THE ASSESSMENT OF A RURAL COMMUNITY'S NEEDS AND EXPECTATIONS REGARDING A COMMUNITY ASSOCIATION

by

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Declaration

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

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Summary

Community associations and community centres have become a common phenomenon throughout South Africa. The aims of these associations and centres are closely linked to community development. Research has found that activities related to development programmes at such centres come to an end when facilitators hand the programmes over to the community. This was indeed the case at the Darling Focus Association and Centre in Darling. A possible reason for this was that the community's needs and expectations were not being met. The purpose of this study was to establish whether this Community Association and the services, activities and programmes presented at the Centre meet the needs and expectations of the rural community.

A literature review was undertaken to present an in-depth look into the body of knowledge surrounding the study. Rural community development and the notion of rural community were discussed, since they create the context in which community associations and community centres function. Special attention was given to the revision of literature on the purposes and functions of community associations and centres. The concepts of community needs and community expectations were reviewed. The literature review concluded with a reference to the sustainability of activities following on training and development programmes based on community needs.

The geographically demarcated area of the study was the rural town of Darling, as well as the Darling Focus Association and Centre. A context analysis was done and documents were analysed to gain knowledge of the functioning of the Association and the Centre. The activities, services and programmes offered by the Association at the Centre were established. A survey was undertaken among the Darling community, the members of the management committee of the Darling Focus Association and the participants in activities at the Darling Focus Centre. Samples were selected from these three groups, after which three different questionnaires were designed and tested and finally administered to the three groups.

Statistical analysis was carried out on the data gathered during the community survey, and frequency tables and cross-tabulations were constructed. Data gathered from the management and participant surveys was analysed and described using frequency tables. The analysis showed that the community, the members of the management committee and the participants in activities at the Centre had different viewpoints on the functioning of the Association and the Centre. The community survey also revealed the needs of the community for certain activities, services and programmes, as well as their expectations of the Association. Comparisons were made between the needs of the community and the activities, services and programmes offered by the Association. The expectations and viewpoints of the community were also compared with the viewpoints of the management committee members and the participants.

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The conclusions of the study indicated that the activities, services and programmes offered by the Association at the Centre did not meet the needs of the community, and shortcomings were identified. The viewpoints of the management committee and the participants in activities did not comply with the expectations and viewpoints of the community. It is argued that this might be the reason for the low sustainability of activities, services and programmes of the Association. Recommendations are made to the Association to increase participation within the community and to address the community's needs in order to improve the sustainability of the activities, services and programmes of the Association.

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Opsomming

Gemeenskapsverenigings en -sentrums het al 'n algemene verskynsel in Suid-Afrika geword. Die doel van hierdie verenigings en sentrums is nou gekoppel aan gemeenskapsontwikkeling. Navorsing het bevind dat aktiwiteite rondom ontwikkelingsprogramme ophou nadat die fasiliteerders die programme aan die gemeenskap oorgee. Dit is spesifiek gevind in die Darling gemeenskap, by die Darling Fokus Vereniging en Sentrum. 'n Rede vir die verskynsel mag wees dat daar nie aan die gemeenskap se behoeftes en verwagtinge voldoen word nie. Die doel van hierdie studie was om vas te stel of die landelike Gemeenskapsvereniging en die dienste, aktiwiteite en programme wat in die Sentrum aangebied word, aan die behoeftes en verwagtinge van die landelike gemeenskap voldoen.

'n Literatuuroorsig is onderneem om 'n in-diepte verslag te lewer van die literatuur wat die teoretiese onderbou van die studie vorm. Landelike gemeenskapsontwikkeling asook die begrip landelike gemeenskappe, wat die konteks vorm waarbinne landelike gemeenskapsverenigings en -sentrums funksioneer, is bespreek. Spesiale aandag is gegee aan die oorsig oor literatuur aangaande die doel en funksies van gemeenskapsverenigings en -sentrums. Die konsep van gemeenskapsbehoeftes en -verwagtinge is bespreek en die literatuuroorsig is afgesluit met verwysing na die volhoubaarheid van aktiwiteite wat volg op opleidings- en ontwikkelingsprogramme, gebaseer op gemeenskapsbehoeftes.

Die geografies-afgebakende studiegebied was die landelike dorpie Darling, asook die Darling Fokus Vereniging en Sentrum. 'n Konteksanalise is gedoen en dokumente is geanaliseer om kennis te bekom van die funksionering van die Vereniging en die Sentrum. Die aktiwiteite, dienste en programme wat die Vereniging aan die gemeenskap by die Gemeenskapsentrum bied, is vasgestel. 'n Opname is verder onderneem onder die Darling gemeenskap, die lede van die bestuurskomitee van die Darling Fokus Vereniging en die deelnemers aan die aktiwiteite by die Darling Fokus Sentrum. Steekproewe is van die drie groepe getrek, drie verskillende vraelyste is ontwerp en getoets en daarna op die drie verskillende groepe toegepas.

'n Statistiese analise is op die data uitgevoer wat in die gemeenskapsopname ingesamel is, en frekwensietabelle en kruistabulasies is opgestel. Data wat in die bestuurs- en deelnemersopnames ingesamel is, is ontleed en met behulp van frekwensietabelle beskryf. Die analises het getoon dat die gemeenskap, die lede van die bestuurskomitee en die deelnemers aan aktiwiteite by die Sentrum verskillende sieninge oor die funksionering van die Vereniging en die Sentrum het. Die gemeenskapsopname het ook die behoeftes van die gemeenskap vir sekere aktiwiteite, dienste en programme, asook hul verwagtinge van die Vereniging, uitgewys. Vergelykings is getref tussen die behoeftes van die gemeenskap en die aktiwiteite, dienste en programme wat deur die Vereniging aangebied word. Die verwagtinge en sieninge van die gemeenskap is ook vergelyk met die sieninge van die bestuurslede en die deelnemers.

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Die bevindinge van die studie het getoon dat die aktiwiteite, dienste en programme wat die Vereniging aan die gemeenskap bied, nie in die behoeftes van die gemeenskap voorsien nie, en leemtes is geïdentifiseer. Die sieninge van die bestuurskomitee en die deelnemers aan aktiwiteite stem nie ooreen met die verwagtinge en sieninge van die gemeenskap nie. Daar word verder redeneer dat dit moontlik die rede mag wees vir die lae volhoubaarheid van aktiwiteite, dienste en programme van die Vereniging. Aanbevelings word gemaak vir die Vereniging om die deelname van die gemeenskap te verhoog en om aandag te gee aan die gemeenskap se behoeftes om sodoende die volhoubaarheid van die aktiwiteite, dienste en programme van die Vereniging te verbeter.

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Table of Contents

Declaration i

Summary ii

Opsomming iv

Acknowledgements vi

LIST OF FIGURES xii

LIST OF TABLES xiii

CHAPTER 1 STATEMENT OF THE PROBLEM 1

1.1 INTRODUCTION 1

1.2 PROBLEM STATEMENT 1

1.3 GOALS AND OBJECTIVES 4

1.3.1 Goal 4

1.3.2 Objectives 4

1.4 CONCEPTUAL FRAMEWORK 5

1.5 CONCEPTUAL DEFINITIONS 6

1.5.1 Rural community association 6

1.5.2 Rural community centre 6

1.6 OPERATIONAL DEFINITIONS 6

1.6.1 Services, activities and programmes 6

1.6.2 Community expectations 6

1.6.3 Community needs 6

1.6.4 The management committee's views on the Darling Focus Association and Centre 7

1.6.5 Participants' views on the Darling Focus Association and Centre 7

1.7 RESEARCH REPORT SEQUENCE 7

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CHAPTER 2 LITERATURE REVIEW **9**

2.1 RURAL COMMUNITY DEVELOPMENT 9
2.1.1 Community development **9**
2.1.1.1 A historical overview on community development 10
2.1.1.2 The principles underlying community development 11
2.1.1.3 The process of community development 13
2.1.1.4 Government's role in community development 16
2.1.2 Rural community development **16**

2.2 RURAL COMMUNITY 17

2.3 COMMUNITY ASSOCIATIONS 18
2.3.1 The purpose of community associations **18**
2.3.2 Formation models **19**
2.3.3 Activities and services provided **19**

2.4 COMMUNITY CENTRES 19
2.4.1 The purpose of community centres **20**
2.4.2 The functions of community centres **20**
2.4.3 Historical overview on community centres in South Africa **21**
2.4.4 Different forms of community centres **21**
2.4.5 Constitutional models of community centres **24**
2.4.6 Problems that limit effective functioning **24**

2.5 COMMUNITY NEEDS 25
2.5.1 Needs assessment **28**

2.6 COMMUNITY EXPECTATIONS REGARDING ACTIVITIES OFFERED AT CENTRES 29

CHAPTER 3 METHODOLOGY **32**

3.1 GAINING ACCESS TO THE FIELD 32

3.2 PROCEDURE OF DATA COLLECTION 33
3.2.1 Context analysis of the Darling Focus Centre **33**
3.2.2 Sample selection **34**
3.2.2.1 Community sampling 34
3.2.2.2 Management committee sampling 36
3.2.2.3 Participant sampling 36
3.2.3 Design of the questionnaires as measuring instruments **37**
3.2.3.1 Community questionnaire 37
3.2.3.2 Management questionnaire 40

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3.2.3.3	Participant questionnaire	41
3.2.4	**Pre-testing and pilot testing of the questionnaires**	**42**
3.2.4.1	Community questionnaire	43
3.2.4.2	Management questionnaire	43
3.2.4.3	Participant questionnaire	43
3.2.5	**Administering the questionnaires**	**43**
3.2.5.1	Community survey	43
3.2.5.2	Management survey	45
3.2.5.3	Participant survey	45
3.3	DATA ANALYSIS	45
3.3.1	**Documentary analysis**	**45**
3.3.2	**Community survey**	**46**
3.3.3	**Management survey**	**48**
3.3.4	**Participant survey**	**48**
3.4	SHORTCOMINGS AND SOURCES OF ERROR	49
CHAPTER 4 PRESENTATION OF RESULTS		**50**
4.1	CONTEXT ANALYSIS OF THE DARLING FOCUS ASSOCIAITON AND CENTRE	50
4.2	COMMUNITY SURVEY	52
4.2.1	**Geographical distribution of respondents**	**53**
4.2.2	**Demographic information**	**53**
4.2.2.1	Gender	53
4.2.2.2	Age	54
4.2.2.3	Race	55
4.2.2.4	Educational level	56
4.2.2.5	Non-formal education participation	57
4.2.2.6	Employment status	58
4.2.2.7	Household income	59
4.2.2.8	Sources of household income	60
4.2.2.9	Years of residency in Darling	60
4.2.3	**Views on Darling, Darling Focus Association and Centre**	**61**
4.2.3.1	Problems perceived in immediate surroundings	61
4.2.3.2	Awareness of the Darling Focus Community Centre	61
4.2.3.3	Awareness of activities at the Darling Focus Community Centre	62
4.2.3.4	Visiting the Centre	63
4.2.3.5	Frequency of participation in activities	65
4.2.3.6	Reasons for ending participation	66

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4.2.3.7	Awareness of the Darling Focus Association	67
4.2.3.8	Perception / image of the Darling Focus Association	67
4.2.3.9	Awareness of Darling Focus Association's involvement in the community	67
4.2.3.10	Membership of respondents of the Darling Focus Association	68
4.2.3.11	Reasons for membership	69
4.2.3.12	Views on Darling Focus Association	69
4.2.3.13	Target group of Darling Focus Association	70
4.2.3.14	Preference for training activities	71
4.2.3.15	Preferences for recreational activities	74
4.2.3.16	Preference for social service activities	76
4.2.3.17	Preferred frequency of various activities	79
4.2.3.18	Preferred duration of various activities	80
4.2.3.19	Preferred time of day for various activities	80
4.2.3.20	Preferred time of week for various activities	81
4.2.3.21	Preferred time of year for various activities	82
4.2.3.22	Preferred means of notification of various activities	82
4.2.3.23	Need for courses at Darling Focus	83
4.2.3.24	Willingness to pay for courses	85
4.2.3.25	Amount willing to pay for courses	85
4.2.3.26	Willingness to help with presentation of activities	86
4.2.3.27	Willingness to help with identified activities	87
4.3	MANAGEMENT SURVEY	100
4.3.1	**Geographical distribution of respondents**	**101**
4.3.2	**Views on Darling, the Darling Focus Association and Centre**	**101**
4.3.3	**Demographic information**	**107**
4.4	PARTICIPANT SURVEY	108
4.4.1	**Geographical distribution of respondents**	**108**
4.4.2	**Views on Darling, Darling Focus Association and Centre**	**108**
4.4.3	**Demographic information**	**117**
CHAPTER 5 DISCUSSION OF RESULTS		**119**
5.1	CONTEXT ANALYSIS OF THE DARLING FOCUS ASSOCIATION AND CENTRE	119
5.2	COMMUNITY SURVEY	120
5.2.1	**Geographic and demographic information**	**120**
5.2.2	**Views on Darling, the Darling Focus Association and Centre**	**122**
5.2.2.1	Preference for training activities	124
5.2.2.2	Preference for recreational activities	125

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5.2.2.3 Preference for social service activities 125
5.2.2.4 Preferred logistics 125
5.2.2.5 Need for courses 126
5.2.2.6 Willingness to pay and help 127

5.3 MANAGEMENT SURVEY 127
5.3.1 Geographic and demographic information 127
5.3.2 Views on Darling, the Darling Focus Association and Centre 127

5.4 PARTICIPANT SURVEY 130
5.4.1 Geographic and demographic information 130

CHAPTER 6 CONCLUSIONS AND RECOMMENDATIONS 133

6.1 CONCLUSIONS 133

6.2 RECOMMENDATIONS FOR THE DARLING FOCUS ASSOCIATION 136

6.3 RECOMMENDATIONS FOR FURTHER RESEARCH 137

References 138

ADDENDA
Addendum 1: Politz frame
Addendum 2: Community questionnaire
Addendum 3: Community dendrogram
Addendum 4: Management questionnaire
Addendum 5: Management dendrogram
Addendum 6: Participant questionnaire
Addendum 7: Participant dendrogram
Addendum 8: Coding criteria and coding frames
Addendum 9: Statistical relationships

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LIST OF FIGURES

FIGURE 1.1: CONCEPTUAL FRAMEWORK 5
FIGURE 2.1 MASLOW'S HIERARCHY OF NEEDS 25
FIGURE 2.2: ILLUSTRATION OF DISCREPANCY APPROACH 27
FIGURE 2.3: THE INFLUENCE OF EXTRINSIC AND INTRINSIC NEEDS ON COMMUNITY NEEDS 28
FIGURE 2.4: SCHEMATIC PRESENTATION OF THE BOTTOM-UP AND TOP-DOWN APPROACHES 28
FIGURE 4.1: GEOGRAPHICAL DISTRIBUTION OF RESPONDENTS 53
FIGURE 4.2: GENDER DISTRIBUTION IN THE DIFFERENT AREAS 54
FIGURE 4.3: AGE DISTRIBUTION IN THE DIFFERENT AREAS 55
FIGURE 4.4: RACIAL DISTRIBUTION IN DIFFERENT AREAS 56
FIGURE 4.5: FORMAL EDUCATIONAL LEVEL OF TOTAL NUMBER OF RESPONDENTS 57
FIGURE 4.6: EMPLOYMENT STATUS OF TOTAL NUMBER OF RESPONDENTS 58
FIGURE 4.7: HOUSEHOLD INCOME PER WEEK OF TOTAL NUMBER OF RESPONDENTS 59
FIGURE 4.8: SOURCES OF HOUSEHOLD INCOME OF TOTAL NUMBER OF RESPONDENTS 60
FIGURE 4.9: AWARENESS OF THE DARLING FOCUS COMMUNITY CENTRE 62
FIGURE 4.10: AWARENESS OF ACTIVITIES AT THE DARLING FOCUS CENTRE 63
FIGURE 4.11: FREQUENCY OF VISITING THE CENTRE 64
FIGURE 4.12: REASONS FOR NOT VISITING THE CENTRE 65
FIGURE 4.13: FREQUENCY OF PARTICIPATION IN ACTIVITIES 66
FIGURE 4.14: PERCEPTION OF INTENDED TARGET GROUP OF DARLING FOCUS ASSOCIATION 71
FIGURE 4.15: PREFERENCES FOR TRAINING ACTIVITIES 72
FIGURE 4.16: MOST IMPORTANT PREFERENCES FOR TRAINING ACTIVITIES 74
FIGURE 4.17: PREFERENCES FOR RECREATIONAL ACTIVITIES 75
FIGURE 4.18: MOST IMPORTANT PREFERENCE FOR RECREATIONAL ACTIVITIES 76
FIGURE 4.19: PREFERENCES FOR SOCIAL SERVICE ACTIVITIES 77
FIGURE 4.20: MOST IMPORTANT PREFERENCE FOR SOCIAL SERVICE ACTIVITIES 78
FIGURE 4.21: PREFERRED FREQUENCY OF VARIOUS ACTIVITIES 79
FIGURE 4.22: PREFERRED DURATION OF VARIOUS ACTIVITIES 80
FIGURE 4.23: PREFERRED TIME OF DAY FOR VARIOUS ACTIVITIES 81
FIGURE 4.24: PREFERRED TIME OF WEEK FOR VARIOUS ACTIVITIES 82
FIGURE 4.25: PREFERRED TIME OF YEAR FOR VARIOUS ACTIVITIES 82
FIGURE 4.26: PREFERRED MEANS OF NOTIFICATION OF VARIOUS ACTIVITIES 83
FIGURE 4.27: NEED FOR TRAINING COURSE 84
FIGURE 4.28: AMOUNT WILLING TO PAY FOR COURSES 86
FIGURE 4.29: WILLINGNESS TO HELP WITH PRESENTATION OF ACTIVITIES 86

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LIST OF TABLES

TABLE 2.1: SCHEMATIC PRESENTATION OF THE PROCESS OF COMMUNITY DEVELOPMENT 14
TABLE 2.2: LEGAL OWNERSHIP MODELS 24
TABLE 4.1: GEOGRAPHICAL DISTRIBUTION OF RESPONDENTS 53
TABLE 4.2: NUMBER OF MALE AND FEMALE RESPONDENTS 54
TABLE 4.3: AGE 54
TABLE 4.4: RACIAL DISTRIBUTION IN THE DIFFERENT AREAS 55
TABLE 4.5: FORMAL EDUCATIONAL LEVEL OF RESPONDENTS 56
TABLE 4.6: RESPONDENTS THAT HAD PARTICIPATED IN NON-FORMAL EDUCATION 57
TABLE 4.7: NON-FORMAL EDUCATION PARTICIPATION 57
TABLE 4.8: EMPLOYMENT STATUS ACCORDING TO AREA 58
TABLE 4.9: HOUSEHOLD INCOME PER WEEK 59
TABLE 4.10: SOURCES OF HOUSEHOLD INCOME 60
TABLE 4.11: YEARS OF RESIDENCY IN DARLING ACCORDING TO AREA 61
TABLE 4.12: PROBLEMS EXPERIENCED IN IMMEDIATE SURROUNDINGS 61
TABLE 4.13: AWARENESS OF THE DARLING FOCUS COMMUNITY CENTRE 62
TABLE 4.14: AWARENESS OF ACTIVITIES AT THE DARLING FOCUS COMMUNITY CENTRE 62
TABLE 4.15: FREQUENCY OF VISITING THE CENTRE 63
TABLE 4.16: REASONS FOR VISITING THE CENTRE 64
TABLE 4.17: FREQUENCY OF PARTICIPATION IN ACTIVITIES 65
TABLE 4.18: REASONS FOR ENDING PARTICIPATION 66
TABLE 4.19: AWARENESS OF THE DARLING FOCUS ASSOCIATION 67
TABLE 4.20: PERCEPTION / IMAGE OF THE DARLING FOCUS ASSOCIATION 67
TABLE 4.21: AWARENESS OF DARLING FOCUS ASSOCIATION'S INVOLVEMENT IN THE COMMUNITY 68
TABLE 4.22: PREVIOUS MEMBERSHIP 68
TABLE 4.23: CURRENT MEMBERSHIP 68
TABLE 4.24: REASONS FOR NOT BEING A MEMBER 69
TABLE 4.25: POSITIVE VIEWS ON DARLING FOCUS ASSOCIATION 70
TABLE 4.26: NEGATIVE VIEWS ON DARLING FOCUS ASSOCIATION 70
TABLE 4.27: PERCEPTION OF INTENDED TARGET GROUP OF DARLING FOCUS ASSOCIATION 71
TABLE 4.28: PREFERENCES FOR TRAINING ACTIVITIES 72
TABLE 4.29: RELATIVE IMPORTANCE OF THE IDENTIFIED TRAINING PREFERENCES 73
TABLE 4.30: PREFERENCES FOR RECREATIONAL ACTIVITIES 75
TABLE 4.31: MOST IMPORTANT PREFERENCE FOR RECREATIONAL ACTIVITIES 76
TABLE 4.32: PREFERENCE FOR SOCIAL SERVICE ACTIVITIES 77
TABLE 4.33: MOST IMPORTANT NEED FOR SOCIAL SERVICE ACTIVITIES 78

Stellenbosch University http://scholar.sun.ac.za

TABLE 4.34: PREFERRED FREQUENCY OF VARIOUS ACTIVITIES 79
TABLE 4.35: PREFERRED DURATION OF VARIOUS ACTIVITIES....80
TABLE 4.36: PREFERRED TIME OF DAY FOR VARIOUS ACTIVITIES 81
TABLE 4.37: PREFERRED TIME OF WEEK FOR VARIOUS ACTIVITIES....81
TABLE 4.38: PREFERRED MEANS OF NOTIFICATION OF VARIOUS ACTIVITIES 83
TABLE 4.39: NEED FOR COURSE AT DARLING FOCUS 84
TABLE 4.40: WILLINGNESS TO PAY FOR COURSES 85
TABLE 4.41: AMOUNT WILLING TO PAY FOR COURSES....85
TABLE 4.42: WILLINGNESS TO HELP WITH IDENTIFIED ACTIVITIES....87
TABLE 4.43: HOUSEHOLD SIZE ACCORDING TO AREA....88
TABLE 4.44: HOUSEHOLD SIZE ACCORDING TO RACE....88
TABLE 4.45: SELECTION OF STATISTICALLY SIGNIFICANT RELATIONSHIPS....88
TABLE 4.46: FREQUENCY OF PARTICIPATION ACCORDING TO AGE 89
TABLE 4.47: POSITIVE VIEWS ON THE DARLING FOCUS ASSOCIATION ACCORDING TO GENDER 89
TABLE 4.48: NEGATIVE VIEWS ON DARLING FOCUS ACCORDING TO RACE 90
TABLE 4.49: PREFERRED TRAINING ACTIVITIES ACCORDING TO AGE 91
TABLE 4.50: PREFERRED TRAINING ACTIVITIES ACCORDING TO GENDER 92
TABLE 4.51: PREFERRED TRAINING ACTIVITIES ACCORDING TO RACE 93
TABLE 4.52: PREFERRED TRAINING ACTIVITIES ACCORDING TO LEVEL OF EDUCATION....94
TABLE 4.53: PREFERRED TRAINING ACTIVITIES ACCORDING TO EMPLOYMENT STATUS 95
TABLE 4.54: PREFERRED RECREATIONAL ACTIVITIES ACCORDING TO AGE....96
TABLE 4.55: PREFERRED RECREATIONAL ACTIVITIES ACCORDING TO EMPLOYMENT STATUS 96
TABLE 4.56: NEED FOR COURSES ACCORDING TO AGE 97
TABLE 4.57: NEED FOR COURSES ACCORDING TO GENDER 98
TABLE 4.58: NEED FOR COURSES ACCORDING TO RACE 98
TABLE 4.59: NEED FOR COURSES ACCORDING TO LEVEL OF EDUCATION....99
TABLE 4.60: NEED FOR COURSES ACCORDING TO EMPLOYMENT STATUS....100
TABLE 4.61: DUTIES IN THE DARLING FOCUS ASSOCIATION 101
TABLE 4.62: AWARENESS OF ACTIVITIES OFFERED BY THE ASSOCIATION....102
TABLE 4.63: PROBLEMS IN DARLING 102
TABLE 4.64: PROBLEMS THAT THE ASSOCIATION CAN ADDRESS....103
TABLE 4.65: WHAT THE ASSOCIATION SHOULD DO 103
TABLE 4.66: MEANS OF NOTIFYING THE COMMUNITY OF ACTIVITIES AT THE CENTRE 104
TABLE 4.67: PREFERRED TRAINING ACTIVITIES 105
TABLE 4.68: MOST IMPORTANT PREFERRED TRAINING ACTIVITIES 105
TABLE 4.69: PREFERRED RECREATIONAL ACTIVITIES....106
TABLE 4.70: MOST IMPORTANT PREFERRED RECREATIONAL ACTIVITIES....106

Stellenbosch University http://scholar.sun.ac.za

TABLE 4.71: PREFERRED SOCIAL SERVICE ACTIVITIES 106
TABLE 4.72: PREFERRED MOST IMPORTANT SOCIAL SERVICE ACTIVITIES 107
TABLE 4.73: PROBLEMS IN DARLING 108
TABLE 4.74: MOST IMPORTANT PROBLEMS IN DARLING 109
TABLE 4.75: TYPE OF ORGANISATION 109
TABLE 4.76: MAIN AIM OF THE DARLING FOCUS ASSOCIATION 109
TABLE 4.77: VIEWS ON THE DARLING FOCUS ASSOCIATION 110
TABLE 4.78: DARLING FOCUS ASSOCIATION'S ROLE IN THE COMMUNITY 110
TABLE 4.79: WHAT THE ASSOCIATION SHOULD DO IN THE COMMUNITY 111
TABLE 4.80: WHAT THE ASSOCIATION DOES BADLY 111
TABLE 4.81: POSITIVE VIEWS ON THE DARLING FOCUS ASSOCIATION 112
TABLE 4.82: NEGATIVE VIEWS ON THE DARLING FOCUS ASSOCIATION 112
TABLE 4.83: ACTIVITIES OFFERED AT THE CENTRE 113
TABLE 4.84: ACTIVITIES THAT SHOULD BE OFFERED 113
TABLE 4.85: PERCEIVED TARGET GROUP 114
TABLE 4.86: PARTICIPATION 114
TABLE 4.87: REASONS FOR PARTICIPATION 114
TABLE 4.88: USE OF KNOWLEDGE GAINED THROUGH PARTICIPATION 115
TABLE 4.89: WHERE RESPONDENTS HAD HEARD OF ACTIVITIES 115
TABLE 4.90: PAST PARTICIPATION IN ACTIVITIES 115
TABLE 4.91: AMOUNT WILLING TO PAY FOR A COURSE 116
TABLE 4.92: ACTIVITIES WILLING TO HELP WITH 117
TABLE 4.93: AGE 117
TABLE 4.94: EDUCATIONAL LEVEL 117
TABLE 4.95: NON-FORMAL EDUCATION PARTICIPATION 118
TABLE 4.96: EMPLOYMENT STATUS 118

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CHAPTER 1
STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

Community development has been taking place in South Africa for many years, especially in rural communities. Rural community development is regarded as synonymous with rural development. A publication of the World Bank describes rural development as a strategy that is developed to better the economic and social circumstances of a specific group, namely the rural poor. It entails the extension of the advantages of development to the poorest people in rural areas. This group includes small-scale farmers, land tenants and the landless (World Bank, 1975: 3).

The definition of Condé, Paraiso and Ayassou (1979: 31-32) of rural development corresponds with that of the World Bank and states that it causes an improvement in the living standards and a positive change in the lives of the rural population. The authors further emphasise that rural development is the result of a series of quantitative and qualitative transformations in the rural population which then has the positive effect mentioned above.

In various rural development projects the focus falls on entrepreneurial development, in such a way that entrepreneurship is seen as a key force in rural development (Kotzé & Staude, 1996: 101). Rural development agents see entrepreneurship as a strategic development intervention that can accelerate the rural development process (Petrin, 1997: 7).

1.2 PROBLEM STATEMENT

Darling is a small rural town on the west coast of South Africa known for its wild flowers in spring time and for an entertainments venue called "Evita se Perron". Darling has a population of 7 945, consisting of all of the race groups in South Africa. Afrikaans is mostly spoken and English and Xhosa are also common (Statistics South Africa, 2001).

In 1996 the Health Department of the Local Transitional Council took the initiative to establish how the living standards of the Darling community could be improved. The associations, institutions and organisations in the community were invited to a brain-storming meeting at which they discussed possible ways to improve living standards. The Darling Focus Association was established in August of 1996. Later that year the Darling Focus Association commissioned an investigation into the community's needs (Van Aswegen-Janse van Vuuren, 1996). Data was gathered by means of focus groups consisting of respondents from the two existing areas, namely Darling North and Darling South (Darling East did not yet exist). The findings reported that there was a large difference between the experiences that the people from Darling North and those in Darling South had of the town. Respondents from Darling North had more positive experiences of Darling.

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Problems that were identified included, among others, housing shortage, insufficient infrastructure, unemployment, social misconduct, welfare problems, educational problems, negative attitudes, lack of community participation, low morale and external negative influences. To improve living standards the Darling Focus Association established training in needlework and leatherwork, adult literacy classes, as well as computer literacy classes. These took place in the community hall, the housing offices and the library.

Darling Focus Association, the above-mentioned community-based association in Darling, functions, according to its constitution, as an "Incorporated Association not for gain" (Darling Fokus, 1998: 1).

The main aim of the Association is to improve the development and empowerment of the community. To achieve this goal, the Association established a centre, the Darling Focus Centre, in 1999. Here the Association offers various services, activities and programmes to the community. The Centre is managed by the management committee of the Darling Focus Association.

The Department of Consumer Science: Food, Clothing, Housing, of the University of Stellenbosch, has been working with the Darling Focus Association since 1997. On a yearly basis students from this department have presented educational programmes within the field of Consumer Science, and which are related to the felt needs of the woman of Darling.

The Department of Consumer Science: Food, Clothing, Housing, of the University of Stellenbosch launched the DARE programme (Development and Advancement of Rural Entrepreneurship) at the end of 1999. The aim of this programme is to support rural communities through research and the training of local entrepreneurs to address unemployment and to improve rural community development. In the application of the programme, research on entrepreneurial programmes in rural areas has been done. In doing this the operation of the DARE programme also improved.

During the past four years three research projects have been completed by postgraduate students of the Department of Consumer Science in collaboration with the Darling Focus Association. These research projects were strongly supported by the management committee of the Association. Bester (2002) evaluated an entrepreneurial skills training programme in this rural community. The participatory action research approach was followed. The Darling Focus Association served as link between the researcher and the participants.

Le Roux (2003) investigated tourists' need for local products and services in Darling. The possibility to generate income through manufacturing and selling required products were studied by Langenhoven (2004) who launched an intervention programme within the Darling Focus Centre's needlework group. It focused on the generation of income in a group context.

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Researchers documented the tendency for training and development programmes to end once the facilitator has handed the programme over to the community. This was specifically revealed in the research projects executed in Darling and elsewhere (Bester, 2002; Langenhoven, 2004; Le Roux, 2003 & Perold, 2003). Bester (2002) found that development programmes in entrepreneurial skills were successful as far as the learning of skills is concerned, but that the application thereof to generate income on a sustainable basis did not materialise. In the study by Perold (2003: 160) the conclusion was reached that activities surrounding training programmes stopped once the researcher or facilitator has withdrawn from the programme. It is clearly necessary for someone from the local community to be trained to act as a facilitator and to lead activities and support the participants. Without the motivation and support of a leading figure, participants lose interest in the programme (Perold, 2003: 160). The community is therefore not always capable of sustaining the activities of the programme.

It may be argued that community centres facilitate sustainable programmes. According to the literature most community centres strive specifically to improve the development of individuals and the community. A further aim is to make social services accessible to all the members of the community. The community centre also aims at identifying the needs of the community in order to inform government agencies and non-governmental organisations to react to these needs more effectively (Groenewald, 2000: 17-18).

