face to face meetings with one another as well as through attending regular network meetings to discuss points of common concern and interest. Prominent networks were found to exist, namely the Kayamandi Network, intended for organisations within Kayamandi; the Health Network, intended for the various health organisations working in and around Stellenbosch, including Kayamandi; the Abba Network, intended for organisations addressing drug and alcohol abuse; and the SWOKK network, intended for social welfare and service providers active in and around Stellenbosch. The larger faith-based organisations were also members of a nationwide digital network called Connect Network, which circulated newsletters and helped them to stay informed of upcoming events and relevant training courses.

4.2.6.3 Links with professional services

Almost all the organisations had links to professional services through their board members or their trustees who were often professionals. These included lawyers, medical doctors, accountants, auditors, church ministers as well as principals of the local schools who offered their time and expertise on a voluntary basis at little or no cost. Doctors and physiotherapists offered talks on nutrition, exercise and health, whereas auditors and accountants offered to oversee the support organisation's books.

4.2.6.4 Links with universities

A reciprocal relationship was found to exist between various universities and many of the support organisations, not only regarding volunteering but also on an educational level. Especially the health and welfare organisations offered opportunities for postgraduate students for experience learning in return for services towards their recipients. The participating students represent Stellenbosch University and the University of the Western Cape as well as various international universities.

4.3   QUALITATIVE THEMES

This research study identified six qualitative themes covering 18 qualitative sub-themes representing the qualitative findings that emerged during the interviews with the key informants. The qualitative themes include the following: the key informants' views on the process and outcome of their support organisations' interventions, their views on sustainability, their perceptions of the benefits and constraints regarding the interventions, the role of religion in the different organisations' approaches as well as the values displayed in the service delivery. An overview of the qualitative themes and sub-themes is displayed in Table 4.5.

Table 4.5

Overview of the Qualitative Themes and Sub-Themes of the Support Organisations Investigated.

Qualitative Themes	Qualitative Sub-themes
1 Self-evaluation	Empowerment
	Lack of paternalism
	Ownership and responsibility
2 Sustainability	Financial viability
	Awareness and participation of the community
	Cooperation with other entities
	Commitment of recipients
	Staff and volunteers
	Diversity and flexibility in service delivery
3 Benefits for recipients	Assistance through programmes offered
	Opportunities for education and employment
	Sense of community
4 Constraints	Enormity of task
	Funding constraints
	Perceived increase in crime, rape and substance abuse
	Lack of male role models
5 Role of religion	Religion supporting service delivery
	Religion as barrier towards acceptance
6 Values pertaining to service	Values noted with key informants

In the following section the findings regarding the qualitative themes and sub-themes are presented together with supporting quotes taken directly from the 19 transcripts. The names of the key informants as well as the names of the support organisations have not been disclosed due to confidentiality assurances given during the interviews. Therefore, in the quotations the key informants are referred to as Key Informant 1 (KI. 1), Key Informant 2 (KI. 2) and so forth.

4.3.1 **Self-evaluation** (See Table 4.5)

During the interviews I asked each organisation to evaluate if they considered their objectives to be successfully, unsuccessfully or partially achieved. They all mentioned that they regularly and extensively perform self-evaluations regarding their goals and service programmes. A few of the organisations considered their efforts to have delivered a successful outcome, but the majority thought it was partially successful because they were always looking for ways to improve their efforts. Some even subjected themselves to an external evaluation conducted by Marketers without Borders, an international organisation that assists support organisations to achieve optimal performance in their support efforts. In general, the opinion they all seemed to share was that three main factors or sub-themes were key towards a successful outcome: empowerment, lack of paternalism and ownership and responsibility.

4.3.1.1 Empowerment

All the organisations interviewed considered empowerment to be the most important factor (sub-theme) when evaluating the level of success of both the process and the outcome of their support efforts. This involved empowerment of the recipients as well as of staff and volunteers involved in the intervention.

The recipients of the various educational interventions ranged from children in crèches to adults in adult education programmes. Already at crèche level it was considered essential to empower the children to master the basic skills required for later education at school.

> They don't know their colours, they don't know how to hold a pencil, they don't know how to sit down… so they're going to be the ones that are going to be left and forgotten… (KI. 11)

Empowerment at afterschool care level for primary and secondary school learners was observed to be enhanced when the individual learner's own mindset switched to one of self-belief. Afterschool programmes were designed to assist learners with their homework, but also to nurture and encourage self-confidence of the learners in order for them to be empowered to achieve their dreams, despite their circumstances.

> The kids who make a difference are the ones who are not necessarily the most privileged in money terms but are the ones who make that shift in their brains and say 'I can'. (KI. 18)

Empowerment through adult education was sought in various skills programmes offered. Basic skills such as gardening, beading and sewing led otherwise destitute recipients to be able to sell the items they had made or grown for an income which gave them a feeling of dignity, independence and empowerment.

> Because they were starting to have a market … so it's really generating a little bit of income … with crafting and needlework and things, you know, it's just starting turning around … and people getting dignity. (KI. 9)

Many of the support organisations further empowered recipients that were once clients by offering them the opportunity to work for that organisation. This meant they could use their experience to provide the much-needed support they had once received, to others in need.

> Some of them were our clients once … We have staff that live with HIV, some openly and others less open… so we first empower a person to work for their own people. And definitely … clinics today can't do without them. (KI. 1)

4.3.1.2 Lack of paternalism

All the organisations were very aware that a paternalistic approach in the service delivery would only lead to the negative outcome, namely the disempowerment of the recipients. To prevent this from happening they therefore regularly re-evaluated their programmes to ensure that recipients did not fall victim to becoming completely dependent on the support services provided.

> Ja, one of I think… the most important things as an NGO in this community, is that, if we are encouraging a patriarchal kind of mindset or if we are, uhm, perpetuating a dependency entitlement mindset, then we're actually disempowering people. (KI. 12)

The key informant went on to say that recipients that were overly dependent were also considered to be too big a liability for the volunteers and the staff to cope with.

83

I want to stay away from that dependency. I don't believe that we are actually assisting anybody, as an organisation I don't feel comfortable with that, uhm as staff members I can see frustration because when it gets to that level the staff now are under such pressure… (KI. 12)

Another organisation implied that such feelings of entitlement existed more often with older recipients and therefore they preferred working with younger recipients

Most of the time we were working with older people but I have more passion with sport in the younger generation. So one of the things that I have learnt is that with the older people you can't really change the way they do things and the way they say things and they always take whatever you give they will take, take, but you don't really get to impact their lives. But with the kids it's different you can still try to influence the way they look at things, the way they do stuff and the way they see life and you can kind of influence them into a positive direction. (KI. 15)

4.3.1.3 Ownership and responsibility

The key informants mentioned that the level of ownership and responsibility shown by their staff and recipients provided an important measure of the success regarding the process and outcome of their services. Ownership referred to the recipient taking ownership of and responsibility towards their own health, circumstances and actions. For example, the health support organisations would encourage clients diagnosed with HIV to take ownership of their situation and assist them in making responsible decisions on how to cope better with the implications surrounding their illness.

We look at helping this person to practice a plan for his or her life. Someone asked us once what therapy we do and I told them we do "make a plan" therapy. (KI. 1)

Not only the individual recipients but also their families were involved to take ownership and equip themselves with essential coping skills for knowing how to manage their family member's health issues such as HIV/AIDS or TB for example.

The intervention leads to empowerment of the family. Because the family can become a better carer. So the family can be trained to look after the individual. And to have a much better awareness of their own health. So I think there is a very definite

empowerment role. (KI. 16)

To enable recipients as well as volunteers to actually take ownership of their own decisions and actions, the support organisations recognised that it was important to sometimes step back and let go when needed.

> You know you have to trust people and you have to really trust them and empower them and say well here it is… go and do it. And if you don't they're never going to do it so you have to stop being a mother sometimes and a father sometimes. (KI. 8)

4.3.2 Sustainability (See Table 4.5)

During the interviews I further asked each key informant whether they considered their support efforts to be sustainable or not. They mentioned the following factors (sub-themes) to play a determining role in the prolonged sustainability of their programmes over time.

4.3.2.1 Financial viability

All the organisations interviewed mentioned that sufficient financial funding was the biggest determining factor (sub-theme) for sustainability of organisational resources and service delivery. Especially the educational and health programmes relied heavily on sponsors to provide the necessary funding, as the recipients of these services included learners, clients with HIV/AIDS and the elderly, all of whom are unable to generate their own incomes.

> Because the patients can't generate an income, uhm, and they're not able to work or they're all on disability grants so they can't contribute in a financial way and we can't sustain that 'cause we must pay staff… and you can't help ill people without proper staff you know so… and proper food and running water, medicine… and electricity so it's, you know its, uh uhm its sustainable for as long as we've got funds. (KI. 6)

The majority of the support organisations mentioned that for sustainability and growth of their support programmes, it was important to have a variety of different types of sponsors including international as well as local sponsors, from larger corporate companies to smaller local businesses and individual sponsors. They added that it was also essential to

85

ensure they continue to earn their sponsors' trust and to maintain good relationships with them in order to ensure future funding.

> And the sponsor is very clear that if you manage your contract well there is no reason why you can't get it again. Just as with the counselling project from the Department of Health I showed you, we started with one counsellor and now we have 15 counsellors. (KI. 1)

Some of the organisations expressed their concerns regarding the decline in funding from corporate sponsorships due to a change in focus area from the sponsor as well as the knock-on effects from the recession.

> The companies want to give their money now for job creation, uhm you know, education, next generation so there's always a kind of a flavour of the month. So HIV at some point was that. So everybody gave money, the American funding – we also used to get funds from America – that dried up cause of the recession. (KI. 6)

Some of the smaller community-based organisations tried to ensure their sustainability by charging fees, for example to attend events, in order to recover the costs they had personally incurred upfront. One organisation in particular preferred to generate an income in this way rather than to apply for government funding and other funding elsewhere. For their own sustainability they considered it important to aspire to be self-sufficient regarding funding.

> That was what was clear in our mind that we don't want to be NGO. We normally referred to NGOs as professional beggars (laughs) because you create no money, you always ask for money, so our approach was to say, let's think of projects which are, that can be sustainable that we can do with limited resources that we had. (KI. 9)

4.3.2.2 Awareness and participation of the community

The key informants further mentioned awareness to contribute towards sustainability. All the organisations considered it essential that the community should be well aware and make use of their organisation and the services they deliver, in order to ensure their sustainability. The communities' awareness of beneficial services enabled the recipients to value and make continued full use of the services on offer and that in turn gave

significance to the organisations' efforts.

> I believe that uhm our organisation in its entirety is significantly there for the community because if the community didn't value our presence they wouldn't come to us with so many… (KI. 6)

Some organisations seemed to rely on the awareness to be ensured by word of mouth, while others embarked on actively marketing their services. Marketing was done by placing adverts and posters at the schools and community centres, in local newspapers as well as on digital networks such as Facebook. Sometimes the events were so popular that they attracted newspaper reporters, radio and even television coverage.

> We have hosted two events where we have had like a lot of cyclists from all over the world and they came to take part. It's been all over like TV, magazines and newspapers. And the kids ja, we did a lot of promotion at the schools so all the kids, they know about it and they tell their friends. (KI. 15)

Especially the health organisations expressed the opinion that through awareness the community were found to be more trusting of and open towards the organisations and the services they delivered and thus enhancing sustainability.

> … trust from the community? The fact that our carers can actually knock on the door – we just have a piece of paper which comes from the clinic which says please go and see this one in that house. And we knock on the door and say we're from hospice and they just open the door… so yes... (KI. 16)

4.3.2.3 Cooperation with other entities

The majority of the key informants mentioned that the sustainability of their functioning was greatly dependant on the level of cooperation with other support organisations. They stated that through sharing resources they could achieve a wider spectrum of services which in turn led to optimal functioning and service delivery towards the people of the community.

> … so although they've got beds, they don't have medical staff in the evenings, professionals. So when their patients are too sick they refer to us. When our patients

are getting better but not ready to go home, we can send to them. We work very closely. (KI. 16)

Support organisations delivering the same services considered sustainability of their programmes to depend on careful and close cooperation with each other and on being well aware of one another's protocols. They could then adapt and streamline their support efforts in order to serve the community in a similar, fair and professional manner.

So it is an accomplishment for me that we can work together … the running of the homes is the same. It just works that we have the same rules, because we have to work through the same social workers, you work via the same courts, so it just makes sense. (KI. 17)

Reciprocal and positive cooperation was found to exist between the health-focused support organisations and the Department of Health as the latter could use the professional manpower of the various support organisations to conduct many services in return for funding and training opportunities. The department even came to the organisations on many logistical levels and allowed the support organisation input into policy making, ensuring a sustainable relationship. One of the health organisations explained:

They definitely respect us and I can make suggestions and they implement suggestions. Uhm, you know they provide training that is ad hoc … and they say you all have to go to Worcester for training and I said you know, we only get R4000 a month for transport, to get all my carers to Worcester, and so they introduced an additional training allocation. So they do, they're very… it's a partnership. It's a partnership. (KI. 16)

Sometimes organisations were very closely linked through offering complementary services and were interdependent on one another for their continued operations. This was considered to be a beneficial arrangement that yielded positive results overall.

We're completely interlinked but she ('she' refers to a single woman running another NGO) is a completely separate NGO, ja. So we're kind of interdependent as it were. Without us she wouldn't have the mothers, and without her we wouldn't have the craft club going. So it's actually such a good arrangement. (KI. 12)

All the organisations agreed that awareness of and cooperation with other support organisations was essential for achieving optimal service delivery. The larger organisations were well aware of one another, worked closely together and had regular meetings to discuss relevant issues of mutual concern. The smaller CBOs and the Stellenbosch University initiatives were less aware of other organisations which limited their capacity for service delivery. When I asked the larger organisations whether they considered their cooperation could be further enhanced if an overview of all the organisations currently active in Kayamandi existed, they unanimously replied it would prove to be the case.

> There's so much happening… ja well, none of us have the time and energy to do what you're doing, which is actually going to connect everybody…ideally… (KI. 10)

> I think us locals, we know each other, especially the big ones. What we have got problems with are the smaller CBOs, community-based organisations. That's your typical very very grassroots level organisations where a community member would have a passion for drama or dance or singing or something and they would very informally start something and there are a number of those, which we aren't even aware of. (KI. 18)

> They are wonderful, you just don't hear enough of them. You've been sitting in the Kayamandi Network, they are such committed wonderful people, it's fantastic. We don't acknowledge it enough. We're all bad at PR because we're just busy doing the service. (KI. 16)

Two of the smaller organisations as well as the Stellenbosch University student initiative seemed to have little or no cooperation with other local organisations, which seemed to leave them rather isolated in their support efforts. They agreed that an overview would prove very useful to strengthen their cooperation and the sustainability of their presence in Kayamandi.

> That's our big plan, that we find out about all of the assets that the community has and network with them. (KI. 2)

4.3.2.4 Commitment of recipients

Many of the organisations mentioned that the sustainability of support programmes also depended on the recipients completing the programmes in which they participated. Completion was necessary to ensure the recipients could fully benefit from the programme on offer, but also to satisfy the sponsors that their funding had been properly allocated towards the support service in question. Especially the educational and training support organisations found it necessary to implement some measures to ensure that the recipients remained committed to the programmes they had embarked on. One such organisation required that the recipients, who had been especially selected to partake in a food sustainability intervention, sign a contract with the organisation to complete the full training programme. The training was intended for mothers of families suffering from malnourishment. They were offered comprehensive food parcels for a 6 month period, on the condition that they attend sessions in vegetable gardening, a fitness programme, crafting and a sustainable livelihood programme.

> Because if it wasn't for the food programme, the mothers wouldn't attend. So it's quite a strange thing how, even though it's offered for free they don't freely go… And it's only after they start going and they learn the skills and then they start selling things and earning money that, then they carry on going voluntarily. 'Cause the money's coming in, ja… ja. (KI. 12)

Another educational organisation offering comprehensive and exclusive afterschool programmes, found charging fees for these programmes ensured commitment from the learners and their parents. Although the fees were very reasonable, the parents of the learners attending the programmes still made sure their children attend each afterschool lesson.

> For the first time this year we've started making the parents pay for the children to be here. For two reasons… one being sustainability, financial, and two for accountability, transparency and openness and also causes them to come. What we found is that if they don't pay the children don't arrive, three weeks four weeks later we find out they just don't want to come anymore. Uhm, so were sort of putting that openness between both sides and saying right, you're paying for a service, you should make sure your son is here… your daughter is… (KI. 5)

90

4.3.2.5 Staff and volunteers

The majority of support organisations interviewed preferred to employ remunerated staff rather than rely on volunteers to conduct their programmes and services. When they did consider taking in volunteers, they required that they remain active for at least a six month period. They considered the ideal volunteer to stay longer term, to display passion for the work and the recipients, to be flexible and available to assist when necessary and especially to respect and fall in with the programme. Longer term volunteers therefore proved useful, but shorter term student volunteers were found to be a liability costing time and money to train. They were not always reliable and not regularly available throughout the year and therefore not conducive towards the organisations' stability or sustainability.

> They (the student volunteers) come along and want to do something in 5 dates… I don't know what I can offer meaningful for a client in that time. So actually when it's students, I am doing the students a favour and not my client. Volunteers in general are people that come and go, come and go. What people don't get is that volunteers cost money. People think volunteers are a nice free service, it isn't. You have to train them, manage them, contract them, supervise them… it costs you money. (KI. 1)

> We have a responsibility to our clients. The students are only there to learn and not take over. (KI. 3)

> Because now my children are more disrupted they more want to have fun and play with students than they want to study. So its stuff like that. And you've got to try and teach 21 students that you're not here to play with these kids and you're here to work. (KI. 5)

Instead of accommodating student volunteers, some organisations preferred involving local residents as volunteers in return for a stipend. These included local residents that had in some cases previously been clients of the organisations and therefore had first-hand experience of the services on offer. The organisations believed this inside knowledge of the programmes encouraged the local volunteers to remain active for longer periods and enhanced the overall sustainability of the organisation.

> So in Kayamandi we have volunteers from Kayamandi helping us. Because they know the people they are working with. (KI. 3)

Organisations offering services to vulnerable children such as those in safe homes, also preferred involving local longer term volunteers as this ensured that the children were cared for in a stable, familiar environment where they understood the local language and cultural habits. Such local representation was of huge benefit to the organisation involved and ensured sustainability because of being grounded at grassroots level.