From the literature on community associations and centres it can be deduced that it is of vital importance to know exactly what the community's needs are. It is also important to know what they expect of the community association and the centre, and how they see these bodies. It can be accepted that when a centre addresses the needs of the community, its actions will probably be sustainable. The management committee of the Darling Focus Association identified and communicated the necessity to establish the community's needs, as well as their expectations of the Darling Focus Association to the researcher. In accordance with the results of this study, the aim is to present programmes to the community to address their exact needs. Thereby the sustainability of programmes and the subsequent development might be improved.

The following problem statement was formulated for the study:

Do the Rural Community Association and the services, activities and programmes presented in the Centre comply with the needs and expectations of the rural community?

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1.3 GOALS AND OBJECTIVES

The problem statement mentioned above has led to the formulation of the following goal:

1.3.1 Goal

The goal of the study was to establish whether the Rural Community Association and the services, activities and programmes presented in the Centre complied with the needs and expectations of the rural community.

In order to realise the above-mentioned goal, certain objectives were formulated:

1.3.2 Objectives

1.3.2.1 To establish which services, activities and programmes the Association offers to the community at present.

1.3.2.2 To determine the community's expectations and views on the Darling Focus Association.

1.3.2.3 To determine the community's needs for services, activities and programmes to be offered at the Darling Focus Centre.

1.3.2.4 To determine the statistically significant relationships between demographic characteristics and expectations, views and needs of the community.

1.3.2.5 To determine the viewpoints of the Darling Focus management committee members on the functions of the Association and the Centre.

1.3.2.6 To determine the viewpoints of the participants in activities and programmes at the Darling Focus Centre on the functions of the Association and the Centre.

After objectives 1.3.2.1 to 1.3.2.6 have been addressed and the results documented, an integrated discussion will be presented to address the following objectives:

1.3.2.7 To compare the community's expectations and viewpoints (objective 1.3.2.2) with the viewpoints of the management committee members (objective 1.3.2.5) and the participants (objective 1.3.2.6).

1.3.2.8 To compare the community's needs (objective 1.3.2.3) with the current services, activities and programmes that the Association offers (objective 1.3.2.1).

As a first step in conducting the research relevant concepts were identified and a conceptual framework was compiled (Figure 1.1).

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1.4 CONCEPTUAL FRAMEWORK

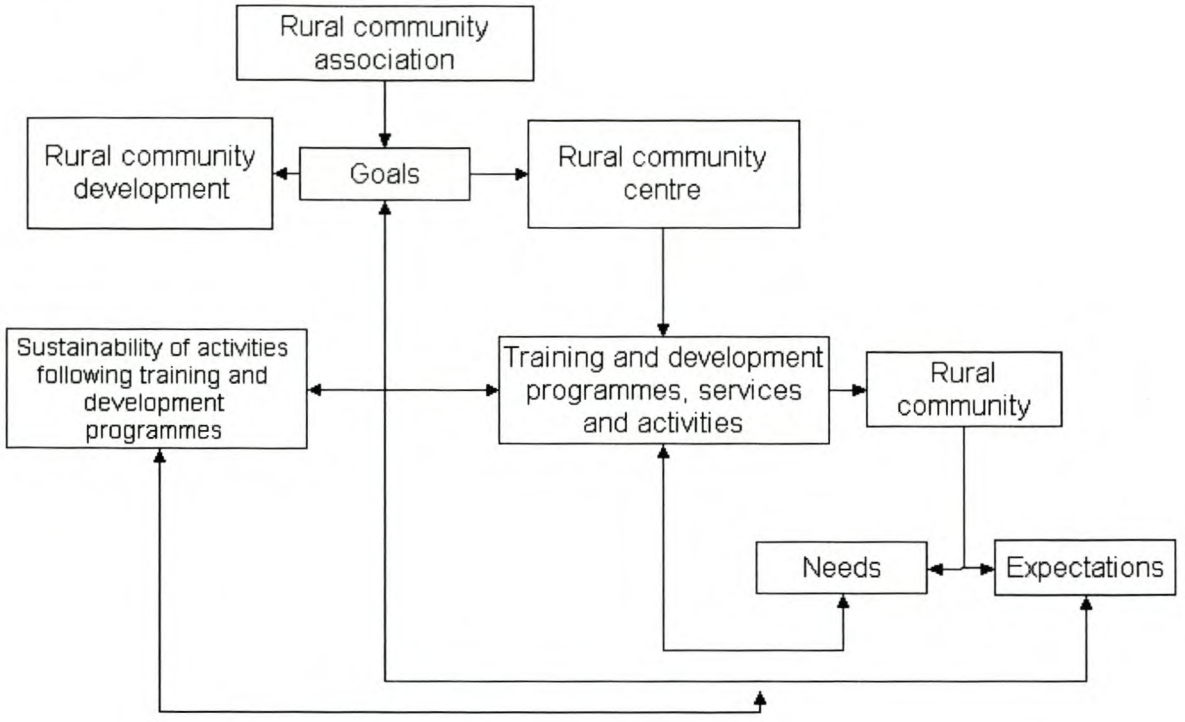

Figure 1.1: Conceptual framework

The conceptual framework gives a graphic representation of the topic of study and the methodology that will be followed during the study.

The Rural Community Association has certain goals. These goals can be linked to community development. For the Association to reach their goals a Community Centre was constructed. The notion of rural community development will be discussed. The Rural Community Association provides certain educational and developmental programmes, services and activities at the Centre to the rural community to address their needs. In this study the Rural Community Association's goals, as well as the rural community's expectations will be determined and the two aspects will be compared to establish whether the Association complies with the community's expectations.

The Rural Community Centre's educational and development programmes, services and activities will be studied. The rural community's training needs will be determined and a comparison will be made between that and the training and development programmes, services and activities of the Centre in order to establish whether the Community Centre addresses the community's needs.

If this is indeed the case the sustainability of activities following on training and development programmes might be possible.

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1.5 CONCEPTUAL DEFINITIONS

1.5.1 Rural community association

According to Twelvetrees (1976: 1-2) a rural community association is an organisation within the community, founded by members of the community, that manages a community centre and satisfies the cultural, educational and social needs of the community. The association is run by a management committee and any person in the community can become a member of the association.

1.5.2 Rural community centre

The National Federation of Community Associations (1969: 7-8) defines a community centre as the home of a community association. The main goal of the centre is to enable the association to create a feeling of belonging to a community. It has to supply accommodation for the activities of the members of the association and it should be the focus of community life. For the purpose of this study it is accepted that the same description applies to a rural community centre.

1.6 OPERATIONAL DEFINITIONS

1.6.1 Services, activities and programmes

Services, activities and programmes are, within the context of this study, all activities that the Darling Focus Association offers to the community through the Community Centre. These activities are classified as training activities, recreational activities and social service activities.

The number and types of activities, as well as the number of participants in each activity were determined by means of analysis of documents of the Darling Focus Association and Centre.

1.6.2 Community expectations

For the purpose of this study, community expectations are defined as that which the community expects from the community association and centre. They are influenced by the community's views on the association and the centre's status and goal, as well as the community's views on who the association and centre's target group should be.

Community expectations were ascertained with a structured interview questionnaire, which was compiled by means of a dendrogram. The dendrogram technique is described in section 3.2.3.1.

1.6.3 Community needs

In accordance with definitions by Kamper (1989), Kaufman and English (1979: 8) and Knowles (1980: 88) community needs are defined, for the purpose of this study, as a discrepancy between a current and ideal

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state of affairs, whereof the correction is necessary for the self-actualisation of individuals in the community. Addressing these community needs contributes to the improvement of quality of life in the community. The gap between existing services and activities offered by the Darling Focus Association and those preferred by the community is regarded as the identified needs.

These community needs and the addressing thereof can be seen as the motivation for and the driving force behind the existence of a community association.

Community needs were ascertained by a structured interview questionnaire which was compiled, using a dendrogram.

1.6.4 The management committee's views on the Darling Focus Association and Centre

For the purpose of this study the management committee's views on the Darling Focus Association and Centre are defined as their awareness of and feelings towards all aspects of the Darling Focus Association and Centre. A structured self-administered questionnaire was used to ascertain this. The questionnaire was designed, using a dendrogram.

1.6.5 Participants' views on the Darling Focus Association and Centre

For the purpose of this study the participants' views on the Darling Focus Association and Centre were defined as their awareness of and feelings towards all aspects of the Darling Focus Association and Centre. These views were ascertained with a structured interview questionnaire, developed using a dendrogram.

1.7 RESEARCH REPORT SEQUENCE

In chapter one, the problem statement, the motivation and goal of the study are presented.

Chapter two takes an in-depth look at the literature related to the study. The aspects that are covered include rural community development and rural communities. This supplies the context in which community associations and centres function. These two concepts are subsequently discussed. This is followed by a discussion of the needs and expectations that rural communities have of community associations and centres. The literature review is concluded with reference to the sustainability of activities resulting from training and development programmes.

Chapter three outlines the research procedure followed throughout the study. It gives a detailed description of the different phases of the research, namely gaining access to the field, data collection and data analysis.

Chapter four contains the results of the data collection phase of the research. This includes a description of the context of the study (objective 1.3.2.1), the statistically analysed data of the community survey (objectives

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1.3.2.2, 1.3.2.3 and 1.3.2.4), as well as descriptions of data gathered in the management survey (objective 1.3.2.5) and the participant survey (objective 1.3.2.6).

Chapter five presents the interpretation of the results of the study, relating the findings to the existing body of knowledge. Objectives 1.3.2.7 and 1.3.2.8, namely to compare the community's expectations and viewpoints (objective 1.3.2.2) with the viewpoints of the management committee members (objective 1.3.2.5) and the participants (objective 1.3.2.6), as well as to compare the community's needs (objective 1.3.2.3) with the current services, activities and programmes that the Association offers (objective 1.3.2.1) will also be addressed in this chapter by means of an integrated discussion.

Chapter six presents the conclusions reached in the study, as well as recommendations for further research.

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CHAPTER 2
LITERATURE REVIEW

In the previous chapter, the motivation and the problem statement of the study were presented, as well as the goal of the study and the objectives stemming from it.

In this chapter, a literature review is undertaken to give an overview of the literature framework underlying the study. Rural community development and the notion of rural community are discussed. This creates the context in which the concepts of community associations and community centres function. Special attention is given to the revision of literature on the purposes and functions of community associations and centres. The concepts of community needs and expectations are reviewed and the literature review is concluded with reference to the sustainability of activities following on training and development programmes based on community needs.

2.1 RURAL COMMUNITY DEVELOPMENT

2.1.1 Community development

The concept of community development emerged during the Second World War (Coertze, 1982:14). This multi-disciplinary process is used in various spheres, such as politics, agriculture, economics, social work and education (Kamper, 1989: 31, Coertze, 1982:14; Bidle & Bidle, 1966: 1).

Kamper (1989: 31) comes to the conclusion that the following definition of community development, as formulated by the United Nations (UN) (1971), and quoted by Coertze (1982: 15) and used by Groenewald and Van Wyk (1995: 12), as well as by Groenewald (1989: 9), is generally recognised:

> *The term community development has come into international usage to connote the processes by which the efforts of the people themselves are united with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress. This complex of processes is then made up of two essential elements: the participation by the people themselves in efforts to improve their level of living with as much reliance as possible on their own initiative; and the provision of technical and other services in ways which encourage initiative, self-help and mutual help and make these more effective. It is expressed in programmes designed to achieve a wide variety of specific improvements.*

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Bruce and Lister (2001: i) further argue that community development integrates the principles of rural development (based on local initiative, self-help, local understanding and the maximum use of local resources), traditional economic development (based on job creation and investment) and community planning (based on making the best use of available land, services and facilities, ensuring quality of community life and orderly and efficient development). It also includes human resources development (the building of people skills, including literacy, education, self-confidence and job skills) as a major element.

In order to understand this complex process it is necessary to give a brief historical overview thereof, to see where and when the concept was founded and how it has developed to what it is today.

2.1.1.1 A historical overview on community development

According to Jeppe (1985:25) the earliest documented evidence of community development is from the 1920s in Punjab, India and from Egypt and Jamaica in the 1930s. The literature first mentions community development as such, just after the end of the Second World War. It is indicated as a method by which industrialised countries could launch programmes to improve the fate of people in the Third World (Coertze, 1982: 15).

The British government's involvement in community development came as a result of the government's policy, in the 1940's, to guide dependent countries to greater independence, especially in the economic sphere. The term *community development* was first used in 1948 at the British Colonial Officers' Cambridge Conference on African Administration, and replaced the earlier term *mass education* (Dunham, 1970:145). During the 1950s a comprehensive series of national programmes for community development was launched, especially in British colonies. The focus in welfare actions shifted after 1953 from remedial to preventative. However, the results were not very positive, since community development was implemented as a method to quickly achieve set goals and not as a process of stimulating communities to take action themselves (the self-help principle) (Coertze, 1982: 15-16).

In French-speaking colonies the concept of community development was unknown and the concept *animation rurale* was used in the late 1950s. This concept was aimed at the stimulation of local rural communities and was used especially since the 1960s in the French colonies in Africa. The focus was mostly on reaching tangible results and not enough on stimulating and developing human resources (Coertze, 1982: 17).

Community development was implemented widely in the third world dependencies and a variety of subsequent independent developing countries by various assistance agencies from the United States of America (USA) and Europe. The first of these agencies in the USA was established after President Truman had presented his "Point Four" proposal in 1949 (Barnard, 1989:26). Greenberg (2003:2) refers to this speech as the starting point of the internationalisation of the concept and discourse of development.

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According to Jeppe (1985:25) community development was also promoted by adult education programmes, community services and welfare work, as well as university work on community development. The UN became involved in community development programmes by means of its technical assistance programmes as from 1947. The first publication on community development, came from the UN, and was seen as the cornerstone of current literature on the subject (Dunham, 1970: 145).

Many countries that became independent from the British Commonwealth implemented community development programmes. These programmes often had various other names such as rural development programmes, mass education and population development. Dunham (1970: 146) states that by 1969 there were 30 countries with national community development programmes. This mostly happened in third world countries where underdeveloped communities became a social and economic problem to the government of the day.

During the late 1960s the prominence of community development faded somewhat (Coertze, 1982: 24; Barnard, 1989: 27). According to Jeppe (1985:25) this was due to changes in foreign aid priorities. The period between 1960 and 1970 was, however, seen as the UN's First Development Decade. During this period social factors were incorporated into development and the idea of the integration of social and economic factors in development was born (Esteva, 1992: 12). During the 1970s a number of approaches to development were followed, for example the basic needs approach.

In the South African context, community development has been used as an approach to the agricultural counselling action since 1969 (Coertze, 1982: 22). According to Barnard (1989: 29) a proposal was made at the National Conference on community development in 1983 that the development process in South Africa be undertaken by the government together with the people of South Africa. The Population Development Programme was consequently instituted.

At present, in South Africa, government departments at all three levels, non-governmental organisations (NGOs), including aid agencies, welfare organisations and churches, and community-based organisations (CBOs) are taking part in community development (Swanepoel, 1997:1).

2.1.1.2 The principles underlying community development

Swanepoel (1997:2) states that it is important for organisations involved in community development to be guided by a theory or vision and that their frame of reference has a philosophy of community development. In support of this philosophy of community development, Dunham (1970:171) states that community development rests upon certain assumptions, namely:

- The worth and dignity of the individual are the basic values in a democratic society.
- Everyone has something to contribute to the life of the community.
- People have the ability to learn and grow.
- Conscious co-operative thought, planning and action could promote community change.

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- Community development provides an opportunity and a means by which the worth of an individual can be revealed, his/her contribution can be made, and learning can take place.

Swanepoel (1997:2) maintains that the philosophy of community development is supported by certain principles. In addition to these principles Barnard (1989: 33-79) has documented the characteristics of community development, the field of community development, the objectives of community development and approaches to community development extensively. It has been decided for the purpose of this study to not include these latter aspects. The discussion of the principles of community development by Swanepoel (1997: 2-13) is, however, referred to.

The first principle of community development is that of human orientation. Swanepoel (1997:3) states that development must be humanistic and that all development must have one single focus, namely the human being. People have physical and abstract needs, which go hand in hand and are present at the same time. As people strive to meet their physical needs, they meet some of their abstract needs as well. The most important of these abstract human needs is dignity. This implies that physical needs may never be met to the detriment of dignity. People may not be made dependent on or be negatively impacted on by development meeting their basic needs. It also implies that any attempt to address physical needs must simultaneously strive to address the need for dignity. This can be done by giving people recognition and recognising their ability to make their own decisions and to take responsibility for these decisions. A consequence of this approach is that development must be holistic. One need cannot be separated from another and people cannot be separated from the environment.

The second principle of community development that Swanepoel (1997: 4) refers to is that of participation. According to the liberal view of participation, it is essential to make use of the valuable indigenous knowledge. It has also been established that people who do not participate in their own development have no affinity for development efforts and their results. The radical view regards participation as a way of ensuring equity. If the poorest of the poor participate fully, they will also reap the benefits of development and not be left out of the process. Furthermore, participation is seen as a democratic right. The full participation of everyone in the community must therefore be ensured by informing them, in order for them to make enlightened decisions, as well as to guard against elite groups undermining the efforts of the poor. Community development establishes a certain context wherein the individual can be developed. According to Groenewald and Van Wyk (1995: 7) participation in the various phases of community development gives the individual opportunities to grow and learn while the sustainability of development is improved.

The principle of empowerment stipulates that people participate, as it is their democratic right. Participation is therefore not just using the community as a source of information, but it is rather a process of giving them the power to make decisions. It also entails providing the community with information to enable them to make wise and informed decisions (Swanepoel, 1997:6-7). Groenewald and Van Wyk (1995: 7) are of the opinion that community empowerment, or the building of people's abilities, is the most important goal of community development.

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The ownership of development belongs with the community. The community development principle of ownership states that development projects do not belong to the initiating development organisations, but to the community and that the initiators only act as facilitators to guide the community as they manage their own development. This can pose real threats to elite groups, or institutions with an authoritative style (Swanepoel, 1997: 7).

The goal of development is not only to relieve poverty, but to release people from the deprivation trap. Therefore, another principle of community development is the principle of release. The humanistic, holistic approach forces development to be more than only relief or improvement. It must be an effort at total transformation. These transformation efforts attempt to release people from the deprivation trap so that they become free and self-reliant and can gradually improve their situation themselves. Development first frees people from the deprivation trap and then improves their situation. If it improves their situation first, it seldom frees them from poverty (Swanepoel, 1997: 8-9).

Swanepoel (1997: 9,10) states that the community development principle of learning entails that by continuously striving to fulfil their needs, people learn to realise their objectives more easily. The responsibility of learning must be distributed between the community and the developer. It is not a situation where one person teaches another, but where everyone is a student of the situation. The developer comes to the community with an open agenda and a willingness to become involved in the people's development. A bottom-up learning process evolves from this coming together of the community and the developer. However, this can become problematic for developing organisations since it leaves the developer vulnerable.

The principle of the adaptiveness of community development, as it is called by Swanepoel (1997: 10-11), is closely related to the principle of learning. Adaptiveness requires that the developer, together with the community, learn as they go forward. Short-term, trial-and-error planning and implementation, as well as fluid and adaptable management, are needed. Fieldworkers should be given greater freedom and they should be trained very well to handle the increased responsibility that comes with greater freedom (Swanepoel, 1997: 10-11).

Swanepoel (1997: 12,13) concludes that the principle of simplicity implies that all the above-mentioned principles of community development, as well as the humanistic nature of development, are jeopardised by large, complex and sophisticated projects. The author recommends that projects be kept as simple as possible in order to be able to apply all of the principles of development mentioned in the previous section.

2.1.1.3 The process of community development

Since community development is a process aimed at the improvement of the quality of life of the community, it is possible to differentiate between the various stages of the process.

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Barnard (1989: 82) states that the stages of the process of community development vary and that they are endless. For the purpose of this study the stages of community development will be discussed according to Barnard's integrated discussion (1989:83-88), Groenewald and Van Wyk's discussion (1995:14-26), as well as Swanepoel's discussion (1997).

Groenewald and Van Wyk (1995:14) define the process of community development as the conscious or unconscious, willing or unwilling movement from the identification of a problem or need to the resolution thereof or the achievement of a goal within the community.

Table 2.1 provides an integrated summary of the different phases of the process of community development as identified and discussed by Barnard (1989: 83-88), Groenewald and Van Wyk (1995:14-26), and Swanepoel (1997). Although differently named and divided by the authors, the process entails the same actions.

Table 2.1: Schematic presentation of the process of community development

Phases	Groenewald & Van Wyk	Swanepoel	Barnard
Phase 1	Realisation	Contact making	
Phase 2	Situation analysis	The survey	Exploration and problem identification
Phase 3	Determining of problems, needs and priorities	Needs identification	
		Resources identification	
Phase 4	Planning	Planning	Analysis and planning
Phase 5	Implementation	Implementation	Programme implementation
Evaluation	Evaluation	Evaluation	Evaluation
			Termination or follow-up

The first phase, realisation, is the phase in which someone from inside or outside the community becomes aware of a specific problem within the community. The ideal is for a person within the community to become aware of a problem in the community and to decide to take action to solve it. However, in practice, development is usually initiated by someone from outside the community who sees a specific need in the community or decides to determine the needs of the community and how to address these needs together with the community (Groenewald & Van Wyk, 1995:15).

Swanepoel (1997:73) integrates the realisation phase into the contact-making phase. In this phase a person from the outside enters the community to help them identify their needs and to find solutions. During this phase the community gets to know and accept the outsider and the outsider gets to know and accept the community. Together they become aware of the specific needs of the community. Both Groenewald and Van Wyk (1995:15) and Swanepoel (1997:78-79) state that this phase leads to the formation of an action group from the community that will work in co-operation with the outsider in the following phases of the process of community development. Barnard (1989: 83) does not include this phase, where the outsider

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enters the community, in the process of community development, but refers to the exploration and problem identification stage as the first phase.

According to Groenwald and Van Wyk (1995: 16) the situation analysis forms phase two. There is, however, an overlap between the first and second phase as the developer (outsider) informally gets to know the situation when entering the community. The survey is regarded by Swanepoel (1997:95) as a separate phase. Groenewald and Van Wyk (1995:16-18) states that the community developer compiles a community profile in this second phase through gaining information from community documents, conversations with community leaders and surveys among community members as well as through observations of the community. The members of the community know their situation best and interest and acknowledgement from outside increases the community's feeling of worth and improves their willingness to participate. This exploration and problem identification phase is characterised by the gathering of information regarding all aspects of the community in order to be able to effectively identify the community's problems. The profile gives an overview of the community, the specific problems of the community and the possible resources which can be used in finding a solution to the problem and in developing the community (Barnard, 1989: 83).

During the third phase, problems, needs and priorities are determined by the community and the community developer (Groenewald & Van Wyk, 1995: 18; Swanepoel, 1997: 108). This is included in the exploration and problem identification phase as identified by Barnard (1989: 83). From all the information gained, the community's problems and needs must be studied further in order to determine priorities that need attention first. Groenewald and Van Wyk (1995:18-19) refer to three different types of needs, namely felt, real and induced felt needs. Felt needs are needs that the community initially identify themselves. Real needs are needs derived from more objective facts about the community's problems. Induced felt needs are the eventual conclusion about the problems and priorities after the community have been exposed to the facts, have thought it over and have finally accepted it as their own.

Although Swanepoel (1997:123) adds another phase called the resources identification phase. It coincides with Barnard's (1989:83) exploration and problem identification phase. The problem must be thoroughly described. During this phase, four types of resources, namely natural, manufactured, human and organisational resources are identified. These resources can then be used in solving the community's problems.

The planning phase, phase four, entails converting priority problems and needs, identified by the community and the community developer, into objectives and to find possible solutions for them (Groenewald & Van Wyk, 1995: 19; Swanepoel, 1997: 149). Barnard (1989: 84) combines the analysis and planning in one phase. All the identified resources and all possible solutions must be listed, the best suited solution must be decided on and the different tasks regarding the solution must be identified. The identified needs, objectives and resources are thus put together to form a plan of action consisting of logical, consecutive steps. The task group does this together with the community developer and this requires certain skills that are learned and applied during this phase (Groenwald & Van Wyk, 1995: 19; Swanepoel, 1997: 149; Barnard, 1989: 84).

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During the fifth phase, namely the implementation phase, the community developer, together with the action group, organises labour, money, time and means to achieve the planned objectives. The action group should have full control over the project, be able to take initiative and act independently (Groenewald & Van Wyk, 1995:23; Swanepoel, 1997: 162 & Barnard, 1989: 85-86).

The evaluation phase takes place to determine to which extent the objectives are achieved, what the quality of this achievement is and which adaptations should be made during the implementation phase. Evaluation should not only be done at the end of the project to determine its success. Evaluation is central to the development process and should be part of every phase in the process. The processes as well as the results should be evaluated (Groenewald & Van Wyk, 1995:24). Barnard (1989:86) argues that monitoring is done throughout the phases of the process to gather information to be used later in the evaluation of the process. Groenewald and van Wyk (1995:24) states that during this phase it is determined whether the project should be terminated (if it is not achieving its objectives) or seen as completed (if the objectives have been successfully achieved) or decided whether it should be continued. Barnard (1989:87), however, sees this as another, final phase in the process of community development. If the evaluation shows that the objectives have been satisfactorily achieved it would be terminated, otherwise if it shows that additional problems or shortcomings have been identified, it would be followed up or continued.

2.1.1.4 Government's role in community development

Bruce and Lister (2001: iii) argue that a government has an important role to play in community development. Government can do this through developing a positive climate for business by preventing that regulations and taxes hinder business growth and that trade barriers limit opportunities. Furthermore a government can establish strategic foundations for business to expand and provide opportunities for human resources development and the development of new technologies. Government can further contribute through the delivery of efficient programmes and services by eliminating the duplication of programmes and providing "one-stop shopping centres" for access to government's services. By investing in sectors which can create wealth and jobs, as well as by working with and for the community to help identify information, resources and expertise, rather than serving as gatekeepers of programmes, governments can act as enablers of community development.

2.1.2 Rural community development

Rural development was initially described as an initiative to improve the economic and social life of a specific group of people, especially the rural poor, who include small-scale farmers, tenants and the landless people (World Bank, 1975: 3; Jeppe, 1986: 42). It is the result of quantitative and qualitative transformations that take place in a rural population. This results in the raising of living standards and in favourable changes in the low-income populations' way of life. This can make the process of development self-sustaining (Condé, Paraiso & Ayassou, 1979: 31-32; Lele, 1979: 20).

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Jeppe (1986: 43) refers to common features and the differences between agricultural and rural development by referring to Condé, Paraiso and Ayassou (1979: 32). These authors state that all agricultural development may be regarded as rural development to the extent that more than 70% of the rural population is engaged in agricultural occupations. Agricultural development programmes only aim at improving the technical conditions governing productivity. Rural development is concerned with employment problems as well, and with progress in social services, with the rural way of life, and the creation of infrastructures.

According to Groenewald (1989) rural development cannot be seen as equivalent to community development, but rather that community development can enhance rural development. The combination of the two, rural community development, should then be used for the most effective development of communities in rural areas.

It is therefore necessary to look at rural communities where rural community development takes place.

2.2 RURAL COMMUNITY

The definition by Baker (1999:89) in the Social Work Dictionary for a community is "a group of individuals or families that share certain values, services, institutions, interests, or geographic proximity".

Jonassen (1959: 20) gives the following definition:

> *A community is a group integrated through a system of spatially contingent, interdependent biotic, cultural, and social relations and structures which have evolved in the process of mutual adjustment to environmental situations. It is a spatial group wherein the effects of interdependence and integration are made evident by the community's consciousness of unity and its ability to exercise adequate control over social, cultural and biotic processes within its boundaries.*

Groenewald and Van Wyk (1995: 7) note that a community can be defined in various ways. These authors as well as Lelaka (1999: 6) define it as a group of people living in a limited **geographical area**, such as a specific town or even a neighbourhood in that town; share the same **basic interests**, for example a group of business people or the parents of children in a specific school; and can be distinguished in terms of their **needs**, for example the receivers of a disability grant or a group of single parents.

Rubin and Rubin (2001: 97) add two more characteristics of a community to this definition. These authors refer to solidarity communities which are formed on the basis of the bonds that people share because of ascriptive ties, namely ties based on place of birth, common cultural belief, religious heritage or racial background. These authors further refer to community as a set of obligations and responsibilities that people

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assume when they are willing to help one another. These bonds may pre-exist as within solidarity groups or they are formed when people work together to achieve a common goal.

In geographically demarcated communities different interdependent sectors can be distinguished. These sectors are the economic sector, for example agriculture, industries, retail and the informal sector; the physical sector, for example housing, infrastructure, nature conservation, town development and services; the political sector, for example local government, citizenship development, management development, leadership development, political expertise and the development of specific political structures; and the social work sector, for example culture, health, education, recreation, social welfare and church and organisatory development. These sectors have to be included in development as far as possible, depending on availability and the specific community's unique circumstances (Groenewald & Van Wyk, 1995: 7-8).

Lelaka (1999: 6) refers to Cohen (1985: 9) who states that a community is a micro-social and cultural entity, and to Sergiovanni (1994: 9, 54) who defines a community spirit as a sense of belonging. He states that people of a community have a bond with each other that is not dependent on what they get from each other, unlike in a society where the bonds are contractual and artificial and can collapse at any moment.

Kamper (1989: 2) defines a developing community as a community that is going through the pre-modern or traditional phase of socio-economic development and subsequently experiences adjustment problems to modernising influences and governing socio-economic demands.

The approach of rural community development, together with the context in which it takes place, namely the rural community, forms the context in which community associations and community centres function. The concepts of community associations and community centres will be discussed in the following section.

2.3 COMMUNITY ASSOCIATIONS

Twelvetrees (1976: 1) defines a **community association** as an organisation from as little as a group of neighbours canvassing for better amenities to a big bureaucracy with various local interests at heart. This association manages a community centre and satisfies cultural, educational and social needs.

2.3.1 The purpose of community associations

According to Twelvetrees (1976: 2), the National Federation of Community Associations summarises the aims of a community association as to promote the feeling of community, to provide opportunities for leisure-time activities, to see to it that gaps in the provision of community services are attended to and to manage the community centre. It further aims to provide a basis and training for democracy, to bring other organisations in the neighbourhood together, to bring individuals in the community together and to provide a collective voice for the neighbourhood.

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In practice an association often grows out of a group of people that get together to reach a specific goal, most probably one of the above-mentioned. They then gradually see the need to develop additional activities, but few associations succeed in achieving all of the above-mentioned aims (Twelvetrees, 1976: 2).

2.3.2 Formation models

There are two models according to which community associations are formed. In the first model, the grass-roots self-help model, residents of an area come together spontaneously to satisfy a shared felt need. The second model is based on intervention from the outside. An individual, or a voluntary or statutory body sees a need within the community and forms an association within the community to satisfy that observed need. This has an extensive effect on the evolution of the association since the degree of community participation in formation determines their amount of ownership of the association. In the grass-roots self-help model the community itself takes the initiative in their development. They take ownership of it more readily and therefore participate more. The model based on outside intervention, on the other hand, creates a view of the association as something that is imposed by authority or an alien group (Twelvetrees, 1976:138).

2.3.3 Activities and services provided

The activities of a community association are very wide. According to the National Federation of Community Associations (1969: 7-8) they can be classified into the following categories: educational, social, recreational, cultural and others concerned with the social welfare of the community. The main purpose of the association is, however, the establishment of a community and the community centre supplies a means whereby it can take place. The community centre can be used daily for different activities. The community association house their members' activities there, but should encourage other associations in the community to use the centre's facilities as well. These other associations within the community should affiliate themselves to the community association, so that they can think about the communities needs together and be a representative voice for the community (National Federation of Community Associations, 1969: 7-8).

2.4 COMMUNITY CENTRES

A **community centre** is the home of a community association and should be the focal point of the area it serves. It is used by the members of the association and by other organisations that meet or host activities there (National Federation of Community Associations, 1969: 7-8).

Van Heerden (1998: 8,9) refers to Peres (1993: 10) who emphasises that a community centre is a facility in the community where all the actions taking place in the community can be co-ordinated. This concept of community centres has taken root especially in Israel where it is a common phenomenon. There the centres strive towards bettering the living standards (quality of life) of the community. The activities presented by these community centres vary according to the needs and values of the community served by the centre (Van Heerden, 1998: 1).

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2.4.1 The purpose of community centres

The main purpose of a community centre is to enable the community association to create a sense of community in the neighbourhood, as well as to provide accommodation for the activities of its members. It should become the focus of the life of the community (National Federation of Community Associations, 1969: 7).

Van Heerden (1998: 1) defines the purpose of community centres as providing recreational facilities for the members of the community. However, community centres that follow a more holistic approach concentrate more on the total functioning of the members of the community to improve their living standards.

Bester (2000: 72-73) refers to a conference document where the processes and structures of "community development centres" were described as being similar to that of the community centre concept. It describes the purpose and functions of community centres as linking community needs to resources; developing the abilities of communities to be independent and able to respond to their own needs; stressing accessibility, tolerance and political neutrality; and forming a basis for community development.

Most community centres specifically aim at improving development and making social services accessible to all the members of the community. This is sometimes expanded to the offering of services by the local, provincial and national organisations, as well as non-governmental organisations, community-based organisations and services of the private sector. Community centres aim to identify the needs of the community in order to inform government agencies and the non-governmental organisations so that they can react to the identified needs more effectively (Groenewald, 2000: 17-18).

The centre does not only serve as a gathering place for organisations, but as a place where anyone from the community can go for advice and counselling on various personal matters (Ghedai, 1997: 279). According to Campbell (1945: 6) a community centre should be a comfortable, appealing and informal place that people find appropriate and stimulating in order for it to achieve the above-mentioned goal.

2.4.2 The functions of community centres

The functions of community centres differ according to the needs and circumstances of the local community. One of the main functions of community centres is to host various activities in order to reach their specific goals. The National Federation of Community Associations (1969: 8) mentions that community centres should be equipped with rooms where the various activities can take place. These facilities should be used by other organisations in the community as well.

Campbell documented the concept of community centres as early as 1945. The features and problems that the author mentions seem to correspond with the current situations mentioned in later sources. This study therefore refers to Campbell (1945). The author identifies some of the activities that can be presented at community centres as organised group activities, aid-giving activities, work activities, opportunity activities

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and activities in conjunction with other institutions (Campbell, 1945: 5-6). Viszket (1997: 286) supports this statement by saying that community centres should provide activities for people in all stages of life.

From a research report entitled *Multi-Purpose Community Centre Report*, compiled by Benjamin (1998), findings indicate that the services offered by community centres can be classified in clusters. These clusters are social services, economic services and education and training services.

The social services being offered are medical support and community health programmes, information and advice on legal matters and human rights, community development projects, human support programmes, provision of government information to the community, and family and marriage counselling.

The economic services offered are self-employment skills and handicrafts, business counselling, directories on services and organisations within the community, help with curricula vitae and application letters for employment, telephone, computer, fax and photocopy services, as well as strategic information to business people.

The education and training services offered are adult education programmes including literacy and numeracy, educare and school readiness programmes, department of labour training, statutory skills training and commercial training, facilities for Saturday schools, studying facilities and access to information (Benjamin, 1998: Appendix 2: 1-235).

2.4.3 Historical overview on community centres in South Africa

Although it was not an entirely new phenomenon, the community centre concept aroused great interest in South Africa during the period following the democratic elections in 1994. This was evident from the many seminars and documents on community centres that appeared at the time. However, the documents on community centres for the period 1994 to 1999 give little information regarding the history of these centres, or the contribution these centres have made to the development and functioning of many communities, while more recent documents concentrate mainly on the potential contributions these centres can make (Bester, 2000: 77).

2.4.4 Different forms of community centres

Different forms of community centres are mentioned in the literature. They are described here since their purposes and functions are applicable to community associations as used in this study.

Bester (2000: 72) states that the community centre concept is ambiguous and is subject to various interpretations. This is reflected in the various names given to centres that offer any form of community service in the literature, e.g. “community colleges”, “adult learning centres”, “community information centres”, “community development centres”, “community learning centres”, “community resource centres”, “community service centres” and recently “knowledge centres”. The names given tend to depend on the dominant focus

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and services offered by the centres. The phenomenon is found in many developed and developing countries and is not a concept limited to South Africa (Bester, 2000: 71).

In the USA the concept of **neighbourhood centres** is used. Although these centres were mainly established in neighbourhoods with great economic and social needs, their services were extended and they are used effectively in neighbourhoods with varying economic levels (Hillman, 1960: 1-3). These neighbourhood centres strive to decrease the speed and extent of physical and social change in American cities. The unique characteristics of American neighbourhood centres are that they are rooted in a geographical neighbourhood or district. Activities are aimed at understanding the neighbourhood, developing its potential and helping to obtain necessary services, while also helping the neighbourhood to associate with the broader community. Services rendered at these centres are concerned about the members of the family and try to give them opportunities to reach their potential for satisfying lives at home, in the neighbourhood, the wider community and the nation. Improved relationships between individuals and groups with different backgrounds are aimed at. Experimental and flexible, as well as newly-developed methods and programmes are implemented to satisfy specific needs. Early warning signs of change in community and national life are given and used to improve living standards and protect the nation's social heritage. These centres are instruments for the growing of citizenship in a neighbourhood.

The establishment and use of **learning centres** worldwide is another phenomenon that has grown over the past 20 years in all sectors. These centres come in a wide range of sizes, shapes and configurations, from a cabinet of learning materials to a multi-storey building with many computers linked to the Internet. A learning centre could therefore be described as a collection of learning materials (books or computers linked to the Internet) available for use and self-study by community members or the employees of a company (Clarke & Walmsley 1999:37-41). A community association can therefore establish and manage a learning centre as part of their service to the community, or they can house a small learning centre within a community centre.

Multi-purpose community centres seem to be a buzz-word in community development these days. Thanjekwayo (1998: 10) refers to multi-purpose community centres as structures which enable communities to manage their own development. These centres provide access to appropriate information, facilities, resources, training and services. In all cases the sharing of facilities and the synergy of the providers should result in more cost-effective and efficient provision of services. A range of services as defined by the needs of that community can thus be offered.

According to Thanjekwayo (1998: 10) the roles of multi-purpose centres can be outlined as follows: They can serve as information centres where the community can get information on a variety of issues. Secondly, they could be government information centres where the community can access government information, or they can serve as offices for local councillors. Thirdly, they can be training centres offering skills training. Fourthly, they could give support to small businesses. Lastly, they could give an integrated delivery of a range of government services.

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Bester (2000: 8) refers to multi-purpose community centres as the term most commonly used for centres offering services to the community. The author refers to Benjamin (1998: 43) who describes these centres as structures that enable communities to manage their own development, and give access to resources, information, facilities, training and services. The services that they provide vary and depend on the communities' needs and priorities. This includes community information centres, government information centres, education and training facilities, resource centres, small business support and developmental and entrepreneurial services.

Benjamin (1998: 5) further states that the term *multi-purpose* refers to various sectors that offer services such as information, adult basic education and training, small business development, health, culture, housing, various types of employment, welfare and social interaction. The staff members within these centres are usually information and facilitation officers with a variety of skills.

Bester (2000: 7) refers to **community learning centres** and uses the same definition as Mokgatle (1995: 5), namely that community learning centres can be described as any venues where community education programmes, selected according to the expressed needs of the community, are presented by institutions or Non-governmental Organisations (NGOs). The centres can be located in any public building that is accessible to the local community. Their main characteristics are therefore that they are flexible, responsive to local needs and use available resources and infrastructure creatively and efficiently.

The term **community colleges** originated in the USA. This model was brought to South Africa in 1990 by the Independent Education Foundation, after investigations and recommendations by governmental agencies. The model was aimed at the South African situation and the needs of specific, place-bound communities. It was introduced as a possible solution for the educational system and an outcome for the millions of South Africans failed by the formal system. The main aim was to provide flexible community colleges driven by the needs of the community and the participation of community organisations and local employers. Formal and non-formal education had to be provided and it had to be accessible to everyone in the community. The focus was on technical skills needed by the labour market or that could enable people to run their own businesses. Courses had to be accredited by formal educational institutions in order for students to receive acknowledgement and to be able to move freely between community colleges and formal educational institutions (Venter, 1996:1-13).

Since 1991 the South African ministry of education has rationalised and restructured many colleges of education into community colleges. Since then community colleges have been springing up all over the country. They are seen as central to community development. They offer a variety of programmes at different levels and aim at satisfying the needs of the community (Mangoma, 1999: 1-2).

A community college should respond to the needs of the community, especially to their learning needs, and provide the community with a wide range of courses and opportunities (Venter, 1996: 11).

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2.4.5 Constitutional models of community centres

Benjamin conducted research for the National Information Technology Forum on multi-purpose community centres. The Multi-Purpose Community Centre Report was consequently drawn up (Benjamin, 1998). This report (Benjamin, 1998: Appendix 2: 1-235) gives information on the way in which some community centres in South Africa are constituted. Bester (2000: 82) calculated the percentages of centres that have chosen certain ownership models and accountability structures from the data in Benjamin's report. These percentages for the different legal and ownership models are portrayed in Table 2.2 as adapted from Bester (2000:82).

Table 2.2: Legal ownership models

Registered as a trust on their own	3%
Registered as a trust affiliated to an NGO	8%
Registered as a close corporation	3%
Registered as a Section 21 Company	16%
Registered as an NGO	46%
Unregistered and classified as informal organisations	3%
Listed as being "None"	6%
Listed as being "Other" organisations:	25%
a church or affiliated to a church	
a community-based organisation	
a local council and municipal authority	
the Salvation Army	
a Chamber of Commerce	
missionary agencies	
university affiliated organisations or agencies	
entities affiliated to public education institutions	
registered fundraising organisations	
institutions affiliated to a library association	

(Bester, 2000: 82)

The above percentages do not add up to 100% since the community centres can fall into more than one of the listed categories.

Bester (2000: 82) mentions the different types of accountability structures. Some centres have a constitution (83%) and others have a management committee (80%). A centre can have both at the same time (Bester, 2000: 83).

2.4.6 Problems that limit effective functioning

Community centres experience problems stemming from an inability to attract funding. This is largely due to current government requirements that external funding must be channelled through the state coffers (Bester, 2000: 80).

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Benjamin's findings (1998) were used to support Bester's argument that problems stem from a lack of sustained funding. A lack of telecommunications and resources and transport, as well as reduced funding for services, contributes to the problems (Bester, 2000: 81).

According to Bester (2000: 80) centres also experience problems in adapting to changing circumstances. Services are in many cases narrowly focused and do not correspond with community needs. It is necessary for the centre to be responsive to changing community needs and circumstances.

Benjamin's findings (1998: Appendix 2: 1-235) suggest the sharpening of managerial and administration skills and the automating of managerial and administrative functions through the use of computers to ensure that community centres adequately respond to emerging needs (Bester, 2000: 81).

2.5 COMMUNITY NEEDS

In a discussion of needs, the most well-known model is probably Maslow's hierarchy of needs, which was formulated as early as 1954. This model illustrates needs in a hierarchical order as indicated in Figure 2.1:

Figure 2.1 Maslow's hierarchy of needs (Maslow, 1970:38)

According to Maslow (1970: 38) people are motivated by unfulfilled needs. People have to start at the bottom of this needs hierarchy and fulfil lower needs first before higher needs can be addressed, until self-actualisation is achieved. These lower needs that stand in the way of self-actualisation cause people to act selfishly. After the fulfilment of physical and security needs, the need for love, acceptance and belonging arises (Maslow, 1970: 43). This can serve as motivation for some people to join a group or to participate in community activities.

The next need on the hierarchy is that of self-image. This can be divided into two types. The first type is the need for achievement, self-respect leading to self-confidence, the mastering of a task as well as independence and freedom. The second type is the need for status, identified as receiving attention and

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acknowledgement from others, as well as importance and appreciation (Maslow, 1970: 45). People who join groups to learn certain skills can be classified into this level of need fulfilment. After mastering a skill the need for acknowledgement from others will arise.

The need for self-actualisation refers to the desire for self-fulfilment. It is the need to achieve all the potential locked up in each individual and to become everything that one is able to be (Maslow, 1970: 46). People who have reached this level are likely to become leaders in their communities and inspire other members of the community to reach self-actualisation.

It can be argued that the Basic Human Needs approach as described by Crosswell (1981: 3) captures the needs hierarchy of Maslow (1970) and that hierarchy forms the basis for the approach. This approach flows from the assumption that the eventual aim of any development strategy is to achieve a sustainable improvement in the material well-being of individuals (Crosswell, 1981: 2; Ghai, Khan, Lee & Alfthan, 1977). The approach focuses on the tangible necessities of life such as food, water, clothing, housing, health and education. The less tangible needs, such as a sense of independence and self-actualisation, are seen as more difficult to define and to fulfil (Crosswell, 1981: 3).

Kamper (1989: 70), as well as Witkin (1984: 8) differentiate between two other paradigms wherein the concept of *need* can be approached. The first approach is the problem-solving approach. Stufflebeam, McCormick, Brinkerhoff and Nelson (1985: 12) define need in this paradigm as something that is necessary or useful for the fulfilment of a defensible purpose. The authors state that this definition is broader than just the difference between observed and desired states of affairs. The definition is based on the assumption that needs do not exist *per se*, but are the outcomes of human judgments, values, and interactions within a given context.

Kaufman and English (1979: 8) propose the discrepancy approach, which sees a need simply as a discrepancy between a current and an ideal state of affairs. Kamper (1989: 70) refers to Bowers (1976) who defines a need as the lack of something which, according to the best information available, is necessary for self-actualisation of individuals for the improvement of the quality of life in the community.

Knowles (1980: 88) also uses the discrepancy approach when defining educational needs as the gap between the present level of competencies and a higher level required for effective performance. It is therefore the difference between the educational aspiration and the reality. The author uses the following diagram to illustrate the discrepancy approach to needs (see Figure 2.2).

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Figure 2.2: Illustration of discrepancy approach (Knowles, 1980: 88)

Kamper (1989: 70) further states that the normative dimension of a need is of cardinal importance. This is in accordance with Kunstel (1978: 220), Jarvis (1985: 65) and Monette (1979: 84). Kunstel (1978: 220) states that a need implies a deficiency or something to be corrected and explains that this immediately necessitates value decisions, such as how things **should** be. Jarvis (1985: 65) expands on this by stating that there are two criteria for a need to exist, namely that there is a norm and that it has not been achieved. Monnette (1979: 84) supports the idea and states that it is apparent that the concept of need has no meaning without a set of norms and that it is therefore impossible even to identify needs without them. The author adds that needs are not mere empirically determinable facts, but that they are complex value judgements.

Needs are thus determined by the context and the normative dimension in which it exists. It is thus very important to take this into account when identifying or addressing needs.

It is possible to differentiate between extrinsic and intrinsic needs. Extrinsic needs (also referred to as prescriptive, normative or comparative needs) are needs that are defined by some measure. Intrinsic needs (also referred to as felt or expressed needs, wants or desires) are individual needs or desires arising from interests (determined by personality), motives (determined by the situation) and attitudes (determined by experiences). It is known that intrinsic needs have a greater influence than extrinsic needs (Kamper, 1989: 71).

From the above it is apparent that community needs are determined by:

- the judgement of a community's situation according to normative criteria (extrinsic needs) and
- interests, motives and attitudes inherently part of the community (intrinsic needs), which have a greater influence.

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This can be illustrated as follows (see Figure 2.3):

Figure 2.3: The influence of extrinsic and intrinsic needs on community needs

(Adapted from Kamper, 1989:71)

2.5.1 Needs assessment

Groenewald and Van Wyk (1995: 13) discuss two approaches to needs identification, namely the bottom-up approach and the top-down approach. These two approaches are summarised in a schematic presentation (see Figure 2.4) to illustrate the different roles of the different stakeholders, namely the agents (facilitators) and the community, in the process of needs assessment.

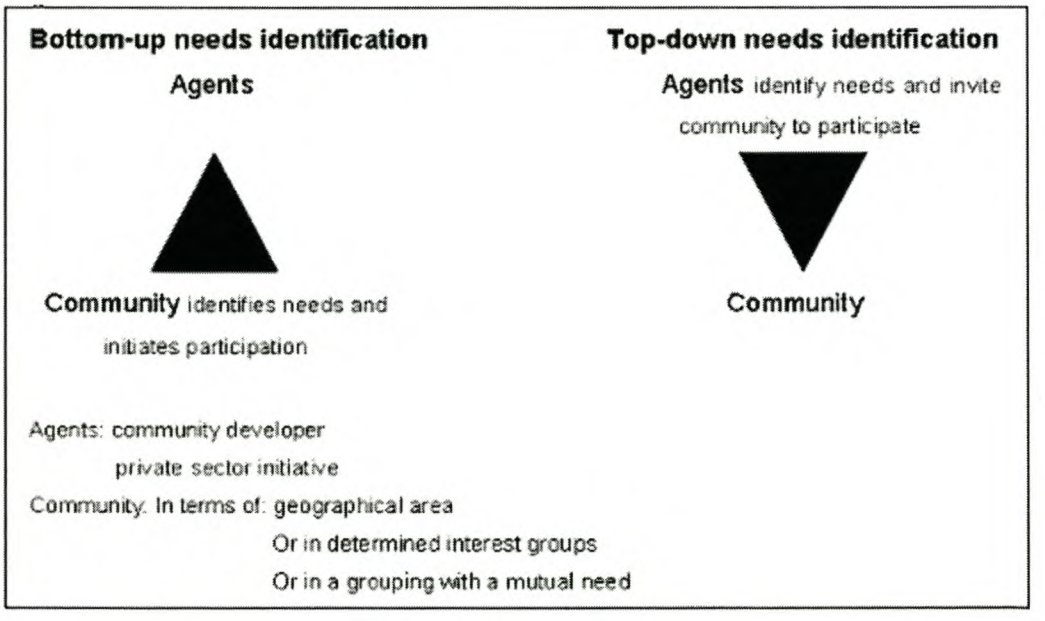

Figure 2.4: Schematic presentation of the bottom-up and top-down approaches (Adapted from Groenewald and Van Wyk, 1995: 13)

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Though the participation of the community in all the aspects of community development is extremely important, it is possible to bring about community participation in cases where the initiative initially originates from an external source.

According to Siegel, Attkinson and Cohn (1977) and also identified by MacDevitt and MacDevitt (1987) needs assessment techniques serve as the eyes and ears of a community that is re-evaluating its services and planning new programmes. Without a systematic way of establishing community needs, an institution will fail in providing needed services while wasting precious resources in the provision of less necessary services.

Needs assessment techniques fall into five basic approaches (Warheit, Bell & Schwab, 1977). They are the key informant approach, the community forum approach, the rates-under-treatment approach, the social indicators approach and the field survey approach. The first approach involves surveying individuals in a position to be especially aware of community needs, for example public officials, clergymen and physicians. The second approach involves attracting a cross-section of the community to small-group meetings, where questions are asked to stimulate discussions, and ideas are systematically recorded. The rates-under-treatment approach involves gathering data from agencies and practitioners to form a picture of community needs through patterns of use. In the social indicators approach descriptive data from local public records about factors such as income, living conditions, age and sex are used to draw inferences about needs. The field survey approach involves the collection of data from a representative sample of people regarding their needs, problems and services they have received. Although the most expensive, this last approach is considered by Flaskerud and Kuiz (1984) and Warheit et al. (1977) as the most valuable.

> *Although the survey approach is not the only useful one for needs assessment studies, it is, when done correctly, the most scientifically valid and, hence, the best for assessing needs and care patterns and for evaluating and restructuring service programs.* (Warheit et al., 1977: 40)

2.6 COMMUNITY EXPECTATIONS REGARDING ACTIVITIES OFFERED AT CENTRES

The concept of community expectations as such is not dealt with in the available literature. The term *expectations* is defined as the "firm belief that something will happen; hope of gaining something or that something will happen" (Crowther, 1992: 311). The Oxford English Dictionary (Simpson & Weiner, 1989: 557) further defines the term as "...forecasting something to happen, or anticipating something to be received; anticipation; a preconceived idea or opinion with regard to what will take place...the looking for something as one's due; what one looks for or requires, one's (mental) demands". Dafel (1993: 7-8) gives similar definitions for the concept.

Community expectations can therefore be seen as that which the community anticipates or hopes to happen or receive, what they require or demand. When applying this definition to community associations and centres, a community's expectations of a community association and centre can be seen as that which the

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community anticipates to happen at, or receive from the community association and centre, as well as what they require or demand from the association or centre.

Community expectations should, however, not be confused with community needs. When the community expects something from the association or centre, it does not necessarily mean that they personally experience that as a need. They only anticipate that the association or centre should provide it and therefore possibly perceives it as a need within the rest of the community.

The presentation of training and development programmes within communities in order to address the needs (and expectations) within the community forms an integral part of community development and is one of the aims of community associations (Groenewald & Van Wyk, 1995: 12; National Federation of Community Associations, 1969: 7-8).

The sustainability of the activities that follow on these training and development programmes is a very important aspect to be looked at. Research done on the implementation of an entrepreneurial training programme by Perold (2003: 144,145) concludes that the activities following on training programmes are often not sustainable. The programmes therefore do not succeed in their goals to change the behaviour of a group of people in order to better their situation. Robinson (1994: 8) states that learning or change takes place through a process where the learner actively takes part in all of the phases of the learning process or a programme, in order for new behaviour to be learnt. Swanepoel's (1997: 4) second principle of community development, namely participation, as well as Groenewald and Van Wyk's (1995: 7) reference to increased sustainability through participation, discussed earlier in section 2.1.1.2, also supports this argument. This is also suggested by Templeton and Van Wyk (1999: 75-76). These authors state that community participation and involving the community in the decision-making process at grass root level, gives participants a sense of responsibility towards the development project.

Edwards (2000: 69) states that for education to be sustainable and contribute to sustainable development, it must respond to the needs of the learners. These two prerequisites for sustainable learning or programmes is also emphasised by Nel (2000: 49, 51, 52, 64, 65) who states that when local government launches community development initiatives to improve the quality of life of local communities, government has to meet the needs of these communities and actively engage the communities in all the phases of the development projects to ensure the sustainability of these projects and the actions intended to result from these projects.

It can therefore be argued that community participation and the meeting of community needs are the two building blocks for the sustainability of development projects and the activities that follow from these projects. Meeting participants' specific training needs and expectations of training and development programmes, as well as involving them in all the phases of the programmes can possibly contribute to the increased sustainability of the activities following from these programmes.

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In this chapter an overview of the literature framework underlying the study was given. Rural community development and the notion of rural community, that creates the context in which community associations and community centres function, was discussed. The purposes and functions of community associations and centres as it relates to the study were discussed. The concepts of community needs and expectations were reviewed and lastly the sustainability of activities following on training and development programmes based on community needs were referred to.

Although the available sources are dated they still form the basis for thought on the specific concepts. More recent sources are not as applicable to the study, for example recent sources on community associations and centres include mostly casestudies and do not refer to the theory underlying the functioning of community associations and centres.

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CHAPTER 3
METHODOLOGY

In the previous chapter the literature related to the study was discussed to provide a theoretical framework for the study. This chapter describes the procedure followed during the study in order to achieve the main goal of establishing whether the Rural Community Association in Darling (Darling Focus Association) and the services, activities and programmes presented in the Darling Focus Centre comply with the needs and expectations of the rural community.

The research design of the study is a randomised cross-sectional survey design. This is one of two types of quantitative-descriptive designs as described by Fouché and De Vos (2003: 142,143). Data was gathered according to the survey procedure through documentary analysis and structured interview questionnaires (O'Leary & Dowds, 2003: 250).

The procedure of the study is described according to the sequences of the different phases: gaining access to the field, procedure for data collection, and data analysis.

3.1 GAINING ACCESS TO THE FIELD

This study follows on recent research projects completed, through the collaboration of the Department of Consumer Science's DARE programme and the Darling Focus Association, by Bester (2002); Le Roux (2003) and Langenhoven (2004). The tendency that activities following training and development programmes ended after the facilitator had handed the programme over to the community was documented in these studies. From this information the programme managers of the DARE programme identified a need to investigate whether the Association and Centre were complying with the needs and expectations of the Darling community. The project managers then met with the management committee of the Darling Focus Association and communicated the problem and the possibility of such a study to them. The Darling Focus management committee reacted very positively to the suggestion and communicated that they themselves had identified this problem and the need for such a study and that they welcomed the offer by the DARE programme to conduct the proposed study.

An agreement was reached to conduct a study in the Darling community and in the Darling Focus Association and Centre to establish whether the Rural Community Association and the services, activities and programmes presented in the Centre complied with the needs and expectations of the rural community. The management of the Darling Focus Association acted as gatekeepers to the community and provided permission to do the research. This is in accordance with Hammersley and Atkinson (1995: 34, 63, 64) who advise that a researcher should gain permission from gatekeepers before entering a community for research.

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3.2 PROCEDURE OF DATA COLLECTION

For the purpose of this study an analysis of the context was done to contextualise the study clearly. In order to conduct the survey, random samples of the possible stakeholders of the Darling Focus Association and Centre were selected. Measuring instruments were designed, pilot tested and administered.

3.2.1 Context analysis of the Darling Focus Centre

A document analysis was used for data collection during this phase. Documents analysed included reports of previous research (Bester, 2002; Le Roux, 2003 & Langenhoven, 2004), the constitution of the Darling Focus Association (Darling Fokus, 1998: 1-20), as well as documents of the Swartland Municipality, containing demographic information on Darling. The document analysis was further supplemented by field notes of informal discussions with members of the Darling Focus Association's management committee, as well as agendas and minutes of two management meetings attended by the researcher.

This study formed part of the DARE research and the previous studies documented the context where this study took place thoroughly. Therefore documents of the Darling Focus Association were only studied to establish which services, activities and programmes the Association were presenting at the Darling Focus Centre to the community at the time of the research (objective 1.3.2.1). Information about these services, activities and programmes was used to identify activities from which sampling of the participants was done as described in 3.2.4.1. This study further refers to statistics that have changed since previous research was done.

The survey procedure was chosen to gather data for objectives 1.3.2.2 to 1.3.2.6, since it is apparent from the literature that it is the most statistically valid and therefore the best approach for assessing needs (Flaskerud & Kuiz, 1984; Warheit et al., 1977: 40). In the words of O'Leary (2003: 301) "The social survey is one of the best known and most widely used approaches to investigation in the social sciences." It is mainly associated with the questionnaire, which is the most common technique for data collection through a survey (De Vaus, 1996: 5). The survey enables data to be collected about a relatively large number of respondents and allows for comparisons between these respondents. When a representative probability sample is used for the survey, the results can be generalised to the entire population. Critique against the survey procedure is that it pays too little attention to the fact that all respondents do not have the same understanding of the questions asked. Furthermore, non-response to the survey introduces bias into the sample and generalisations to the population are less confident. There are three main types of surveys, namely personal interview surveys, postal surveys and telephone surveys (O'Leary, 2003: 301-303).

For the purpose of this study personal interviews and postal surveys were used. Surveys with personal interviews allow for more complex questions to be included in the questionnaire design. This strategy also increases the rate of participation and of completion of the questionnaires. Furthermore, it overcomes the problem of respondents who are illiterate. This is a problem in South Africa, especially in rural areas (Babbie

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& Mouton, 2001: 249). The bias of interviewers may, however, have a negative effect on the data. It is also time-consuming and expensive. Postal surveys are much less expensive and they allow for greater anonymity. There is, however, the problem of increased non-responsiveness (O'Leary, 2003: 303).

The survey in this study included three different target groups. Three questionnaires were designed, tested and administered. Firstly, a community questionnaire was administered to a random sample of the entire Darling community by a group of interviewers. Secondly, a management questionnaire was administered to the entire management committee. Thirdly, a participant questionnaire was administered by the researcher to a random sample of the participants in activities offered at the Centre.

3.2.2 Sample selection

Three groups of possible stakeholders were identified and a sample of each group was selected. These groups included the community, the management committee of the Darling Focus Association and participants in the activities of the Centre.

3.2.2.1 Community sampling

To establish the community's expectations and views on the Darling Focus Association (objective 1.3.2.2), as well as to establish the community's need for services, activities and programmes at the Darling Focus Centre (objective 1.3.2.3), a survey was undertaken in the Darling community using a structured interview questionnaire (O'Leary & Dowds, 2003: 25).

The population of the study was the entire Darling community aged 16 and older living in Darling during the period when the survey was undertaken (excluding the old age home). This defines the study population of the study as well. The researcher decided to exclude the old age home, since the residents there were no longer active members of the community and many would therefore not be able to participate in the activities, services and programmes that the Association offered.

For this survey a systematic sample with a random start was used (De Vaus, 1996: 64-65; Babbie & Mouton, 2001: 190). The primary sampling unit was therefore the various plots to be selected. The secondary sampling unit was a randomly selected household on the plot. The final sampling unit was then the specific person selected randomly, according to age, from the selected household.

The unit of observation was the selected individuals except for one of the questions, where it was the selected household.

According to Statistics South Africa's Census 2001 data, Darling has a population of 7 549. The survey was only conducted under the members of the population aged 16 and older. Unfortunately Statistics South Africa did not have information available on the age distribution of Darling's population since the census was

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undertaken in different wards and Darling falls into two different wards and is grouped together with other towns in these wards. It was therefore decided to calculate the sample size from the total figure of the entire population. A sample calculator from *The Survey System* programme was used that indicated that a sample of 5% of the population would be a representative sample. A sample size of 360 was thus calculated with a sampling error of 5% at a confidence level of 95% (Creative Research Systems, 2003). This sample size is also recommended by De Vaus (1996: 70-73).

The questionnaires were administered to a specific person from a specific household living on a specific plot in Darling. The sampling frame was a map of Darling received from the municipal offices indicating all the plots in Darling. The researcher modified the map by eliminating all possible plots where there were no permanent households. This map excluded businesses, schools, churches, hospitals, the old age home and vacant plots. There were no informal housing areas in Darling at the time of the study as all plots where households lived were indicated on the map and had registered plot numbers.

The number of plots inhabited by households was then counted and this number was divided by the required sample size (360) to determine which plots would be included in the sample. The equation looked like this:

$$\text{number of inhabited plots} / \text{sample size} = 1\,758 / 360 = 4{,}9 \text{ rounded off to } 5$$

Every fifth plot was selected, starting with a random number between one and five. The researcher drew a continuous line through each of the inhabited plots to ensure that all plots had an equal chance of inclusion in the sample. At the starting point of the line the first plot to be selected (a random number between one and five) was marked on the map and then every fifth plot on the line was marked. These were then the addresses where the questionnaires were administered.

It was possible that more than one household lived on the selected plot. When the interviewer arrived at the plot he/she would arrange the households by numbering the main household as number one and numbering the other households according to their distance from the main household. The closest household was numbered two and the one further would be number three. The interviewer then used a Politz frame (see Addendum 1) to determine randomly which household on the plot should be selected. The Politz frame is a grid of random numbers with the number of the questionnaire to be administered on the one axis and the number of households on the selected plot on the other axis. The interviewer ranked the people in the selected household that qualified for an interview (people aged 16 and older) from the oldest to the youngest and assigned numbers to them, with number one the oldest. The Politz frame was used again to indicate randomly which person in the selected household should be interviewed.

If for some unforeseen reason the interviewer arrived at the selected plot and there was no household on the plot, or the selected respondents did not want to participate in the study, the following replacement procedure was followed: The selected plot was replaced by the plot to the left of the selected plot, on the line on the map, when facing the selected plot. If there was no household, the plot on the right of the selected plot, on

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the line on the map, when facing the selected plot, was selected. If there was still no household, then the plot to the left of the plot on the left of the selected plot, on the line on the map, when facing the selected plot, was selected. If there was still no household, then the same was done to the right of the plot to the right of the initial selected plot.

By using this systematic probability sample the researcher ensured that the entire Darling population of ages 16 and older (except for the residents of the old age home) had a chance of being selected. The results of the study can therefore be generalised to the entire population of the study, namely the Darling community aged 16 and older living in Darling during the survey period (excluding the old age home).

Only one person was selected per household. This does not take household size into account and may give a misrepresentation of the data and influence the generalisability. Household size was, however, recorded on the Politz frame for each questionnaire and the effect that it may have had on the data was determined in the data analysis phase.

3.2.2.2 Management committee sampling

To determine the management committee's views on the functions of the Association and the Centre (objective 1.3.2.5), a self-administered questionnaire was developed. The total universum of 11 members of the management committee were included in the sample.