> They come from the community…because the whole idea is that it must feel like a home. You want a homely atmosphere so you don't want all these strangers coming and going. (KI. 17)

With many of the organisations the local volunteers were eventually employed as staff and once they had built up some experience they even served on the management boards of the various organisations. The fact that they were representative of the community meant that sustainability was further enhanced.

> I have got 2 of my ex-clients that are on my board that are my bosses. So they serve the board of our organisation and they give us guidance 'cause they're now working. So they've gone through the programme, gone through studies, came back and now serve as board members… which is perfect because that's exactly what you need. Local buy-in and local ownership. (KI. 18)

Sometimes the lack of commitment of volunteers threatened the sustainability of the programmes on offer. Some of the organisations therefore paid local volunteers a small stipend in return for their services. Another organisation found it useful to actually charge the volunteers wanting to serve on the board of directors, a small membership fee. In their opinion such a fee ensured commitment from the board members and that ensured the board remain stable and reliable.

> … but if they want to be voted to the board, then they have to be members. Then you get commitment and they're always looking to be members on the board. (KI. 3)

In the case of student volunteers it seemed that issuing the student with a certificate of performance at the end of the voluntary programme enhanced their commitment to actually complete the programme.

> We have a certificate system which we are using to manage the people. So if they

92

drop out they don't get a certificate. (KI. 2)

Overall, in order for the organisations to remain sustainable, it was considered important that the staff and volunteers delivering the services remained satisfied and happy to do the work. Feelings of fulfilment, empowerment, ownership and responsibility were seen as essential to enhance sustainability.

> … they do feel empowered and they like the fact that they are doing something for their community. That's how it makes them, it makes them feel happy, it makes them feel responsible, they are responsible for their own community… so they feel good about it. (KI. 3)

4.3.2.6 Diversity and flexibility in service delivery

The organisations found that to remain sustainable over time it was necessary to offer a diverse array of services and also to be flexible in the way the services are offered. Diversity was required to ensure that the many needs in the community could be addressed in a holistic manner. For example where HIV was originally the issue being addressed, it had now shifted heavily to addressing TB as well and further shifted to assisting families of the affected clients.

> … we go in to the house where the man is sick who has been referred to us by the clinic... So there's granny sitting in the corner coughing and we say, can we just run through a TB screening with you. There's a little child crawling on the ground, can I see the IMCI card, the health card. He hasn't had a polio check… this child has got to go to polio. (KI. 16)

Flexibility to adapt where needed was also considered important when organisations evaluated the programmes they were offering. In so doing they ensured the programme could be optimally sustained and otherwise changed.

> We're constantly looking at, is this really benefitting the community or not … where are we going to continue, where are we gonna discontinue and where are we going to put up stronger boundaries in terms of what is our responsibility and what is your responsibility. (KI. 11)

The white project leaders not living in Kayamandi seemed very conscious of being flexible in their approach towards the community, not to offend the community in any way. They noted that this was essential towards sustainability as such.

> Also, remember I don't live here, this isn't my home base. I really really have to listen to people who live here or at least people who have an understanding of the community. And I cannot bring first world ideas and perceptions on to a third world situation. (KI. 11)

Flexibility was further required, not only when the needs of the community changed but also to accommodate the change in focus area of the sponsors.

> The companies want to give their moneys now for job creation, uhm you know, education, next generation so there's always a … a kind of a flavour of the month. So HIV at some point was that… the buzz word at this point is sustainability. (KI. 6)

Lastly, flexibility and close cooperation was required responding to disasters such as the devastating fires that break out in Kayamandi from time to time. The organisations were then required to step in and assist together with local government to help alleviate the crisis situation.

> I mean for example when the fire started, they immediately said we're not going to go on our outreach this weekend, we're going to actually go and help our members who've been affected by the fire. (KI. 8)

4.3.3 Benefits for recipients (See Table 4.5)

The key informants of the organisations interviewed, considered it important that their programmes proved to be beneficial and empowering to the residents of Kayamandi. Although they recognised that much more needed to be done to sufficiently uplift the community to its full potential, they felt it was important to be aware of the existing benefits and to build on these towards the next improved level of service delivery. They felt strongly about three specific benefits.

4.3.3.1 Assistance through programmes offered

According to the organisations the local recipients of the various programmes were benefitting from a wide variety of services in Kayamandi, ranging from basic feeding programmes to sustainable livelihood programmes as well as employment opportunities. Programmes included educational assistance, learning skills such as riding bikes, playing musical instruments in a band and singing in choirs, making movies and even starting their own businesses. Some organisations stated that especially the youth benefitted from the programmes as these offered them the opportunity to be educated and entertained in a safe and healthy environment.

> Already we have got a one boy that is doing matric, I will show you in the room, he is already using the facility because it is a quiet place for him to study. He stays in a 2 room house where there is always noise like people talking and watching TV when he wants to study so he knows that he can come here any time and study and have a quiet room. (KI. 15)

Even during school holidays support organisations facilitated the children of Kayamandi with a safe space to spend their time.

> Also if we have events, every holiday time we've got about 500 kids every day for a week, so then we can feed them, so they don't have to go home. We keep them there and we can carry the programme through form 10am until 3pm or whatever. (KI. 8)

4.3.3.2 Opportunities for education and employment

In addition to educational assistance and skills training, the larger support organisations offered local residents the opportunity to volunteer within the organisation for eventual employment within and even outside of the organisations, offering them the benefit of security, of moving forward and building their self-worth and self-esteem.

> In some cases where we train up the crèche teachers…they then go on to work in a town crèche where they're paid twice as much… and it's sad for us because we've invested a lot of time and energy but it's such a celebration because it's, you know it means they got a better job, a better standard of living, and they move on. (KI. 10)

Most of the adult education programmes involved training unemployed women. Skills and sustainable livelihood programmes were offered to adult women, which gave them the opportunity towards empowerment and sustained independence and even starting their own businesses.

> We do training programmes that are market focused. For example the embroidery project, with the idea of making things one can sell. Because once you have the market people don't leave, they don't get trained and just leave… they keep working. It motivates them. (KI. 6)

> We have collaboration with fly fishing… fly tying… So we've had two ladies trained and one has now started a business doing it. So she sells the little flies to this fly fishing association. They taught her how to do it and now she's doing it. Women who have never had jobs in their lives before, you know they've now got. (KI. 12)

4.3.3.3 Sense of community

Some of the key informants in this study felt that due to rapid expansion, Kayamandi had compromised its sense of community to an extent. They emphasised that especially the youth required programmes they could identify with that would bring them together. The organisations hosting arts and culture events and offering programmes in the performing arts felt that their efforts helped to bind the community's youth together and even produced role models that the entire community could be proud of.

> The easiest one to draw from is the beauty pageant. Uhm, we normally get young ladies… one staying Enkanini, one staying that side … they normally don't know each other. And then once they come together in that group, they become a big family, become big friends. Uhm, last year alone we had one lady who was followed by the students, they did a short video clip about her. And then after that another organisation saw her and they took her in. You know, they read, they listened to her story, what an amazing young lady. (KI. 9)

4.3.4 Constraints (See Table 4.5)

The support organisations experienced some constraints in delivering their services in Kayamandi. The following four difficulties were raised as barriers during the interviews.

4.3.4.1 Enormity of task

The enormity of the task required to fulfil the welfare services sometimes threatened to overwhelm the organisations and their staff. The rapid expansion of the informal settlements such as Enkanini created severe stress on the capacity of the organisations to find sufficient funds to deliver the necessary services effectively. They further expressed that many hidden costs, such as transport, utility bills, upkeep of infrastructure as well as assisting in unexpected emergencies such as fire disasters, often completely deplete their funds and capacity, intended for service delivery.

> At the beginning of each year you think… I don't know how I am going to get through this year…I don't know how I am going to reach my target for the end of the year. You know it's just God's grace all the way… (KI. 11)

Some key informants leading crises programmes such as the feeding programmes were often overwhelmed with the huge responsibility they carry in their specific programmes.

> … dit is hoe ernstig die situasie is… ons kan nie bekostig om vir selfs een dag toe te maak nie. Want die mense sou dit nie kan hanteer nie... hulle is so afhanklik van wat jy doen vir hulle. Partykeer hoor jy dat jy nie afhanklikheid moet bevorder nie, maar hoe sê jy vir mense? Daar is net nie kos vir jou vandag nie...daar is nie kos vir hierdie kinders vandag nie... (KI. 19)

> … this is how serious the situation is… we cannot afford to close it for even one day. Because the people would not be able to handle it… they are so dependant on what you do for them. Sometimes you hear you must not encourage dependence, but how do you tell people? There just isn't any food for you today… there is no food for these children today… (KI. 19)

The support organisations also indicated that running a support organisation requires enormous effort. They found they had to accomplish a multitude of tasks for the support service to be accomplished.

> To realise in the typical NGO you have one person that has to do 14 jobs. I mean he's the accountant, he's the fundraiser, and he's the project manager he's running everything… uhm and it's not healthy or even possible. (KI. 5)

97

4.3.4.2 Funding constraints

Funding constraints were found to exist for many of the organisations interviewed. The key informants stated that many costs need to be covered before any service delivery could commence.

> It costs a lot of money. And there's a lot of admin funding you know, just to get the admin and the finances, the auditors, the attorneys, you know to get all of that sorted it's a heng of a lot of money that you need just before you can even start. Just the security budget here, we have a security guard you know, so just to pay them you need first to get that money before you can even start working. I just wish they would supply cheaper water and electricity… that would help a lot. So much money goes into this kind of thing before you have even done anything… (KI. 6)

Funding constraints were found to exist especially for the smaller community-based organisations as they were often funded out of the pockets of the founder or manager.

> I could see that it will be enough for me. At least for 2 years maybe I will sustain myself – when I was counting my retirement money. So I said ok, for two years I will sustain myself, and if I open a safe house at least we will start to get funds, maybe after two years we will manage to get an income even if it's not half of money that I am earning here. (KI. 7)

One of the key informants mentioned that many of the smaller organisations don't survive due to the financial constraints they suffer from.

> I mean the statistics are ridiculous, I think it's something like only 3% of NGOs make it the first 3 years, and of that, only 3% make it 5 years. So it is, the amount of NGOs closing, and obviously financially… the reason's also very much financial. Uhm so your smaller NGOs, the guy will have a part-time job… Or have a job and then part-time do NGO. (KI. 5)

4.3.4.3 Perceived increase in crime, rape and substance abuse

Another concern expressed by the organisations was that they observed a distinct increase in the youth getting involved in crime, rape and drug- and alcohol abuse. They considered these problems to be hindrances to their operations and believed that more

staff would help to make progress towards the efficient upliftment of the community.

> We do what we can where we do but obviously we need more staff, you know, that's that would be fantastic, we need, you can just go on for ever… And I'll tell you what doesn't help either is that there is a huge drug and alcohol problem, huge, the drugs is terrible, really really bad. And you know what comes with drugs… Crime, rape, murder, and all those stats are through the roof here, ja, so that's a big problem. (KI. 12)

Another organisation attributed these problems that Kayamandi was facing to the sense of hopelessness that existed among many young people in Kayamandi.

> The youth of South Africa are still struggling ... I mean the statistics speak for themselves. The crime rates are rising and with it the sense of despondency… you know I very often walk out here and on quite a few street corners you'll find youngsters and young people just sitting and I've got a relationship with quite a number of those groups. And you'll sit with them and just talk and you realise there's this concept that they've just literally lost hope. (KI. 18)

Some organisations stated that new arrivals in Kayamandi, the newcomers, were to blame for increased overcrowding and the increased strain on resources as well as the perceived increase of crime.

> Although the "born Kayamandi" people are not so happy that there are so many new people moved in, they are very unhappy. (KI. 17)

Furthermore, the bad publicity regarding crime and safety issues in Kayamandi were found to inhibit some volunteers from comfortably entering the community to assist in the service delivery.

> I would say the students get more involved in central Stellenbosch. Because the students are quite nervous to move into the communities. (KI. 3)

4.3.4.4 Lack of male role models

The key informants interviewed expressed their concern regarding a lack of male role models for the youth of Kayamandi. This lack was perceived in the community as well as

99

among the staff and volunteers of the various support organisations.

> You know, like the local fathers, you think they do volunteer soccer programmes… it's so sad. (KI. 12)

The organisations felt absent fathers meant that the youth of Kayamandi would struggle and fail to accomplish their full potential due to the lack of male role models.

> A child with an absentee father, that's why they grow up to be poor leaders, because they don't have anyone to model to them what it means to be a good father. They then repeat what they observe, not what they're told. (KI. 4)

Regarding the lack of male staff and volunteers in the support sector, the support organisations indicated their suspicion that support as such was probably perceived as a *soft* cause such as social work, requiring only women's input. The key informant suggested business terminology should rather be used to attract more male input.

> … with the Georgia students… there were 3 guys out of the 21, So mostly women. The reason is… I had a discussion with him, he also works at the university. And he started using the word "economics" or "economic" and "economic development" and "economic social development". And immediately guys jumped in. (KI. 6)

A few of the organisations made a serious effort to involve a balance in gender regarding staff and volunteers in order to re-address the male role model issue that was found to exist in Kayamandi.

> At the moment I think we're 50-50 men and women, because we know we have to have men as role models. We've actually now built up quite a good leadership. (KI. 9)

4.3.5 Role of religion (See Table 4.5)

The role of religion was found to be dualistic. For some support organisations it was beneficial and others found it to be a barrier towards service delivery.

4.3.5.1 Religion supporting service delivery

Some organisations considered religion to play a significant and essential role in the

100

design and delivery of their programmes. Some of the larger organisations were found to be supported by churches in and around Stellenbosch. These organisations delivered their programmes from a faith-based approach and considered their efforts to flow from the church.

> The category that we belong to is religion and out of that the rest takes place. So if you have to say what do we belong to, it's first and foremost, our umbrella is under a church. (KI. 11)

The faith-based organisations believed that welfare was important in biblical times already and that Christian values, empowerment and sustainability were the three pillars of service delivery.

> En wat ons doen... dis 'n basiese behoefte wat deur die eeue kom. Selfs in Handelinge in die Bybel is aan die apostels gesê hulle moet die weduwees en kinders versorg. (KI. 19)

> And what we do… it's a basic need that has come with the ages. Even in Acts in the Bible the apostles were told to care for the widows and the children. (KI. 19)

> So uhm, it's to find that balance between empowering, having sustainability and also Christian values. It's that combination. I can almost call it a triangle, and that's kind of for me, important. (KI. 11)

These organisations suggested that spirituality was important for holistic development, especially during the formative adolescent years. They considered the foundations of faith and spiritual encouragement to play an important role in their programmes in order to deliver a responsible, empowering and uplifting service.

> … giving them those building blocks that help them to make good choices. And I mean, I found out that it has to be holistic in a way that … it cannot only be educational, it can not only be skills training, it has to be faith based as well. You have to change the heart and the mind you know. (KI. 8)

Some of these larger organisations felt that their shared faith base helped achieve a solid base for cooperation.

101

God has done many wonderful things in Kayamandi... this what you see, that all the organisations work together nicely, you don't get that in every community. I believe that is what God has done. (KI.17)

4.3.5.2 Religion as barrier towards acceptance

Other organisations believed that a strict religious affiliation was not conducive towards effective service delivery and that in some cases religion was even found to act as a barrier towards acceptance. Especially the health organisations that addressed issues such as HIV/AIDS and TB found they could not let religion dictate the execution of their programmes as it would prevent the recipients from coming to them for assistance.

We are a non-religion affiliated. We don't have church ties, as a matter of fact, if we went in there as a church organisation we wouldn't be able to reach the gay and lesbian people, they would never come to us then. And also, if a Muslim person would walk in here, we at least have someone that can nicely talk with and to them. (KI. 1)

4.3.6 Values pertaining to service (See Table 4.5)

It was clear from the interviews that all the key informants displayed values of passion, altruism, commitment and dedication. They were value driven and displayed a sincere and positive approach towards their recipients and staff as well as to their goals and service programmes.

I mean if you work full-time in an organisation… like I, I'm a mom and a wife and I, I am gonna work here or work somewhere else … I may earn more money somewhere else, but it's not about that… it's so you can fulfil that passion you have for the work you want to do. (KI. 6)

The arts and culture support programmes were found to be very passionate towards township life and described Kayamandi as a source of diamonds waiting to be discovered.

The diamonds are there… in the township, and we just love to give them a platform (KI. 9)

One of the managers running a local CBO as volunteer received almost no remuneration

and had to contribute towards running costs from her own savings, revealed that passion was what kept her fulfilled and committed.

> Yes it's hard but I love it, I love it. It makes me proud that I know I save one life a day, you know? It makes me proud (KI. 7)

Another key informant interviewed added that although they had to accept lower earnings and their work was sometimes frustrating and even painful, overall they felt rewarded with feelings of fulfilment and worthiness.

> Well there are times when it makes me stronger but there are times when I want to take off my hair! (laughs) When you see the difference it makes in kids' lives it's difficult to explain, it's fulfilling. When I am working somewhere else I am making more money but I feel my heart is here. (KI. 15)

> … the nurses and the sisters and the incredible love and care and it feeds their soul, it hurts their soul, they grieve as well as family members, because you get very close to your patients. But it's uhm, it's a very rewarding job. (KI. 16)

The intervention developed by Stellenbosch University was carefully planned to ensure that the effort would reach beyond just training students towards career counselling techniques. Through careful programme design they displayed ideological values towards the development and empowerment of learners, in order to establish self-confidence and self-efficacy with the youth of Kayamandi.

> I think that their environments are not very conducive to thinking more than one day, for survival from one day to the next and I think that that's where this project comes in. To speak to someone about potential futures that you could have, doesn't mean you have to have them, but just to brainstorm. And also to bridge distances between two different populations. I mean black and white students. I think that's quite a big thing to bridge as well, not to see that these people are here to, you know, 'cause they feel sorry for me. They're here because they want to speak to me. They value me as a person and my dreams and ideas. (KI. 2)

The organisations were well aware that some of the cultural values of the Xhosa residents of Kayamandi differed from the western values that student volunteers brought with them. This therefore called for constant cross-checking to ensure mutual respect and

understanding in order to bridge the cultural divide. One of these values was perceived sexuality, as the example shows.