3.2.2.3 Participant sampling

In order to determine the views of the participants in programmes and activities at the Darling Focus Centre, on the functions of the Association and the Centre (objective 1.3.2.6), a questionnaire (Addendum 6) was administered to a sample of the current participants of all the Association's activities and programmes. Only participants 16 years of age or older were included in the sample, this excluded the children's group and the youth group, since they were all younger than 16 years of age.

The selection of the sample from the participants was done by taking a convenience sample. The Association did not have the addresses of participants and the researcher had to rely on the participants' attendance of the activities. Due to time and financial constraints the researcher was restricted to visiting the Centre on three separate occasions when all of the activities took place. All of the different activities are presented on a Tuesday, therefore the three different occasions were three consecutive Tuesdays. All the participants who attended the activities except those who participated in the pilot testing (see section 3.2.4.3), were included in the sample. Therefore the five respondents that pilot-tested the questionnaire on the first visit did not form part of the convenience sample that completed the final questionnaire.

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3.2.3 Design of the questionnaires as measuring instruments

3.2.3.1 Community questionnaire

This questionnaire measured the community's awareness, viewpoints and expectations of the Community Association and Centre, as well as their needs for activities, services and programmes offered at the Centre. The structured interview questionnaire (Addendum 2) comprised of open and closed questions and was designed using a dendrogram (Addendum 3). A dendrogram is a tool developed to aid in the design of a questionnaire, as well as in defining the field of study into manageable concepts and dimensions. It gives structure to the knowledge gained from the literature review on the specific research problem. This tool uses deductive reasoning to break a concept down into its simplest form. Questions are then formulated with reference to the concepts at the lowest branching levels of the dendrogram. The rest of the dendrogram provides the conceptualisation of elements deemed relevant by the researcher for the purpose of the specific study. A similar approach to the developing of indicators is described by De Vaus (1996: 47-59).

The questionnaire (Addendum 2) consisted of three sections. **Section 1** was the cover page. This section included a short letter from the researcher to the respondent, stating the reason for and purpose of the questionnaire and requesting the co-operation of the respondent. It also assured the respondent of the confidentiality of the responses. This was done to protect the participants' privacy (Strydom, 2003: 68). According to Babbie and Mouton (2001: 523) confidentiality entails that the researcher may be able to connect the respondent to his/her response, but that the researcher must then promise not to make it public. Mouton (2001: 243) further adds that privacy of the participants includes the right to refuse to participate in the study. For this reason the respondents are not forced to participate, but politely asked to give their co-operation.

This section further recorded the date on which the questionnaire was completed, the name of the interviewer that administered it, the address where it was administered, the geographical area of Darling where the address was situated, the telephone number of the respondent (if available) and lastly, the time it took to complete the questionnaire. This was done to be able to make contact with the interviewer or the respondent if problems occurred with the completion of the particular questionnaire. It was also necessary to be able to contact the respondent for the purpose of quality control of the administering of the questionnaire. The geographical area is very important, since it is one of the main variables.

Section 2 recorded demographic information of the respondents and included questions on gender, age, race group, formal educational qualifications, as well as non-formal education participations, employment status, total household income, sources of income, and the length of time as resident in Darling (questions 1-10). This demographic information was very important, since all those were variables that would have influenced the respondents' views on Darling, the Darling Focus Centre and the Darling Focus Association, as well as their needs. This is in accordance with a needs assessment approach identified by Warheit et al. (1977), namely the social indicators approach. This approach uses descriptive data about demographic factors, such as income, age, sex and others to draw inferences about needs.

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The participation of respondents in respect of non-formal education was measured by question 5 and 6 (Addendum 2). Question 5 determined how many respondents had received any form of non-formal education in the past five years by requiring a "yes" or "no" response to the question. Question 6 gathered information on the type of non-formal education that respondents had received during the past five years. This was done by providing space for recording the courses that the respondent had followed and where they had been followed. The reason for including these questions was to determine whether members of the community participated in activities of the Darling Focus Centre or similar activities.

Section 3 recorded information on the respondents' views on Darling, the Darling Focus Association and the Darling Focus Centre and assessed their needs for services and activities. This section that ranged from question 11 to 41 measured the respondents' views on Darling, the Darling Focus Centre and the Darling Focus Association. It also determined the respondents' needs for services, activities and programmes that the Darling Focus Centre should address. Question 11 (Addendum 2) measured the problems that the respondents perceived in their immediate surroundings. This open-ended question was included to determine what the respondents' felt needs within their immediate surroundings were and to lead them to start thinking about their needs that were measured again in questions 25 to 30. Felt needs are individual needs that arise from interests (determined by personality), motives (determined by situation) and attitudes (determined by experiences) (Kamper, 1989: 71). This question was therefore formulated to measure the respondents' viewpoint on Darling based on the problems that they experienced in their immediate surroundings.

Question 12 (Addendum 2) measured the respondents' awareness of the Darling Focus Centre. This question was included to give insight into the respondents' awareness of the Centre and therefore the "visibility" of the Centre in the community. This was a determining question and if a respondent responded "no" (not aware of the Darling Focus Centre) all of the following questions concerning the Darling Focus Centre were skipped and question 17 was the next question asked to the respondent.

The respondents' viewpoints on the activities presented at the Darling Focus Centre (Addendum 2, question 13) and the frequency of the respondents' visits to the Centre (Addendum 2, question 14) were determined. Frequency of participation in activities was measured by question 15 (Addendum 2). Question 16 (Addendum 2) was only for respondents that chose the category "participated in the past, but stopped". This question measured why the respondent had stopped participation in activities.

Question 17 (Addendum 2) was where the respondents who had answered "no" to question 12 entered the questionnaire again, together with the respondent who had answered question 15, but not necessarily question 16. This question measured the respondents' awareness of the Darling Focus Association by giving a "yes" or "no" response. Those who answered "no" skipped the following questions up to the text just before question 24 (Addendum 2).

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The image that the respondents associated with the Darling Focus was determined by question 18 (Addendum 2), whilst question 19 determined the respondents' knowledge of the Darling Focus Association's involvement in the community. Membership of the Darling Focus Association was dealt with in questions 20 to 22 (Addendum 2).

Respondents' positive and or negative views on the work of the Darling Focus Association were determined by question 23 (Addendum 2). After question 23, a short description of the Darling Focus Association and Centre was given. This was to inform the respondent who had answered "no" to question 17 and was thus not aware of the Darling Focus Association, of the Association and Centre so that he/she would be able to answer the questions following this description.

Question 24 measured the respondents' viewpoints on which target groups should be included in the Centre's activities. Each respondent was allowed to identify more than one option.

Questions 25 to 30 determined the respondents' preference for programmes, activities and services that the Centre should offer. This was done by measuring which activities they were interested in. Knowles (1980: 95) states that interests are expressions of preference among activities and that the only valid source of information thereof is the individuals themselves. Kamper (1989: 71) further states that interests are one of the factors that determine personal felt needs. Respondents were therefore asked to indicate the activities that they prefer. These included training activities, recreational activities and social service activities, as well as the respondent's single most important preference for training, recreational and social services. From this their needs or the needs that they perceive in the community could be deduced.

Questions 31 to 35 (Addendum 2) measured the respondents' preference for the presentation of each of these above-mentioned most important activities. The frequency of the presentation, preferred duration of activities, time of day, time of week and the time of year during which activities should preferably be offered, were determined.

With question 36 (Addendum 2) respondents' preferred means of notification of the various activities were determined. In question 37 (Addendum 2) the respondents could identify, given the opportunity, which activity or programme they would attend.

The respondents' willingness to pay, as well as how much they were willing to pay for an activity at the Darling Focus Centre were measured (Addendum 2, question 38 and 39).

The respondents' willingness to help at the Darling Focus Centre was measured by question 40. The "yes" category was further divided into "free of charge" and "if paid". The final question of the questionnaire, question 41 (Addendum 2) only had to be answered if the response to the previous question had been "yes". This question determined what kind of help the respondent would be willing to give.

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3.2.3.2 Management questionnaire

The self-administered, structured questionnaire (Addendum 4) contained open and closed questions. These questions were compiled with the help of a dendrogram (see Addendum 5).

The questionnaire (Addendum 4) consisted of three sections. **Section 1** was the cover page. This section included a short letter from the researcher to the respondent, stating the reason for and purpose of the questionnaire. It furthermore reminded the respondent that the need for this study had been identified by the management committee. The importance of his/her co-operation was emphasised. It also ensured the respondent of the confidentiality of the responses. This was done to protect the respondent's privacy (Strydom, 2003: 68; Babbie & Mouton, 2001: 523). Since the privacy of the respondent includes the right to refuse to participate in the study, the respondent was not forced to participate, but politely asked to co-operate (Mouton, 2001: 243). Section 1 further recorded the date on which the questionnaire was completed, the respondent's address and the geographical area of Darling where the address was situated, as well as the telephone number of the respondent (if available). This was done to be able to make contact with the respondent again if there were any problems with the completion of the particular questionnaire. The identification of geographical area is very important, since it is one of the main variables.

Section 2 recorded information on the respondents' views on the Darling Focus Association and the Darling Focus Centre. Questions 1 to 4, 7, 12, 13, to 15 (Addendum 4) were asked to determine what the management committee members' knowledge, views and perceptions were of the objectives, the activities and the role of the Darling Focus Association in the Darling community. This was important in order to understand the views of the management committee on the Association (from which they manage the Association) and to compare their views with that of the community members and participants in activities at the Darling Focus Centre (objective 1.3.2.7).

In order to determine the involvement of the management committee members in the Association, questions 5, 6, 8 and 9 (Addendum 4) were asked. The level of involvement is an indication of commitment to the Association.

Questions 10 and 11 (Addendum 4) determined the committee members' perception of the biggest problems in Darling and those that could be addressed by the Darling Focus Association. Questions 16 to 21 measured the respondents' perception of the Darling Focus Centre with reference to the objective of the Centre. The members' perception of the community's awareness of activities at the Centre and the means by which they are informed thereof, as well as the target group for activities that are offered were also ascertained.

The respondents' views on the training, recreational and social service activities that should be offered at the Centre were measured by questions 22, 24, and 26. In questions 23, 25 and 27 they had to indicate one activity in each of the three categories that were perceived to be the most important activities that should be offered at the Centre. The information from these questions would be compared with the community's needs

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for training, recreational and social service activities, as well as the activities that the Centre offered at the time of the study in order to make recommendations of the activities that the Association offered at the Centre. This would hopefully increase the sustainability of the activities.

Section 3 recorded demographic information of the respondents and included questions on gender, age, race, formal educational qualifications, as well as non-formal education participations, employment status and the length of time as resident in Darling (Addendum 4, questions 28-35). This demographic information is very important, since all of it includes variables that influence the respondents' views on the Darling Focus Centre and the Darling Focus Association. Another reason for the inclusion of this section is to establish who is involved in the management committee and whether the committee represents the Darling community, or not. Formal educational qualifications, as well as non-formal educational qualifications (Addendum 4, questions 31, 33 and 34) give insight into the qualifications and competencies of the management members to manage the Association and the Centre.

3.2.3.3 Participant questionnaire

The structured interview questionnaire (Addendum 6) consisted of open and closed questions and was designed using a dendrogram (see Addendum 7).

This questionnaire (Addendum 6) also consisted of the same three sections as the questionnaires designed for the community and management surveys.

Section 1 was the cover page. This section included a short letter from the researcher to the respondent, stating the reason for and purpose of the questionnaire and requesting the co-operation of the respondent. It also ensured the respondent of the confidentiality of the responses in order to protect the participant's privacy (Strydom, 2003: 68; Babbie & Mouton, 2001: 523). To further protect the respondent's privacy no respondent was forced to participate in the study and everyone had the opportunity to refuse to participate in the study (Mouton, 2001: 243)

This section further recorded the date on which the questionnaire was completed, the respondent's address and the geographical area of Darling where the address was situated, as well as the telephone number of the respondent (if available). This was done to be able to make contact with the respondent again if there were problems with the completion of the particular questionnaire. The identification of geographical area was very important, since it was one of the main variables.

Section 2 recorded information on the respondents' views on the Darling Focus Association and the Darling Focus Centre. In this section the respondents were first asked to name the greatest problem in their immediate surroundings (Addendum 6, question 1 and 2). These questions were asked to determine what the respondents' felt needs were, in spite of participation in and benefits from activities offered at the Centre.

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Questions 3 to 10 (Addendum 6) measured the respondents' views on the Darling Focus Association. This was measured to determine how informed the participants were about the Association and the activities of the Association. Furthermore this determined how the respondents experienced the involvement of the Association in the community.

Questions 11 to 13 determined membership of the Association and reasons for membership or non-membership.

The next set of questions (Addendum 6, questions 14 to 24) determined the respondents' knowledge of and views on activities offered at the Centre and who the target group for the activities should be. The respondents' reasons for continuation or ending of participation in activities, involvement in decision making on the presentation of activities and views on the community's knowledge of activities were also determined.

The last set of questions in section 2 of the questionnaire (Addendum 6, questions 25 to 30) determined the respondents' willingness to pay for courses and to help with the presentation of activities offered at the Darling Focus Centre.

Section 3 recorded demographic information of the respondents and included questions on gender, age, race group, formal educational qualifications, as well as participation in non-formal education, employment status and the length of time living in Darling (Addendum 6, questions 31-38). This demographic information was very important, since they are all variables that influence the respondents' views on Darling, the Darling Focus Centre and the Darling Focus Association. Furthermore, this information is necessary to compile a profile of the participants in activities offered at the Darling Focus Centre.

The non-formal education participation of the respondents was ascertained by question 35 and 36 (Addendum 6). The reason for including these questions was to determine whether participants in activities at the Centre participated in any other non-formal educational activities than those presented at the Darling Focus Centre.

3.2.4 Pre-testing and pilot testing of the questionnaires

Before conducting the survey, the instrument (questionnaire) had to be tested. The first stage was to pre-test alternative versions of questions and the questionnaire with a small group of people to uncover problems with comprehension and then refine the questions and the questionnaire. Finally, pilot testing of the questionnaire was done. A miniature version of the survey was conducted by administering the final draft of the questionnaire to a small number of test respondents (O'Leary & Dowds, 2003: 252). Hereafter the questionnaire was further refined and then used in the survey.

De Vaus (1996: 99-104) uses the terms *pre-testing* and *pilot testing* interchangeably and suggests that they be done at the same time. The author describes three phases of pilot testing, namely question development,

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which includes the testing of question items, questionnaire development, which includes the testing of the questionnaire as a whole and finally polishing the pilot test, where information from the first two phases is used to finalise the questionnaire.

In this study a combination of these two views on pre-testing and pilot testing was used.

3.2.4.1 Community questionnaire

For clarity the questionnaire was pre-tested by experts and experienced interviewers and then it was refined. The first day of fieldwork was used as a pilot study to identify possible limitations which could then be eliminated. After completing questionnaires on the first day, the researcher and the experienced interviewers convened to discuss problems or anything that was unclear. The researcher studied the completed questionnaires to refine the questionnaire if necessary. If no problems were experienced, these completed questionnaires were to be included in the sample and the data gathered from them was to be analysed together with the data gathered from the rest of the questionnaires.

3.2.4.2 Management questionnaire

An expert evaluated the questionnaire for face validity and clarity. Thereafter it was refined.

3.2.4.3 Participant questionnaire

The questionnaire was pilot tested on the first of the three occasions that the researcher visited the activities at the Centre. It was pilot tested on the first five participants who arrived for activities. During this pilot test the questionnaires were tested for clarity and comprehensibility, as well as for the sequence of the questions, the efficiency of filter questions, the duration of the questionnaire and the respondent's interest and attention. As recommended by De Vaus (1996: 99) the individual questions were also tested by asking the respondent whether he or she would phrase the questions differently and whether the range of response alternatives was sufficient. The interpretation of the questions was also evaluated. If necessary, adjustments were to be made and the final questionnaire was to be administered to the rest of the participants on the two following occasions.

3.2.5 Administering the questionnaires

3.2.5.1 Community survey

Selection of interviewers

Six professional, experienced interviewers were selected to administer the questionnaire. They had knowledge of the scientific process of conducting interviews and the purpose of probability sampling. They

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fully understood the importance of following a strict scientific approach. They also knew the Darling area, since they had previously conducted a survey there.

Orientation of the interviewers

The researcher briefed the interviewers on the aim and objectives of the study, their role in the study, remuneration, working hours and the duration of their involvement with the study. They were also reminded of the general rules for face-to-face interviewing as discussed by Babbie and Mouton (2001: 251-254) namely the characteristics of interviewers, appearance and demeanour, familiarity with the questionnaire, following question wording exactly, recording responses exactly and probing for responses. The researcher then went through the questionnaire with them to ensure that it was clear and that they understood each question fully. Instructions were given on the sequence of the questions, for example where certain questions should be skipped, when to read the response categories to the respondent and where not to and on how to complete the information on the cover page. Replacement procedures were discussed as well.

Administering the questionnaire

A co-ordinator was in charge of issuing questionnaires to, and receiving completed questionnaires from the interviewers. The co-ordinator was also in charge of quality control. After receiving a day's batch of completed questionnaires, the co-ordinator checked each one to ensure that they had been completed in full. After completion of the survey the co-ordinator did check-back visits on 10% of the questionnaires (selected randomly from the total number of questionnaires). This entailed that the co-ordinator visited 10% of the plots again in order to check that the selection of a household on each plot, as well as the selection of an individual in each household, had been done correctly. The co-ordinator then contacted the specific respondent again to check that he/she had been interviewed and that his/her responses had been taken down correctly.

The researcher received completed questionnaires on an ongoing basis and checked them for logical inconsistencies and other errors. If errors were found, the specific questionnaire was given back to the specific interviewer that had administered it. The interviewer had to go back to the respondent and correct the questionnaire.

The researcher randomly selected 5% of all of the completed questionnaires that included a telephone number. A telephonic check-back was done on these selected questionnaires. This check-back could include questionnaires which had already been included in the check-back by the co-ordinator. This was important to ensure the quality of the fieldwork.

After completing the fieldwork the researcher, the co-ordinator and the six interviewers attended a debriefing session where the interviewers informed the researcher of any problems or any additional information that they had received that had not been stated on the questionnaire (Babbie & Mouton, 2001: 256). One disadvantage of such a debriefing session could be that the interviewers tended to remember the extreme responses of respondents. It is therefore very important for the researcher not to be influenced by this and to rely on the results from the statistical analyses to determine what the most frequent responses were. Such a

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debriefing session does, however, give valuable information on the field and helps to put responses into context.

3.2.5.2 Management survey

The researcher attended a management meeting on 30 August 2004 and asked each member of the management committee members to complete a questionnaire. This was done since the members of the management committee were adequately literate (Babbie & Mouton, 2001: 258-259). The problem of low response rates was not expected, since the respondents were members of the management committee that had identified the need for the study and were committed to giving their co-operation for the study (O'Leary, 2003: 303). The researcher went through the questionnaire together with all of the respondents to ensure that they understood the questions and were familiar with the completion of the questionnaire. Since the researcher did not want the respondents to be influenced by the presence of the other members of the management committee and since the members were pressed for time at the meeting, the researcher decided to let the respondents complete the questionnaires in the privacy of their homes and to return them within one week.

3.2.5.3 Participant survey

The researcher administered the questionnaires at the Darling Focus Centre to all of the participants that attended activities on the three consecutive Tuesdays when all activities were presented. To minimise the effect of reactivity, the researcher did not inform the participants of the questionnaires beforehand. By doing this, the researcher could determine how many of the participants actually attended the activities regularly. The questionnaire was administered to all attending participants, except the five that had pilot-tested the questionnaire on the first Tuesday. Only the results of the second and third occasions that the researcher had attended the activities were used. The questionnaires were administered during and after the various activities. All of the participants who had attended the activities on those two occasions completed the questionnaire only once. On the last occasion only participants that had not yet completed a questionnaire were selected in order to ensure that no respondents completed the questionnaire more than once.

3.3 DATA ANALYSIS

3.3.1 Documentary analysis

With reference to documentary analysis a qualitative description of the context in which the study took place was given, as well as a description of the services, activities and programmes that the Association was offering to the community at the time of the study (objective 1.3.2.1).

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3.3.2 Community survey

The analysis of the data gathered from the questionnaires administered in the Darling community was mostly of a quantitative nature.

After the fieldwork had been completed the data was captured into an *Excel* spreadsheet. For closed-ended questions or questions where response categories were provided on the questionnaire, these response categories had been pre-coded (a number for each response in the response blocks at each question) to simplify the data-capturing process, and to avoid errors, the data could be entered directly into the spreadsheet (Babbie & Mouton, 2001: 416; De Vaus, 1996: 95,233). Where multiple options were possible, codes for each option were given to enable them to be added up where more than one option were indicated (e.g. Addendum 2, Question 35 gives 15 options for each category by adding 1, 2, 4 or 8 in combinations).

Responses to open-ended questions were condensed and made systematically comparable by attaching a numeric value to the responses before they were analysed. This was done by applying an objective coding scheme to the data (Berg, 1998: 223-225; Babbie & Mouton, 2001: 412-415). For this purpose the content analysis technique as described by Berg (1998: 223-250), Brewer (2003: 43-45) and De Vos (2003: 346-351) was used. Berg (1998: 223-250) describes the technique of content analysis and refers to a definition thereof by Holsti (1968: 608) as "any technique for making inferences by systematically and objectively identifying special characteristics of messages". In this technique the data is categorised using explicit rules or criteria of selection.

In this study content analysis has been used quantitatively to count the frequency of particular words or phrases and to group responses containing similar words or phrases together into categories (Brewer, 2003: 44). The categories that are used in content analysis can be determined inductively, deductively or by a combination of both (Berg, 1998: 230,238). Through deduction, categories are derived from literature and then imposed on the data, while induction derives the categories from the data (Berg, 1998: 230; Brewer, 2003: 67,68,155,156). For the categorisation of the responses to open-ended questions in this survey, induction was used.

Content analysis consists of three steps, namely open coding, axial coding and selective coding (De Vos, 2003: 346-251). For this study open coding was done. A code was assigned to each response of an open-ended question and written in the data blocks (Appendix C, right-hand side of margin). Here similar responses were given the same code and this resulted in a list of codes for the responses to each of the open-ended questions. These codes were captured into an *Excel* spreadsheet. Consecutive coding frames were then used to sort and categorise the data. This was done by grouping responses containing certain words, themes or phrases into the same categories according to the specific coding criteria developed for each question (Berg, 1998: 231,236; De Vos, 2003: 346-348). These coding frames and the criteria used in categorising each open-ended question can be seen in Addendum 8.

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After the data capturing was completed it was "cleaned" and validated by comparing the logically expected answers with the captured data, while searching for logical inconsistencies and removing errors. Possible-code cleaning and contingency cleaning as described by Babbie and Mouton (2001: 417-418) were done to clean the data. The statistical analysis program *Statistica* was used to run various types of analysis on the data.

Firstly, cross-tabulations were drawn to establish the relationship of all of the demographic variables (independent variables) (Addendum 2, questions 1-10) with each other and with all of the other variables (dependent variables) measured or ascertained in each question on the questionnaire (Addendum 2, questions 11-41). This was done to calculate the frequency of each response. P-values were calculated from these cross-tabulations using the chi-square test to establish statistically significant relationships between these variables. The main effect was also established.

According to De Vos, Fouché and Venter (2003: 242, 246) a cross-tabulation, otherwise known as a contingency table, is created when subjects are classified in relation to two separate qualitative variables simultaneously to determine their degree of association. This is, however, only a descriptive technique and for real statistical inference a chi-square test can be done to test the association between two qualitative variables against the hypothesis of statistical significant association. The authors also describe cross-tabulation as the placing of data about two nominally measurable variables in a 2 x 2 table. It is further described as one of the most basic ways of organising data before further analysis. From a cross-tabulation meaningful interpretation of the data can be done. For the testing of the significance of the results of the cross-tabulation the chi-square test can be done.

The chi-square test is used to test the association between two qualitative variables represented in a cross-tabulation. It calculates the difference between expected values when the two variables are completely independent from each other, and the recorded values. This is given in the form of a p-value. When the p-value is smaller than 0,05 or 5% the statistically significant association between the two variables can be accepted (Compton & Hall, 1972: 353; Touliatos & Compton, 1988: 390).

For the purpose of this study the frequency of each response to the questions on the questionnaire was given in the form of a cross-tabulation with the main effect. For those variables where the main effect did not have an influence ($p \geq 0,05$), frequency tables were used to represent the data. These cross-tabulations and frequency of occurrence were presented in tables, and histograms were drawn from some of these to give a graphic presentation of the data.

The effect that the size of the selected households may have had on the distribution of the responses with regard to the geographical area and race was calculated by calculating the respective averages and comparing them with the total average.

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For the purpose of this study, only statistically significant relationships ($p<0,05$), that are related to the objectives of the study were discussed. This was done to address objective 1.3.2.4, namely to determine the statistically significant relationships between demographic characteristics and expectations, views and needs of the community.

From all the results of the community survey, the community's expectations of the Darling Focus Association (objective 1.3.2.2), as well as the community's needs for services, activities and programmes presented at the Darling Focus Centre (objective 1.3.2.3) could be derived.

3.3.3 Management survey

Since the management questionnaire was administered to only 11 persons, the data gained from these questionnaires cannot be statistically analysed. The data was therefore described in detail.

The viewpoints of the management committee members of the Darling Focus Association on the functions of the Association and the Centre (objective 1.3.2.5) were derived from the data.

3.3.4 Participant survey

Data from this survey was described in detail and no statistical calculations were carried out.

The viewpoints of the participants in activities and programmes at the Darling Focus Centre on the functions of the Association and the Centre (objective 1.3.2.6) were derived from the data.

In accordance with objective 1.3.2.7, namely to compare the community's viewpoints and expectations with the views of the management committee on the Association and the Centre, as well as objective 1.3.2.8, namely to compare the community's needs with the current services, activities and programmes presented by the Community Centre, qualitative analysis was done on the gathered data to draw comparisons between variables. An integrated discussion where these comparisons are made will be given. Suggestions to the Association's management on their aims, services, activities and programmes will then be made on the basis of these comparisons.

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3.4 SHORTCOMINGS AND SOURCES OF ERROR

The problem with survey research is that it assumes that all respondents have the same understanding of the questions, which is not the case. Therefore pre-testing of the questions to ensure clarity and comprehensibility is very important. Furthermore, interview questionnaires evoke the effect of reactivity, as well as an interviewer effect or bias if interviewers intervene in different ways. Therefore the training of the interviewers is of cardinal importance. This is why experienced and well-trained interviewers were used for the data collection of the community survey and why the researcher interviewed the participants personally.

The management survey which was similar to a postal survey, had the disadvantage of non-response. However, the researcher relied on the management committee's commitment to the study to eliminate this effect (O'Leary, 2003: 301-303). Babbie and Mouton (2001: 262-264) state that surveys are superficial, that they seldom give attention to social context, that they are inflexible and that they have poor validity.

In the sampling procedure for the community survey in this study, household size was not taken into account. This could have an effect on the distribution of responses with regard to the demographic variables of respondents.

This chapter described the methodology used in this study in detail according to the different stages of the research. The next chapter documents the results of the research in view of the goal of establishing whether the Rural Community Association in Darling (Darling Focus Association) and the services, activities and programmes offered at the Darling Focus Centre comply with the needs and expectations of the rural community. The results are presented and discussed according to the stages of data collection.

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CHAPTER 4
PRESENTATION OF RESULTS

In the previous chapter, the methodology used in this study was described in detail according to the different stages of the research.

This chapter documents the results of the research in view of the goal to determine the needs and expectations of a community of the existing Rural Community Association. The results are presented and discussed according to the stages of data collection, namely the results of the context analysis (objective 1.3.2.1), the community questionnaire (objectives 1.3.2.2, 1.3.2.3 and 1.3.2.4), the management questionnaire (objective 1.3.2.5), and the participant questionnaire (objective 1.3.2.6).

4.1 CONTEXT ANALYSIS OF THE DARLING FOCUS ASSOCIAITON AND CENTRE

Darling has a population of 7 549 people (Statistics South Africa, 2001). The research reports of the studies done by Bester (2002: 70-72) and Le Roux (2003: 83-110) give detailed descriptions of the geographical location, demography, income distribution, labour force and levels of employment, educational level, services, social services, economy and current tourism attractions of the town Darling. The document used by them to gain this information, namely the Swartland Municipality Integrated Development Plan: Development Profile (January 2002) compiled by Octagonal Development (2002), contains statistics from the 2001 census by Statistics South Africa and is still the latest source of information. This information will therefore not be given again.

The study by Langenhoven (2004: 130-132) gives a detailed description of the establishment, mission statement and functioning of the Darling Focus Association and Centre. This information and the information in the Darling Focus Constitution (1998) is still valid. This information will therefore also not be discussed again.

The activities offered at the Darling Focus Centre have, however, changed since the previous study. Information on activities that are currently offered at the Darling Focus Centre was gained from an information brochure of the Darling Focus Association for 2004, as well as from discussions with members of the Darling Focus management committee (Darling Fokus, 2004: 1-4).

According to this brochure Darling Focus divides their activities into job creation projects and service projects. "*Darling Jobs*" is a project that includes all the job creation projects and skills development courses. It includes a job bureau where employers and employment seekers can learn about each other. It also includes all training projects that assist in the development and improvement of skills. Projects that fall under "*Darling Jobs*" are the needlework group, the gardening group, as well as the small farmers' group (Darling Fokus, 2004: 1-3).

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The needlework group consists of seven ladies who gather every Tuesday and Thursday afternoon from 14:00 till 16:00 in the fully-equipped needlework room. They manufacture goods that they sell. They receive training, at intervals, from outsiders such as students from the Department of Consumer Science, University of Stellenbosch. The gardening group started with 35 people who received training. It presently has two women who manage a vegetable garden at the Darling Focus Centre. They sell the vegetables that they produce and also work in other gardens in Darling. Both of these groups pay 20% of the profit of everything that they sell to Focus for the use of electricity, water and the facilities. The small farmers' group is affiliated to Focus and use the Darling Focus Centre, though they are managed by their own committee and have their own funding (Darling Fokus, 2004: 1).

Other job creation projects that were presented in the past are woodwork and leatherwork, as well as computer literacy and adult literacy. However, these have stopped (Langenhoven, 2004: 131).

Theory classes for learner drivers' licences are given once a week in the Darling Focus Centre by the Division for driving licences. The brochure categorises this as a skills development programme and it is therefore part of the "*Darling Jobs*" project (Darling Fokus, 2004: 2).

The service projects include all projects aimed at supporting groups with specific needs. It includes the children's club, the youth club, the old age club, the soup kitchen, the services of a social worker, as well as Cancer South Africa (CANSA). The children's club consists of a group of primary school children who gather at the Darling Focus Centre every Monday to Thursday from 14:00 till 16:00. They receive soup from the soup kitchen and take part in activities aimed at developing life skills. The youth group has 40 members that meet every Thursday evening to receive information on topics of their choice and to learn life skills through creative and entertaining activities. They have their own project, the "*WeChildren*" project where they launch activities to support the elderly and the poor. The old age group consists of 30 members (the seven ladies of the needlework group are also members of the old age group), who are mostly female and they gather every Tuesday morning from 10:00 till 12:00 for tea, socialisation, talks on topics of their choice and routine health care. They go on outings regularly and are transported from their homes to the Centre and back every week. The group functions in co-operation with the local old age home, the local clinic and the Dutch Reformed Church (Darling Fokus, 2004: 3).

The soup kitchen is run from the Darling Focus Centre where 50 to 60 litres of soup are cooked daily, Monday to Friday. This is distributed to primary school children and others each day at 14:00 at the Centre as well as to a satellite soup kitchen in Darling East. Fifty to 100 people are fed daily through this project (Darling Fokus, 2004: 3).

A social worker of the ACVV (Afrikaanse Christelike Vroueverenigingen) has an office in the Darling Focus Centre. She is available for consultations without an appointment on a Monday. For consultations on other days, appointments have to be made. The Department of Social Services and Poverty Alleviation visit the

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Darling Focus Centre once a month to help community members who experience problems with pensions and subsidies (Darling Fokus, 2004: 3).

CANSA also meets in the Darling Focus Centre even though they function totally separately from the Association (Darling Fokus, 2004: 3).

In total the number of participants in activities presented by the Darling Focus Association in the Centre is at most 200 people.

Most of these activities are mostly continuous and do not differ much from year to year, although some of them have been terminated as mentioned earlier. Some courses are also presented only once, usually by other organisations.

4.2 COMMUNITY SURVEY

In order to determine the Darling community's needs and expectations of the Darling Focus Association and the programmes, activities and services offered by the Association in the Darling Focus Centre (objectives 1.3.2.2, 1.3.2.3 and 1.3.2.4) the community questionnaire (Addendum 2) was administered to a systematic sample (with a random start) of the Darling community. The questionnaire was completed by 357 respondents in all. No problems were experienced during the pilot testing of the questionnaire and the results of the 78 questionnaires that were administered in the pilot test were included to give a total of 357 questionnaires. In the co-ordinator's check-backs on 36 randomly selected questionnaires (10%) and the researcher's telephonic check-backs on 10 randomly selected questionnaires (5% of the 205 questionnaires that did include telephone numbers) everything seemed to be in order. The results that were obtained from the questionnaires are discussed below.

For closed-ended questions and questions where response categories were given on the questionnaire, the sequence of those response categories was given in the same order in the tables as well. Responses to open-ended questions were categorised and the categories were presented in the tables in a descending order of percentage values in the total columns. For each open-ended question the criteria according to which it was categorised and the coding frames can be seen in Addendum 8.

Cross-tabulations were drawn to establish the relationship of all of the demographic variables (independent variables) (Addendum 2, questions 1-10) with each other and with all of the other variables (dependent variables) measured or ascertained in each question on the questionnaire (Addendum 2, questions 11-41). P-values were calculated from these cross-tabulations using the chi-square test to establish statistically significant relationships ($p<0,05$) between these variables (Addendum 9). The independent variable with the main effect was established as geographical area. For the purpose of this study it was decided to discuss the frequency of occurrence of each variable ascertained with each question in the questionnaire in the form of

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cross-tabulations, according to its relationship with the main effect, namely geographical area. When a variable did not have a statistically significant relationship with geographical area, the frequency of occurrence was only presented in a frequency table. These cross-tabulations and frequency of occurrence are presented in tables. Histograms were drawn from some of the results to give a graphic presentation of the data.

4.2.1 Geographical distribution of respondents

Darling East had the highest number of respondents (43,1%; n=154) which is almost double the number of respondents in Darling South where 22,7% (n=81) respondents live (see Table 4.1 and Figure 4.1) (Addendum 2, cover page).

Table 4.1: Geographical distribution of respondents

Area	Respondents	
	N	%
North	122	34,2
South	81	22,7
East	154	**43,1**
Total	357	100

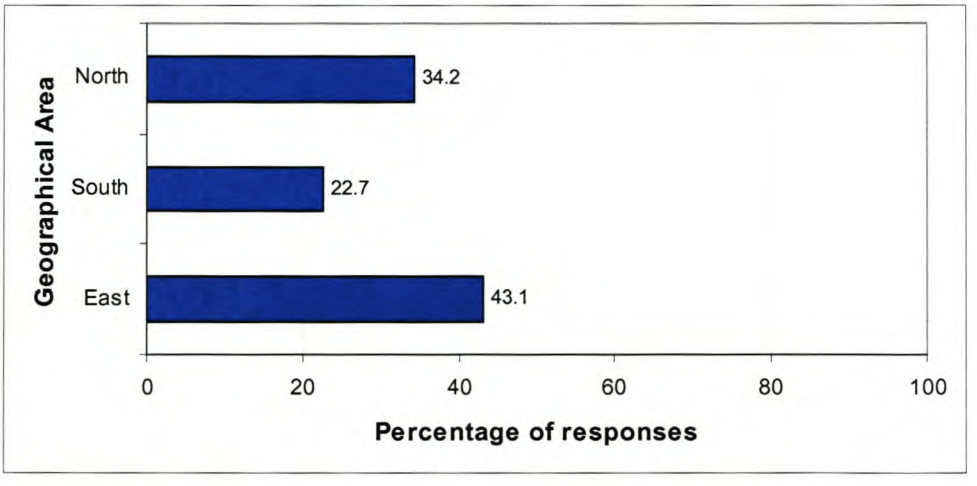

Figure 4.1: Geographical distribution of respondents

4.2.2 Demographic information

4.2.2.1 Gender

The total number of female respondents (63,2%; n=225) in this study was almost double the number of male respondents (36,8%; n=131). In Darling North, where the Darling Focus Centre is located, the same tendency was found. The number of female respondents (67,8%; n=82) were just more than double the number of male respondents (32,2%; n=39). Darling South, however, had almost the same number of males

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(51,9%; n=42) and females (48,1%, n=39), with slightly more males. One respondent did not indicate gender (n=356) (see Table 4.2 and Figure 4.2) (Addendum 2, question 1).

Table 4.2: Number of male and female respondents

Gender	North		South		East		Total	
	N	%	N	%	N	%	N	%
Male	39	**32,2**	42	**51,9**	50	32,5	131	**36,8**
Female	82	**67,8**	39	**48,1**	104	67,5	225	**63,2**
Total	121	100	81	100	154	100	356	100

p=0,0060 (Addendum 9)

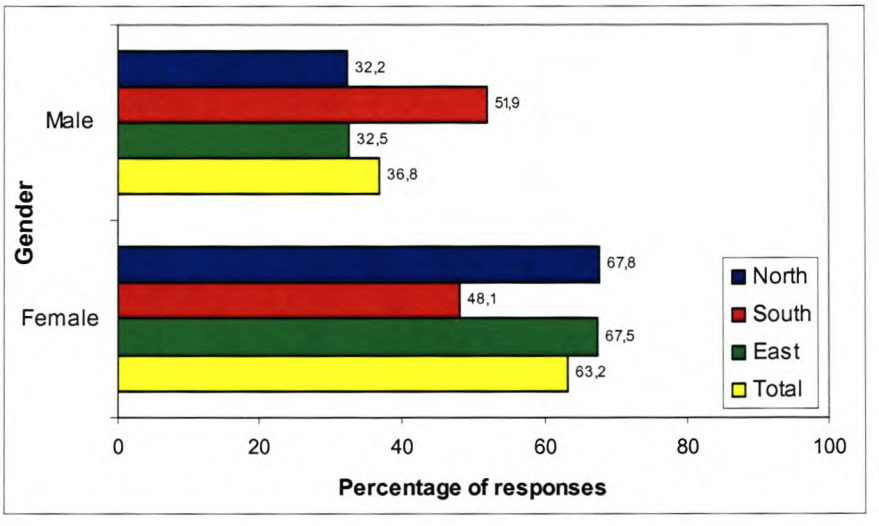

Figure 4.2: Gender distribution in the different areas

4.2.2.2 Age

The highest number of respondents were in the age category of 31 to 40 years of age (26,3%; n=94). This was especially the case in Darling East (39,0%; n=60). Respondents from Darling South differed from the age distribution of the other areas in that 70.4% were 41 years of age or older (see Table 4.3 and Figure 4.3) (Addendum 2, question 2).

Table 4.3: Age

Age	North		South		East		Total	
	N	%	N	%	N	%	N	%
16-20	13	10,7	6	7,4	14	9,1	33	9,2
21-30	19	15,6	7	8,6	37	24,0	63	17,6
31-40	23	18,9	11	13,6	60	**39,0**	94	**26,3**
41-50	29	23,8	19	**23,5**	25	16,2	73	20,4
51-64	27	22,1	15	**18,5**	11	7,1	53	14,8
65 and older	11	9,0	23	**28,4**	7	4,5	41	11,5
Total	122	100	81	100	154	100	357	100

p=0,0000 (Addendum 9)

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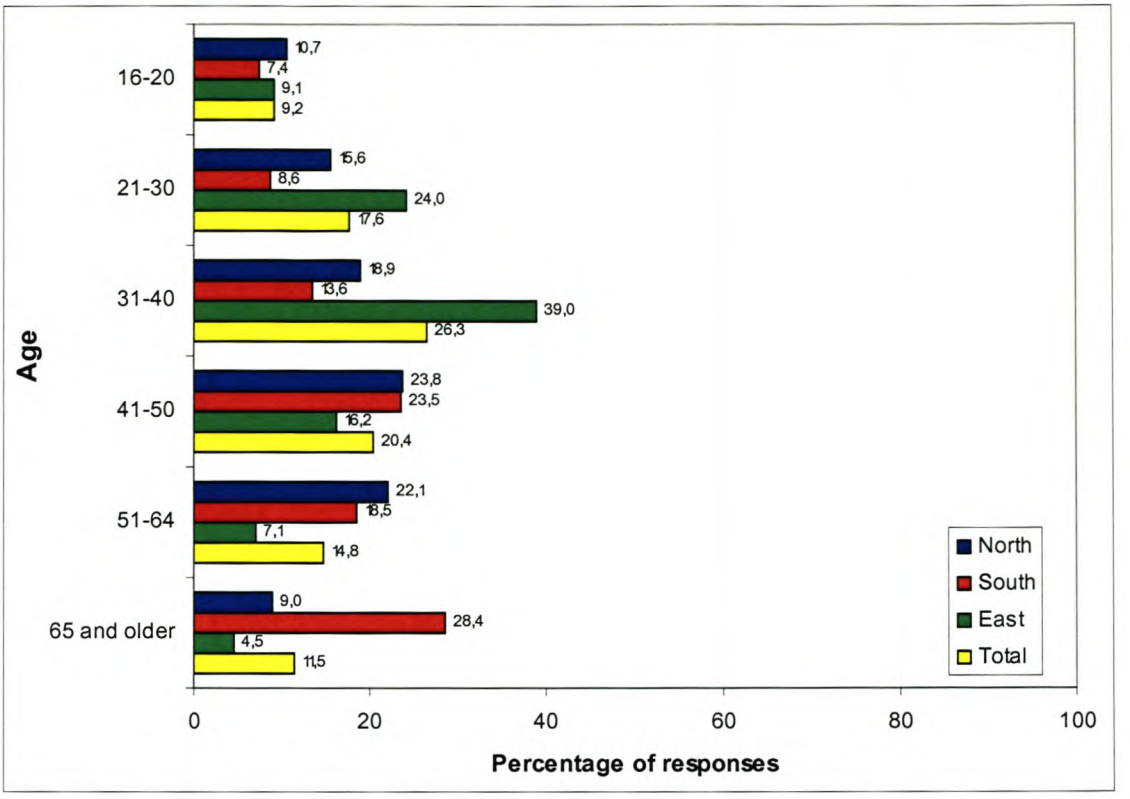

Figure 4.3: Age distribution in the different areas

4.2.2.3 Race

The main racial group of the respondents was the coloured group (77,7%; n=271) (Addendum 2, question 3). This was also the main racial group in Darling North and Darling South. There were no Asians in the sample of this study and only six black respondents (1,7%; n=6), all of them in Darling East. Respondents from Darling South included mainly whites (92,2%; n=71) and only six respondents were coloured (7,8%; n=6) (see Table 4.4 and Figure 4.4). Eight respondents did not indicate their race.

Table 4.4: Racial distribution in the different areas

Race	North		South		East		Total	
	N	%	N	%	N	%	N	%
Coloured	119	99,2	6	**7,8**	146	96,1	271	**77,7**
White	1	0,8	71	**92,2**	0	0,0	72	20,6
Black	0	0,0	0	0,0	6	**3,9**	6	**1,7**
Total	120	100	77	100	152	100	349	100

p=0,0000 (Addendum 9)

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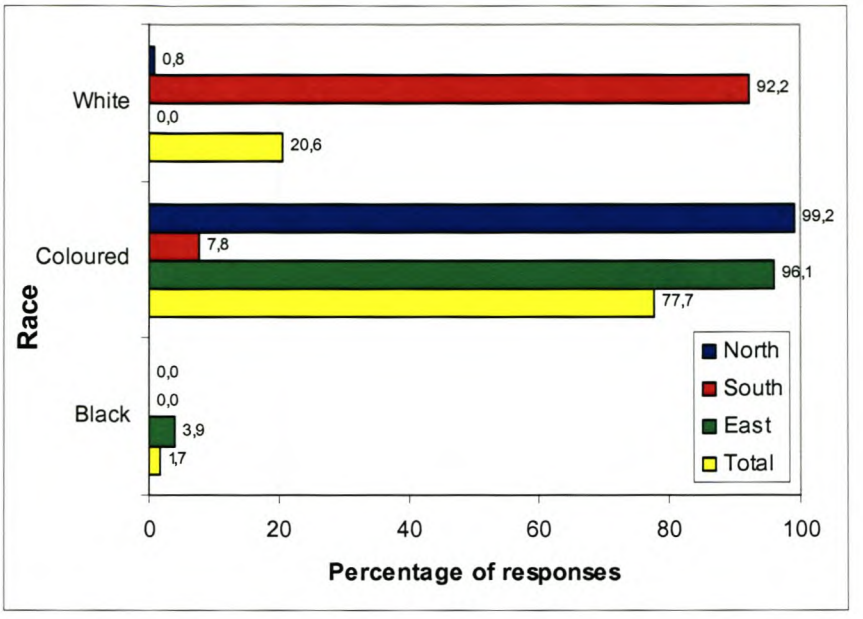

Figure 4.4: Racial distribution in different areas

4.2.2.4 Educational level

The highest number of respondents indicated a school level varying from grade 8 to grade 11 (31,8%; n=113) (Addendum 2, question 4). Respondents from Darling South, where mostly white respondents lived, had the highest formal educational levels and respondents from Darling East, where mostly coloured respondents lived, had the lowest formal educational levels (see Table 4.5). Two respondents did not indicate educational level.

Table 4.5: Formal educational level of respondents

Educational level	North		South		East		Total	
	N	%	N	%	N	%	N	%
None	10	8,3	0	0,0	10	**6,5**	20	5,6
Gr.1-6	23	19,0	1	1,3	54	**35,1**	78	22,0
Gr.7	15	12,4	1	1,3	19	**12,3**	35	9,9
Gr.8-11	43	35,5	18	22,5	52	**33,8**	113	**31,8**
Gr.12	24	19,8	37	**46,3**	17	11,0	78	22,0
College	4	3,3	5	**6,3**	1	0,6	10	2,8
Technical college	1	0,8	3	**3,8**	1	0,6	5	1,4
Technikon	0	0,0	4	**5,0**	0	0,0	4	1,1
University	1	0,8	11	**13,8**	0	0,0	12	3,4
Total	121	100	80	100	154	100	355	100

p=0,0000 (Addendum 9)

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Figure 4.5 gives a graphic presentation of the distribution of the total number of responses.

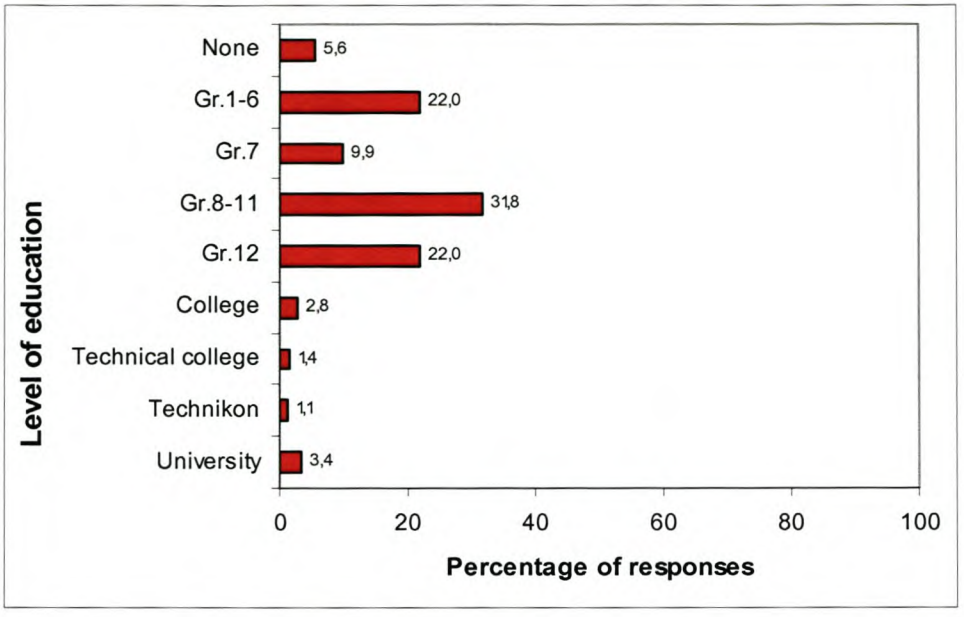

Figure 4.5: Formal educational level of total number of respondents

4.2.2.5 Non-formal education participation

The majority of the respondents had not participated in any non-formal education during the past five years (89,6%; n=320) (see Table 4.6) (Addendum 2, question 5).

Table 4.6: Respondents that had participated in non-formal education

Participation	Respondents	
	N	%
Yes	37	10,4
No	320	**89,6**
Total	357	100

Those who responded "yes" had to indicate all types of non-formal education they had received (Addendum 2, question 6). The majority responses of respondents who had participated in non-formal education during the past five years, indicated that it was work-related. Only six responses were related to a course at the Darling Focus Centre during the past five years (see Table 4.7).

Table 4.7: Non-formal education participation

Specific course	Responses	
	N	%
Course at work or for work	31	**64,6**
Course at a college or technikon	8	16,7
Course at Focus	6	**12,5**
Course for self	3	6,3
Total	48	100

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4.2.2.6 Employment status

In the question where respondents had to indicate their employment status, they could choose one of three main categories, namely "currently employed", "unemployed - looking for work" and "unemployed – not looking for work". The "unemployed – not looking for work" category was further broken down into "housewife", "retired", "unable to work" and "student" categories (Addendum 2, question 7). For the purpose of this study the focus is on the "unemployed – looking for work" category. Overall 17,7% (n=63) of the respondents fall into this category, 18,0% (n=22) of them live in Darling North and 26,0% (n=40) live in Darling East. Only one respondent from Darling South (1,3%) falls into this category and here the highest levels of employment (46,8%; n=37) and retirement (43,0%; n=34) are found (see Table 4.8). Two respondents did not indicate their employment status.

Table 4.8: Employment status according to area

Employment status	North		South		East		Total	
	N	%	N	%	N	%	N	%
Currently working	43	35,2	37	**46,8**	70	45,5	150	42,3
Unemployed-looking for work	22	**18,0**	1	**1,3**	40	**26,0**	63	**17,7**
Retired	17	13,9	34	**43,0**	10	6,5	61	17,2
Housewife	31	25,4	2	2,5	21	13,6	54	15,2
Student	7	5,7	4	5,1	3	1,9	14	3,9
Unable to work	2	1,6	1	1,3	10	6,5	13	3,7
Total	122	100	79	100	154	100	355	100

p=0,0000 (Addendum 9)

Figure 4.6 gives a graphic presentation of the distribution of the total number of responses.

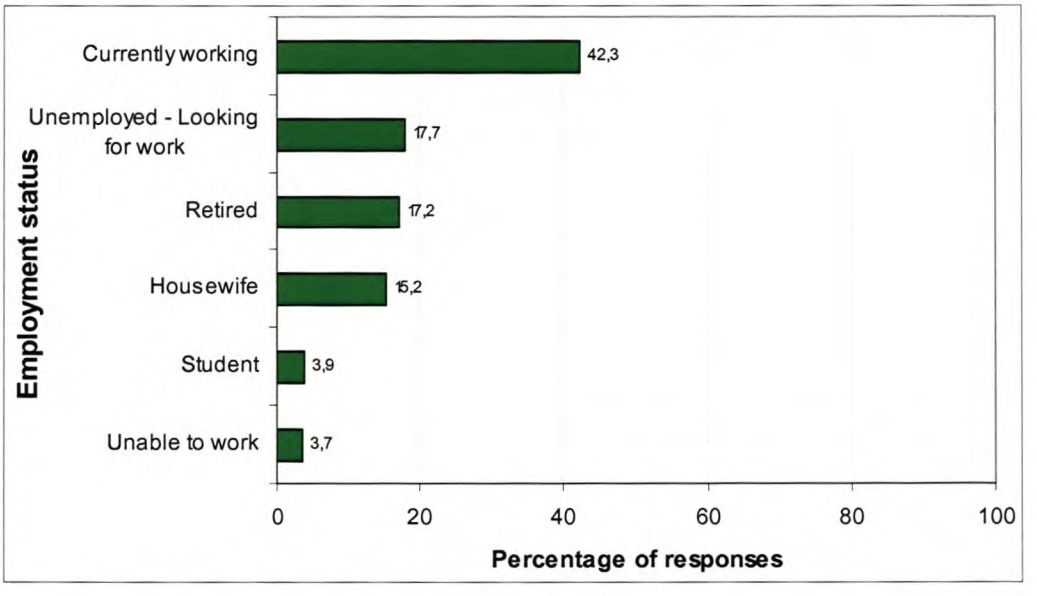

Figure 4.6: Employment status of total number of respondents

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4.2.2.7 Household income

Table 4.9 illustrates categories of total weekly household income before deductions (Addendum 2, question 8). The most common level of income is R0 to R500 per week (32,4%; n=114). Respondents from Darling East had the lowest income level and respondents from Darling South the highest. Five respondents did not indicate household income.

Table 4.9: Household income per week

Household income	North		South		East		Total	
	N	%	N	%	N	%	N	%
0 - R 500	30	25,2	2	2,5	82	**53,9**	114	**32,4**
R 501 - R 600	39	32,8	13	16,0	49	32,2	101	28,7
R 601 - R 700	26	21,8	12	14,8	11	7,2	49	13,9
R 701 - R 800	7	5,9	8	9,9	6	3,9	21	6,0
R 801 - R 900	7	5,9	9	11,1	2	1,3	18	5,1
R 901 - R1 000	1	0,8	6	7,4	1	0,7	8	2,3
R1001 - R1 100	2	1,7	5	6,2	1	0,7	8	2,3
R1101 - R1 200	2	1,7	3	3,7	0	0,0	5	1,4
R1201 - R1 300	1	0,8	4	4,9	0	0,0	5	1,4
R1301 - R1 400	1	0,8	3	3,7	0	0,0	4	1,1
R1401 - R1 500	0	0,0	0	0,0	0	0,0	0	0,0
R1501 - R1 600	0	0,0	4	4,9	0	0,0	4	1,1
R1601 - R1 700	0	0,0	0	0,0	0	0,0	0	0,0
R1701 +	3	2,5	12	**14,8**	0	0,0	15	4,3
Total	119	100	81	100	152	100	352	100

p=0,0000 (Addendum 9)

Figure 4.7 gives a graphic presentation of the distribution of the total number of responses.

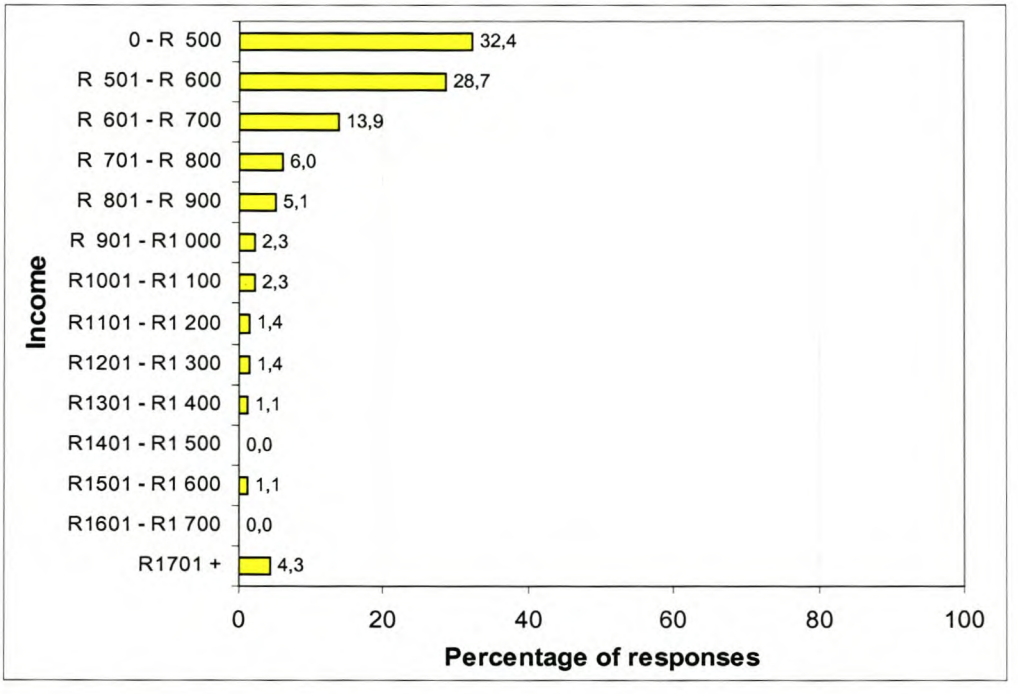

Figure 4.7: Household income per week of total number of respondents

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4.2.2.8 Sources of household income

Respondents were asked to indicate all of the sources of household income (Addendum 2, question 9). The most common source of income was the formal sector (50,1%; n=221) (see Table 4.10).

Table 4.10: Sources of household income

Sources of household income	North		South		East		Total	
	N	%	N	%	N	%	N	%
Formal sector	82	52,2	41	47,1	98	49,7	221	**50,1**
Old age pension	25	15,9	28	32,2	22	11,2	75	17,0
Informal sector	27	17,2	10	11,5	36	18,3	73	16,6
Child grant	8	5,1	0	0,0	24	12,2	32	7,3
Disability pension	15	9,6	1	1,1	15	7,6	31	7,0
Classification of other responses								
Private pension	0	0,0	5	5,7	0	0,0	5	1,1
Family	0	0,0	1	1,1	1	0,5	2	0,5
Interest from investment	0	0,0	1	1,1	0	0,0	1	0,2
None	0	0,0	0	0,0	1	0,5	1	0,2
Total	157	100	87	100	197	100	441	100

p=0,0000 (Addendum 9)

Figure 4.8 gives a graphic presentation of the distribution of the total number of responses.

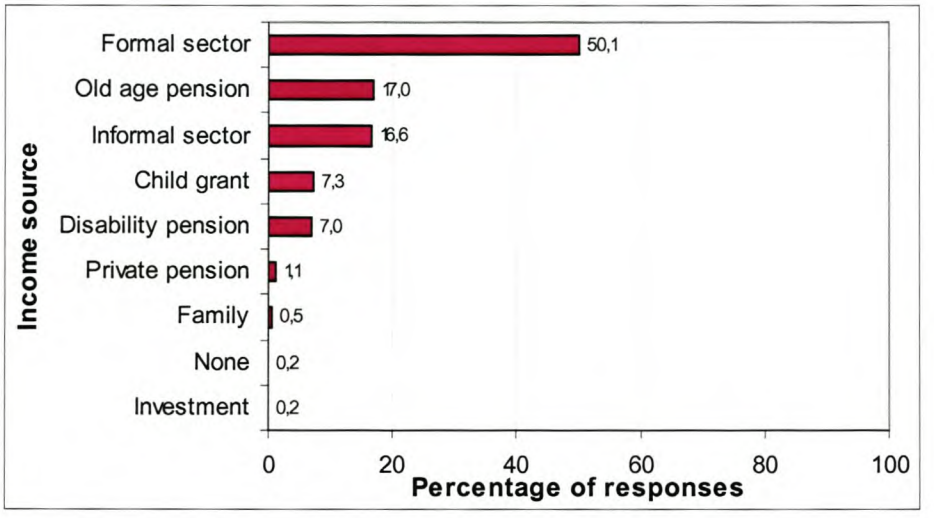

Figure 4.8: Sources of household income of total number of respondents

4.2.2.9 Years of residency in Darling

The majority of the respondents had been living in Darling for six years or more (85,7%; n=306). Only eight respondents had moved to Darling during the past year (2,2%; n=8) (see Table 4.11) (Addendum 2, question 10).

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Table 4.11: Years of residency in Darling according to area

Years of residency	North		South		East		Total	
	N	%	N	%	N	%	N	%
0 - 1 year	0	0,0	5	6,2	3	1,9	8	**2,2**
2 - 5 years	4	3,3	10	12,3	29	18,8	43	12,0
6 years and longer	118	96,7	66	81,5	122	79,2	306	**85,7**
Total	122	100	81	100	154	100	357	100

p=0,0001 (Addendum 9)

4.2.3 Views on Darling, Darling Focus Association and Centre

4.2.3.1 Problems perceived in immediate surroundings

Respondents were asked to identify all the problems that they perceived in their immediate surroundings (Addendum 2, question 11). Violence and smuggling were identified the biggest problem category for the majority of the respondents (25,4%; n=183) in their immediate surroundings. Poverty and unemployment were also identified as major problems (21,7%; n=156). More than a third of the respondents from Daring South (35,4%; n=40) reported that they experienced no problems in their immediate surroundings (see Table 4.12). The "other" category included problems with social services, sustainability of projects, noise, security, reckless driving. These were all grouped in the "other" category, since they comprised less than 1% of the total number of responses (Addendum 8).

Table 4.12: Problems experienced in immediate surroundings

Problems	North		South		East		Total	
	N	%	N	%	N	%	N	%
Violence & smuggling	66	25,7	3	2,7	114	32,6	183	**25,4**
Poverty, unemployment	66	25,7	26	23,0	64	18,3	156	**21,7**
Infrastructure/ Services	31	12,1	22	19,5	96	27,4	149	20,7
Alcohol and drugs	43	16,7	10	8,8	35	10,0	88	12,2
Illiteracy, training	10	3,9	5	4,4	11	3,1	26	3,6
Social problems	5	1,9	1	0,9	4	1,1	10	1,4
None	27	10,5	40	**35,4**	17	4,9	84	11,7
Don't know	1	0,4	0	0,0	1	0,3	2	0,3
Other	8	3,1	6	5,3	8	2,3	22	3,1
Total	257	100	113	100	350	100	720	100

p=0,0000 (Addendum 9)

The Darling Focus Centre addresses job creation and service projects (see section 4.1), therefore the respondents were asked to indicate their awareness of the Centre and the activities it provides.

4.2.3.2 Awareness of the Darling Focus Community Centre

Although 57,4% (n=205) of the respondents were aware of the Darling Focus Community Centre, 42,6% (n=152) were not aware of the Centre. In Darling East more than half of the respondents (68,2%; n=105) were aware of the Centre. In Darling South, where mostly white respondents resided, most respondents

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were not aware of the Centre (55,6%; n=45). In Darling North, where the Centre is situated, 47,5% (n=58) of the respondents were unaware of it (see Table 4.13 and Figure 4.9) (Addendum 2, question 12).

Table 4.13: Awareness of the Darling Focus Community Centre

Awareness	North		South		East		Total	
	N	%	N	%	N	%	N	%
Yes	64	52,5	36	44,4	105	**68,2**	205	57,4
No	58	**47,5**	45	**55,6**	49	31,8	152	42,6
Total	122	100	81	100	154	100	357	100

p=0,0009 (Addendum 9)

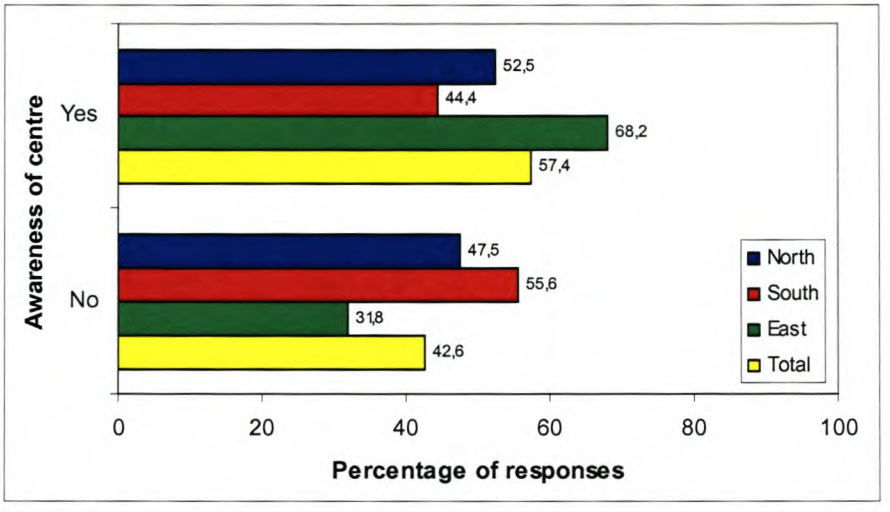

Figure 4.9: Awareness of the Darling Focus Community Centre

4.2.3.3 Awareness of activities at the Darling Focus Community Centre

Only the respondents who were aware of the Centre (n=205) were asked to indicate all of the activities of the Centre that they were aware of (Addendum 2, question 13). The majority of respondents mentioned that the Centre is firstly used for social services (22,6%; n=164) and secondly for training (21,9%; n=159). Only four respondents (0,6%) were not aware of any activities at the Centre (see Table 4.14).