> Well, you know we in our culture, we think that this area of our body is very sexual (points to chest area) and so a very low top is very uncomfortable thing. But it's not the same in this community. They don't think of this area as a sexual area, and that it's in fact here (points to thighs) and the bum that is very sexual. So when we have young girls walking around here, like our international volunteers in shorts, it's really a NO GO. But when I have staff members who arrive with low cut tops, for them it is like, what are you talking about?… Now I have to find the balance, so I need to be respectful on both sides. So I'll say to my volunteers, longer shorts, do not come here like with skin tight leggings, uhm ja. And my staff, please wear a top that's higher because you know that I bring donors around and it's just, ja… (laughs). (KI. 11)

4.4 SUMMARY

In this chapter the findings that emerged from the interviews were presented. They included the descriptive aspects and sub-aspects as well as the qualitative themes and sub-themes regarding the 19 support organisations that were interviewed. The descriptive aspects gave an impression of the organisational issues of the various support organisations. The qualitative themes explored the issues as expressed by the key informants representing the various organisations. The next chapter will discuss these prominent research findings in a larger context.

104

CHAPTER 5: DISCUSSION

5.1 INTRODUCTION

The two main objectives of this research involved investigating the various support organisations that are currently active in Kayamandi and more specifically, constructing a typology regarding the various support organisations and the services they offer.

This chapter presents the research findings against the backdrop of existing literature, including the literature reviewed in Chapter 2. In this manner the theoretical perspectives, in which this research study has been anchored, as well as the descriptive aspects and qualitative themes are discussed. A typology of available services is constructed and an overview of observations is summarised.

5.2 DISCUSSION OF FINDINGS

5.2.1 Discussion of theoretical perspectives

The exploration of support organisations in Kayamandi was found to resonate with Bronfenbrenner's bioecological systems theory as well as with the organisational and interorganisational theory. The findings are discussed broadly within Bronfenbrenner's bioecological model and thereafter within the organisational and interorganisational frameworks (Bronfenbrenner, 2005; Weil et al., 2013).

5.2.1.1 Findings viewed within Bronfenbrenner's bioecological systems theory

Bronfenbrenner's bioecological systems theory identifies five environmental systems or levels that influence an individual's or a group of individuals' behaviour and development (Bronfenbrenner, 2005; Maphalala & Ganga, 2014). In Kayamandi the role of support organisations were found to impact four of the five levels, namely at micro level, at meso level, at exo level and at macro level (Daft, 2009; Donald et al., 2010; Duncan et al., 2007; Li & Wang, 2012).

At the first level, the micro level, support organisations were found to interact directly with

recipients of all ages in Kayamandi. At this level the organisations facilitated assistance, development and empowerment. They assisted recipients through health, care, welfare and crises programmes in order to alleviate and address some of the risks that exist such as abandonment, abuse, extreme hunger and HIV/AIDS. At this level support organisations aided development and empowerment through various educational, arts and culture and sport programmes. Support organisations were also able to facilitate positive interactions, for example by ensuring that appropriate local volunteers were appointed to assist the most vulnerable members of the community.

At the second level, the meso level, support organisations were found to actively interact with other support organisations as well as other government entities such as schools and clinics. These interactions included meetings and network meetings and were found to enhance and refine cooperation and collaboration as well as to complement and enrich comprehensive service delivery efforts. Organisations that were unable to interact at this level were found to be more isolated and vulnerable regarding the sustainability of their service delivery.

At the third level, the exo level, support organisations were found to improve and provide employment opportunities for parents, which in turn relieved stressful situations in the home. Sustainability programmes influenced parents' working environment. This created a sense of accomplishment which helped them to overcome feelings of despair.

At the fourth level, the macro level, the support organisations, especially the health organisations, were able to impact the community through influencing policy decisions on aspects of healthcare. In addition, educational support organisations contribute toward the overall level of education in the community. At this level support organisations were able to address the outcomes of the millennium development goals and contribute towards improved living conditions in Kayamandi over time (United Nations, 2014).

At the fifth level, the chrono level, one can only hope that time will show the support provided in part by support organisations over the years, will have significantly contributed towards the community of Kayamandi becoming an empowered community. In so doing, Kayamandi will grow from historical inequality and finally live up to its name, a *sweet home,* for all its residents to enjoy.

5.2.1.2 Findings viewed within organisational and interorganisational theory

In the current study the bioecological systems approach provided a theoretical perspective within which to place and explore the holistic view of support organisations at individual as well as at community level. The organisational and interorganisational theory approach assisted me to investigate and present the detailed descriptive aspects of the support organisations that took part in this research study in a logical, comprehensive and comparative manner (Jones, 2010; Weil et al., 2013). Altogether six descriptive aspects were presented which in total revealed 29 sub-aspects (see Table 4.1). The aspects and sub-aspects cover the five descriptive organisational features, namely the support organisation, services, recipients, management or staff and funding. The one descriptive interorganisational aspect which focused on the links that exist between support organisations and other entities is also covered by the aspects and sub-aspects.

In addition to the descriptive aspects, this research on support organisations revealed six qualitative themes and 18 sub-themes (Braun & Clarke, 2006). The qualitative themes and sub-themes cover the in-depth data that reflect the opinions and experiences of the key informants interviewed, namely their views on self-evaluation, sustainability, benefits for recipients, constraints, the role of religion and their values (De Vos et al., 2011).

All the descriptive aspects and sub-aspects and the qualitative themes and sub-themes were presented in Chapter 4, section 4.2, Descriptive aspects and section 4.3, Qualitative themes respectively. The aspects and the themes are further discussed in the following section.

5.2.2 Discussion of descriptive aspects

5.2.2.1 Support organisations

The support organisations identified in Kayamandi included international organisations, national organisations and local organisations, with the local organisations being the most prevalent in the community. This spread corresponds with the findings of Patel et al. (2007) who conducted a study researching support services across five African countries and found that local support organisations accounted for the majority of support

organisations within a community setting.

Most of the support organisations researched in Kayamandi were found to have been established during the past 10 years which was in agreement with the findings of Swilling and Russel (2002) and Perold et al. (2006). The timing corresponds with the government's transformation agenda, which was put in action in 1994 after the demise of apartheid (Hendrickse, 2008: Perold et al., 2006; Seedat, 2003). Although Patel et al. (2007), Hendrickse (2008) and Swilling and Russel (2002) found that during this time many organisations had to reorientate their focus from national liberation struggles to social development goals, the current study found no mention of this. The focus as expressed by the representatives of the support organisations in Kayamandi was found to be purely aimed at empowerment and upliftment of the community, with no mention of their ideological or political backgrounds.

Local representation in the community has shown to yield distinct advantages regarding understanding of the social and contextual factors that exist within that community (Hendrickse, 2008; Topçu, 1999). Organisations based in Kayamandi confirmed that their local presence meant they were part of the fabric of Kayamandi and therefore they were informed and aware of needs and developments in their community. Organisations that were based outside Kayamandi compensated for this by recruiting their staff and volunteers from within the local community. Kajimbwa (2006) considered local input and ownership essential elements contributing towards optimal service delivery and eventual poverty reduction.

5.2.2.2 Services and programmes

The current study found that the three main focus areas for service delivery in Kayamandi were education, health and welfare. This finding was similar to the results obtained from other studies in Africa (Kanyinga & Mitullah, 2007; Patel et al., 2007). Swilling and Russell (2002) found social services, culture and recreation and development and housing to be the three most prevalent focus areas of support organisations in South Africa. All these focus areas seem to be frequently encountered in developmental programmes of marginalised communities worldwide (Weil et al., 2013).

The variety of services offered by various support organisations in Kayamandi were very similar to the services found by Patel et al. (2007). The majority of services addressed the most basic needs of the community including food provision, crises and welfare services, health services and educational and employment services. Perold et al. (2006) further found services offered to include environmental construction and agricultural services. Only one organisation in Kayamandi was found to offer environmental- or construction programmes. This organisation was one of the 30 organisations that had been identified but not been interviewed as part of the research study.

In the current study the majority of organisations in Kayamandi were found to offer educational support programmes. Many of the key informants offering educational services expressed the need for career counselling programmes to be made more widely available. This finding confirmed findings by Albien (2013) who conducted a research study regarding career decisions of high school learners in Kayamandi.

A selection of the service programmes offered by welfare and health support organisations interviewed in the current study were found to have been designed at national level as part of the government's transformation process. The health organisations were found to cooperate and function in a positive and constructive partnership with the Department of Health, even as far as having an influence at policy level. This was contrary to the findings of Patel et al. (2007) who found that in the other African countries the majority of programmes had been designed at national level to be implemented at local level. Patel et al. (2007) found that the influence of government was sometimes encountered as an interference that inhibited service delivery. Kajimbwa (2006) argues the reason why governments in Africa delegate their services, is partly because they are gradually withdrawing from public service delivery. The main reason for the government partnering with welfare and health support organisations in Kayamandi seemed to be that local support organisations could more easily reach the population in local settings (Hendrickse, 2008).

5.2.2.3 Recipients of the services

In Kayamandi the majority of the support organisations seemed to cater for children and youth, thereafter women and then men. The majority of the service programmes provided

educational and aftercare services for the children and youth of Kayamandi. This finding confirms the finding of Perold et al. (2006) which indicated that the majority of services in South Africa focus on education and youth development through youth service programmes developed at national level. However, the current study found that afterschool education and youth programmes offered in Kayamandi had been designed by the various support organisations, especially by the faith-based organisations, and were sometimes offered in conjunction with Stellenbosch University student community service initiatives. The current study further found that religious and arts and cultural programmes offered in Kayamandi focused only on children and youth recipients. The studies performed in Africa by Patel et al. (2007) and in South Africa by Perold et al. (2006) did not reveal this particular finding.

The organisations in Kayamandi revealed that it was easier to work with the youth as they were more responsive and open towards the service programmes offered. Older recipients were found to be less responsive due to added stress levels and sometimes even feelings of entitlement. Patel et al. (2007) found a similar result in Malawi where older recipients were found to be less self-reliant and more dependant on the government and NGOs. This was argued to have been due to the shift in government from dictatorship to democracy. In the current study I had not performed any interviews with recipients and therefore refrain from speculating what the reasons for perceived dependency among older adults in Kayamandi might be.

5.2.2.4 Management, staff and volunteers

The majority of the organisations in Kayamandi were found to have management boards that facilitated good governance practices. They were mostly guided by their mission statements and adhered to different codes of good governance. In the current study only some of the smaller CBOs were found to struggle with managerial commitments. The members of these smaller CBOs often had full-time employment elsewhere, which left them with limited time and limited resources to conduct appropriate management tasks. This was contrary to the finding of Patel et al. (2007). They found that a lack of efficient and administrative management capacities often existed among many of the service organisations reviewed across Africa. This lack of management capacities accounted for

a perceived high turnover of staff. The current study, however, revealed the oposite as in Kayamandi a very low turnover of staff was reported.

In the current study, almost a third of the support organisations in Kayamandi used only paid staff to conduct their services. All but two of the remaining support organisations that made use of volunteers did so offering payment in the form of stipends. This was contrary to the finding of Perold et al. (2006) who concluded that there existed a huge local, but often unpaid voluntary force active in civic service in South Africa. In Kayamandi this was not found to be the case. Only the organisations offering educational programmes in Kayamandi made use of unpaid student volunteers on a regular basis where they assisted with afterschool homework lessons. The crises and welfare organisations involved local volunteers to assist in their service delivery programmes, but then the volunteers were rewarded with stipends or food parcels. Stipends were deemed essential as many of the volunteers contributed to living costs at home and were often the sole breadwinner of the family. Patel et al. (2007) found that the issue of unpaid voluntary service raised issues of morality and unfairness in the case of organisations that used unpaid volunteers to provide welfare services to others. The study by Graham et al. (2008) concluded that up to 40% of support organisations in South Africa used no assistance from volunteers at all and that this contributed towards problems around staff capacity issues. This was partly found to be the case in Kayamandi and will be further discussed in section 5.2.3.4.

The majority of student volunteers active in Kayamandi were reported to consist of students from Stellenbosch University and from the University of the Western Cape. These students assisted support organisations as part of service learning or community development projects. In general, volunteers and students were appreciated by the organisations, as long as they were available on a longer term basis, were committed and followed the lead of the organisation in order to make a worthwhile contribution.

Similarly, regarding international student volunteers in Kyamandi, it was preferred that they stay for a longer period of time – for at least six months. The key informants felt the international students would then also be able to contribute towards a better cross-cultural understanding between their home countries abroad and the community of Kayamandi.

> … it takes 6 months to get a feeling for community and then they leave, so we say the
> barest minimum and then at least you know you're sending back somebody who in
> some way will be an avid ambassador for Kayamandi and South Africa. (KI. 18)

In the current study it was found that the international volunteers often would even reside in local homestays within the community. Sherraden, Lough and McBride (2008) conducted a research study investigating the effects of international volunteering and concluded that homestays created fruitful opportunities for cross-cultural contact. They further found that longer term international volunteers who became trusted by the community in which they served, contributed towards greater international understanding and cooperation by increasing capacity towards community development programmes and providing alternatives to traditional grassroots strategies (Sherraden et al., 2008).

Patel et al. (2007) found that across the five countries reviewed, a selection of criteria applied to the recruitment of staff and volunteers: age, gender, experience, religious affiliation, language, nationality, educational qualifications and skills. Schuurman (2013) found that recruiting volunteers by word of mouth was not far reaching but certainly effective and that volunteers obtained in this way were retained for longer. The current study revealed that the support organisations in Kayamandi did not actively recruit volunteers from outside of Kayamandi. They rather preferred to train and employ local residents to join the ranks of the organisations as employees or at least as volunteers who received a stipend for their services. According to the key informants, local volunteers and staff with inside knowledge of the organisation tended to remain active in the organisation for a longer period of time.

During the time of the interviews performed in this study, the key informants were the founders or managers of the various support organisations. All of them gave their time voluntarily towards the support organisations. They consisted mainly of middle-aged, white women who worked full-time in the organisation and gave all their time and effort in return for very little or no money. Furthermore, the key informants refrained from providing money as donations in order to prevent paternalistic issues. In contrast, the local founders or managers of the smaller CBOs had less time to spend on their support efforts due to often being employed elsewhere. These managers were found to invest almost all of their incomes towards the running costs of the support efforts. Everatt, Habib, Maharaj and

Nyar (2005) conducted a research survey on the patterns of giving in South Africa. They concluded that people of lower socioeconomic status gave less money and more time, compared to people of higher economic status who gave more money and less time. Schuurman (2013) came to the same conclusion. However, this was found to be contrary to the findings of the current study in Kayamandi.

The key informants of the support organisations in Kayamandi were found to be passionate to deliver services to the residents in the community as well as to train and empower their staff and volunteers. Perold et al. (2006) also found this commitment towards both the recipients and the volunteers to exist in other support organisations within South Africa. Patel et al. (2007) found the training of staff to consist of in-house and on the job training. In the current study this was found to be the case in Kayamandi as well, where support organisations often adopted the in-house *train-the-trainer* approach.

In the current study, the key informants revealed that the majority of staff members in the support organisations in Kayamandi were female, consisting of younger as well as older women. This was contrary to the findings of Perold et al. (2006) who found mostly older women volunteer in Southern Africa. This comparison is difficult to verify as the distinction between *volunteers* (working for free or in return for a stipend) and *staff* (working for very little money) is not always clear. Furthermore, five of the 19 organisations interviewed in Kayamandi were run by men whose focus areas included education, leadership training, sport and performing arts. This was in contrast to the findings of Patel et al. (2007) and Schuurman (2012) where male volunteers were mostly involved in construction, hard labour and heavy sport.

The staff of the larger support organisations in Kayamandi mostly committed their services on a full-time basis. Although they received a salary, it was less than the potential earnings in the corporate world outside the support programmes. In the case of the smaller community-based organisations the time commitments were strained, as the staff often had full-time employment elsewhere as well. This finding confirmed what Patel et al. (2007) found in other countries in Africa. For the student initiatives the involvement was only part-time during the academic term. Often the student participation in support programmes was a prerequisite for their university coursework and their involvement only

lasted for a limited period. This was also found in the study by Schuurman (2013).

5.2.2.5 Funding

The current research study revealed three main sources of funding, namely through government, philanthropy and through fees. Government funding consisted of government grants and tenders. Philanthropy included donations from corporate and local businesses, international sponsors, churches and charity organisations as well as private donors. Fees included self-financing strategies such as rental of premises and fees for services rendered. Other studies in Africa, such as those conducted in Kenya (Kanyinga & Mitullah, 2007), across other African countries (Patel et al., 2007) and South Africa (Swilling & Russel, 2002) found similar sources of income for the non-profit sector. In the latest statistics on the non-profit sector in South Africa, Lehohla (2014) subdivides the income of the non-profit sector and reveals that in 2011 the average total income was sourced from local donations (30.9%), from government grants and tenders (28.9%), from membership subscription (24.6%), from service income (8.8%) and from sales (6.8%). Similar statistics were not researched within the scope of the current study, therefore no comparison can be made with Kayamandi.

In the current study time was also considered to represent income. The key informants of the small CBOs that had full-time employment elsewhere, considered income to include the time they were given off work by their employers to conduct services within the CBOs. Swilling and Russell (2002) calculated the time offered by volunteers to represent a cost saved and therefore it was considered to represent a very real indirect form of income. However, in Kayamandi relatively few support organisations made use of unpaid volunteers as they did not want to breach the moral issue mentioned earlier by Patel et al. (2007) whereby organisations were seen to be dependent on unpaid local volunteers to serve others in communities, while they themselves were unable to support their own families.

5.2.2.6 Links, cooperation and networking

In the current study the larger support organisations in Kayamandi were found to have efficient links with local government, with other support organisations, with professional

services and with universities. The links of cooperation that existed between government departments and some of the support organisations interviewed proved very useful to both parties. The Department of Health, for example, worked closely with the health support organisations, offering them contracts and regular staff training courses. This in turn benefitted the Department of Health as the health support organisation could provide the manpower required to deliver the services.

> The reality of it is, it's government's responsibility, it's in the constitution to provide health care. And they cannot do it because of the backlog. Western Cape is brilliant, they've got a huge partnership for health programmes, which I go to every 6 months. 'Cause they're looking for… how can we do it together… (KI. 16)

This finding was similar to that of Perold et al. (2006) and Kajimbwa (2006) who argued that this type of cooperation existed due to the inability of government to provide quality services to all its citizens (Kajimbwa, 2006: Patel et al., 2007; Swilling & Russell, 2002). In Zimbabwe, however, Patel et al. (2007) found that the authorities perceived support organisations as a threat, which resulted in limited cooperation between government and support organisations.