Table 4.14: Awareness of activities at the Darling Focus Community Centre

Awareness	Respondents	
	N	%
Social services	164	**22,6**
Training	159	**21,9**
Frail care	145	19,9
Child care	128	17,6
Recreation	127	17,5
Don't know	4	**0,6**
Total	727	100

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Figure 4.10 gives a graphic presentation of the distribution of the total number of responses.

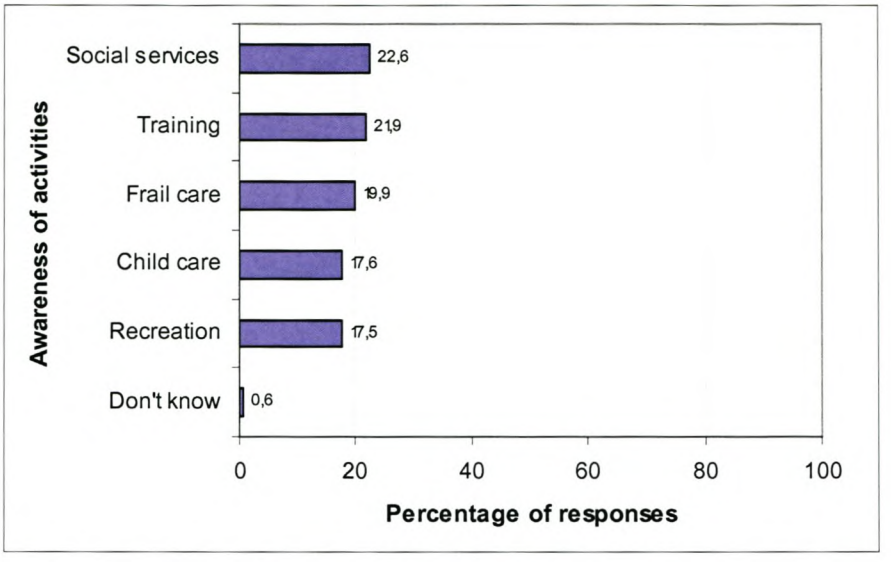

Figure 4.10: Awareness of activities at the Darling Focus Centre

4.2.3.4 Visiting the Centre

Only the 57,4% (n=205) of respondents who were aware of the Centre (see Table 4.13) had to answer this question (Addendum 2, question 14). Only 9,3% (n=19) of these respondents often visited the Centre and 44,4% (n=91) had never visited the Centre (see Table 4.15).

Table 4.15: Frequency of visiting the Centre

Frequency	Respondents	
	N	%
Often	19	**9,3**
Sometimes	95	46,3
Never	91	**44,4**
Total	205	100

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Figure 4.11 gives a graphic presentation of the distribution of the total number of responses.

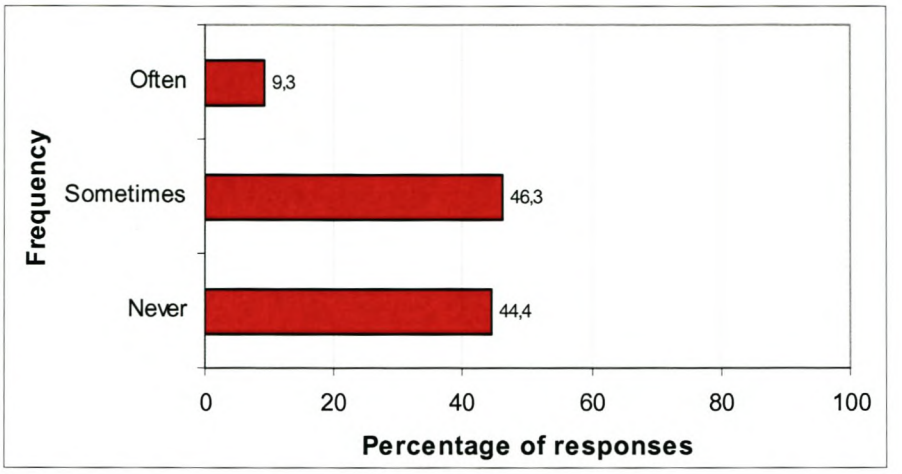

Figure 4.11: Frequency of visiting the Centre

The most popular reasons for visiting the Centre were that the respondents "participate in activities" (29,5%; n=31) and that they "visit social services" (29,5%; n=31) (see Table 4.16) (Addendum 2, question 14.1). For the categorising of responses see Addendum 8.

Table 4.16: Reasons for visiting the Centre

Reasons	Respondents	
	N	%
Activities	31	**29,5**
Social services	31	**29,5**
Give donations	17	16,2
When I pass it	7	6,7
Functions	4	3,8
Other	15	14,3
Total	105	100

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Respondents who indicated that they did not visit the Centre had to give reasons for not visiting it (Addendum 2, question 14.1). The most popular reasons for not visiting the Centre could fit into the category of having no time to visit (44,2%; n=42) (Figure 4.12).

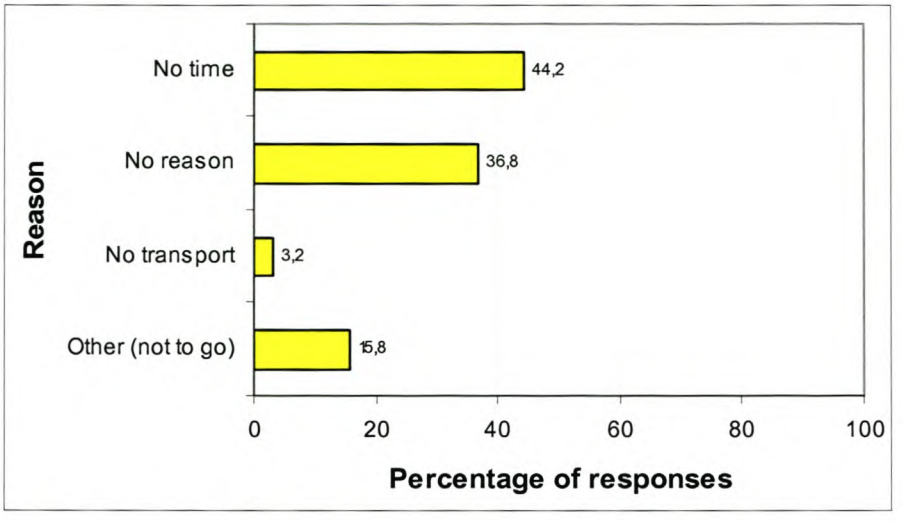

Figure 4.12: Reasons for not visiting the Centre

4.2.3.5 Frequency of participation in activities

Since visiting the Centre is not equal to participation in the activities offered at the Centre, those aware of the Centre were asked to indicate whether and how often they participated in activities at the Centre (Addendum 2, question 15). Only 10 respondents (4,9%) participated weekly or monthly (see Table 4.17).

Table 4.17: Frequency of participation in activities

Participation	North		South		East		Total	
	N	%	N	%	N	%	N	%
Have never participated	38	59,4	27	75,0	70	66,7	135	**65,9**
Have participated in the past, but stopped	7	10,9	7	19,4	13	12,4	27	13,2
Would like to participate	9	14,1	0	**0,0**	14	13,3	23	**11,2**
Not interested	2	3,1	1	2,8	7	6,7	10	4,9
Participate weekly	6	9,4	1	2,8	1	1,0	8	**3,9**
Participate monthly	2	3,1	0	0,0	0	0,0	2	**1,0**
Total	64	100	36	100	105	100	205	100

p=0,0261 (Addendum 9)

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From Table 4.17 it is clear that the majority of respondents did not participate in any activities. The total number of responses for a grouping of the above-mentioned categories is portrayed in Figure 4.13.

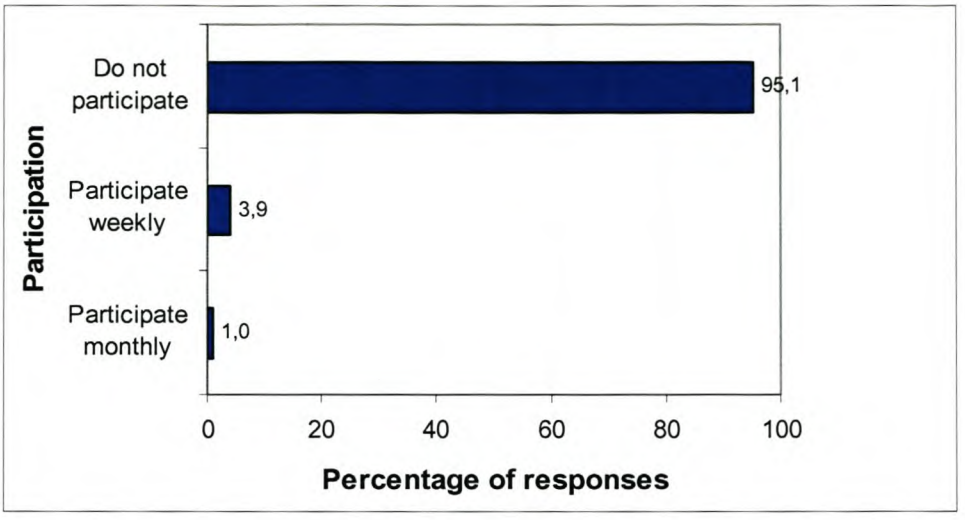

Figure 4.13: Frequency of participation in activities

4.2.3.6 Reasons for ending participation

The results in Table 4.17 indicated that 27 respondents had terminated/stopped their participation. Reasons for this were asked (Addendum 2, question 16). The responses given are portrayed in Table 4.18. Only 24 respondents mentioned a reason for not participating in activities at the Centre any longer. The most popular reasons were "It was not interesting" (16,7%; n=4),"It was presented at a bad time of the day" (16,7%; n=4) and "Started working full time" (16,7%; n=4). No one mentioned that they had stopped their participation because "It became too expensive" (see Table 4.18).

Table 4.18: Reasons for ending participation

Reasons for ending participation	Respondents	
	N	%
It was not interesting	4	**16,7**
It took too much time	2	8,3
It was presented at a bad time of the day	4	**16,7**
Activities in which you are interested were stopped	1	4,2
Did not learn anything new	2	8,3
It became too expensive	0	**0,0**
Started working full time	4	**16,7**
Classification of other responses		
It was only for a school activity	2	8,3
They only look after their own people	1	4,2
No time	1	4,2
No specific reason	1	4,2
Projects fail	1	4,2
Too ill	1	4,2
Total	24	100

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The results regarding the Darling Focus Association will subsequently be discussed.

4.2.3.7 Awareness of the Darling Focus Association

Overall more respondents were aware of the Darling Focus Association (81,5%; n=291), than were not aware (see Table 4.19) (Addendum 2, question 17).

Table 4.19: Awareness of the Darling Focus Association

Awareness	Respondents	
	N	%
Yes	291	81,5
No	66	18,5
Total	357	100

4.2.3.8 Perception / image of the Darling Focus Association

Those aware of the Darling Focus Association (n=291) were asked to indicate what they associated with the Darling Focus Association (Addendum 2, question 18). Five respondents did not answer the question. The three most popular perceptions or images associated with the Darling Focus Association were "social services" (25,2%; n=72), "training activities and job creation" (20,6%; n=59) and "community activities, issues" (19,6%; n=56). Only 7,0% (n=20) did not know with what to associate the Darling Focus Association (see Table 4.20). For the categorising of responses see Addendum 8.

Table 4.20: Perception / image of the Darling Focus Association

Perception/image	North		South		East		Total	
	N	%	N	%	N	%	N	%
Social services	22	21,4	15	24,2	35	28,9	72	**25,2**
Training activities and job creation	25	24,3	14	22,6	20	16,5	59	**20,6**
Community activities, issues	22	21,4	13	21,0	21	17,4	56	**19,6**
Food provision	8	7,8	11	17,7	16	13,2	35	12,2
Children (activities, care)	3	2,9	0	0,0	9	7,4	12	4,2
Good institution, does good work	2	1,9	2	3,2	5	4,1	9	3,1
Problems (management, corrupt)	8	7,8	1	1,6	0	0,0	9	3,1
Don't know	6	5,8	3	4,8	11	9,1	20	**7,0**
Other	7	6,8	3	4,8	4	3,3	14	4,9
Total	103	100	62	100	121	100	286	100

p=0,0333 (Addendum 9)

4.2.3.9 Awareness of Darling Focus Association's involvement in the community

The respondents who were aware of the Darling Focus Association were furthermore asked to indicate what they saw as the main involvement of the Association in the Darling Community (Addendum 2, question 19). Respondents could give more than one response. The involvement of the Association in the community mostly mentioned was in the category of "training activities and job creation" (30,7%; n=149) (see Table 4.21). For the categorising of responses, see Addendum 8.

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Table 4.21: Awareness of Darling Focus Association's involvement in the community

Awareness	Responses	
	N	%
Training activities and job creation	149	**30,7**
Food scheme	121	24,9
Social services	53	10,9
Needlework and knitting	44	9,1
Activities and help for children	30	6,2
Activities and help for youth	20	4,1
Activities and help for the aged	15	3,1
Community activities, issues, meetings	11	2,3
Don't know	24	4,9
Other	19	3,9
Total	486	100

4.2.3.10 Membership of respondents of the Darling Focus Association

The respondents who were aware of the Darling Focus Association (n=291) were asked to indicate whether they had been or were still members (Addendum 2, question 20). Three respondents did not answer the question. In total 26 respondents were (in the past or at present) members of the Darling Focus Association. Of these 18 (6,3%) indicated that they had been members previously, but that they were not members any longer (see Table 4.22).

Table 4.22: Previous membership

Membership	Respondents	
	N	%
Yes (previously)	18	**6,3**
No	270	93,8
Total	288	100

Only eight (2,8%) of the respondents were members of the Darling Focus Association at the time of the survey and seven of the eight live in Darling North, where the Darling Focus Centre is situated (see Table 4.23) (Addendum 2, question 21).

Table 4.23: Current membership

Membership	North		South		East		Total	
	N	%	N	%	N	%	N	%
Yes	7	6,8	1	1,7	0	0,0	8	**2,8**
No	96	93,2	59	98,3	125	100,0	280	97,2
Total	103	100	60	100	125	100	288	100

p=0,0067 (Addendum 9)

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4.2.3.11 Reasons for membership

Respondents were asked for the reasons why they were still members, why they had resigned or had never been members (Addendum 2, question 22). Only 262 of the 288 respondents answered the question. The following responses outnumbered the others.

Two of the respondents who were members at the time of the survey indicated that their reason for membership was that they had been "looking for work". Four of the other member-respondents indicated that their participation in activities at the Centre was the reason for their membership. One of the member-respondents mentioned that he/she had "joined to be on the community committee" and one to "help the community".

The most popular reason that the respondents gave for not being a member of the Association was that they had no time (40,5%; n=106), or that they were not interested or did not need it (22,5%; n=59) (Table 4.24). For the categorising of responses see Addendum 8.

Table 4.24: Reasons for not being a member

Reasons	Respondents	
	N	%
No time	106	**40,5**
Not interested/needed	59	**22,5**
Know too little about them	25	9,5
Unfit	23	8,8
No specific reason	17	6,5
They are unjust	12	4,6
Other (Not a member)	20	7,6
Total	262	100

4.2.3.12 Views on Darling Focus Association

Lastly, respondents who were aware of the Darling Focus Association (n=291) were asked to indicate positive and negative views that they had of the Darling Focus Association (Addendum 2, question 23). Two **positive views** that most of the respondents (24,4%; n=71) had of the Darling Focus Association was that the Association helped the community and the needy and was responsible for food provision (24,4%; n=71) (see Table 4.25). Only one respondent mentioned that the positive action of the Association was that it offered sport to the community (0,3%; n=1).

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Table 4.25: Positive views on Darling Focus Association

Positive views	North		South		East		Total	
	N	%	N	%	N	%	N	%
Help community and needy	22	21,2	12	19,4	37	29,6	71	**24,4**
Food provision	27	26,0	12	19,4	32	25,6	71	**24,4**
Activities and care for children	8	7,7	8	12,9	16	12,8	32	11,0
Training/job creation and job seeking	14	13,5	3	4,8	11	8,8	28	9,6
Social work	13	12,5	3	4,8	9	7,2	25	8,6
Projects	4	3,8	8	12,9	2	1,6	14	4,8
Good for community	7	6,7	5	8,1	2	1,6	14	4,8
Sport	1	1,0	0	0,0	0	0,0	1	**0,3**
Don't know	8	7,7	11	17,7	16	12,8	35	12,0
Total	104	100	62	100	125	100	291	100

p=0,0085 (Addendum 9)

When asked to identify a **negative view** on Darling Focus Association (Addendum 2, question 23), the majority of the 281 who responded, namely 220 (78,3%), did not mention anything negative as they reacted to the categories "none" and "don't know". Almost half (47,9%; n=56) of the respondents from Darling East indicated that they had no negative views on the Association (see Table 4.26). A negative view on the Darling Focus Association that respondents mentioned was that the community was uninformed about the Association and its activities (6,0%; n=17) (see Table 4.26). For the categorising of responses, see Addendum 8.

Table 4.26: Negative views on Darling Focus Association

Negative views	North		South		East		Total	
	N	%	N	%	N	%	N	%
Community uninformed	7	6,9	1	1,6	9	7,7	17	**6,0**
Social worker is inadequate, rude	2	2,0	2	3,2	7	6,0	11	3,9
Politics, unjust	5	4,9	2	3,2	4	3,4	11	3,9
Should have more activities	2	2,0	1	1,6	4	3,4	7	2,5
Too expensive	1	1,0	0	0,0	2	1,7	3	1,1
None	34	33,3	14	22,6	56	**47,9**	104	**37,0**
Don't know	43	42,2	42	67,7	31	26,5	116	**41,3**
Other	8	7,8	0	0,0	4	3,4	12	4,3
Total	102	100	62	100	117	100	281	100

p=0,0006 (Addendum 9)

4.2.3.13 Target group of Darling Focus Association

All respondents were asked to indicate for whom they thought the Darling Focus Centre should offer activities. Respondents could indicate any number of categories. All five categories of the target groups mentioned in the question (Addendum 2, question 24) were perceived as almost equally important by the respondents, with only small variances between the categories. Therefore Table 4.27 and Figure 4.14 give only the values for the total number of responses. "The needy" was the most popular category (20,3%; n=345) and the least popular category was "adults" (19,6%; n=333).

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Table 4.27: Perception of intended target group of Darling Focus Association

Target groups	Responses	
	N	%
School-going children	338	19,9
Youths	341	20,1
Adults	333	**19,6**
The elderly	338	19,9
The needy	345	**20,3**
Don't know	1	0,1
Total	1696	100

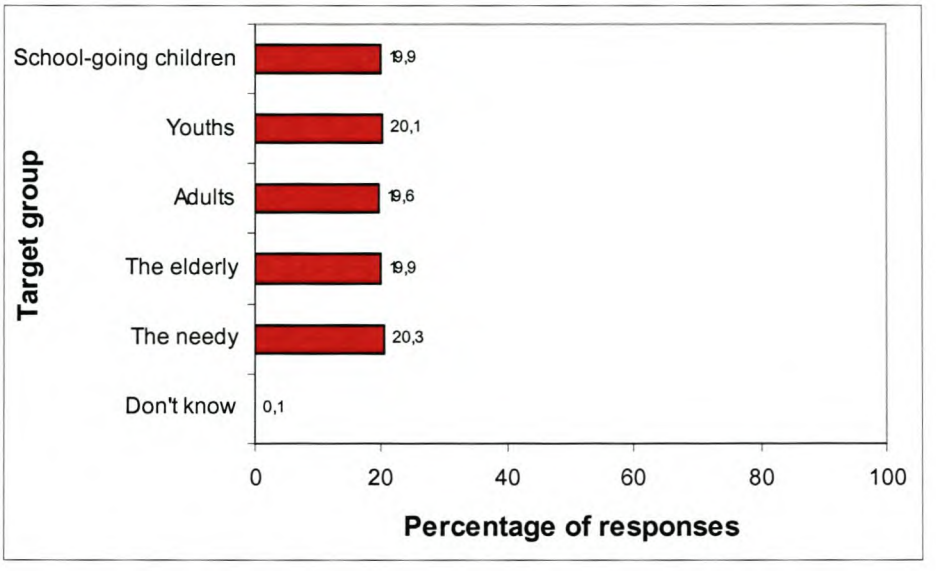

Figure 4.14: Perception of intended target group of Darling Focus Association

4.2.3.14 Preference for training activities

Respondents were asked to identify specific training activities that they would like to be presented at the Centre. This question was asked to all of the respondents and they could indicate as many activities as they wanted (Addendum 2, question 25). Preferences for training activities were categorised as in Table 4.28. For grouping into categories and coding criteria see Addendum 8. From these results it is clear that the most popular training preference identified was "computer training" (20,2%; n=136) and secondly "job training" (13,7%; n=92). The same tendency was found in Darling North (24,9%; n=55 and 10,4%; n=23 respectively) and Darling East (20,6%; n=62 and 12,3%; n=37 respectively). In Darling South, however, it was exactly the other way around, since "job training" (21,3%; n=32) was mentioned most and "computer training" (12,7%; n=19) second most. Only two respondents, one from Darling East and one from Darling South, mentioned that they had no training needs ("none") (0,4%; n=3). "Social services training" was mentioned as a training need by five respondents (0,7%). Twenty-three (3,4%) of the respondents did not know what their preferences for training activities were (see Table 4.28).

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Table 4.28: Preferences for training activities

Training activities	North		South		East		Total	
	N	%	N	%	N	%	N	%
Computer training	55	**24,9**	19	**12,7**	62	**20,6**	136	**20,2**
Job training	23	**10,4**	32	**21,3**	37	**12,3**	92	**13,7**
Needlework	22	10,0	9	6,0	26	8,6	57	8,5
Technical training	17	7,7	10	6,7	24	8,0	51	7,6
Baking, cooking	18	8,1	6	4,0	16	5,3	40	6,0
Woodwork	9	4,1	12	8,0	16	5,3	37	5,5
Abet	10	4,5	7	4,7	20	6,6	37	5,5
Building	5	2,3	10	6,7	16	5,3	31	4,6
Arts and crafts	7	3,2	10	6,7	8	2,7	25	3,7
Life skills	10	4,5	10	6,7	4	1,3	24	3,6
Safety, security, first aid	6	2,7	2	1,3	12	4,0	20	3,0
Training for youth	7	3,2	4	2,7	9	3,0	20	3,0
Training for children	5	2,3	0	0,0	14	4,7	19	2,8
Driving	6	2,7	2	1,3	10	3,3	18	2,7
Housekeeping	6	2,7	2	1,3	5	1,7	13	1,9
Dancing/drama	0	0,0	3	2,0	7	2,3	10	1,5
Social services training	2	0,9	0	0,0	3	1,0	5	**0,7**
None	0	0,0	1	0,7	2	0,7	3	**0,4**
Don't know	11	5,0	8	5,3	4	1,3	23	3,4
Other	2	0,9	3	2,0	6	2,0	11	1,6
Total	221	100	150	100	301	100	672	100

p=0,0010 (Addendum 9)

Figure 4.15 is a graphic presentation of the total number of responses. In this figure all of the categories that made up less than 3% of the total were also included in the "other" category.

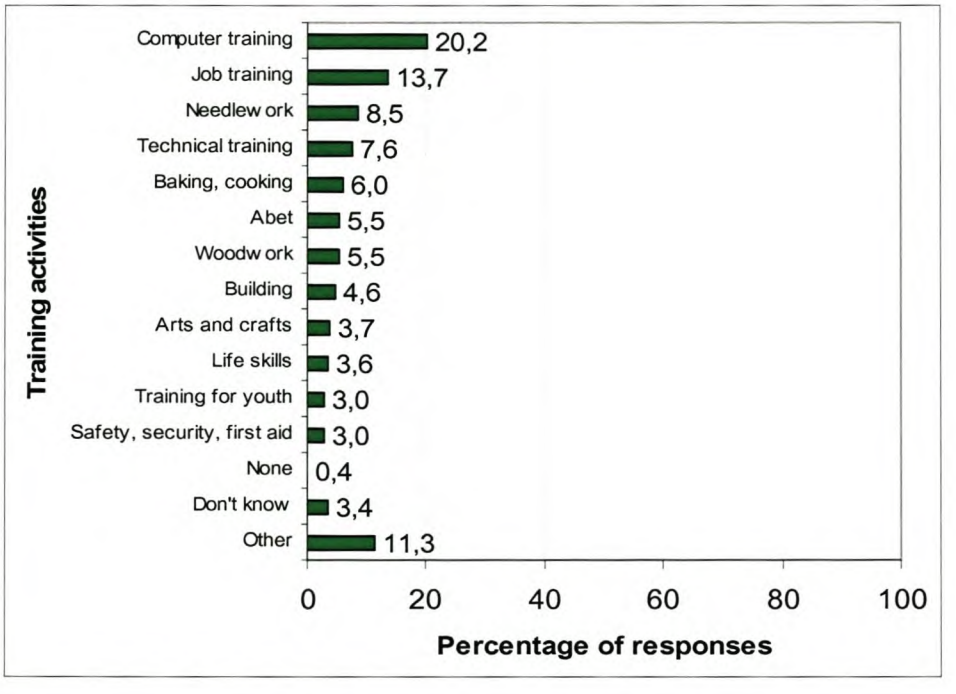

Figure 4.15: Preferences for training activities

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All respondents were asked to identify the most important preferences for training that should be presented by the Community Centre (Addendum 2, question 26). These responses were grouped into the same 20 categories as responses from question 25 (see Tables 4.28 and 4.29) (Addendum 8). The most important preference for training identified by the participants was "computer training" (26,4%; n=92). "Dancing and drama" was identified by only one respondent as most important. This tendency was found in Darling North and Darling East as well. In Darling North no respondent was of the opinion that no training activities should be presented. In Darling South "job training" (22,5%; n=18) was identified as the most important preference (see Table 4.29).

Table 4.29: Relative importance of the identified training preferences

Training activities	North		South		East		Total	
	N	%	N	%	N	%	N	%
Computer training	37	**31,1**	12	15,0	43	**28,7**	92	**26,4**
Job training	11	9,2	18	**22,5**	19	12,7	48	13,8
Abet	9	7,6	5	6,3	12	8,0	26	7,4
Technical training	7	5,9	4	5,0	12	8,0	23	6,6
Building	3	2,5	4	5,0	10	6,7	17	4,9
Needlework	10	8,4	1	1,3	6	4,0	17	4,9
Baking, cooking	4	3,4	3	3,8	7	4,7	14	4,0
Training for youth	7	5,9	3	3,8	3	2,0	13	3,7
Driving	2	1,7	1	1,3	9	6,0	12	3,4
Training for children	3	2,5	0	0,0	9	6,0	12	3,4
Life skills	5	4,2	4	5,0	3	2,0	12	3,4
Arts and crafts	2	1,7	6	7,5	3	2,0	11	3,2
Safety, security, first aid	1	0,8	3	3,8	3	2,0	7	2,0
Woodwork	2	1,7	2	2,5	2	1,3	6	1,7
Housekeeping	2	1,7	2	2,5	2	1,3	6	1,7
Social services training	2	1,7	0	0,0	0	0,0	2	0,6
Dancing/drama	0	**0,0**	1	1,3	0	**0,0**	1	**0,3**
None	0	**0,0**	1	1,3	1	0,7	2	0,6
Don't know	11	9,2	8	10,0	4	2,7	23	6,6
Other	1	0,8	2	2,5	2	1,3	5	1,4
Total	119	100	80	100	150	100	349	100

p=0,0108 (Addendum 9)

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Figure 4.16 is a graphic presentation of the most popular response categories. Those under 3% of the total were included in the "other" category.

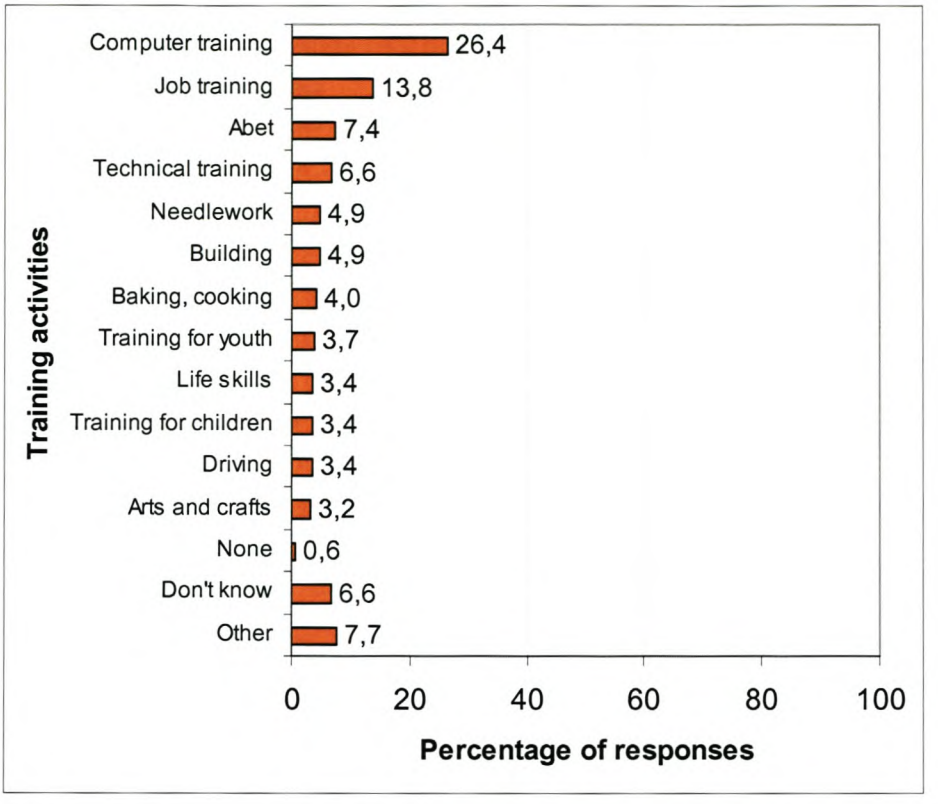

Figure 4.16: Most important preferences for training activities

4.2.3.15 Preferences for recreational activities

Respondents were asked to name the recreational activities that should be presented by the Centre (Addendum 2, question 27). Preferences for recreational activities were grouped into the categories as in Table 4.30 (Addendum 8). Overall, as well as in the three areas, the most popular preference was for "sport", namely 36,7% (n=236) from a total of 643 responses. Only four respondents mentioned that they had no preference for recreational activities that the Centre should address (see Table 4.30).

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Table 4.30: Preferences for recreational activities

Recreational activities	Responses	
	N	%
Sport	236	**36,7**
Dance and music	96	14,9
Games	61	9,5
Activities for the elderly	46	7,2
Art and drama	42	6,5
Videos/movies	25	3,9
Youth activities	15	2,3
Swimming pool	14	2,2
Bible study	9	1,4
None	4	**0,6**
Don't know	49	7,6
Other	46	7,2
Total	643	100

Figure 4.17 is a graphic presentation of the most popular response categories. Those under 2% of the total were also included in the "other" category.

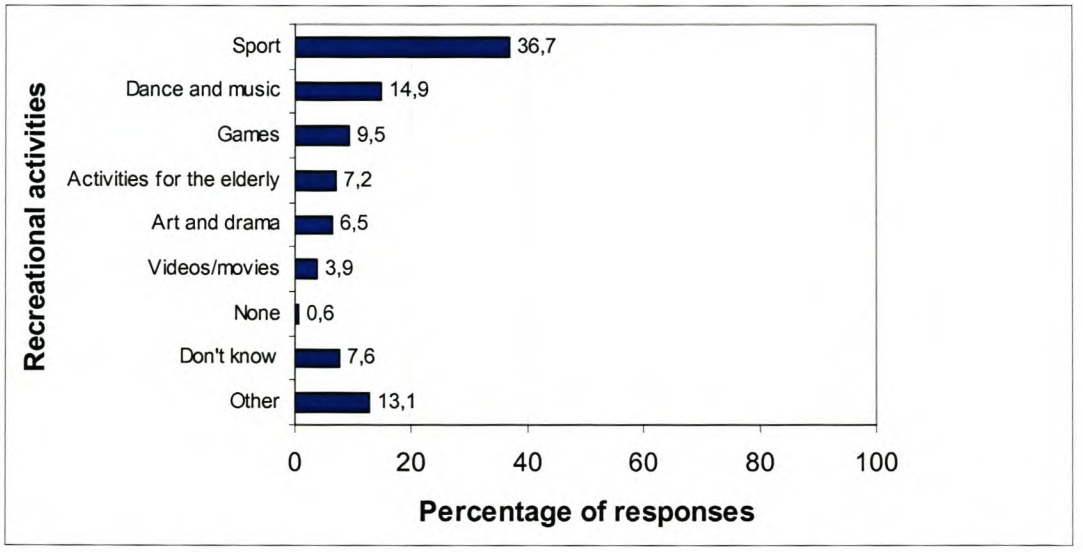

Figure 4.17: Preferences for recreational activities

Respondents were then asked to name the most important recreational activity that should be offered at the Centre (Addendum 2, question 28). The most important preference for recreational activities was "sport", namely 33,9% (n=118) from a total of 348 responses. This is true for all three of the geographical areas. Only three respondents did not identify a most important recreational preference. The responses for this question were grouped (see Table 4.31) in the same categories as in Table 4.30 (Addendum 8).

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Table 4.31: Most important preference for recreational activities

Recreational activities	Responses	
	N	%
Sport	118	**33,9**
Dance and music	42	12,1
Activities for the elderly	39	11,2
Games	20	5,7
Art and drama	19	5,5
Videos/movies	11	3,2
Bible study	9	2,6
Swimming pool	8	2,3
Youth activities	7	2,0
None	3	**0,9**
Don't know	40	11,5
Other	32	9,2
Total	348	100

Figure 4.18 gives a graphic presentation of the responses listed in Table 4.31.

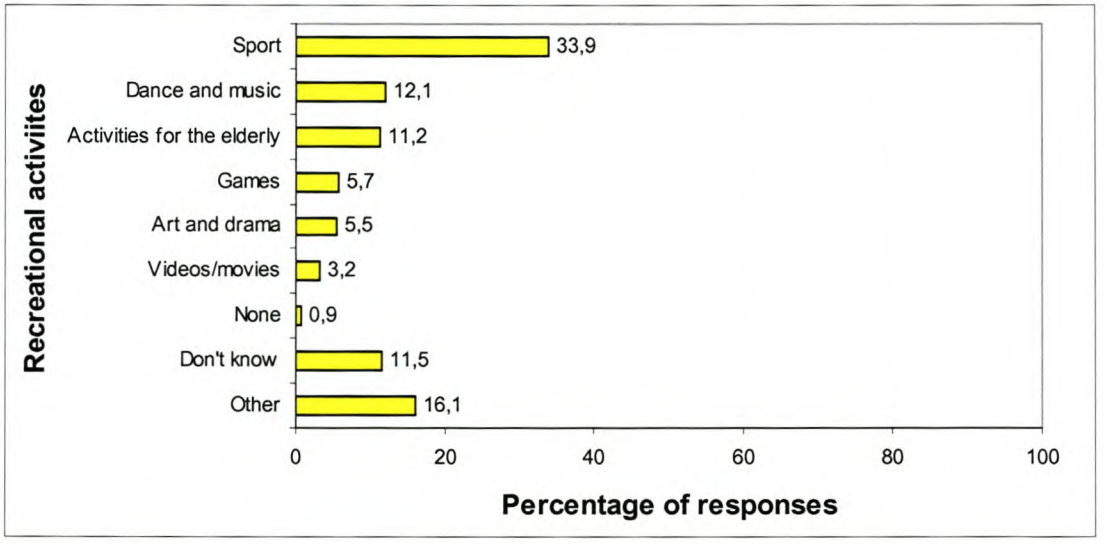

Figure 4.18: Most important preference for recreational activities

4.2.3.16 Preference for social service activities

When respondents were asked to name social activities that should be presented at the Centre (Addendum 2, question 29), more than a third of the responses indicated "better social services/worker" (36,2%; n=165). The respondents in Darling East (41.0%; n=82) emphasised this more. "Awareness of HIV/aids and diseases" were mentioned by three respondents only. Darling North and Darling East again showed the same tendency as for the total sample. In Darling East two respondents mentioned "youth care activities" and "food programmes". In Darling South, where mostly whites resided, the highest number of responses were in the "don't know" category (34,7%; n=35) and no respondent mentioned a preference for "youth care

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activities" or "awareness of HIV/aids and diseases" (see Table 4.32). The responses were grouped into the categories used in Table 32 (Addendum 8).

Table 4.32: Preference for social service activities

Social service activities	North		South		East		Total	
	N	%	N	%	N	%	N	%
Better social services/worker	55	**35,5**	28	27,7	82	**41,0**	165	**36,2**
Child care and activities	16	10,3	16	15,8	18	9,0	50	11,0
Help the needy (poor,elderly,ill,disabled)	18	11,6	7	6,9	22	11,0	47	10,3
Does everything already	6	3,9	0	0,0	11	5,5	17	3,7
Help with domestic violence	2	1,3	3	3,0	11	5,5	16	3,5
Food programs	6	3,9	4	4,0	2	1,0	12	2,6
Addiction (Drug, Alcohol)	1	0,6	1	1,0	5	2,5	7	1,5
Advice, counselling	3	1,9	0	0,0	3	1,5	6	1,3
Youth care and activities	2	1,3	0	0,0	2	**1,0**	4	0,9
HIV/aids, diseases	1	0,6	0	0,0	2	1,0	3	**0,7**
None	10	6,5	6	5,9	7	3,5	23	5,0
Don't know	32	20,6	35	**34,7**	25	12,5	92	20,2
Other	3	1,9	1	1,0	10	5,0	14	3,1
Total	155	100	101	100	200	100	456	100

p=0,0014 (Addendum 9)

Figure 4.19 gives a graphic presentation of the responses listed in Table 4.32. The categories that make up less than 2% of the total responses were also included into the "other" category.

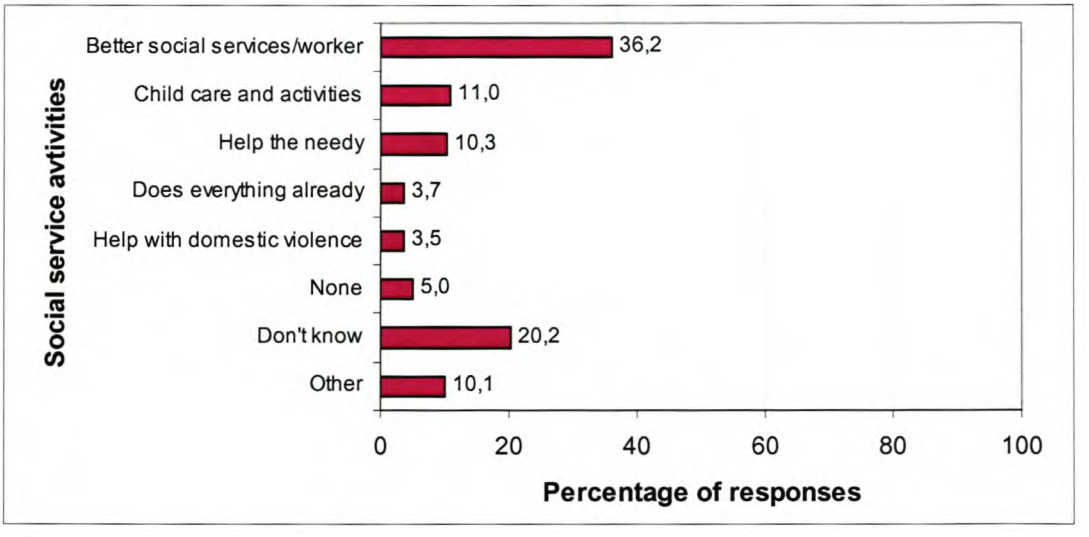

Figure 4.19: Preferences for social service activities

Respondents were asked to identify the most important social service activity (Addendum 2, question 30). The responses to this were also categorised into the same categories in Table 4.32 (Addendum 8) (see Table 4.33). These results emphasised the same aspect as was indicated in the previous table. Social service activities mentioned in most responses were "better social services/worker" (32,9%; n=112). This was true

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for Darling East (41,1%; n=58) and North (31,1%; n=37) as well. Again only two respondents mentioned "awareness of HIV/aids and diseases". In Darling North and South no one mentioned "advice and counselling". In Darling South no one mentioned "Youth care and activities" and "addiction (drug, alcohol)". The majority of respondents from Darling South responded that they did not know what their most important preference for social service activities were (43,8%; n=35) (see Table 4.33).

Table 4.33: Most important need for social service activities

Social service activities	North		South		East		Total	
	N	%	N	%	N	%	N	%
Better social services/worker	37	**31,1**	17	21,3	58	**41,1**	112	**32,9**
Help the needy (poor,elderly,ill,disabled)	12	10,1	7	8,8	15	10,6	34	10,0
Child care and activities	9	7,6	10	12,5	13	9,2	32	9,4
Does everything already	6	5,0	0	0,0	10	7,1	16	4,7
Food programmes	5	4,2	4	5,0	1	0,7	10	2,9
Help with domestic violence	2	1,7	1	1,3	7	5,0	10	2,9
Youth care and activities	1	0,8	0	0,0	2	1,4	3	0,9
Addiction (drug, alcohol)	1	0,8	0	0,0	2	1,4	3	0,9
Advice, counselling	0	0,0	0	0,0	3	2,1	3	0,9
HIV/aids, diseases	1	0,8	0	0,0	1	0,7	2	**0,6**
None	10	8,4	5	6,3	7	5,0	22	6,5
Don't know	32	26,9	35	**43,8**	15	10,6	82	24,1
Other	3	2,5	1	1,3	7	5,0	11	3,2
Total	119	100	80	100	141	100	340	100

p=0,0003 (Addendum 9)

Figure 4.20 is a graphic presentation of the most popular response categories. The response categories that made up less than 1% of the total were also included in the "other"-category.

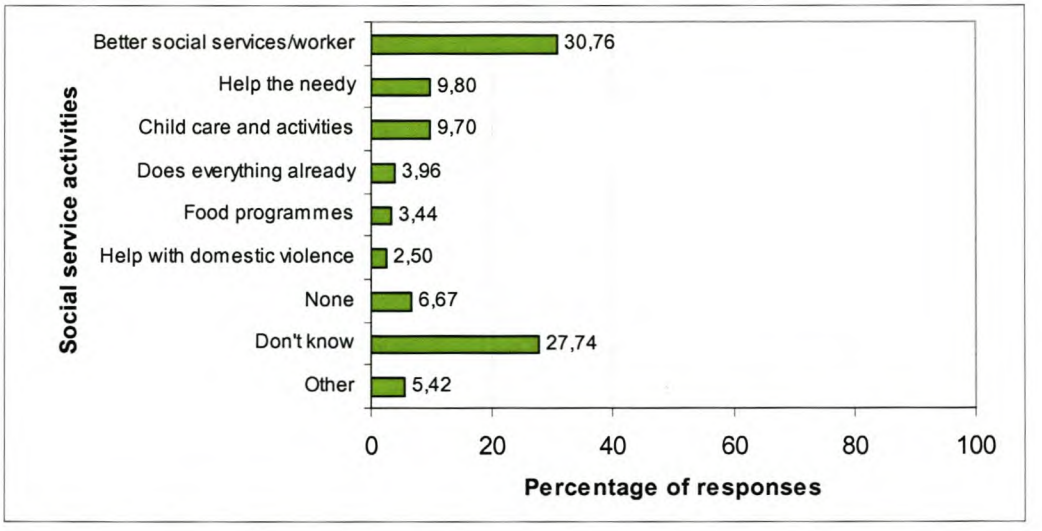

Figure 4.20: Most important preference for social service activities

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In the previous questions (questions 26, 28 and 30) the respondents had to indicate what training, recreational and social service activities they would prefer to be offered at the Darling Focus Centre. They also had to identify those they regarded as being the most important activities to be addressed. The following questions deal with logistics regarding the presentation of these identified activities. Although they responded to more than one category, not all of them responded to all three the categories of activities. Therefore the numbers of responses to questions 31 to 35 vary. The variables for these questions were not cross-tabulated with geographical area, since the difference between the geographical areas is statistically insignificant.

4.2.3.17 Preferred frequency of various activities

The majority of the respondents preferred all three activities they regarded as being the most important, to be offered on a daily basis (Addendum 2, question 31). Social service activities were especially preferred on a daily basis (89,4%; n=252). Very few respondents preferred activities to be offered only once a month (3,2%; n=9) (see Table 4.34 and Figure 4.21).

Table 4.34: Preferred frequency of various activities

Frequency	Training		Recreation		Social service	
	N	%	N	%	N	%
1 X per day	187	55,3	140	42,2	252	**89,4**
2 X per week	102	30,2	103	31,0	8	2,8
1 X per week	44	13,0	87	26,2	13	4,6
1 X per month	5	1,5	2	0,6	9	**3,2**
Total	338	100	332	100	282	100

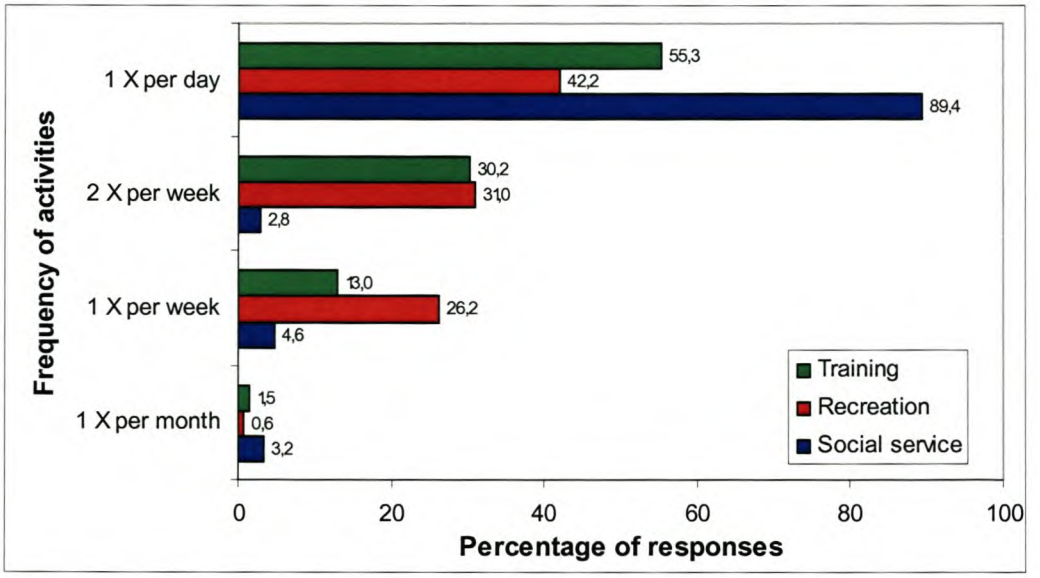

Figure 4.21: Preferred frequency of various activities

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4.2.3.18 Preferred duration of various activities

For training the respondents mostly chose that activities would last up to two hours (81,0%; n=274). Recreational activities were mostly preferred to last two hours (32,8%; n=109). Social service activities were preferred by 62,1% (n=175) to last for 4 hours or longer. The most popular choice for the duration of activities was not longer than two hours (see Table 4.35 and Figure 4.22) (Addendum 2, question 32).

Table 4.35: Preferred duration of various activities

Duration	Training		Recreation		Social service	
	N	%	N	%	N	%
1 hour or shorter	136	**40,2**	78	23,5	27	9,6
2 hours	138	**40,8**	109	**32,8**	42	14,9
3 hours	10	3,0	40	12,0	38	13,5
4 hours and longer	54	16,0	105	31,6	175	**62,1**
Total	338	100	332	100	282	100

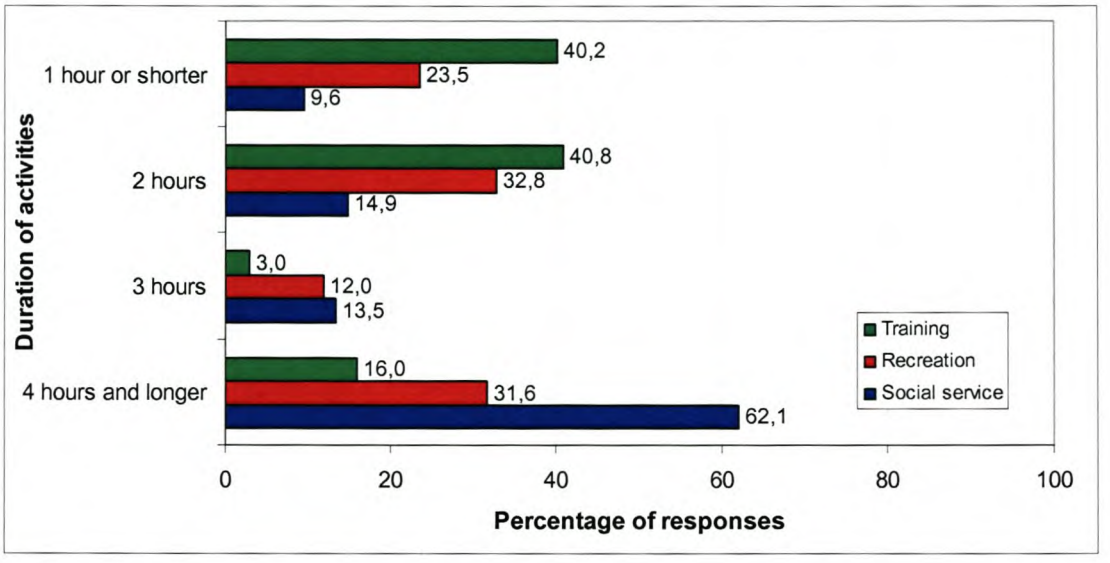

Figure 4.22: Preferred duration of various activities

4.2.3.19 Preferred time of day for various activities

Respondents mostly preferred training activities (46,8%; n=169) and social service activities (74,4%; n=261) to be presented in the morning and recreational activities to be presented in the afternoon (59,1%; n=217). Most respondents preferred activities to be presented in the morning (see Table 4.36 and Figure 4.23) (Addendum 2, question 33).

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Table 4.36: Preferred time of day for various activities

Time of day	Training		Recreation		Social service	
	N	%	N	%	N	%
In the morning	169	**46,8**	54	14,7	261	**74,4**
In the afternoon	117	32,4	217	59,1	76	21,7
After hours	75	20,8	96	26,2	14	4,0
Total	361	100	367	100	351	100

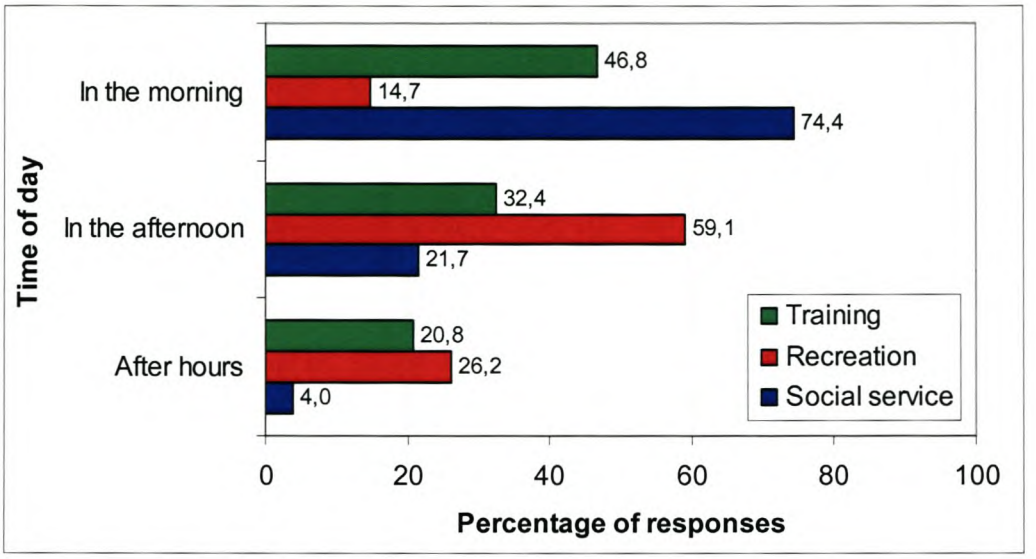

Figure 4.23: Preferred time of day for various activities

4.2.3.20 Preferred time of week for various activities

The preferred time of week that was indicated for training and social service activities was during the week (respectively 90,8%; n=314 and 98,3%; n=282). Recreational activities were preferred to be presented on weekends (55,7%; n=209) (see Table 4.37 and Figure 4.24) (Addendum 2, question 34).

Table 4.37: Preferred time of week for various activities

Time of week	Training		Recreation		Social service	
	N	%	N	%	N	%
During the week	314	**90,8**	166	44,3	282	**98,3**
On weekends	32	9,2	209	**55,7**	5	1,7
Total	346	100	375	100	287	100

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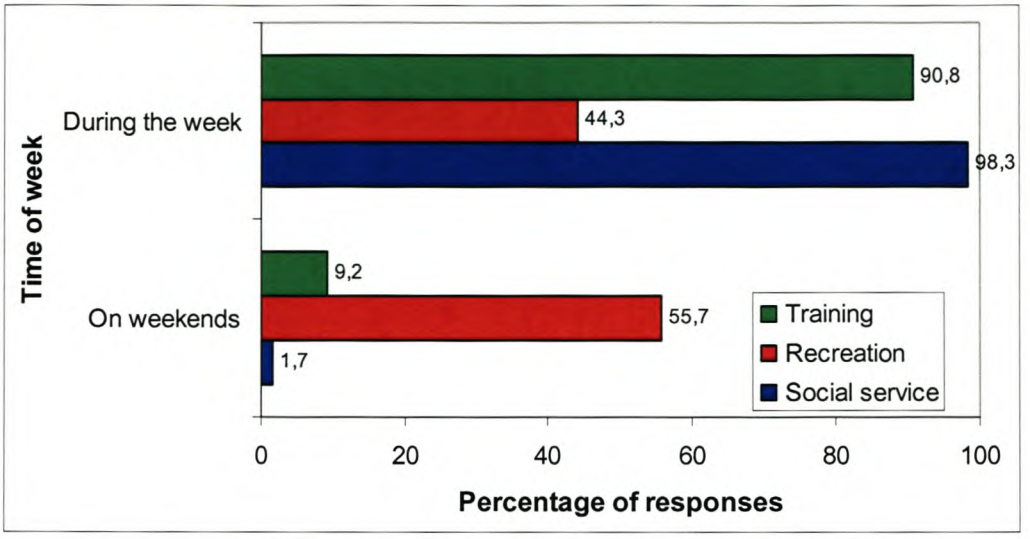

Figure 4.24: Preferred time of week for various activities

4.2.3.21 Preferred time of year for various activities

The preferred time of year that all three categories of most important activities should be offered, was almost equal in the four seasons (see Figure 4.25) (Addendum 2, question 35).

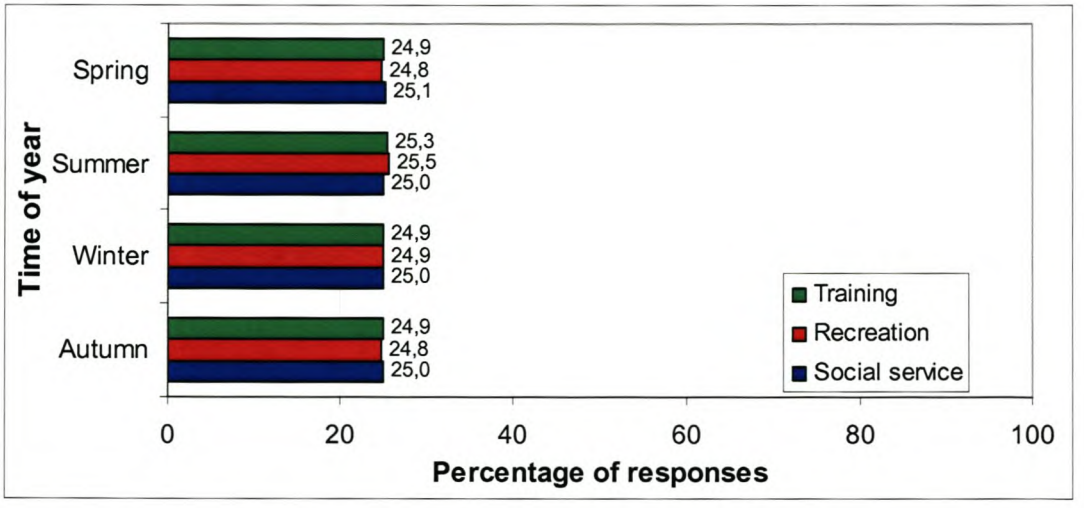

Figure 4.25: Preferred time of year for various activities

4.2.3.22 Preferred means of notification of various activities

Overall the respondents preferred to be notified of activities by means of a notice or newsletter mailed to them (29,5%; n=137) (see Table 4.38). Respondents could give more than one response to this question (Addendum 2, question 36). For the categorising of responses see Addendum 8.

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Table 4.38: Preferred means of notification of various activities

Means of notification	Responses	
	N	%
By post (newsletter)	137	**29,5**
Pamphlets	119	25,6
Posters and billboards	84	18,1
Advertise in newspaper	45	9,7
Meetings	31	6,7
Word of mouth	12	2,6
Telephonic	11	2,4
Other	26	5,6
Total	465	100

Figure 4.26 is a graphic presentation of the total responses.

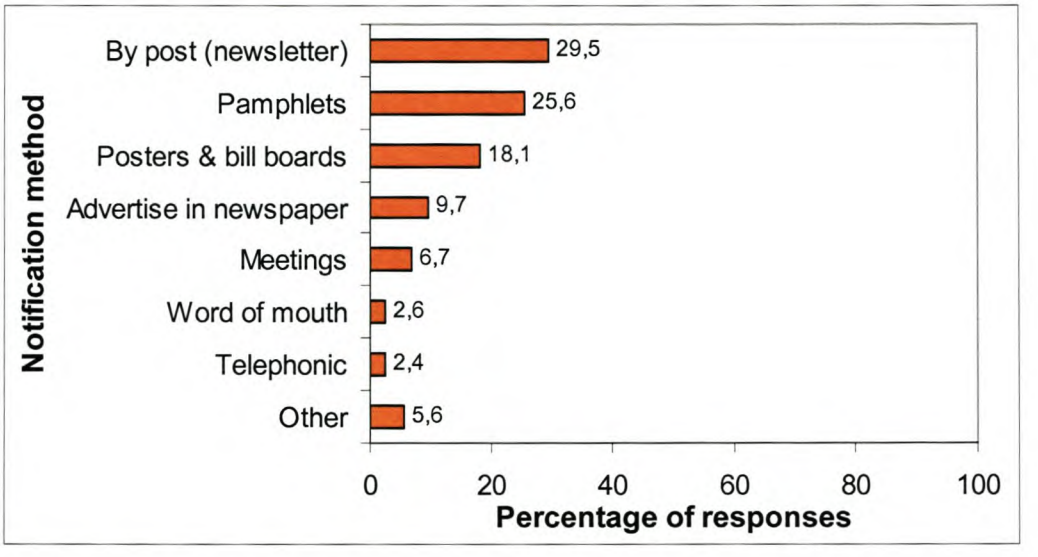

Figure 4.26: Preferred means of notification of various activities

Respondents were asked to identify a course that they would like to attend at the Darling Focus Centre (Addendum 2, question 37).

4.2.3.23 Need for courses at Darling Focus

More than a quarter of respondents (26,8%; n=95) indicated that they had no need to follow a course at the Darling Focus Centre. The greatest need was for computer training (23,9%; n=85). "Computer training" was also the greatest need of the respondents from Darling East (28,6%; n=44). In Darling North equal numbers of respondents indicated "computer training" and "none" (22,5%; n=27). In Darling South, where mostly whites resided, more than half of the respondents did not have a need to follow a course at the Darling Focus Centre (56,8%; n=46) (see Table 4.39) (Addendum 8) (Addendum 2, question 37).

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Table 4.39: Need for course at Darling Focus

AREA	North		South		East		Total	
QUESTION 37	N	%	N	%	N	%	N	%
Computer training	27	**22,5**	14	17,3	44	**28,6**	85	**23,9**
Needlework	14	11,7	3	3,7	14	9,1	31	8,7
Paintwork	12	10,0	10	12,3	5	3,2	27	7,6
Mechanical and technical training	8	6,7	3	3,7	14	9,1	25	7,0
Housekeeping	6	5,0	1	1,2	7	4,5	14	3,9
Social work training	4	3,3	1	1,2	8	5,2	13	3,7
Health and safety training	3	2,5	0	0,0	7	4,5	10	2,8
Cooking and baking training	2	1,7	0	0,0	8	5,2	10	2,8
Woodwork	1	0,8	0	0,0	8	5,2	9	2,5
Building training	1	0,8	0	0,0	3	1,9	4	1,1
Abet training	2	1,7	2	2,5	0	0,0	4	1,1
Business training	3	2,5	0	0,0	1	0,6	4	1,1
Driving classes	3	2,5	1	1,2	0	0,0	4	1,1
Gardening	0	0,0	0	0,0	4	2,6	4	1,1
None	27	**22,5**	46	**56,8**	22	14,3	95	**26,8**
Don't know	2	1,7	0	0,0	5	3,2	7	2,0
Other	5	4,2	0	0,0	4	2,6	9	2,5
Total	120	100	81	100	154	100	355	100

p=0,0000 (Addendum 9)

Figure 4.27 is a graphic presentation of the total responses. Categories comprising less than 2% of the total number of responses were also included in the "other" category.

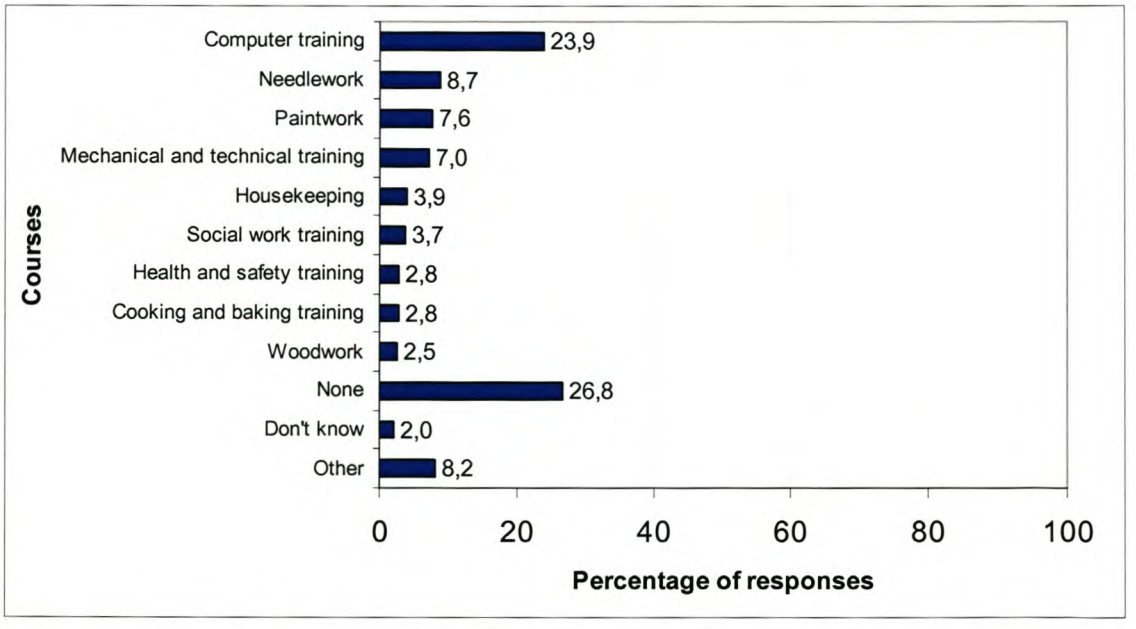

Figure 4.27: Need for training course

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4.2.3.24 Willingness to pay for courses

More respondents were willing to pay for a course at the Darling Focus Centre than those who were not willing to pay (see Table 4.40). Only 283 respondents responded to this question. The reason was that the rest of the respondents had indicated that they were not interested in following a course at the Darling Focus Centre. However, some respondents did answer the question even though they were not interested in following a course (Addendum 2, question 38). For the categorising of responses see Addendum 8.