Regarding cooperation and interaction between support organisations, the *New Code of Good Governance* requires that non-profit support organisations should cooperate and collaborate where appropriate, not only with each other but also with other entities in the welfare, the public and the private sectors (Rosenthal, 2008). In the current study, cooperation and collaboration were found to be strong between the larger support organisations, but the smaller organisations in Kayamandi were not as well connected.

According to the larger organisations interviewed in the current study, networking and cooperation between organisations was considered to be a strategic method to solve problems and adapt new techniques. In their community placement reports, Fuchs (2010) and Traub (2010) mention that support organisations in Kayamandi seem to compete rather than collaborate in their service delivery efforts. The current study concluded the complete opposite to be true. Strong levels of cooperation and collaboration were found to exist on a professional as well as on a personal level between support organisations.

Networking at local as well as international level encourages partnerships between

115

organisations of all sizes (Laverack & Wallerstein, 2001; Van Sant, 2003). In her global study Topçu (1999) found that networking between international networks of support organisations in the industrialised northern hemisphere and grassroots organisations in the developing southern hemisphere, was virtually non-existent. This finding is contrary to the findings of the current study as the support organisations indicated that strong relations existed between their organisations and international NGOs and associations abroad.

5.2.3 Discussion of qualitative themes

5.2.3.1 Self-evaluation

Self-evaluation involves that the managements of organisations regularly examine their programmes, the processes as well as the outcomes to establish whether they achieve their goals (Laverack & Wallerstein, 2001; Weil et al., 2012). The findings of the current study reveal that the support organisations in Kayamandi regularly evaluate and re-evaluate their programmes. This finding is in accordance with the finding of Graham et al. (2008) who conducted a study on the scope of support in South Africa and found that the majority of organisations did regular self-checks and evaluations regarding their efforts.

In this research study the majority of the support organisations indicated that the three key values for success and sustainability included empowerment of recipients and staff, lack of paternalism in the support programmes and local ownership. Patel et al. (2007) similarly found that support organisations elsewhere in Africa were value- and mission-driven towards empowerment and the prevention of their clients' overdependency. In the study conducted by Perold et al. (2006) it was found that local ownership taken by staff and volunteers enhanced the sustainability of the support service programmes.

The organisations interviewed in this study considered empowerment of recipients as well as of staff members to be achieved through partnership and allowing the recipients and staff members to be heard. The organisations were found to cherish local participation, especially through employment of local staff and volunteers, in order to enhance ethical ownership of the support services. This principle of shared responsibility devoid of paternalistic traits is considered a key requirement towards sustainability as found by

Naidoo and Van Wyk (2003) during implementation of a successful community intervention. The key informants interviewed in the current study expressed the desire to eventually transfer complete ownership of the services to members of the Kayamandi community.

5.2.3.2 Sustainability

In the current study sufficient financial funding was considered a determining factor towards sustainability of an organisation. As non-profit organisations the support organisations in Kayamandi were totally dependent on government and sponsor donation to assist vulnerable recipients like children, the sick and the elderly. Hendrickse (2008), who investigated the sustainability of NGOs in South Africa, indicated that the financial sustainability of support organisations is determined by donors and their funding priorities, which together represent the biggest threat to their sustained service delivery capabilities.

In the current study donor funding was found to be decreasing while donor involvement was found to be increasing. The key informants' further concern was that the donors only sponsored the actual service programmes which did not allow for administrative costs to be comfortably covered. Hendrickse (2008) similarly found that donors had become increasingly critical in determining which aspects of support organisations they would fund and they set strict limits on governance and administrative costs of the organisation.

The key informants partaking in the current study linked sustainability to the community's awareness of their programmes. They found that a fair amount of awareness exists between recipients and support organisations. The larger organisations in Kayamandi indicated that the local community were reasonably aware of the programmes on offer. This was in agreement with findings of the small scale strengths assessment performed by Stellenbosch University (Du Plessis et al., 2012). The university exercise found that residents in Kayamandi were only aware of four of the support organisations (Du Plessis et al., 2012). This implies that the residents are not sufficiently aware and subsequently not making efficient use of the other available services.

Sustainability was found to be anchored with good governance from management level. The organisations in Kayamandi found that management was ultimately responsible to

117

verify the financial viability of the organisation, to promote awareness, to facilitate cooperation, to encourage commitment from recipients, to empower staff and volunteers and to enable flexibility in service delivery. Okorley and Nkrumah (2012) investigated the sustainability of support organisations in Ghana. They found that managerial leadership, technical competence and staff motivation were considered the three most important factors towards sustainability and survival of support organisations. Schuurman (2013) further found that transparency and clear communication from management towards staff and volunteers was conducive towards sustainability. These findings differ slightly from the findings of the current study in Kayamandi, but also demonstrate the necessity of good governance towards sustainability.

5.2.3.3 Benefits for recipients

The ideal to achieve empowerment, as an intangible benefit for recipients, was the ultimate goal for the majority of the support organisations interviewed. In their study across five African countries, Patel et al. (2007) similarly found the service programmes to be strongly aimed at providing the recipients with the benefit of empowerment.

The crises organisations interviewed in Kayamandi, who purely offered support in the form of trauma assistance or food provision, viewed the term empowerment to also include simple survival. Organisations involved in food delivery, whose recipients were severely dependent on their service on a daily basis, considered their services to still be empowering eventually. They indicated that the recipients at least could focus on their task, such as schoolwork, for the day without focussing on the hunger they suffered.

> Op die stadium... ek ondersteun projekte... veral wat kinders help... want ek voel hulle't nog 'n kans om iewers te kom. Want as 'n kind honger kry en hy word verwaarloos dan gaan daar niks word van daardie lewetjie nie. Jou vormingsjare is maar tot 'n kind 10 jaar oud is jy weet. So dis vir my baie belangrik dat daar in 'n kind belê word. Dis hoekom ek baie crèches aanneem... en help met die voeding. Want as 'n kind nie korrekte voeding kry nie kan hy nie normaal ontwikkel nie. So in daardie opsig kan ek sê ja, ons bemagtig mense. (KI. 19)

> At this stage… I support projects… especially those that help children… because I feel they still have a chance to get somewhere. Because if a child is hungry and is

neglected then nothing will come of that life. The shaping years only last till a child is 10 years old you know. So it's very important to me to invest in a child. That's why I take on many crèches… and help with the nutrition. Because if a child does not get the correct food he cannot develop normally. So in that respect I can say yes, we empower people. (KI. 19)

The need for basic assistance with tangible benefits like food, was found to be extremely prevalent in Kayamandi. This situation was also found to exist in many marginalised areas in South Africa, Africa and beyond (Patel et al., 2007; Swilling & Russel, 2002; Topçu, 1999).

The current study found that the benefit of education and employment constituted the next important benefit for recipients in Kayamandi. Training clients to be employed within the support organisation in turn benefitted the organisation as they had first-hand experience of being a client. Perold et al. (2006) and Schuurman (2013) found that youth programmes offered volunteers the opportunity to develop skills and gain work experience in order to qualify for eventual employment. Patel et al. (2007) found that local volunteers offered their services in order to gain access to the benefits intended for beneficiaries. This was also found to be the case in Kayamandi where volunteers who helped distribute food parcels could also benefit from food assistance.

The key informants of the support organisations offering arts and culture services in Kayamandi mentioned that the youth benefitted from programmes that nurtured their sense of belonging, their cultural heritage and restoring a sense of community. Rock (2011) conducted his research on the history of Kayamandi and found that the sense of community had been a vibrant aspect of Kayamandi for many years but had slowly eroded, especially due to the massive influx of new residents.

5.2.3.4 Constraints

The current study found four constraints to be the most prevalent as expressed by the key informants interviewed, namely the enormity of the task, funding issues, crime and safety issues as well as the phenomenon of absent fathers resulting in a lack of male role models. These are respectively discussed.

Enormity of task

The key informants of the support organisations offering welfare support in Kayamandi spoke of feeling overwhelmed at times, especially as the task in hand was growing every day due to expansion of the service area. Elbers and Arts (2011) state that the multitude of tasks performed by staff and volunteers of support organisations sometimes result in feelings of exhaustion. The key informants of Kayamandi expressed feelings of burnout due to the sheer volume of work on a daily basis. Especially local staff members, who themselves came from and were exposed to the vulnerabilities of a lower socio-economic background, experienced feelings of exhaustion. This was also found to be the case in the study done by Patel et al. (2007), investigating volunteerism across five countries in Africa. Moreno-Jiménez and Villodres (2010) investigated factors antecedent to burnout and concluded that it occurs as a result of physical, mental and emotional exhaustion due to situations that require high emotional demands over a long period of time. This was found to be the case for many of the support organisations as they felt their work was never done.

Graham et al. (2008) stated that 40% of support organisations in South Africa who used no assistance from volunteers at all suffered from staff capacity issues. This was partly found to be the case in the current study in Kayamandi, although the reason not necessarily being that organisations were short on volunteers. They simply preferred to rather employ local, committed paid staff than to accommodate volunteers, although this placed increased pressure on their limited financial resources.

Funding constraints

In the current study the key informants from the majority of the organisations expressed their concerns regarding obtaining sufficient funds to sustain their service delivery, especially during the recession. Patel et al. (2007) similarly found the lack of financial capacity to constitute one of the challenges towards long term sustainability of support organisations across Africa. However, the current study found that for health and welfare support organisations that offered government designed programmes, financial constraints seemed to be less significant. Hendrickse (2008) accordingly states that support organisations that function as extensions of government departments have less

120

financial constraints to contend with.

The key informants in Kayamandi mentioned a big frustration was that funding from large corporate sponsors fluctuates depending on the priority focus of the corporation as well as on economic circumstances. Hendrickse (2008) found that donors take a tighter stance towards good governance and service programmes. This was found to occur in Kayamandi as well.

The support organisations in Kayamandi further added that a change in focus from the donor had a huge impact on service delivery as it meant changing programmes, re-training staff and even disappointing recipients. Other practical implications included having to change website information which was a luxury few small CBOs could afford. Support organisations consider donor sponsorship to be less appealing due to the prescriptive nature of donor involvement (Patel et al., 2007). Okorley and Nkrumah (2012) found that donor involvement could even be perceived as subtle manipulation and they therefore warned that organisations maintain their grassroots advantage of knowing what is really required in the community.

Perceived increase in crime, rape and substance abuse

In the current study the key informants of the education, welfare and sport support organisations described their concerns about increased crime and drug use in Kayamandi. Their premises supplied children and youth with a safe environment in which to function. They also found some student volunteers to be reluctant to volunteer, due to their perceived concerns about safety. Perold et al. (2006) similarly found that volunteers sometimes perceived marginalised communities to be unsafe and were therefore unwilling to offer their services.

The key informants in Kayamandi considered the social problem of increased drug abuse and violence to be caused by feelings of hopelessness among the youth, especially the unemployed youth who had no prospects and nowhere to go. This confirms the finding of Perold et al. (2006) that levels of crime and abuse were prevalent and rising in South Africa, especially among the unemployed youth.

121

Ngqela and Lewis (2012) researched the phenomenon of school violence in a township high school and concluded that violence levels at school reflect violence levels in the community. They explain that exposure to episodes of violence fosters desensitisation towards violence. Poverty in marginalised communities and its consequences – overcrowded living conditions, lack of sufficient resources, high unemployment with people economically inactive for long periods at a time – contribute towards feelings of tension, anger, frustration and despair (Ngqela & Lewis, 2012). They concluded that if drugs are readily available in these communities, the risk of violence increases. In the current study all these conditions were found to exist in Kayamandi. These could therefore be contributing factors towards the perceived increase of crime in the community.

Other organisations were of the opinion that the people born in Kayamandi blamed the newcomers – the uncontrolled influx of new residents into Kayamandi. The local people were considered to be unhappy because the community feel of Kayamandi was eroding under the vast expansion of overcrowded areas such as Enkanini. Rock (2011) concluded that the large increase in newcomers and the insufficient infrastructure and social structures, caused a loss of social unity in Kayamandi. This in turn manifested itself in increased levels of crime.

Lack of male role models

The key informants representing youth and children's programmes mentioned that the phenomenon of absent fathers was widespread in Kayamandi. As many of the staff and volunteers in the different support organisations consisted mainly of women, they expressed their concern that the youth of Kayamandi did not have sufficient access to male role models. Schuurman (2013) who investigated the phenomenon of volunteerism found that male volunteers contributed positive results as mentors. They represented positive role models when working with underprivileged boys whose fathers were deceased or absent and not involved in their upbringing.

Although many different views exist on this subject, the studies on absent fathers and fatherhood conducted by Langa (2010) and Ratele, Shefer and Clowes (2012) found that, contrary to concerns expressed regarding absent fathers, young adolescent boys were

122

able to develop positive, non-risk taking male identities and remain positive towards fatherhood. These young boys were found to attribute their rounded development to the efforts of their mothers. Masculine identity and a positive sense of self could still be attained despite a father or male role model being absent. This finding confirmed that of Ratatele et al. (2012) that the presence of a caring engaged adult, be it a mother or grandmother, was the overall determining factor for flourishing development.

5.2.3.5 Role of religion

The findings of the current study revealed that two viewpoints existed on the role of religion in service delivery. The one argued that strong religious beliefs contribute positively to the service delivery of the support organisations, whereas the other argued that a strong affiliation with one or other religious denomination could hinder optimal service delivery.

Spiritual development is a unique and intrinsic part of being human (Roehlkepartain, King, Wagener & Benson, 2006). The current study found that 13 of the 19 support organisations in Kayamandi have a religious orientation. This corresponds with the study of Perold et al. (2006). They found that almost two-thirds of volunteers were serving through religious convictions. Patel et al. (2007) found that providing support was closely affiliated with fulfilling religious obligations. They further found that propagating religious values contributed positively towards the growth and sustainability of the service (Claassens & Lombard, 2005; Everatt et al., 2005; Patel et al., 2007).

The current research study further revealed that the larger faith-based support organisations had backing from churches in and around Stellenbosch and beyond. They incorporated the principles of spirituality into their programmes and were well known and appreciated by many of the local residents of Kayamandi as they provide comfort, encouragement and hope (Du Plessis et al., 2012). Du Plessis et al. revealed recipients' views that faith-based organisations provided assistance to the unemployed, the sick and to families in bereavement. In addition the faith-based organisations assisted in training and securing employment, as well as arranging interaction with social workers (Du Plessis et al., 2012).

Other organisations in the current study regarded strong religious viewpoints as not necessarily conducive to success since they could be perceived as a barrier that some recipients were reluctant to cross. Especially the health and crises organisations believed that philanthropic spirituality rather than religious conviction contributed to accommodating all recipients, independent of their faith, culture or sexual preference (Chen, Lune & Queen, 2013).

5.2.3.6 Values

The key informants in the current study displayed various values in their service delivery efforts, such as being altruistic, being passionate whilst professional and being ultimately respectful towards other cultures. Patel et al. (2007) found similar values to exist amongst volunteers in the five African countries they reviewed and state that altruism and being useful to others as well as affirming the dignity of those being assisted, were important motivations to serve.

The literature suggests that other motives to serve exist, including payment for services, either as salary or as stipend (Kajimbwa, 2006). This argument did not hold for the key informants interviewed in this study, as they were mostly educated individuals who had left well-paid positions elsewhere in order to serve the community for very little remuneration. In the current study stipends were found to be paid to temporary volunteers, but as no interviews had been conducted with these volunteers no reliable conclusions about their motives to serve can be deducted.

The values that were mentioned during the interviews with the community-based organisations, included cultural and traditional values of caring and sharing, which Patel et al. (2007) describes as the African philosophy of *Ubuntu*. The key informants interviewed were not so much driven by the emotive value of being charitable (caring), but rather determined and very practical regarding the sharing of responsibility towards wellbeing. All the support organisations in the current study were found to facilitate local involvement in order to ensure ownership by the community. Their prime concern was to promote participatory practices to enact local values in the design and execution of the service programmes (Chen et al., 2013). Kajimbwa (2006) argues that local ownership is an important value towards ensuring that the support organisation belongs to the

124

community.

The values expressed during the interviews were not only concerned with altruistic values of giving, but also included the rewards of receiving. The key informants expressed their greatest reward as fulfilment, that they felt trusted and that their efforts were welcomed by the community of Kayamandi. However, Patel et al. (2007) found that beneficiaries elsewhere in Africa were not always receptive to the staff and volunteers. The beneficiaries were found to not always trust the volunteers to spend the government grants their organisation had received towards service delivery.

5.3   TYPOLOGY

The research findings enabled me to construct a typology in the form of an overview of the organisations according to their organisational focus together with the recipients they serve. The previous discussions on services and programmes (section 5.2.2.2) disclosed that the main focus areas and services provided by the support organisations in Kayamandi correspond with the overall findings across Africa of Patel et al. (2007), across South Africa of Perold et al. (2006) and of Swilling and Russell (2002).

The typology overview includes 30 of the organisations that were identified to be currently active in Kayamandi, whether they participated in this research study or not. The overview has been attached as Appendix H. The overview has been compiled by means of triangulation of literature, interview data and internet searches. As the information regarding the different support organisations in this typology overview is freely accessible on the internet, the names of all the various organisations are disclosed. Confidentiality assurances were given to the participating organisations and the interviewed key informants, and therefore their names have not been identified in the overall overview.

The typology shows that the services offered by the identified support organisations available to residents of Kayamandi comply closely with 6 of the 8 Millennium Development Goals. These goals include eradicating extreme poverty and hunger; achieving universal primary education; promoting gender equality and empowering women; reducing child mortality; improving maternal health and combatting HIV/AIDS, malaria and other diseases such as TB (National Development Agency, 2014; United

125

Nations, 2014).

An interesting observation is that a number of the support organisations in Kayamandi do not address the millennium development goals, but rather provide overall enhancement towards uplifting the quality of life in the community. This they do through cultural identity programmes, sport and recreation and leisure programmes.

Regarding the millennium development goals, this research study has shown that the statement made by the United Nations Secretary-General, Ban Ki-moon in 2008, referred to in Chapter 1, holds true for the support efforts conducted in Kayamandi. The government, the support organisations as well as corporate organisations have indeed been found to cooperate in order to address the worldwide phenomena of marginalisation and poverty (National Development Agency, 2014).

5.4   OBSERVATIONS

The observations made throughout this research study have left lasting impressions etched in my heart and mind. A summary of the venues and the key informants as well as of Kayamandi itself follows.

The opportunity to conduct this study arose out of a real-time situation where a support organisation, the Career Information Centre (CIC), was in the process of setting up its service base in Kayamandi. This allowed me the unique opportunity to both observe and to participate simultaneously. The very first meetings preluding the structural design of the intervention included informal meetings with the founder, community forums as well as meetings with both the high schools of Kayamandi. The dynamics during these meetings were vibrant and positive. The Psychology Department of Stellenbosch University had been approached to assist the inception of the new initiative and contributed in a professional, accommodating and constructive manner throughout (Thomas et al., 2010).

Because of the participatory experience, I was better equipped to engage with my research. The key informants were very accommodating, helpful and friendly. They were keen and open to share their experiences in the support organisations and made me feel very welcome, regardless of race and gender. I was included in many mailing lists and

126

soon felt at home among the support organisations of Kayamandi. I was amazed at their energetic and enthusiastic approach, despite the many stressful and serious challenges they face on a daily basis.

The majority of the interviews were conducted on the premises of the support organisation itself. The venues in Kayamandi as well as the venues in Stellenbosch were humble, basic, clean and organised. The overall atmosphere in the organisations was warm and welcoming, yet efficient and professional. In most cases I was given a small tour of the premises and on each occasion it was a humbling experience to see so much being done so quietly and in such an unpretentious way. The interviews with the smaller CBOs were mostly held in public places such as coffee shops or at their homes. Here too, the atmosphere during the interviews was welcoming and forthcoming.

5.5   SUMMARY

In this chapter the findings were examined within the theoretical perspectives in which this study is anchored. The descriptive aspects and qualitative themes were discussed against the backdrop of existing literature regarding support organisations. A typology of available services in Kayamandi was constructed and observations were presented.

The next chapter will provide an overall conclusion, highlight the limitations of this study and explore the recommendations for further relevant research.

CHAPTER 6: CONCLUSION, LIMITATIONS AND RECOMMENDATIONS

6.1   INTRODUCTION

The aim of this study was to investigate the various support organisations that are currently active in Kayamandi and more specifically, to construct a typology regarding the various support organisations and the services they offer.

The findings in the study were generated through triangulation, including qualitative interviews that were conducted with purposively selected key informants of various support organisations active in Kayamandi. Observations were made during the interviews and literature was consulted, including local newspaper articles concerning Kayamandi, which contributed further rich detail to the findings.

This chapter provides the conclusion to the overall findings of the study and states limitations that exist in the research. This chapter also presents recommendations for future research regarding support organisations in Kayamandi, including a methodological reflection of the research process followed in the study.

6.2   CONCLUSION

6.2.1 Summary of findings

The findings reveal that support organisations comprise a prominent and active societal subsystem of the community of Kayamandi. Local support organisations were the most prevalent and had mostly been established within the past 10 years. The distinct advantage of organisations based locally was that they were close to the core of the community. Organisations based outside of the community compensated by employing local residents to foster local representation.

This study found that education, health and welfare constituted the main three focus areas for service delivery among support organisations in Kayamandi. The services

offered addressed the most basic needs in the community including food provision, crises and welfare services, health services, and educational support. The main recipients of these services included children, youth and women, with youth programmes being most prevalent. Some services were designed at government level and others at local level in conjunction with university community initiatives as well as with representatives from the local community.

The structure of support organisations in Kayamandi mostly consisted of management boards, paid staff and rewarded volunteers. Only the student volunteers were not remunerated for their services. In terms of servers, local staff were considered more favourable due to the added benefit of cultural affiliation and inside information about the community. The majority of the staff and volunteers were female. Support organisations in Kayamandi preferred volunteers to remain in service on a longer term basis and to be regularly available. The majority of management boards proudly reported practices of good governance which was evident in low turnover of staff.

Three main sources of funding were found to exist namely through government, philanthropy and to a very small extent, through fees. Time offered was also considered to represent income. Concerns regarding obtaining sufficient funds to sustain their service delivery, especially during the recession, were voiced by the majority of support organisations interviewed. In addition, changes in donor focus had huge and costly consequences on service delivery as it involved adapting programmes, re-training staff and adapting websites.

In view of sustainability, support organisations regularly evaluated their goals and their programmes – in terms of levels of empowerment achieved for recipients and staff, in terms of lack of paternalism in the support programmes and in terms of local ownership. When considered necessary, programmes were adapted or abandoned. Although empowerment in a holistic sense was the ideal most strived towards, basic food provision was also considered empowering. The current study concluded that food security was a luxury few in Kayamandi could afford. The arts and culture support organisations considered cultural heritage to constitute empowerment.

Issues evoking the most concern among the key informants included burnout, funding

129

issues, crime and safety issues as well as the lack of male role models. The multitude of tasks over a long period of time and the size of service area contributed to feelings of exasperation among managers, staff and volunteers. Financial concerns regarding sponsor focus and economic circumstances prompted organisations to endeavour with their own fundraising initiatives, including organising sponsored events abroad. Crime and safety issues were found to become increasingly evident, especially due to increased levels of drug and substance abuse. The lack of male role models was the last big concern and support organisations explored possibilities to involve more men in their support efforts.

The role of religion was evident among many of the support organisations in Kayamandi which was well received by recipients in the community. Health and welfare organisations did not allow religious affiliation to influence their service delivery in any way. The other values present among the key informants include altruism, passion, commitment and respect.

6.2.2 Conclusion

In the first chapter the problem statement was presented that the residents and support organisations in Kayamandi are not sufficiently aware of the various support services already available in the community. The awareness was considered to be a necessary factor for the various support organisations to be properly utilised by the residents of Kayamandi. Awareness between support organisations was seen as a determining component towards efficient and optimal service delivery in Kayamandi.

Prior to conducting this research study, I had expected to find that, due to the lack of an overview of support organisations, there would be little or no awareness towards and among the support organisations active in Kayamandi. However, the findings revealed that especially the larger organisations were very much aware of other large organisations and also very well connected with one another. A strong relationship of cooperation was found to exist between these organisations and they contributed their successes largely to their interorganisational collaboration. They managed to regularly meet privately as well as through community network meetings whereby they could discuss common issues encountered and establish cooperation ties to complement one

130

another's services. In so doing the larger organisations were able to offer a comprehensive and complementary assortment of services in conjunction with one another and the community.

In contrast, the smaller support organisations and the new organisations just starting up their services were found to be less informed about other organisations and the services they deliver. They were found to be rather more isolated and unaware of existing opportunities for cooperation. They also indicated that local residents were less aware of their existence and were only known by word of mouth among their recipients. Some of the smaller organisations made use of social media to make their presence known, but as many residents are unable to access social media, this attempt towards increasing awareness proved to be rather cumbersome.

The university student initiatives offered intermittent support in the community of Kayamandi. The student programmes which were run on a longer term as a volunteer service in conjunction with the larger support organisations added to the capacity of the particular support organisations and were therefore well appreciated. Short term student placements proved less popular with the organisations and were considered a hindrance rather than help. Other student programmes were run as independent projects, some of which were carefully designed and well prepared, taking the community of Kayamandi into full participatory consideration. Still others were considered to be rather uninformed regarding what other services were already being offered within the boundaries of Kayamandi. This unfortunately meant their efforts were duplicating what was already being done in the community, resulting in wasting a precious resource – their added value and time.

The conclusion is therefore that the integrity and sustainability of support organisations, especially the smaller- and new organisations, would benefit greatly through increased awareness and networking with other support organisations in Kayamandi, even prior to starting up their service programmes. In so doing they could present, adapt and refine their services to fit into the tapestry of support already delivered in the community. Networking would be enhanced if an overview of all the support organisations in Kayamandi was compiled and was consulted.

131

The research objectives, to ascertain which support organisations are currently active in Kayamandi and to compile an overview of all the service organisations found, were achieved. This research provided insight into the scope, nature and reach of available support organisations as well as the key services they deliver.

An overview of support organisations currently active in Kayamandi has been documented and attached as Appendix H. Typologies of the organisations in terms of their organisational focus areas have also been constructed and attached as Appendix I.

6.3   LIMITATIONS

The limitations encountered during the research are threefold. Firstly, the current study intended to fully include all available support organisations currently active in Kayamandi. In total 30 organisations were identified, but only 19 were able to be interviewed and take part in the study. The implication therefore is that the results obtained only reflect a proportion of the total picture.

Secondly, the research into identifying support organisations was also very dependent on the lifetime of any specific organisation. Some organisations ceased to operate soon after the identification was completed. Because this study was initiated in 2011, the identification process had to be updated during every year since that date. The final document only contains the research conducted on support organisations that were still active in 2013. Any suspended support efforts are therefore not mentioned. University initiatives were not included in the study as they tend to change focus annually and are only offered during the academic term.

Lastly, the findings of the current research study include only the views of the key informants of each of the organisations. References regarding staff do not reflect the direct views of staff, volunteers and recipients, as they were neither approached nor consulted by me to contribute their opinions.

6.4   RECOMMENDATIONS FOR FUTURE RESEARCH

6.4.1 Methodological reflection

In order to inform future researchers who wish to follow a similar methodology, the following evaluation is presented in retrospect.

The ecosystemic theory base, the constructivist paradigm and the phenomenological subsystem approach were found very applicable in this research study. In addition, the case study approach proved useful to conduct the study, as each of the support organisations could be independently and thoroughly examined, one at a time. However, due to confidentiality constraints, the case study approach could not be applied in presenting the results. The results were presented according to the organisational approach whereby the various aspects of support organisations were presented. The strengths-based approach proved useful towards constructing a typology of available resources in the community of Kayamandi, which in this case refers to support organisations.

In retrospect the scope of the study was found to be rather wide. This was partly due to the fact that 19 interviews had been conducted, but also due to the interview guide being too long. The key informants were not comfortable to spare more than an hour per interview and it was difficult to allow for the open-ended questions to be fully appreciated in that limited timeframe. I had considered conducting part of the questionnaire in the format of a survey. During the first contact the key informants however assured me they had no time to spend on filling out forms. Although only 19 of the 30 identified organisations were interviewed, the transcriptions were cumbersome but enlightening and well worth doing myself. In future I would conduct a study such as this with a shorter interview guide, with a smaller scope and with fewer participants. I would, for example, focus on a smaller subsystem such as only health organisations.

6.4.2 Recommendations for future research and activities

In order to refine the research towards support services in Kayamandi, a few recommendations for future research and activities may be considered.

- The current study looked at the phenomenon of support from the perspective held by the key informants of the support organisations. It would be informative if the findings are crosschecked with the recipient's perspectives.

- The current study researched a selection of support organisations which form part of the available support assets and resources in Kayamandi. It would be useful to investigate other available assets and resources in Kayamandi, such as churches and formal institutions like libraries, clinics, schools, crèches and police.

- The support organisations researched in this study were all legally registered NPOs. A similar study on smaller informal and unregistered community associations such as stokvel and burial societies would provide valuable information.

- It would be useful for this assessment study to be complemented with a thorough needs analysis as was performed in Railton, Swellendam.

- This study only investigated organisations that delivered their services within the boundaries of Kayamandi. It would be useful to investigate local residents' familiarity with available facilities outside the boundaries of Kayamandi. These could include other formal resources like clinics, libraries, schools and sport facilities in the greater Stellenbosch area, as well as informal support resources such as Stellemploy, Straatlig, Safe houses and shelters.

- Similar support resource assessments, including quantitative studies, ought to be conducted for other marginalised areas around Stellenbosch like Cloetesville and Idas Valley to compile a comprehensive overview of available support in the greater Stellenbosch area.

- Student volunteer experiences have been documented in other research studies. It could prove revealing to document their experiences regarding Kayamandi initiatives.

- Digital and social media support organisations impact the youth. It would be enlightening to assess to what degree the youth of Kayamandi make use of this.

- All the information regarding support organisations and services in Kayamandi ought to be made available to the residents of Kayamandi, to the existing support organisations as well as to prospective new organisations wishing to offer support in the community. It would be useful if this could be made available in the form of a printed brochure in several languages, Isi-Xhosa, English and Afrikaans. However, it would require regular updating in order to fulfil its purpose to inform accurately and effectively.

135

REFERENCES

Aberbach, J. D., & Rockman, B. A. (2002). Conducting and coding elite interviews. *Political Science & Politics*, *35*(4), 673-676.

Albien, A. (2013). *Grade 12 Kayamandi adolescents' career influences using the systems theory framework of career development* (Master's thesis). Retrieved from http://hdl.handle.net/10019.1/90405

Alston, M., & Bowles, W. (2003). *Research for social workers: An introduction to methods*. London, UK: Routledge.

Alvesson, M., & Sköldberg, K. (2009). *Reflexive methodology: New vistas for qualitative research.* Los Angeles, LA: Sage Publications Inc.

Barnes, B. R. (2012). Using mixed methods in South African psychological research. *South African Journal of Psychology*, *42*(4), 463-475.

Basit, T. (2003). Manual or electronic? The role of coding in qualitative data analysis. *Educational Research*, *45*(2), 143-154. doi: 10.1080/0013188032000133548

Beaulieu, L. J. (2002). *Mapping the assets of your community: A key component for building local capacity.* (Report no SRDC-227). Retrieved from http://srdc.msstate.edu/trainings/educurricula/asset_mapping/asset_mapping.pdf

Bergen, A., & While, A. (2000). A case for case studies: Exploring the use of case study design in community nursing research. *Journal of Advanced Nursing, 31*(4), 926-934. Retrieved from http://onlinelibrary.wiley.com/doi/10.1046/j.1365-2648.2000.01356.x/pdf

Boon, H. J., Cottrell, A., King, D., Stevenson, R. B., & Millar, J. (2012). Bronfenbrenner's bioecological theory for modelling community resilience to natural disasters. *Natural Hazards*, *60*(2), 381-408.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101. doi: 10.1191/1478088706qp063oa

Brewer, J., & Hunter, A. (1989). *Multimethod research: A synthesis of styles.* California, CA: Sage Publications Inc.

Bronfenbrenner, U. (2005). *Making human beings human: Bioecological perspectives on human development.* California, CA: Sage Publications Inc.

Buxton, A., Ouellette, V., Brazier, A., Whiteside, C., Mathias, R., Dawar, M., & Mulkins, A. (2007). Bridging the gap in population health for rural and Aboriginal communities: A needs assessment of public health training for rural primary care physicians. *Canadian Journal of Rural Medicine, 12(*2), 81-88. Retrieved from http://www.cma.ca/index.php?ci_id=52232&la_id=1

Camay, P., & Gordon, A. J. (2004). *Evolving democratic governance in South Africa.* Johannesburg, South Africa: CORE.

Carcary, M. (2009). The research audit trail: Enhancing trustworthiness in qualitative inquiry. *The Electronic Journal of Business Research Methods*, *7*(1), 11-24.

Carr, S. C., (2013). *Anti-poverty psychology* [Adobe Digital Editions Version]. doi: 10.1007/978-1-4614-6303-0

Carr, S. C., & Bandawe, C. R. (2011). Psychology applied to poverty. In P. R. Martin, F. M. Cheung, M. C. Knowles, M. Kyrios, L. Littlefield, J. B. Overmier, & J. M. Prieto (Eds.), *IAAP handbook of applied psychology* (pp. 369-662). Brisbane, Australia: Blackwell Publishing Ltd.

Carr, S. C., & Sloan, T. S. (2003). *Poverty and psychology: From global perspective to local practice.* New York, NY: Kluwer Academic/ Plenum Publishers.

Chen, K. K., Lune, H., & Queen, E. L. (2013). How values shape and are shaped by non-profit and voluntary organizations. The current state of the field. *Non-profit and Voluntary Sector Quarterly, 42*(5), 856-885. doi: 10.1177/0899764013480273

Claassens, E., & Lombard, A. (2005). Management of volunteers in faith-based organisations. *Practical Theology in South Africa: Praktiese Teologie in Suid-Afrika, 20*(1), 1-23.

Cohen, D., & Crabtree, B. (2006). *Qualitative research guidelines project.* Robert Wood Johnson Foundation. Retrieved from http://www.qualres.org/index.html

Connect Network database. Retrieved from http://www.connectnetwork.org.za/index.php/component/search/?searchword=kAYAMANDI&ordering=&searchphrase=all

Creswell, J. W. (2009). *Research design: Qualitative, quantitative and mixed methods approaches.* Los Angeles, LA: Sage Publications Inc.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches.* Los Angeles, LA: Sage Publications Inc.

Daft, R. L. (2009). *Organization theory and design.* Mason, MI: South-Western, Cengage learning.

Darkwa, I. (2006). *Post-occupancy evaluation of state-subsidised housing units in Kayamandi, Stellenbosch* (Master's thesis). Retrieved from http://hdl.handle.net/10019.1/1642

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2011). *The SAGE handbook of qualitative research.* California, CA: Sage Publications Inc.

De Vaus, D. A. (2001). *Research design in social research.* London, UK: Sage Publications Ltd.

De Vos, A. S., Strydom, H., Fouche, C. B., & Delport, C. S. L. (2011). *Research at grass roots.* Pretoria, South Africa: Van Schaik Publishers.

Department of Social Development. (2013). *All about non-profit organisations*. Retrieved from

http://www.dsd.gov.za/npo/index.php?option=com_content&task=view&id=66&Itemid=114

Department of Social Development (2014). *Registered NPOs in South Africa*. Retrieved from

http://www.dsd.gov.za/npo/index.php?option=com_docman&task=cat_view&gid=90&Itemid=39

DiCicco-Bloom, B., & Crabtree, B. F. (2006). The qualitative research interview. *Medical Education*, *40*(4), 314-321. doi: 10.1111/j.1365-2929.2006.02418.x

Donald, D., Lazarus, S., & Lolwana, P. (2010). *Educational psychology in social context: Ecosystemic application in Southern Africa.* Cape Town, South Africa: Oxford University Press.

Duncan, N., Bowman, B., Naidoo, A., Pillay, J., & Roos, V. (2007). *Community psychology: Analysis, context and action.* Cape Town, South Africa: UCT Press.

Du Plessis, J., Heinecken, L., & Olivier, D. (2012). *Community needs assessment and asset mapping profile of Kayamandi.* Unpublished report, Division of Community Interaction: Stellenbosch University, South Africa. Retrieved from http://admin.sun.ac.za/gi/Asset%20mapping%20report%20Kayamandi%202012%20Phase%201.pdf

Du Toit, N. (2009). *Informal settlement fires: Addressing the issue in Kayamandi* (Doctoral dissertation). Retrieved from http://hdl.handle.net/10019.1/45346

Easterly, W. (2009). How the millennium development goals are unfair to Africa*. World Development, 37*(1), 26-35. doi: 10.1016/j.worlddev.2008.02.009

Elbers, W., & Arts, B. (2011). Keeping body and soul together: Southern NGOs' strategic responses to donor constraints. *International Review of Administrative Sciences*, *77*(4), 713-732. doi: 10.1177/0020852311419388

Elsdon, K. T. (1995). *Voluntary organizations: Citizenship, learning and change*. Nottingham, UK: National Institute of Adult Continuing Education.

Everatt, D., Habib, A., Maharaj, B., & Nyar, A. (2005). Patterns of giving in South Africa. *Voluntas: International Journal of Voluntary and Nonprofit Organizations*,*16*(3), 275-291. doi: 10.1007/s11266-005-7725-z

Ferreira, C. J. (2012). *Churches as providers of HIV/AIDS care: A normative and empirical study* (Doctoral dissertation). Retrieved from http://hdl.handle.net/10019.1/84574

Flick, U. (2007). *Managing quality in qualitative research*. London, UK: Sage Publications Ltd.

Flick, U. (2011). *Introducing research methodology: A beginner's guide to doing a research project.* London, UK: Sage Publications Ltd.

Flyvbjerg, B. (2006). Five misunderstandings about case-study research. *Qualitative Inquiry*, *12*(2), 219-245. doi: 10.1177/1077800405284363

Frandsen, G., & Lawry, L. (2009). *Guide to non-governmental organizations for the military. A primer for the military about private, voluntary, and non-governmental organizations operating in humanitarian emergencies globally*. Department of Defence Bethesda MD centre for disaster and humanitarian assistance medicine.. Retrieved from http://fas.org/irp/doddir/dod/ngo-guide.pdf

Friese, S. (2012). *Qualitative data analysis with ATLAS. ti*. London, UK: Sage Publications Ltd.

Fuchs, O. (2010). *Community placement report 2010*. Unpublished community placement report. Department of Psychology: Stellenbosch University, South Africa.

Gastrow, S. (2013). *Civil society landscape*. Retrieved from SANGONet: http://www.ngopulse.org/article/civil-society-landscape

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: Interviews and focus groups. *British Dental Journal*, *204*(6), 291-295. doi: 10.1038/bdj.2008.192

Gillham, B. (2007). *Developing a questionnaire*. London, UK: Continuum International Publishing Group.

Given, L. M., (2008). *The Sage encyclopaedia of qualitative research methods.* California, CA: Sage Publications Inc.

GivenGain database. Retrieved from http://www.givengain.com/cgi-bin/giga.cgi?&country_id=ZA&state=western%20cape&city=stellenbosch&order_by=alpha&cmd=cause_dir_list&limit=10&step=2

Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, *8*(4), 597-607. Retrieved from http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf

Gordon, W., & Frame, R. L. (1995). *Real hope in Chicago: The incredible story of how the gospel is transforming a Chicago neighbourhood.* Grand Rapids, Michigan: Zondervan Publishing House.

Graham, L., Himlin, R., Engel, H., Mathoho, M., Reddy, J., Delany, A., . . . Williams, L. (2008). *Review of the state of civil society organisations in South Africa.* Report compiled and produced for the National Development Agency by the Community Agency for Social Enquiry (C A S E), Planact and Afrika Skills Development. Retrieved from http://www.nda.org.za/docs/___CaseReport.pdf

Graziano, A. M., & Raulin, M. L. (2010). *Research methods: A process of inquiry.* Boston, MA: Pearson Education Inc.

Green, G. P., & Goetting, A. (Ed.). (2010). *Mobilizing communities: Asset building as a community development strategy.* Philadelphia, PA: Temple University Press.

Guba, E. G., & Lincoln, Y. S. (2001). *Guidelines and checklist for constructivist (aka fourth generation) evaluation.* Retrieved from http://www.dmeforpeace.org/sites/default/files/Guba%20and%20Lincoln_Constructivist%20Evaluation.pdf

Habib, A., Daniel, J., & Southall, R. (2003). *State of the nation: South Africa* 2003-*2004.* Cape Town, South Africa: HSRC Press.

Hardcastle, D. A., & Powers, R. (2004). *Community practice: Theories and skills for social workers.* New York, NY: Oxford University Press Inc.

Hendrickse, R. F. (2008) *Governance and financial sustainability of NGOs in South Africa (*Doctoral dissertation*).* Retrieved from http://etd.uwc.ac.za/bitstream/handle/11394/2227/Hendrickse_PHD_2008.pdf?sequence=1

Henning, E., Van Rensburg, W., & Smit, B. (2010). *Finding your way in qualitative research.* Pretoria, South Africa: Van Schaik Publishers.

Hofstee, E. (2006). *Constructing a good dissertation: A practical guide to finishing a master's, MBA or PhD on schedule.* Johannesburg, South Africa: EPE.

Hofisi, M., & Hofisi, C. (2013). Financing social development in South Africa: A case of rural-based NGOS in the health sector. *Mediterranean Journal of Social Sciences*, *4*, 523-530.

Homan, M. S. (2010). *Promoting community change: Making it happen in the real world.* Belmont, CA: Brooks/Cole, Cengage Learning.

Huchzermeyer, M. (2003*).* A legacy of control? The capital subsidy for housing, and informal settlement intervention in South Africa. *International Journal of Urban and Regional Research, 27*(3), 591-612. doi: 10.1111/1468-2427.00468

Huchzermeyer, M. (2004*). Unlawful occupation: Informal settlements and urban policy in South Africa and Brazil.* Trenton, NJ: Africa World Press.

Institute of Directors in Southern Africa (IDSA). (2009). *King code of governance for South Africa.* Retrieved from http://c.ymcdn.com/sites/www.iodsa.co.za/resource/collection/94445006-4F18-4335-B7FB-7F5A8B23FB3F/King_Code_of_Governance_for_SA_2009_Updated_June_2012.pdf

Jones, G. R. (2010). *Organizational theory, design, and change.* Upper Saddle River, NJ: Pearson Education Inc.

Kajimbwa, M. (2006). NGOs and their role in the global south. *The International Journal of Not-for-Profit Law*, *9*(6), 58-64. Retrieved from http://www.icnl.org/research/journal/vol9iss1/art_7.htm

Kanyinga, K., & Mitullah, W. (2007). *The non-profit sector in Kenya.* Nairobi, Kenya: Institute for Development Studies, University of Nairobi. Retrieved from http://www.akdn.org/publications/civil_society_kenya_nonprofit_popular.pdf

King, N., & Horrocks, C. (2010). *Interviews in qualitative research.* London, UK: Sage Publications Ltd.

Kluge, S. (2000). Empirically grounded construction of types and typologies in qualitative social research. *Qualitative Social Research, 1*, 1-7. Retrieved from http://www.qualitative-research.net/index.php/fqs/article/view/1124/2499

Kramer, S., Amos, T., Lazarus, S., & Seedat, M. (2012). The philosophical assumptions, utility and challenges of asset mapping approaches to community engagement. *Journal of Psychology in Africa*, *22*(4), 537-544.

Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out.* Chicago, IL: ACTA Publications.

Langa, M. (2010). Adolescent boys talk about absent fathers. *Journal of Psychology in Africa*, *20*(4), 519-526. Retrieved from http://dx.doi.org/10.1080/14330237.2010.10820410

Lauckner, H., Paterson, M., & Krupa, T. (2012). Using constructivist case study methodology to understand community development processes: Proposed methodological questions to guide the research process. *The Qualitative Report*, *17*(25), 1-22. Retrieved from http://www.nova.edu/ssss/QR/QR17/lauckner.pdf

Laverack, G., & Wallerstein, N. (2001). Measuring community empowerment: A fresh look at organizational domains. *Health Promotion International*, *16*(2), 179-185. doi: 10.1093/heapro/16.2.179

Lazarus, S., Naidoo, A. V., Demas, G., Williams, L., Sauls, D., Filander, F., & May, B. (2010). *Railton community assessment (CAP): Research report*. Retrieved from https://scholar.sun.ac.za/handle/10019.1/19361

Lehohla, P. (2014). *Statistics of the non-profit sector for South Africa, 2011*. Pretoria, South Africa: Statistics South Africa.

Leedy, P. D., & Ormrod, J. E. (2010). *Practical research: Planning and design* (9th ed.). Upper Saddle River, NJ: Merrill.

Leonard, J. (2011). Using Bronfenbrenner's ecological theory to understand community partnerships: A historical case study of one urban high school. *Urban Education*, *46*, 987-1010. doi: 10.1177/0042085911400337

Lewis, D. (2003). Theorizing the organization and management of non-governmental development organizations: Towards a composite approach. *Public Management Review*, *5*(3), 325-344. doi: 10.1080/1471903032000146937

Lewis, D., & Kanji, N. (2009). *Non-governmental organizations and development.* Abingdon, UK: Routledge.

Li, B., & Wang, Y. (2012). *Non-governmental organizations (NGOs) working with social welfare in China: Characteristics, difficulties, possibilities* (Student paper). Högskolan i Gävle University. Retrieved from http://www.diva-portal.org/smash/get/diva2:488458/FULLTEXT01.pdf

Lincoln, Y. S., & Guba, E.G. (1985). *Naturalistic inquiry*. London, UK: Sage Publications Ltd.

Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioural sciences*. California, CA: Corwin Press.

Malterud, K. (2001). Qualitative research: Standards, challenges, and guidelines. *The Lancet*, *358*, 483-488. doi: 10.1016/S0140-6736(01)05627-6

Mameli, P. A. (2001). Splitting the difference: Partnering with non-governmental organizations to manage HIV/AIDS epidemics in Australia and Thailand. *Human Rights Review*, *2*(2), 93-112.

Maphalala, M. C., & Ganga, E. (2014). Developmental experiences of OVC in child-headed households and the impact on cognition and learning. *Mediterranean Journal of Social Sciences*, *5*(3), 312-323.

Martin, P. R., Cheung, F. M., Kyrios, M., Knowles, M. C., Littlefield, L., Prieto, J. M., & Overmier, J. B. (2011). *The IAAP handbook of applied psychology*. Brisbane, Australia: Blackwell Publishing Ltd.

Matheson, J. L. (2007). The voice transcription technique: Use of voice recognition software to transcribe digital interview data in qualitative research. *Qualitative Report*, *12*(4), 547-560.

Mathie, A., & Cunningham, G. (2003). From clients to citizens: Asset-based community development as a strategy for community-driven development. *Development in Practice*, *13*(5), 474-486. doi: 10.1080/0961452032000125857

Maties Gemeenskapsdiens database. (2014) *One stop service*. Retrieved from http://student.sun.ac.za/mgd/

McAuley, J., Duberley, J., & Johnson, P. (2007). *Organisation theory: Challenges and perspectives*. Harlow, UK: Prentice Hall Publishers.

McLellan, E., MacQueen, K. M., & Neidig, J. L. (2003). Beyond the qualitative interview: Data preparation and transcription. *Field methods*, *15*(1), 63-84. doi: 10.1177/1525822X02239573

Miller, T., Mauthner, M., Birch, M., & Jessop, J. (Eds.). (2012). *Ethics in qualitative research.* London, UK: Sage Publications Ltd.

Mills, J., Bonner, A., & Francis, K. (2006). The development of constructivist grounded theory. *International Journal of Qualitative Methods*, *5*(1), 25-35.

Minkler, M., & Wallerstein, N. (2005). *Community organizing and community building for health and welfare*. New Jersey, NJ: Rutgers.

Mizrahi, T., Rosenthal B. B., & Ivery, J. (2013). Coalitions, collaborations and partnerships: Interorganisational approaches to social change. In M. Weil, M. Reisch & M. L. Ohmer (Eds.), *The handbook of community practice* (pp. 383-402). London, UK: Sage Publications Ltd.

Moreno-Jiménez, M. P., & Villodres, M. (2010). Prediction of burnout in volunteers. *Journal of Applied Social Psychology*, *40*(7), 1798-1818. doi: 10.1111/j.1559-1816.2010.00640.x

Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods*, *1*(2), 13-22.

Naidoo, A. V., & Van Wyk, S. B. (2003). Intervening in communities at multiple levels: Combining curative and preventive interventions. *Journal of Prevention & Intervention in the Community*, *25*(1), 65-80. doi: 10.1300/J005v25n01_05

Nash, M., Munford, R., & O'Donoghue, K. (2005). *Social work theories in action.* London, UK: Jessica Kingsley Publishers.

Neal, J. W., & Christens, B. D. (2014). Linking the levels: Network and relational perspectives for community psychology. *American Journal of Community Psychology*, *53*, 314-323.

146

National Development Agency (NDA) database. Retrieved from
http://system.soundidea.co.za/cso/

National Development Agency. (2014). *Civil society organisations and participation in the millennium development goal processes in South Africa: A research report* Retrieved from http://www.nda.org.za/docs/5.MILLENIUM_DEV_REPORT.pdf

Nelson, G., & Prilleltensky, I. (2010). *Community psychology: In pursuit of liberation and well-being.* Basingstoke, UK: Palgrave Macmillan.

Nexus database. Retrieved from
http://library.sun.ac.za/afr/Information_sources/Database_info/nexus.htm

Ngqela, N., & Lewis, A. (2012). Exploring adolescent learners' experiences of school violence in a township high school. *Child Abuse Research in South Africa*, *13*(1), 87-97. Retrieved from http://hdl.handle.net/10019.1/81968

Ohmer, M. L., Sobek, J. L., Teixeira, S. N., Wallace Jr, J. M., & Shapiro, V. B. (2013). Rationale, methods, roles and considerations for community practice. In M. Weil, M. Reisch & M. L. Ohmer (Eds.), *The handbook of community practice* (pp. 791-807). London, UK: Sage Publications Ltd.

Okorley, E. L., & Nkrumah, E. E. (2012). Organisational factors influencing sustainability of local non-governmental organisations: Lessons from a Ghanaian context. *International Journal of Social Economics*, *39*(5), 330-341.

Oliver, D. G., Serovich, J. M., & Mason, T. L. (2005). Constraints and opportunities with interview transcription: Towards reflection in qualitative research. *Social Forces, 84*(2), 1273-1289. doi: 10.1353/sof.2006.0023

Orb, A., Eisenhauer, L., & Wynaden, D. (2001). Ethics in qualitative research. *Journal of Nursing Scholarship*, *33*(1), 93-96. doi: 10.1111/j.1547-5069.2001.00093.x

Osborne, S. P. (1996). *Managing in the voluntary sector.* London, UK: International Thomson Business Press.

Park, J., & Zeanah, A. E. (2005). An evaluation of voice recognition software for use in interview-based research: A research note. *Qualitative Research, 5*(2), 245-251. doi: 10.1177/1468794105050837

Paronen, O., & Oja, P. (1998). How to understand a community: Community assessment for the promotion of health-related physical activity. *Patient Education and Counselling, 33*, S25-S28.

Patel, L., Perold, H., Mohamed, S. E., & Carapinha, R. (2007). *Five-country study on service and volunteering in Southern Africa: Research report.* Johannesburg, South Africa: VOSESA and Centre for Social Development in Africa, University of Johannesburg.

Patton, M. Q. (2002). *Qualitative evaluation and research methods.* London, UK: Sage Publications Ltd.

Pawar, M. (2013). International community practice: Local-global issues and strategies. In M. Weil, M. Reisch & M. L. Ohmer (Eds.), *The handbook of community practice* (pp. 633-652). London, UK: Sage Publications Ltd.

Perold, H., Carapinha, R., & Mohamed, S. E. (2006). *Five country study on service and volunteering in Southern Africa: Research Report: South Africa Country Report.* Johannesburg: South Africa: VOSESA and Centre for Social Development in Africa, University of Johannesburg.

Piquemal, N. (2013). *Voices of youth in an Ethiopian NGO's educational program: A holistic view at enabling factors.* Retrieved from http://ir.lib.uwo.ca/cie-eci/vol42/iss1/7/

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counselling Psychology, 52*(2), 137-135. doi:10.1037/0022-0167.52.2.137

Popple, K. (2000). *Analysing community work: Its theory and practice.* Buckingham, UK: Open University Press.

Rambaree, K. (2007). Bringing rigour in qualitative social research: The use of a CAQDAS. *UOM Research Journal*, *13A,* 1-16.

Ratele, K., Shefer, T., & Clowes, L. (2012). Talking South African fathers: A critical examination of men's constructions and experiences of fatherhood and fatherlessness. *South African Journal of Psychology*, *42*(4), 553-563. doi: 10.1177/008124631204200409

Rock, D. (2011). *The location shall be called Kayamandi: A history of Kayamandi* (Master's thesis). Retrieved from http://hdl.handle.net/10019.1/46639

Roehlkepartain, E. C. (2008). *Beyond needs assessments: Identifying a community's resources and hopes*. Retrieved from https://www.nationalserviceresources.gov/beyond-needs-assessments-identifying-communitys-resources-and-hopes#.U87jqvkbX8c

Roehlkepartain, E. C., King, P. E., Wagener, L., & Benson, L. (2006). *The handbook of spiritual development in childhood and adolescence*. California, CA: Sage Publications Inc. Retrieved from http://dx.doi.org.ez.sun.ac.za/10.4135/9781412976657

Roos, R., Taljaard, A., & Lombard, A. (2001). *Developmental interventions*: *Programme development.* Pretoria, South Africa.

Rosenthal, R. (2012). *The independent code of governance for non-profit organisations in South Africa.* Cape Town, South Africa: Working group on the independent code of governance for non-profit organisations in South Africa. Retrieved from http://www.cafsouthernafrica.org/pdf/npo_code_web_version.pdf

Sachs, J. D. (2005). *Investing in development: A practical plan to achieve the millennium development goals.* London, UK: Earthscan.

Salamon, L. M., Wojciech Sokolowski, S., Haddock, M. A., & Tice, H. S. (2013). *The state of global civil society and volunteering: Latest findings from the implementation of the UN non-profit handbook*. Baltimore, DE: Johns Hopkins Center for Civil Society Studies.

Sampson, H. (2004). Navigating the waves: The usefulness of a pilot in qualitative research. *Qualitative Research*, *4*(3), 383-402. doi: 10.1177/1468794104047236

SANGONet network and database *Prodderdirectory*. Retrieved from http://www.prodder.org.za/

Schram, T. H. (2006). *Conceptualizing and proposing qualitative research.* Upper Saddle River, NJ: Pearson Education Inc.

Schuurman, A. (2013). *Volunteer experiences in a non-profit organisation* (Master's thesis). Retrieved from http://hdl.handle.net/10019.1/90408

Scileppi, J. A., Teed, E. L., & Torres, R. D. (2000). *Community psychology: A common sense approach to mental health*. New Jersey, NJ: Prentice-Hall.

Seedat, M. (2003). *Community psychology: Theory, method and practice.* Oxford, UK: Oxford University Press.

Seedat, M., & Lazarus, S. (2011). Community psychology in South Africa: Origins, developments and manifestations. *Journal of Community Psychology, 39*(3), 241-257. doi:10.1002/jcop.20429

Sharpe, P. A., Greaney, M. L., Lee, P. R., & Royce, S. W. (2000). Assets-oriented community assessment. *Public Health Reports*, *115*(2-3), 205-211.

Sheeran, J. (2011). Preventing hunger: Sustainability not aid. *Nature*, *479*, 469-470.

Shenton, K. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information, 22,* 63–75.

Sherraden, M. S., Lough, B., & McBride, A. M. (2008). Effects of international volunteering and service: Individual and institutional predictors. *Voluntas: International Journal of Voluntary and Non-profit Organizations*, *19*(4), 395-421.

Shumate, M., & Lipp, J. (2008). Connective collective action online: An examination of the hyperlink network structure of an NGO issue. *Network Journal of Computer-Mediated Communication*, *14*(1), 178-201. doi: 10.1111/j.1083-6101.2008.01436.x

Silverman, D. (2010). *Doing qualitative research.* London, UK: Sage Publications Ltd.

Sin, C. H. (2005). Seeking informed consent: Reflections on research practice. *Sociology*, *39*(2), 277-294. doi: 10.1177/0038038505050539

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: Theory, method and research.* London, UK: Sage Publications Ltd.

Starks, H., & Brown Trinidad, S. (2007). Choose your method: A comparison of phenomenology, discourse analysis, and grounded theory. *Qualitative Health Research*, *17*, 1372-1380. doi: 10.1177/1049732307307031

Stellenbosch Census. (1996). Retrieved from https://www.statssa.gov.za/census01/Census96/Wards/catb/WC024.htm

Stellenbosch Municipality. (2008). *Local economic development strategy*. Stellenbosch, South Africa: Stellenbosch Municipality.

Stellenbosch University database. *Community interaction projects*. Retrieved from http://apps.sun.ac.za/CIDB/home.aspx

SUNScholar database. Retrieved from http://scholar.sun.ac.za/

Swilling, M., & Russell, B. (2002). *The size and scope of the non-profit sector in South Africa*. Durban, South Africa: Centre for Civil Society, University of Natal and the School of Public & Development, Management, University of the Witwatersrand.

SWOKK database, *Quick service directory*. Retrieved from http://www.welnet.org.za/about/

Tan, A. (2009). Community development theory and practice: Bridging the divide between 'micro'and 'macro'levels of social work. *Dostupné, 31*(3), 1-17.

151

Thomas, L. R., Donovan, D. M., & Sigo, R. L.W. (2010). Identifying community needs and resources in a native community: A research partnership in the Pacific Northwest. *International Journal Mental Health Addiction, 8,* 362-373. doi: 0.1007/s11469-009-9233-1

Topçu, Y. (1999). *Humanitarian NGO-networks: Identifying powerful political actors in an international policy field* (No. P 99-302). Discussion papers//Wissenschaftszentrum Berlin für Sozialforschung (WZB), Beim Präsidenten: Arbeitsgruppe Internationale Politik. Retrieved from https://www.econstor.eu/dspace/bitstream/10419/49857/1/271697091.pdf

Traub, C. M. (2010). *Kayamandi community placement report 2010*. Unpublished placement report. Stellenbosch University, South Africa: Psychology Department.

United Nations and Civil Society (2014). *Department of public information non-governmental organisations.* Retrieved from http://www.un.org/en/civilsociety/

United Nations (2008). *Committing to action: Achieving the millennium development goals*. (UN Report 0840768 (E)). Retrieved from http://www.un.org/millenniumgoals/2008highlevel/pdf/commiting.pdf

United Nations (2013). *Report of the UN Secretary-General: A life of dignity for all.* Retrieved from http://www.un.org/millenniumgoals/pdf/SG_Report_MDG_EN.pdf

United Nations (2014). *United Nations millennium development goals*. Retrieved from http://www.un.org/millenniumgoals/

UNESCO (2013). *Poverty*. Retrieved from http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/poverty/

Van Sant, J. (2003). *Challenges of local NGO sustainability*. Keynote remarks prepared for the USAID/PVC-ASHA Annual PVO Conference (Vol. 14). Retrieved from http://www.ngomanager.org/dcd/2_Organisational_Development/Organisational_Assessment/Challenges_of_Local_NGO_Sustainability.pdf

Van Teijlingen, E., & Hundley, V. (2002). The importance of pilot studies. *Nursing Standard*, *16*(40), 33-36.

Van Wyk, R., Cousins, D., & Lagardien, A. (2004). Emerging themes from four case studies of sanitation delivery to informal settlements. *Proceedings of the 2004 Water Institute of Southern Africa (WISA) Biennial Conference: Cape Town.* Retrieved from http://www.ewisa.co.za/literature/files/132.pdf

Van Wyk, S., & Naidoo, A. V. (2006). Broadening mental health services to disadvantaged communities in South Africa: Reflections on establishing a community based internship. *Journal of Psychology in Africa*, *16*(2), 273-281. doi**:** 10.1080/14330237.2006.10820131

Von der Heyde, V. S. (2014). *Towards a sustainable incremental waste management system in Enkanini: A transdisciplinary case study* (Master's thesis). Retrieved from http://hdl.handle.net/10019.1/86274

Watt, D. (2007). On becoming a qualitative researcher: The value of reflexivity. *Qualitative Report*, *12*(1), 82-101.

Weil, M., Reisch, M., & Ohmer, M. L. (2013). *The handbook of community practice.* London, UK: Sage Publications Ltd.

Werker, E., & Ahmed, F. Z. (2008). What do non-governmental organizations do? *The Journal of Economic Perspectives*, (*22*)2, 73-92.

Western Cape Government © (2014). *What is an NPO?* Retrieved from http://www.westerncape.gov.za/other/2009/12/npo_faq_[1].pdf

World Drug Report (2014). *United Nations office on drugs and crime (UNODC) database*. Retrieved from https://www.unodc.org/ngo/list.jsp

Wyngaard, R. G., (2010). Sub-Saharan Africa country reports: South Africa. *International Journal of Not-for-Profit Law, 12(2),* 65-77.

Wyngaard, R. G., & Hendricks, P. S. (2010). South Africa's King III: Highlighting the need for a separate non-profit governance code. *International Journal of Civil Society Law, 3(2),* 177-187.

Yin, K. (1999). Enhancing the quality of case studies in health services research. *Health Services Research, 34*(5), 1209-1224. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1089060/pdf/hsresearch00022-0132.pdf

APPENDICES

APPENDIX A: Statement by Ms B. Thandeki

APPENDIX B: Ethical clearance approval

APPENDIX C: Ethical clearance appproval extension

APPENDIX D: Ethical consent form

APPENDIX E: Etiese toestemmingsvorm

APPENDIX F: Guideline for interview

APPENDIX G: Riglyn vir onderhoud

APPENDIX H: Alphabetical overview of support organisations in Kayamandi

APPENDIX I: Typology of services in Kayamandi

APPENDIX A: Statement by Ms B. Thandeki

KAYAMANDI CAREER INFORMATION CENTRE (CIC)

*Stimulating the active involvement of young people to invest in their future so that
they can become responsible and value-driven citizens of South Africa*

11 March 2011

As founder of the Career Information Centre in Kayamandi Stellenbosch, I hereby would like to reiterate the expressed need for an overview of support services available in Kayamandi at present. This need was initially raised during the CIC Stakeholder meeting held on the 29th March 2010, when discussions were held regarding available resources for career counselling services in Kayamandi. During subsequent community forums, co-hosted by the Psychology department of Stellenbosch University, attendees agreed that very little information exists as to what support services in general are already available in the community. The attendees included the board members of CIC, Prof. Tony Naidoo from the Psychology department at Stellenbosch University, Cape Winelands Youth Council representative Sabelo Ngcobo, principals and Life Orientation teachers of both Kayamandi- and Makapula high schools, the Stellenbosch Municipality as well as various support organizations active in Kayamandi, such as LoveLife. Support organizations also mentioned that information regarding other support organizations would be very useful to facilitate cooperation and prevent redundancy in service delivery.

Signed :

Barbara Thandeki

Founder CIC

Tel: (+21) 795 612 885

Email: bthandeki@cic.org.za

Address: Unit 10 & 11, George Blake Street, Kayamandi, Stellenbosch, 7600

156

APPENDIX B: Ethical clearance approval

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

Approval Notice
New Application

19-Aug-2011
Toms, Else EFA

Protocol #: HS596/2011
Title: A community assessment identifying support organisations in Kayamandi, Stellenbosch

Dear Else Toms,

The **New Application** received on **12-Jul-2011**, was reviewed by Research Ethics Committee: Human Research (Humaniora) via Committee Review procedures on **28-Jul-2011** and has been approved.
Please note the following information about your approved research protocol:

Protocol Approval Period: **28-Jul-2011 - 27-Jul-2012**

Present Committee Members:
Fouche, Magdalena MG
Van Wyk, Berte B
De Villiers, Mare MRH
Hattingh, Johannes JP
Theron, Carl CC
Somhlaba, Ncebazakhe NZ
Viviers, Suzette S
Bitzer, Elias EM
Engelbrecht, Sidney SF
Van Zyl, Gerhard G
Van der Walt, Nicolene N

Please remember to use your **protocol number** (**HS596/2011**) on any documents or correspondence with the REC concerning your research protocol.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

After Ethical Review:
Please note a progress report should be submitted to the Committee before the year has expired.
The Committee will then consider the continuation of the project for a further year (if necessary). Annually a number projects may be selected randomly for an external audit.
Translation of the consent document in the language applicable to the study participants should be submitted.

We wish you the best as you conduct your research.
If you have any questions or need further help, please contact the REC office at 0218089183.

Included Documents:
Application Form HS596/2011
Letter from Kayamandi CIC HS596/2011
Research Proposal HS596/2011
Questionnaire Part2 HS596/2011
Questionnaire Part1 HS596/2011
Consent Form HS596/2011

Sincerely,

Sidney Engelbrecht
REC Coordinator
Research Ethics Committee: Human Research (Humaniora)

APPENDIX C: Ethical clearance approval extension

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot · your knowledge partner

18 September 2012

Tel.: 021 - 808-9003
Enquiries: Mr. Winston A Beukes
Email: wabeukes@sun.ac.za

Reference No. HS596/2011 PrR

Ms E Toms
Dept Of Psychology
Stellenbosch University

Ms Toms

LETTER OF ETHICS CLEARANCE RENEWAL

With regard to your progress report, I would like to inform you that the project, *A community assessment indentifying support organisations in Kayamandi, Stellenbosch*, was approved for another one year on the following proviso's:

1. The researcher will remain within the procedures and protocols indicated in the proposal, particularly in terms of any undertakings made in terms of the confidentiality of the information gathered.
2. The research will again be submitted for ethical clearance if there is any substantial departure from the existing proposal.
3. The researcher will remain within the parameters of any applicable national legislation, institutional guidelines and scientific standards relevant to the specific field of research.
4. The researcher will consider and implement the foregoing suggestions to lower the ethical risk associated with the research.
5. This ethics clearance is valid for one year from 29 Augustus 2012 – 28 Augustus 2013

We wish you success with your research activities.

Best regards

MR WA Beukes
REC Coordinator: Research Ethics Committee: Human Research (Humaniora)
Registered with the National Health Research Ethics Council (NHREC): REC-050411-032

Afdeling Navorsingsontwikkeling • Division for Research Development

Privaatsak/Private Bag X1 • Matieland 7602 • Suid-Afrika/South Africa
Tel: +27 21 808 9184 • Faks/Fax: +27 21 808 4537
www.sun.ac.za/research

APPENDIX D: Ethical consent form (English)

UNIVERSITEIT·STELLENBOSCH·UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY
CONSENT TO PARTICIPATE IN RESEARCH

A COMMUNITY ASSESSMENT IDENTIFYING SUPPORT ORGANISATIONS IN KAYAMANDI, STELLENBOSCH

You are asked to participate in a research study conducted by *Else Toms*, *master's research student*, in the *Psychology Department* at Stellenbosch University. Results of the study will be used to compile an inventory of all support organisations currently active in Kayamandi, as part of the research dissertation. You were selected as a possible participant in this study because of your organisation's support contribution to the township of Kayamandi.

1. PURPOSE OF THE STUDY

The purpose of the study is to conduct an assessment of all support organisations that exist in Kayamandi, Stellenbosch, in order to:
- Ascertain which support organisations and services are currently available in the suburb of Kayamandi.
- Construct a typology of the support organisations in terms of types of support organisations, types of services rendered and types of recipients targeted.

2. PROCEDURES

If you volunteer to participate in this study, we would ask you to do the following:

- You will be asked to partake in an interview to describe the activities of your organisation. The interview should take no more than 1 hour of your time.
- You may be invited to attend (voluntarily) a meeting for all volunteer organisation representatives, where the research findings of the study will be shared.
- You will be sent the final inventory to check if the information on your particular organisation is correct.

3. POTENTIAL RISKS AND DISCOMFORTS

The interview and questionnaire pose no potential physical or psychological risks to the participants of the study.

159

4. *POTENTIAL* BENEFITS TO SUBJECTS AND/OR TO SOCIETY

- Residents of Kayamandi will be informed of all active volunteer organisations in their community.
- The various volunteer organisations will have access to updated information regarding all other volunteer efforts currently active in Kayamandi. This could prove useful especially in preventing duplication in the case of new organisations planning to establish themselves in Kayamandi.
- Volunteers wishing to offer their services will be able to make informed decisions as to which volunteer organisation to choose

5. PAYMENT FOR PARTICIPATION

There is no payment or cost for participation.

6. CONFIDENTIALITY

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of strict control by the researcher mrs. E. Toms and the supervisors involved, dr. M. le Roux and prof. R. Carolissen. The data will only be stored on the personal laptop of Mrs. Else Toms with password protection.

The information will be collected in order to compile an inventory of all active volunteer organisations in Kayamandi. The inventory will eventually become public knowledge in order to inform the residents and other volunteer organisations of Kayamandi. The information in the inventory will be of a factual and descriptive nature, explaining what the organisation does and to whom it addresses its services. It will contain no information of a personal nature.

The interviews may be audio taped in order to accurately record all the information given during the discussion. The interviewee has the right to refuse this and also to review the tapes if so required. After the thesis has been submitted and approved, the audio tapes will be erased.

It is, furthermore, the intention that the thesis will recommend publication of the inventory in a small booklet format to be distributed to all Kayamandi residents and identified volunteer groups as a reference document. No personal information will be printed in the booklet.

7. PARTICIPATION AND WITHDRAWAL

You can choose whether to be in this study or not. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind. You may also refuse to answer any questions you don't want to answer and still remain in the study. The investigator may withdraw you from this research if circumstances arise which warrant doing so. If during the period of the research study (2011 and 2012) the volunteer organisation is no longer active within the Kayamandi area, the volunteer organisation will no longer be included in the inventory.

8. IDENTIFICATION OF INVESTIGATORS

If you have any questions or concerns about the research, please feel free to contact mrs. Else Toms (principal investigator) phone: 082 9760962, email: elsetoms@hotmail.com; dr. Marieanna le Roux (supervisor) phone: 021-8083444, email: mclr@sun.ac.za

9. RIGHTS OF RESEARCH SUBJECTS

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you

160

have questions regarding your rights as a research subject, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.

SIGNATURE OF RESEARCH SUBJECT OR LEGAL REPRESENTATIVE

The information above was described to [*me//the participant]*_____ by [*name of relevant person]*_____ in [*Afrikaans/English/Xhosa/other]* and [*I am/the subject is/the participant is]*_____ in command of this language or it was satisfactorily translated to [*me/him/her*]. [*I/the participant/the subject]* _____was given the opportunity to ask questions and these questions were answered to [*my/his/her]* satisfaction.

[*I hereby consent voluntarily to participate in this study/I hereby consent that the subject/participant may participate in this study.*] I have been given a copy of this form.

_____
Name of Subject/Participant

_____
Name of Legal Representative (if applicable)

_____   _____
Signature of Subject/Participant or Legal Representative   Date

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the subject/participant]* and/or [his/her] representative _____ [*name of the representative]*. [*He*/she] was encouraged and given ample time to ask me any questions. This conversation was conducted in [*Afrikaans/*English/*Xhosa/*other*] and [*no translator was used/this conversation was translated into* _____ by _____].

_____   _____
Signature of Investigator   Date

161

APPENDIX E: Etiese toestemmingsvorm (Afrikaans)

UNIVERSITEIT STELLENBOSCH
INWILLIGING OM DEEL TE NEEM AAN NAVORSING

'n GEMEENSKAPSASSESSERING OM ONDERSTEUNINGSORGANISASIES IN KAYAMANDI, STELLENBOSCH TE IDENTIFISEER.

U word gevra om deel te neem aan 'n navorsingstudie, deur Else Toms, meesterstudent in navorsing van die Department Sielkunde aan die Universiteit Stellenbosch. Die resultate van die studie sal gebruik word om 'n inventaris van alle ondersteuningsorganisasies wat tans werksaam is in Kayamandi, op te stel. U is as moontlike deelnemer aan die studie gekies omdat u organisasie 'n ondersteuningsdiens lewer in die gemeenskap van Kayamandi.

1. DOEL VAN DIE STUDIE

Die doel van die studie is om vas te stel watter ondersteuningsorganisasies tans in Kayamandi, Stellenbosch bestaan.

2. PROSEDURE

Indien u inwillig om aan die studie deel te neem, vra ons dat u die volgende moet doen:

- U sal versoek word om deel te neem aan 'n onderhoud om die aktiwiteite van u organisasie te beskryf. Die onderhoudsgesprek behoort nie langer as 1 uur van u tyd in beslag te neem nie.
- U sal uitgenooi word om 'n moontlike vergadering vir alle verteenwordigers van ondersteuningsorganisasies by te woon (vrywillig), waartydens die navorsingsresultate van die studie bespreek sal word.
- Die finale inventaris sal na u gestuur word om seker te maak dat die inligting met betrekking tot u spesifieke organisasie, korrek is.

3. MOONTLIKE RISIKO'S EN ONGEMAKLIKHEID

Die onderhoudsgesprek en die vraelys hou geen voorsienbare liggaamlike of sielkundige risiko's, ongemaklikheid of ongerief in nie.

162

4. MOONTLIKE VOORDELE VIR PROEFPERSONE EN/OF VIR DIE SAMELEWING

- Inwoners van Kayamandi sal in kennis gestel word van alle aktiewe ondersteuningsorganisasies in hul gemeenskap.
- Die verskillende ondersteuningsorganisasies sal die nuutste inligting rakende alle ander ondersteuningsorganisasies wat tans aktief is in Kayamandi bekom. Dit kan nuttig wees vir nuwe organisasies wat beplan om in Kayamandi hul dienste te lewer. Duplisering kan so voorkom word.
- Vrywilligers wat graag hul dienste wil aanbied sal in staat wees om ingeligte besluite te neem in hul keuse van 'n ondersteuningsorganisasie.

5. VERGOEDING VIR DEELNAME

Daar is geen betaling vir deelname nie.

6. VERTROULIKHEID

Enige inligting wat deur middel van die navorsing verkry word en wat met u in verband gebring kan word, sal vertroulik bly en slegs met u toestemming of soos deur die wet vereis bekend gemaak word. Vertroulikheid sal gehandhaaf word deur middel van streng kontrole deur die ondersoeker, mev. E. Toms en die betrokke begeleiers, dr. M. le Roux en prof. R. Carolissen. Die data sal uitsluitlik op die persoonlike skootrekenaar van van mev. Else Toms bewaar word.

Die inligting word versamel sodat 'n lys opgestel kan word waarin alle aktiewe ondersteuningsorganisasies in Kayamandi verteenwoordig is. Hiedie lys sal uiteindelik openbare inligting verskaf aan alle inwoners en ander ondersteuingsorganisasies in Kayamandi. Die lys sal feitelike en beskrywende inligting van elke ondersteuninggroep bevat, waarby die doel en teikengroep van die organisasie verduidelik word. Die lys sal geen persoonlike inligting bevat nie.

Die onderhoudsgesprekke sal op klankband opgeneem word sodat alle inligting so akkuraat moontlik vasgelê kan word. Die betrokke persoon met wie die onderhoud gevoer word kan die opneem van gesprekke weier. Daar kan ook na die opnames geluister word indien so verlang. Nadat die proefskrif ingelewer en goedgekeur is, sal die oudiobande uitgewis word.

Die tesis sal aanbeveel dat die inventaris gedruk word as 'n inligtingsbrosjure, sodat dit aan alle inwoners en ondrsteuningsorganisasies in Kayamandi versprei kan word. Geen persoonlike inligting sal in die brosjure gedruk word nie.

7. DEELNAME EN ONTTREKKING

U kan self besluit of u aan die studie wil deelneem of nie. Indien u inwillig om aan die studie deel te neem, kan u te eniger tyd u daaraan onttrek sonder enige nadelige gevolge. U kan ook weier om op bepaalde vrae te antwoord, maar steeds aan die studie deelneem. Die ondersoeker kan u aan die studie onttrek indien omstandighede dit noodsaaklik maak, byvoorbeeld indien die ondersteuningsorganisasie nie meer in Kayamandi aktief is tydens die ondersoekperiode, 2012–2013, nie.

8. IDENTIFIKASIE VAN ONDERSOEKERS

Indien u enige vrae of besorgdheid omtrent die navorsing het, staan dit u vry om in verbinding te tree met mev. Else Toms (hoofnavorser) by tel: 082 9760962 of e-posadres: elsetoms @hotmail.com; dr. Marieanna le Roux (supervisor) by tel: 021-8083444 of e-posadres: mclr@sun.ac.za

9. REGTE VAN PROEFPERSONE

U kan te eniger tyd u inwilliging terugtrek en u deelname beëindig, sonder enige nadelige gevolge vir u. Deur deel te neem aan die navorsing doen u geensins afstand van enige wetlike regte, eise of regsmiddel nie. Indien u vrae het oor u regte as proefpersoon by navorsing, skakel met Me Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] van die Afdeling Navorsingsontwikkeling, Universiteit Stellenbosch.

VERKLARING DEUR PROEFPERSOON OF SY/HAAR REGSVERTEENWOORDIGER

Die bostaande inligting is aan my, [*naam van deelnemer*]_____, gegee en verduidelik deur [*naam van die betrokke persoon*]_____ in [*Afrikaans/English/Xhosa/other*] en [*ek is /die deelnemer is*] dié taal magtig of dit is bevredigend vir [*my/hom/haar*] vertaal. [*Ek/die deelnemer/*]_____ is die geleentheid gebied om vrae te stel en my/sy/haar vrae is tot my/sy/haar bevrediging beantwoord.

[*Ek willig hiermee vrywillig in om deel te neem aan die studie/Ek gee hiermee my toestemming dat die proefpersoon/deelnemer aan die studie mag deelneem.*] 'n Afskrif van hierdie vorm is aan my gegee.

_____
Naam van deelnemer

_____
Naam van regsverteenwoordiger (indien van toepassing)

_____   _____
Handtekening van deelnemer of regsverteenwoordiger   **Datum**

VERKLARING DEUR ONDERSOEKER

Ek verklaar dat ek die inligting in hierdie dokument vervat verduidelik het aan _____[*naam van die proefpersoon/deelnemer*] en/of sy/haar regsverteenwoordiger _____[*naam van die regsverteenwoordiger*]. Hy/sy is aangemoedig en oorgenoeg tyd gegee om vrae aan my te stel. Dié gesprek is in [*Afrikaans/*Engels/*Xhosa/*Ander*] gevoer en [*geen vertaler is gebruik nie/die gesprek is in _____ vertaal deur _____*].

_____   _____
Handtekening van ondersoeker   **Datum**

Goedgekeur Subkomitee A 25 Oktober 2004

APPENDIX F: Guideline for interview: English (Adapted Retford Questionnaire)

<u>A COMMUNITY ASSESSMENT IDENTIFYING SUPPORT ORGANISATIONS</u>

<u>IN KAYAMANDI, STELLENBOSCH</u>

1. Confirm contact information:
   - Name
   - Status of interviewee
   - Address
   - Telephone number
   - Email address
   - Website

2. Is the group local? Only operating in Kayamandi? Nationally based? Internationally based?

3. When was the support organisation formed?

4. Who was the founder?

5. What category does the group belong to?
   - Religion
   - Health
   - Care
   - Education
   - Business
   - Agricultural
   - Multiple categories
   - Other

6. Who are the intended recipients of the support services?
   - How many men?
   - How many women?
   - How many children?
   - Youth?
   - Other specific intended recipients?

7.   What is the average age group of most recipients?

8.   What needs did the support group identify to serve?

9.   What needs do they actually (attempt to) address?

10.   How does your organisation address it?

11.   What are the group's main objectives?

12.   What are the group's main activities to attain the objectives?

13.   Do you consider the objectives to be reached?

- Successfully?

- Unsuccessfully?

- Or in between?

- What are the reasons?

14.   What is the intervention duration?

- Once-off intervention: how long?

- Short term project: how long?

- Long term intervention: how long?

15.   Does the intervention eventually lead to self-help and empowerment?

- If yes, how?

- If no, why?

16.   How many members/volunteers in Kayamandi does your organisation have at present?

- How many men?

- How many women?

17.   What is the average age group of most members/volunteers?

- Men

- Women

18.   Is there a membership fee? How much does it cost to belong?

19.   On average, how long do the volunteers stay active in the group?

20.   How many hours per week are required from the volunteers?

21.   How are the volunteers recruited? From where? (University, locally etc.)

22.   Are there any paid staff? YES/NO

- How many are remunerated?

- What are their roles?

166

- How many are not remunerated?
- What are their roles?

23. How is the group governed or managed?

   - By a formal constitution?
   - By elected officers and committee?
   - By organisational staff (e.g. director)?

24. How is the organisation funded for its service/work in Kayamandi?

25. How does belonging to this group benefit members? ("What benefits do they gain?" "What do they learn?" "How do they change?")

26. Do you feel the community and residents of Kayamandi are sufficiently aware of your organisation and the services that you offer? Please explain your answer.

27. Do you feel other support organisations currently active in Kayamandi are sufficiently aware of your organisation and the services you offer? Please explain your answer.

28. What links does your group have with any other local voluntary group? Please list these groups.

29. What links are there between your group and any department of local government (social services, library, playing fields, schools, etc.)? Please list these agencies concerned.

30. What links are there between your group and professional services (doctors, solicitors, estate agents, etc.)? Please list these services.

31. What links are there between your group and local businesses, shops, industries, trade unions? Please list those concerned.

32. Is there a spare copy of a recent annual report that we could have for our database?

33. Any other information:

(Adapted version: Interview guide)

APPENDIX G: Riglyn vir onderhoud: Afrikaans (Aangepaste Retford-vraelys)

'n GEMEENSKAPSASSESSERING OM

ONDERSTEUNINGSORGANISASIES IN KAYAMANDI, STELLENBOSCH

TE IDENTIFISEER

1. Bevestig kontakbesonderhede:
   - Naam
   - Posisie in organisasie
   - Adres
   - Telefoonnommer
   - E-posadres
   - Webtuiste

2. Is die organisasie plaaslik? Slegs werksaam in Kayamandi? Nasionaal? Internasionaal?

3. Wanneer is die ondersteuningsorganisasie gestig?

4. Wie was die stigter van die organisasie?

5. Tot welke kategorie behoort hierdie groep?
   - Godsdienstig
   - Gesondheid
   - Sorg
   - Opvoedkundig
   - Besigheid
   - Landboukundig
   - Verskeie kategorieë
   - Ander

6. Vir wie word die ondersteuningsdienste bedoel? Wie ontvang hierdie dienste?
   - Hoeveel mans
   - Hoeveel dames?
   - Hoeveel kinders?

- Jeug?
- Enige ander spesifieke ontvangers?

7. Wat is die gemiddelde ouderdom van die meeste ontvangers?

8. Watter behoeftes het die ondersteuningsorganisasie geïdentifiseer?

9. Watter behoeftes (probeer) die organisasie in werklikheid aanspreek?

10. Hoe spreek die organisasie dit aan? Hoe gaan hulle te werk??

11. Wat is die groep se hoofdoelwitte?

12. Wat behels die groep se belangrikste aktiwiteite om hierdie doelwitte te bereik?

13. Is u van mening dat die doelwitte bereik is?

- Suksesvol?
- Onsuksesvol?
- Of tussen-in?
- Wat is die rede(s) hiervoor?

14. Hoe lank duur die intervensie?

- Eenmalige intervensie: hoe lank duur dit?
- Korttermyn projek: hoe lank duur dit?
- Langtermyn intervensie: hoe lank duur dit?

15. Lei die intervensie uiteindelik tot selfhelp en bemagtiging?

- Indien ja, hoe?
- Indien nee, hoekom?

16. Hoeveel lede/vrywilligers het u organisasie tans in Kayamandi?

- Hoeveel mans?
- Hoeveel vrouens?

17. Wat is die gemiddelde ouderdom van die meeste van die lede/vrywilligers?

- Mans
- Vrouens

18. Is daar ledegeld? Hoeveel kos dit om aan die organisasie te behoort?

19. Hoe lank bly die vrywilligers aktief in die organisasie?

20. Hoeveel ure per week word van die vrywilligers verlang?

21. Hoe word die vrywilligers gewerf? Van waar? (die universiteit, plaaslik, ens.)

22. Is daar ook betaalde personeel? JA/NEE

- Hoeveel word vergoed?

- Wat is hulle rolle?
- Hoeveel word nie vergoed nie?
- Wat is hulle rolle?

23. Hoe word die organisasie beheer/bestuur?
    - Deur 'n formele konstitusie?
    - Deur verkose lede en 'n komitee?
    - Deur organisatoriese personeel (bv. 'n direkteur)?

24. Hoe word die organisasie befonds vir sy werk/dienste in Kayamandi?

25. Watter voordele hou dit vir die lede in om aan hierdie organisasie te behoort? (bv. Watter voordele het hulle?, Wat leer hulle? Hoe verander hulle?)

26. Voel u dat die inwoners van Kayamandi voldoende bewus is van u organisasie en die dienste wat u lewer? Verduidelik asseblief u antwoord.

27. Voel u dat ander ondersteuningsorganisasies in Kayamandi voldoende bewus is van u organisasie en die dienste wat u lewer? Verduidelik asseblief u antwoord.

28. Watter skakels het u groep met enige ander plaaslike vrywilligergroep? Noem asseblief hierdie groepe.

29. Watter skakels het u groep met enige departement van die plaaslike regering (maatskaplike dienste, biblioteke, sportvelde, skole, ens.)? Noem asb. die betrokke departemente.

30. Watter skakels het u groep met professionele dienste (dokters, prokureurs, eiendomsagente, ens.)? Noem asb. die betrokke dienste:

31. Watter skakels het u groep met plaaslike besighede, winkels, industrieë en vakbonde? Noem hulle asseblief?

32. Is 'n afskrif van 'n onlangse jaarverslag beskikbaar wat ek kan kry vir ons databasis?

33. Enige ander inligting:

(Aangepaste weergawe)

APPENDIX H: Alphabetical overview of support organisations in Kayamandi

Organisation	Focus area	Recipients
AtHeart (@Heart)	Health: HIV/AIDS	Men, women, youth and children
Career Life Planning Project	Education: career counselling	High school learners: all
Child Welfare	Care/welfare: child safety	Children and families
East Mountain	Christian leadership training	Men, women and youth
Etabeni Cybercafé	Computer skills	Men, women, youth and children
Feeding in Action	Care/welfare: feeding programme	Men, women, youth and children
Grace Mayetu Kayamandi	Outlet for Feeding in Action	Men, women, youth and children
Greater Stellenbosch Development Trust (GSDT)	Education: crèche and afterschool	Young children and primary school learners: all
Heart for Children	Supports Kayamandi care homes	Support for support organisations
Home from Home	Runs Kayamandi care homes	Support for support organisations
Ikamva Lethu Centre	Youth centre	Youth
Imbadu	Cultural heritage	Men, women, youth and children
Ithemba Community Development Project	Infrastructure	Men and women
Kayamandi women and children development project	Care/welfare: Trauma centre and safe home	Women and children
Kaya-Mandi Senior Citizens Club	Social services for the elderly	Senior citizens
Kuyasa	Education, arts and culture, sport,	Men, women, youth and children
Legacy	Health, education, arts and culture	Men, women, youth and children
Lokxion Foundation	Performing arts	Men, women, youth and children
Luthanda Crèche	Crèche	Young children
Pebbles	Crèche training	Crèche owners
Prochorus	Education, arts and culture, welfare and rape crises	Men, women, youth and children
Stellenbosch Community Development Project: Love2give2children	Healthcare, feeding and sustainable living programme	Children and women and families
SEED	Education: business skills	Young and adult entrepreneurs - male and female
Single Parents in Action	Single parent counselling	Single parents
SONGO	Sport: cycling	Children and youth
SOS (Strengthen Our Society)	Capacity building	Support for support organisations
Stellenbosch Hospice	Health, care and welfare	Men, women, youth and children
Vineyard Houses	Care and welfare: Safe homes	Vulnerable children
Vision Afrika	Education: afterschool and youth programmes (exclusive)	High school learners and youth
VUYA Endaweni Community Conservation Partnership	Education: crèche, tours and environment programmes	Tourism

APPENDIX I: Typology of services in Kayamandi

Organisation	Focus area	Recipients
Health services		
AtHeart (@Heart)	Health: HIV/AIDS	Men, women, youth and children
Legacy	Health, education, arts and culture	Men, women, youth and children
Stellenbosch Community Development Project: Love2give2children	Healthcare, feeding and sustainable living programme	Children, women and families
Stellenbosch Hospice	Health, care and welfare	Men, women, youth and children
Educational services		
Career Life Planning Project	Education: career counselling	High school learners: all
Etabeni Cybercafé	Computer skills	Men, women, youth and children
Greater Stellenbosch Development Trust (GSDT)	Education: crèche and afterschool	Young children and primary school learners: all
Kuyasa	Education, arts and culture, sport	Men, women, youth and children
Luthanda Crèche	Crèche	Young children
Pebbles	Crèche training	Crèche owners
Prochorus	Education, arts and culture, welfare and rape crises	Men, women, youth and children
SEED	Education: business skills	Young and adult entrepreneurs - male and female
Vision Afrika	Education: afterschool and youth programmes (exclusive)	High school learners and youth
VUYA Endaweni Community Conservation Partnership	Education: crèche, tours and environment programmes	Tourism
Care and welfare		
Child Welfare	Care/welfare: child safety	Children and families
Grace Mayetu Kayamandi	Outlet for Feeding in Action	Men, women, youth and children
Single Parents in Action	Single parent counselling	Single parents
Vineyard Houses	Care and welfare: Safe homes	Vulnerable children
Crises		
Feeding in Action	Care/welfare: feeding programme	Men, women, youth and children
Kayamandi women and children development project	Care/welfare: Trauma centre and safe home	Women and children
Religion		
East Mountain	Christian leadership training	Men, women and youth
Kuyasa	Christian leadership training	Youth
Arts and Culture		
Imbadu	Cultural heritage	Men, women, youth and children
Lokxion Foundation	Performing arts	Men, women, youth and children
Sport		
SONGO	Sport: cycling	Children and youth
Other		
Heart for Children	Supports Kayamandi care homes	Support for support organisations
Home from Home	Runs Kayamandi care homes	Support for support organisations
Ikamva Lethu Centre	Youth centre	Youth
Ithemba Community Development	Infrastructure	Men and women
Kaya-Mandi Senior Citizens Club	Social services for the elderly	Senior citizens
SOS (Strengthen Our Society)	Capacity building	Support for support organisations