Table 4.40: Willingness to pay for courses

Willingness to pay	Respondents	
	N	%
Yes	171	60,4
No	112	39,6
Total	283	100

4.2.3.25 Amount willing to pay for courses

The responses were categorised into categories of R50 in Table 4.41 (Addendum 8). In total most respondents indicated that they would be willing to pay less than R50 (see Table 4.41). Only 169 of the 171 respondents who indicated that they would be willing to pay (see previous Table 4.40) for a course at the Darling Focus Centre answered this question (Addendum 2, question 39).

Table 4.41: Amount willing to pay for courses

Amount	Responses	
	N	%
R0 - R49	65	38,5
R50 - R99	50	29,6
R100 - R149	31	18,3
R150 - R199	7	4,1
R200 - R249	8	4,7
R250 - R299	2	1,2
R300 - R349	1	0,6
R350 - R399	1	0,6
R400 - R449	1	0,6
R450 - R499	0	0,0
R500+	1	0,6
Other	2	1,2
Total	169	100

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Figure 4.28 is a graphic presentation of the total responses.

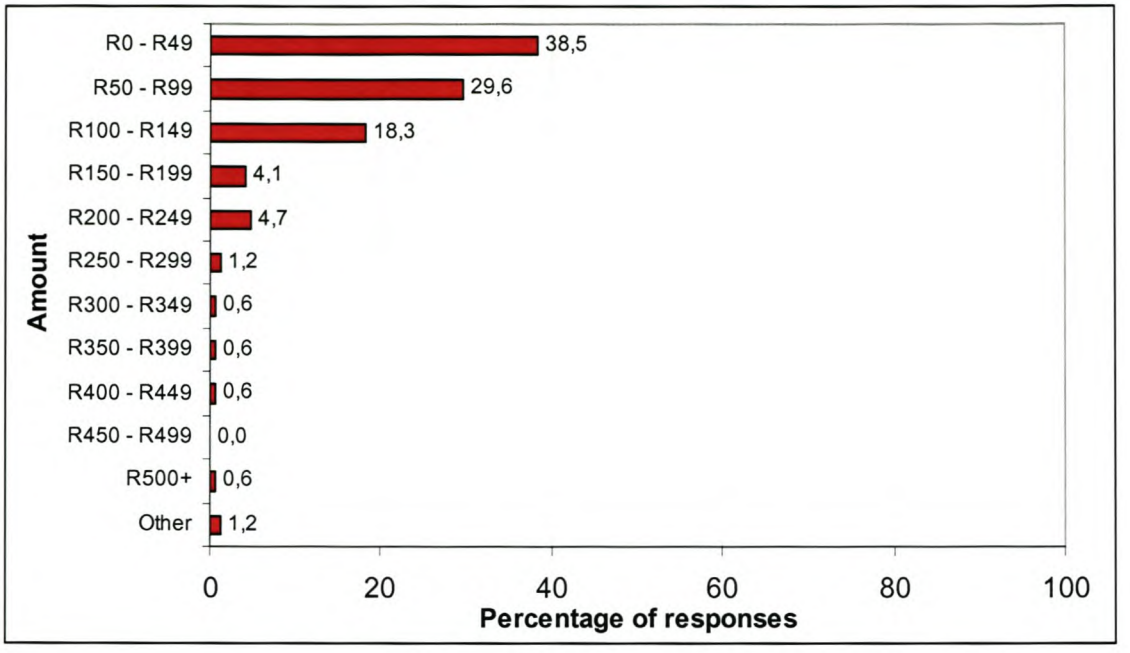

Figure 4.28: Amount willing to pay for courses

4.2.3.26 Willingness to help with presentation of activities

The majority of respondents from all three the geographical areas were not willing to help with the presentation of activities at the Darling Focus Centre. Of those who were willing to help, the majority in all three geographical areas, were willing to do so for free (see Figure 4.29). In Darling South three quarters of the respondents (75,0%; n=60) indicated that they were not willing to help (Addendum 2, question 40). Ten of the respondents did not answer this question.

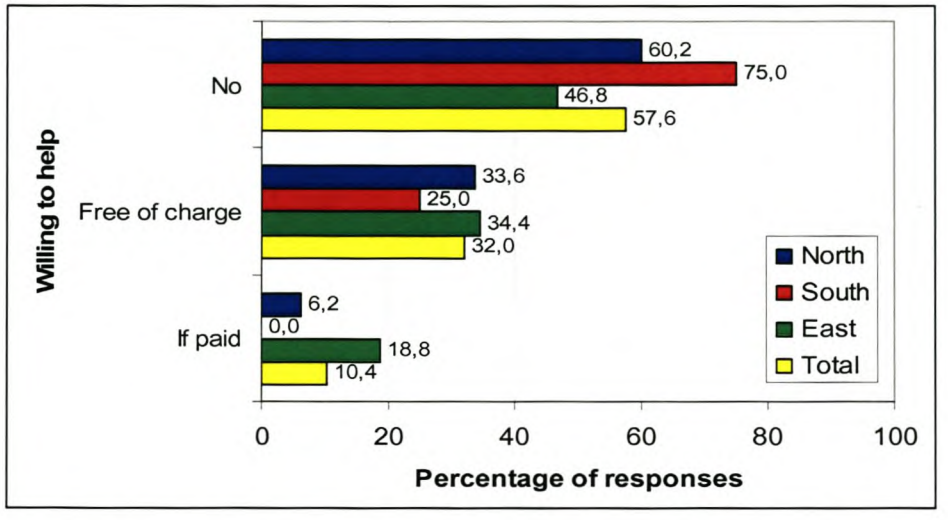

Figure 4.29: Willingness to help with presentation of activities

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4.2.3.27 Willingness to help with identified activities

Of the 147 respondents that indicated that they would be willing to help with the presentation of activities, only 134 answered this question (Addendum 2, question 41). Those in Darling North and East would mostly want to help with "child education and care". A total of five respondents indicated that they would be willing to help with computer courses and one indicated adult education (see Table 4.42). For the categorising of responses see Addendum 8.

Table 4.42: Willingness to help with identified activities

Activities	North		South		East		Total	
	N	%	N	%	N	%	N	%
Child education and care	8	**22,2**	1	5,0	18	**23,1**	27	20,1
Any training	4	11,1	3	15,0	6	7,7	13	9,7
Cleaning	0	0,0	0	0,0	12	**15,4**	12	9,0
Cooking and baking	2	5,6	1	5,0	8	10,3	11	8,2
Food provision	4	11,1	1	5,0	2	2,6	7	5,2
Youth	5	13,9	0	0,0	2	2,6	7	5,2
Computer course	0	0,0	2	10,0	3	3,8	5	3,7
Anything	1	2,8	1	5,0	3	3,8	5	3,7
Needlework (machinist)	1	2,8	1	5,0	2	2,6	4	3,0
Builder/ masonry	1	2,8	0	0,0	3	3,8	4	3,0
Elderly	3	8,3	0	0,0	1	1,3	4	3,0
Engineering and technical	2	5,6	0	0,0	1	1,3	3	2,2
Adult education	1	2,8	0	0,0	0	0,0	1	0,7
Other	4	11,1	10	50,0	17	21,8	31	23,1
Total	36	100	20	100	78	100	134	100

p=0,0065 (Addendum 9)

Apart from the results of all of the questions in the questionnaire, the household size of each selected household was also recorded on the questionnaire. One of the shortcomings of the study was that the size of households was not taken into consideration during the sampling procedure and it could have an effect on the results of the survey. To determine this effect the average household size was calculated from the data gathered on the Politz frame on the back of each questionnaire. The average household size for all of the households selected in the survey was 2,73 persons 16 years of age or older. The effect that household size had on the variables geographical area and race was as follows:

The average household size of households selected in Darling North was above the average, therefore the residents of Darling North were under represented in the sample (see Table 4.43). The selected households in Darling North were larger and the members of each household had a smaller chance of being selected in the sample. The average household size for the sample from Darling South was less than the total average (see Table 4.43), indicating that residents from Darling South were over represented, since the selected households were smaller and members from each household had a better chance of selection.

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Table 4.43: Household size according to area

Area	Average household size
North	3.28
South	2.21
East	2.59
Total	**2.73**

The average household size for white households included in the sample was less than the average household size for all the selected households (see Table 4.44). They were therefore smaller and had a better chance of selection. They were therefore over represented in the sample. Coloured households included in the sample were on average larger than the other selected households (see Table 4.44) and they had a smaller chance of being selected. They were therefore under represented in the sample.

Table 4.44: Household size according to race

Race	Average household size
White	2.19
Coloured	2.90
Black	2.67
Total	**2.75**

In order to achieve objective 1.3.2.4, namely to determine the statistically significant relationships ($p<0,05$) between demographic characteristics (independent variables) and expectations, views and needs of the community (dependent variables), the statistically significant effect of the demographic variables, other than geographical area (Addendum 2, question 1-10), on the variables ascertained in the questionnaire (Addendum 2, question 11-41) are subsequently discussed.

In Addendum 9, a summary of these statistical relationships between demographic characteristics and the variables ascertained in the questionnaire is given. For the purpose of this study, only those statistically significant relationships ($p<0,05$) that are relevant to the objectives of the study (see section 1.4), are discussed. The relevant relationships can be seen in Table 4.45. The other relationships between variables, as well as those that are statistically significant, can be seen in Addendum 9.

Table 4.45: Selection of statistically significant relationships

		Independent variable (Demographic variable)				
		Age	Gender	Race	Level of Education	Employment status
Dependent variable	Frequency of participation in activities	X				
	Positive view on the association		X			
	Negative view on the association			X		
	Preferred training activities	X	X	X	X	X
	Preferred recreational activities	X				X
	Training needs	X	X	X	X	X

Age has a statistically significant relationship ($p=0,0132$) to the **frequency of participation** in activities offered at the Centre (Addendum 9). In all of the age categories two thirds of the respondents "have never

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participated" in activities at the Centre (see Table 4.46). In the age category "16-20" only one third of the respondents (31,3%; n=5) have never participated. Just more than a third, six (37,5%) of the 16, of the respondents indicated that they "have participated in the past, but stopped". None of the eight respondents that participated in the activities at the Centre on a weekly basis fall into the "31-40" category and the only two respondents that participated on a monthly basis fall into this category. This age category also has the highest percentage of respondents that would like to participate in activities at the Centre (see Table 4.46).

Table 4.46: Frequency of participation according to age

Frequency of participation	16-20		21-30		31-40		41-50		51-64		65 +		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Have never participated	5	**31,3**	26	66,7	35	62,5	28	65,1	25	89,3	16	69,6	135	65,9
Have participated in the past, but stopped	6	**37,5**	6	15,4	3	5,4	9	20,9	0	0,0	3	13,0	27	13,2
Participate weekly	1	6,3	1	2,6	0	**0,0**	2	4,7	2	7,1	2	8,7	8	3,9
Participate monthly	0	0,0	0	0,0	2	**3,6**	0	0,0	0	0,0	0	0,0	2	1,0
Not interested	1	6,3	2	5,1	4	7,1	2	4,7	0	0,0	1	4,3	10	4,9
Would like to participate	3	18,8	4	10,3	12	**21,4**	2	4,7	1	3,6	1	4,3	23	11,2
Total	16	100	39	100	56	100	43	100	28	100	23	100	205	100

The statistically significant relationship between **gender** and **positive views** that respondents had on the Darling Focus Association (Addendum 2, question 23) is indicated by a p value of 0,0189 (Addendum 9).

Both males and females mentioned "help the community and needy" and "food provision" as positive views on activities of the Darling Focus Association. However, the female respondents indicated "activities and care for children" (14,7%; n=28), and "social work" (11,0%; n=21) more than the male respondents (3,0%; n=3 and 4,0%; n=4). "Training/job creation and job seeking" was, however, mentioned by more males (13,1%; n=13) than females (7,9%; n=15) (see Table 4.47).

Table 4.47: Positive views on the Darling Focus Association according to gender

Positive views	Male		Female		Total	
	N	%	N	%	N	%
Help community and needy	30	30,3	41	21,5	71	24,5
Food provision	25	25,3	46	24,1	71	24,5
Activities and care for children	3	**3,0**	28	**14,7**	31	10,7
Training/job creation and job seeking	13	**13,1**	15	**7,9**	28	9,7
Social work	4	**4,0**	21	**11,0**	25	8,6
Projects	5	5,1	9	4,7	14	4,8
Good for community	6	6,1	8	4,2	14	4,8
Sport	1	1,0	0	0,0	1	0,3
Don't know	12	12,1	23	12,0	35	12,1
Total	99	100	191	100	290	100

Race has a statistically significant relationship (p=0,0015) to the **negative views** of the respondents on the Association (Addendum 9). Since the number of respondents for this question (Addendum 2, question 23) in the black race group is too small (n=4), no inferences can be made about the responses of this group. When comparing the white and the coloured groups it is clear that more coloureds (41,2%; n=89) than whites

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(21,8%; n=12) indicated "none". The opposite is true for the "don't know" response. Of the coloureds 7,4% (n=16) indicated that the community is uninformed (see Table 4.48).

Table 4.48: Negative views on Darling Focus according to race

Negative views	White		Coloured		Black		Total	
	N	%	N	%	N	%	N	%
Community uninformed	1	1,8	16	**7,4**	0	0,0	17	6,2
Social worker is inadequate, rude	2	3,6	8	3,7	1	25,0	11	4,0
Politics, unjust	1	1,8	9	4,2	0	0,0	10	3,6
Should have more activities	0	0,0	6	2,8	0	0,0	6	2,2
Too expensive	0	0,0	3	1,4	0	0,0	3	1,1
None	12	**21,8**	89	**41,2**	0	0,0	101	36,7
Don't know	39	**70,9**	73	**33,8**	3	75,0	115	41,8
Other	0	0,0	12	5,6	0	0,0	12	4,4
Total	55	100	216	100	4	100	275	100

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The relationship between **age** and the **preferred training activities** is statistically significant (p=0,0001) (Addendum 9). In all the age categories, except the "65 or older" category a high percentage of respondents indicated "computer training" as a preferred training activity. Most of the respondents that indicated "don't know" (11,8%; n=8) are in the age category "65 or older". Job training was indicated mostly by those in the age category "16 – 20" years of age (see Table 4.49).

Table 4.49: Preferred training activities according to age

Preferred training activities	16-20		21-30		31-40		41-50		51-64		65 +		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computer training	16	26,2	35	28,7	29	15,7	27	18,2	25	28,4	4	**5,9**	136	20,2
Job training	6	9,8	20	**16,4**	24	13,0	20	13,5	12	13,6	10	14,7	92	13,7
Needlework	7	11,5	9	7,4	16	8,6	10	6,8	4	4,5	11	16,2	57	8,5
Technical training	7	11,5	7	5,7	17	9,2	16	10,8	2	2,3	2	2,9	51	7,6
Baking, cooking	1	1,6	7	5,7	13	7,0	10	6,8	5	5,7	4	5,9	40	6,0
Woodwork	5	8,2	5	4,1	6	3,2	12	8,1	5	5,7	4	5,9	37	5,5
Abet	1	1,6	7	5,7	10	5,4	9	6,1	4	4,5	6	8,8	37	5,5
Building	2	3,3	4	3,3	6	3,2	8	5,4	10	11,4	1	1,5	31	4,6
Arts and crafts	1	1,6	1	0,8	8	4,3	6	4,1	4	4,5	5	7,4	25	3,7
Life skills	1	1,6	2	1,6	7	3,8	5	3,4	4	4,5	5	7,4	24	3,6
Safety, security, first aid	2	3,3	4	3,3	6	3,2	5	3,4	3	3,4	0	0,0	20	3,0
Training for youth	1	1,6	7	5,7	4	2,2	3	2,0	1	1,1	4	5,9	20	3,0
Training for children	2	3,3	3	2,5	13	7,0	0	0,0	1	1,1	0	0,0	19	2,8
Driving	4	6,6	4	3,3	3	1,6	4	2,7	1	1,1	2	2,9	18	2,7
Housekeeping	2	3,3	5	4,1	3	1,6	3	2,0	0	0,0	0	0,0	13	1,9
Dancing and drama	0	0,0	0	0,0	5	2,7	3	2,0	1	1,1	1	1,5	10	1,5
Social services training	1	1,6	1	0,8	3	1,6	0	0,0	0	0,0	0	0,0	5	0,7
None	0	0,0	0	0,0	2	1,1	0	0,0	0	0,0	1	1,5	3	0,4
Don't know	0	0,0	0	0,0	5	2,7	4	2,7	6	6,8	8	**11,8**	23	3,4
Other	2	3,3	1	0,8	5	2,7	3	2,0	0	0,0	0	0,0	11	1,6
Total	61	100	122	100	185	100	148	100	88	100	68	100	672	100

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Gender has a strong, statistically significant relationship (p=0,0000) to **preferred training activities** (Addendum 9). Although computer training and job training were regarded by males and females as being important, differences were found regarding other activities. Those traditionally associated with males were mentioned more by males, whilst females mentioned activities traditionally associated with them, for example more females (11,7%; n=49) mentioned "needlework" than males (3,2%; n=8) (see Table 4.50).

Table 4.50: Preferred training activities according to gender

Preferred training activities	Male		Female		Total	
	N	%	N	%	N	%
Computer training	51	20,3	85	20,2	136	20,3
Job training	41	16,3	51	12,1	92	13,7
Needlework	8	**3,2**	49	**11,7**	57	8,5
Technical training	31	**12,4**	20	**4,8**	51	7,6
Baking, cooking	7	**2,8**	33	**7,9**	40	6,0
Woodwork	22	**8,8**	15	**3,6**	37	5,5
Abet	15	6,0	21	5,0	36	5,4
Building	21	**8,4**	10	**2,4**	31	4,6
Arts and crafts	5	**2,0**	20	**4,8**	25	3,7
Life skills	8	3,2	16	3,8	24	3,6
Safety, security, first aid	10	4,0	10	2,4	20	3,0
Training for youth	6	2,4	14	3,3	20	3,0
Training for children	2	**0,8**	17	**4,0**	19	2,8
Driving	9	3,6	9	2,1	18	2,7
Housekeeping	2	0,8	11	2,6	13	1,9
Dancing and drama	3	1,2	7	1,7	10	1,5
Social services training	0	0,0	5	1,2	5	0,7
None	0	0,0	3	0,7	3	0,4
Don't know	9	3,6	14	3,3	23	3,4
Other	1	0,4	10	2,4	11	1,6
Total	251	100	420	100	671	100

The statistically significant relationship between **race** and **preferred training activities** (p=0,0070) (Addendum 9) is demonstrated by the fact that the white group was the group that mostly did not know which training activities they preferred to be offered at the Centre (5,3%; n=7) (Addendum 2, question 25). They also mostly indicated "job training" (21,4%; n=28) as a preferred training activity, while the other two groups indicated "computer training" (see Table 4.51).

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Table 4.51: Preferred training activities according to race

Preferred training activities	White		Coloured		Black		Total	
	N	%	N	%	N	%	N	%
Computer training	16	12,2	112	**22,1**	5	**33,3**	133	20,4
Job training	28	**21,4**	57	11,2	4	26,7	89	13,6
Needlework	6	4,6	47	9,3	0	0,0	53	8,1
Technical training	9	6,9	41	8,1	0	0,0	50	7,7
Baking, cooking	6	4,6	33	6,5	0	0,0	39	6,0
Woodwork	8	6,1	27	5,3	1	6,7	36	5,5
Abet	7	5,3	29	5,7	1	6,7	37	5,7
Building	10	7,6	20	3,9	1	6,7	31	4,7
Arts and crafts	7	5,3	15	3,0	0	0,0	22	3,4
Life skills	10	7,6	14	2,8	0	0,0	24	3,7
Safety, security, first aid	2	1,5	16	3,2	2	13,3	20	3,1
Training for youth	3	2,3	15	3,0	0	0,0	18	2,8
Training for children	0	0,0	18	3,6	0	0,0	18	2,8
Driving	2	1,5	16	3,2	0	0,0	18	2,8
Housekeeping	2	1,5	11	2,2	0	0,0	13	2,0
Dancing and drama	3	2,3	7	1,4	0	0,0	10	1,5
Social services training	0	0,0	4	0,8	1	6,7	5	0,8
None	1	0,8	2	0,4	0	0,0	3	0,5
Don't know	7	5,3	16	3,2	0	0,0	23	3,5
Other	4	3,1	7	1,4	0	0,0	11	1,7
Total	131	100	507	100	15	100	653	100

Level of education has a statistically significant relationship to **preferred training activities** (p=0,0495) (Addendum 9). "Computer training" was indicated by a low percentage (8,3%; n=3) of respondents that had no formal education. Respondents with tertiary education indicated "job training" as a preferred training activity (see Table 4.52).

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Table 4.52: Preferred training activities according to level of education

Preferred training activities	None		Gr.1-6		Gr.7		Gr.8-11		Gr.12		College		Technical college		Technikon		University		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computer training	3	**8,3**	25	15,4	17	27,9	54	25,8	28	20,0	2	11,1	2	18,2	1	11,1	3	13,0	135	20,2
Job training	4	11,1	17	10,5	5	8,2	28	13,4	24	17,1	5	27,8	2	18,2	2	22,2	5	**21,7**	92	13,8
Needlework	6	16,7	21	13,0	6	9,8	11	5,3	9	6,4	2	11,1	1	9,1	1	11,1	0	0,0	57	8,5
Technical training	2	5,6	11	6,8	4	6,6	19	9,1	8	5,7	0	0,0	3	27,3	2	22,2	2	8,7	51	7,6
Baking, cooking	3	8,3	20	12,3	0	0,0	9	4,3	6	4,3	2	11,1	0	0,0	0	0,0	0	0,0	40	6,0
Woodwork	3	8,3	10	6,2	4	6,6	9	4,3	9	6,4	0	0,0	0	0,0	1	11,1	1	4,3	37	5,5
Abet	3	**8,3**	9	5,6	2	3,3	14	6,7	7	5,0	0	0,0	1	9,1	0	0,0	1	4,3	37	5,5
Building	3	8,3	12	7,4	0	0,0	7	3,3	4	2,9	2	11,1	0	0,0	2	22,2	1	4,3	31	4,6
Arts and crafts	0	0,0	5	3,1	4	6,6	7	3,3	7	5,0	0	0,0	0	0,0	0	0,0	2	8,7	25	3,7
Life skills	1	2,8	0	0,0	4	6,6	4	1,9	7	5,0	1	5,6	2	18,2	0	0,0	4	17,4	23	3,4
Safety, security, first aid	0	0,0	5	3,1	3	4,9	8	3,8	4	2,9	0	0,0	0	0,0	0	0,0	0	0,0	20	3,0
Training for youth	1	2,8	1	0,6	1	1,6	4	1,9	11	7,9	1	5,6	0	0,0	0	0,0	0	0,0	19	2,8
Training for children	1	2,8	6	3,7	1	1,6	8	3,8	2	1,4	1	5,6	0	0,0	0	0,0	0	0,0	19	2,8
Driving	2	5,6	1	0,6	2	3,3	9	4,3	3	2,1	0	0,0	0	0,0	0	0,0	1	4,3	18	2,7
Housekeeping	0	0,0	4	2,5	2	3,3	4	1,9	2	1,4	1	5,6	0	0,0	0	0,0	0	0,0	13	1,9
Dancing and drama	1	2,8	4	2,5	1	1,6	1	0,5	2	1,4	0	0,0	0	0,0	0	0,0	1	4,3	10	1,5
Social services training	0	0,0	1	0,6	1	1,6	3	1,4	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	5	0,7
None	0	0,0	0	0,0	0	0,0	2	1,0	1	0,7	0	0,0	0	0,0	0	0,0	0	0,0	3	0,4
Don't know	3	8,3	7	4,3	3	4,9	3	1,4	5	3,6	1	5,6	0	0,0	0	0,0	1	4,3	23	3,4
Other	0	0,0	3	1,9	1	1,6	5	2,4	1	0,7	0	0,0	0	0,0	0	0,0	1	4,3	11	1,6
Total	36	100	162	100	61	100	209	100	140	100	18	100	11	100	9	100	23	100	669	100

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There is a statistically significant relationship between **employment status** and **preferred training activities** (p=0,0033) (Addendum 9). The responses by the respondents "unemployed - looking for work" indicated "computer training", "job training", "needlework" and "technical training" as preferred training activities. Housewives' and students' most preferred training was "computer training". Those unable to work preferred "job training" (see Table 4.53).

Table 4.53: Preferred training activities according to employment status

Preferred training activities	Currently employed		Unemployed-Looking for work		Housewife		Retired		Unable to work		Student		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computer training	63	21,1	21	**17,6**	27	**25,7**	13	13,1	3	14,3	7	**25,9**	134	20,0
Job training	38	12,8	20	**16,8**	8	7,6	17	17,2	6	**28,6**	3	11,1	92	13,8
Needlework	16	5,4	13	**10,9**	10	9,5	15	15,2	0	0,0	3	11,1	57	8,5
Technical training	21	7,0	14	**11,8**	7	6,7	3	3,0	3	14,3	3	11,1	51	7,6
Baking, cooking	17	5,7	9	7,6	9	8,6	4	4,0	0	0,0	1	3,7	40	6,0
Woodwork	20	6,7	4	3,4	3	2,9	6	6,1	2	9,5	2	7,4	37	5,5
Abet	18	6,0	5	4,2	4	3,8	8	8,1	1	4,8	1	3,7	37	5,5
Building	19	6,4	4	3,4	2	1,9	3	3,0	3	14,3	0	0,0	31	4,6
Arts and crafts	14	4,7	1	0,8	3	2,9	5	5,1	0	0,0	1	3,7	24	3,6
Life skills	10	3,4	1	0,8	6	5,7	7	7,1	0	0,0	0	0,0	24	3,6
Safety, security, first aid	9	3,0	5	4,2	5	4,8	0	0,0	1	4,8	0	0,0	20	3,0
Training for youth	11	3,7	2	1,7	4	3,8	2	2,0	1	4,8	0	0,0	20	3,0
Training for children	4	1,3	8	6,7	5	4,8	1	1,0	0	0,0	1	3,7	19	2,8
Driving	7	2,3	3	2,5	3	2,9	2	2,0	0	0,0	3	11,1	18	2,7
Housekeeping	6	2,0	5	4,2	2	1,9	0	0,0	0	0,0	0	0,0	13	1,9
Dancing and drama	7	2,3	0	0,0	1	1,0	2	2,0	0	0,0	0	0,0	10	1,5
Social services training	2	0,7	1	0,8	2	1,9	0	0,0	0	0,0	0	0,0	5	0,7
None	1	0,3	1	0,8	0	0,0	1	1,0	0	0,0	0	0,0	3	0,4
Don't know	8	2,7	2	1,7	2	1,9	10	10,1	1	4,8	0	0,0	23	3,4
Other	7	2,3	0	0,0	2	1,9	0	0,0	0	0,0	2	7,4	11	1,6
Total	298	100	119	100	105	100	99	100	21	100	27	100	669	100

The relationship between **preferred recreational activities** and **age** is statistically significant (p= 0,0037) (Addendum 9). All age categories indicated sport (36,7%; n=96) as the preferred recreational activity. No respondent in the age category "65 or older" indicated "activities for the elderly" or "swimming pool". The youngest age category "16-21" did not indicate "activities for the youth" (see Table 4.54).

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Table 4.54: Preferred recreational activities according to age

Preferred recreational activities	16-20		21-30		31-40		41-50		51-64		65 +		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sport	28	41,2	49	39,8	63	37,1	52	40,3	22	27,5	22	30,1	236	**36,7**
Dance and music	10	14,7	23	18,7	28	16,5	17	13,2	14	17,5	4	5,5	96	14,9
Games	4	5,9	12	9,8	14	8,2	14	10,9	11	13,8	6	8,2	61	9,5
Activities for the elderly	4	5,9	10	8,1	14	8,2	9	7,0	9	11,3	0	**0,0**	46	7,2
Art and drama	3	4,4	5	4,1	10	5,9	8	6,2	5	6,3	11	15,1	42	6,5
Videos/movies	4	5,9	5	4,1	9	5,3	3	2,3	2	2,5	2	2,7	25	3,9
Youth activities	0	**0,0**	4	3,3	6	3,5	4	3,1	0	0,0	1	1,4	15	2,3
Swimming pool	3	4,4	6	4,9	1	0,6	1	0,8	3	3,8	0	**0,0**	14	2,2
Bible study	2	2,9	1	0,8	2	1,2	0	0,0	2	2,5	2	2,7	9	1,4
None	1	1,5	0	0,0	0	0,0	0	0,0	1	1,3	2	2,7	4	0,6
Don't know	5	7,4	5	4,1	9	5,3	11	8,5	6	7,5	13	17,8	49	7,6
Other	4	5,9	3	2,4	14	8,2	10	7,8	5	6,3	10	13,7	46	7,2
Total	68	100	123	100	170	100	129	100	80	100	73	100	643	100

A statistical relationship (p=0,0042) between **preferred recreational activities** and **employment status** exists (Addendum 9). Sport was indicated as the most important recreational activity by most of the respondents (36,6%; n=234). Furthermore 15,8% (n=3) of the respondents who were unable to work indicated that they regarded "activities for the elderly" as most important and 11,8% (n=12) of the retired respondents indicated "art/drama" (see Table 4.55).

Table 4.55: Preferred recreational activities according to employment status

Preferred recreational activities	Currently working		Looking for work		Housewife		Retired		Unable to work		Student		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Sport	99	36,3	45	39,1	37	37,4	29	28,4	9	47,4	15	48,4	234	**36,6**
Dance and music	45	16,5	22	19,1	18	18,2	8	7,8	1	5,3	2	6,5	96	15,0
Games	27	9,9	10	8,7	9	9,1	11	10,8	1	5,3	2	6,5	60	9,4
Activities for the elderly	23	8,4	10	8,7	6	6,1	2	2,0	3	**15,8**	2	6,5	46	7,2
Art and drama	9	3,3	8	7,0	9	9,1	12	**11,8**	2	10,5	1	3,2	41	6,4
Videos/movies	15	5,5	3	2,6	2	2,0	3	2,9	0	0,0	2	6,5	25	3,9
Youth activities	8	2,9	5	4,3	1	1,0	1	1,0	0	0,0	0	0,0	15	2,3
Swimming pool	4	1,5	3	2,6	4	4,0	2	2,0	0	0,0	1	3,2	14	2,2
Bible study	3	1,1	0	0,0	1	1,0	3	2,9	0	0,0	2	6,5	9	1,4
None	1	0,4	0	0,0	0	0,0	3	2,9	0	0,0	0	0,0	4	0,6
Don't know	17	6,2	7	6,1	5	5,1	16	15,7	3	15,8	1	3,2	49	7,7
Other	22	8,1	2	1,7	7	7,1	12	11,8	0	0,0	3	9,7	46	7,2
Total	273	100	115	100	99	100	102	100	19	100	31	100	639	100

A statistically significant relationship of p=0,0000 exists between respondents' **need for courses** and their **age** (Addendum 9). The total number of responses to this question is 359, since two of the respondents indicated two courses (Addendum 2, question 37). More than three quarters (77,5%; n=31) of the "65 or older" category indicated that they had no need for courses. This tendency increased progressively with an

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increase in age. Although a need for "needlework" was indicated by only four respondents (10,0%) this was the highest percentage for a need for courses in the age group "65 or older" (see Table 4.56).

Table 4.56: Need for courses according to age

Courses needed	16-20		21-30		31-40		41-50		51-64		65 +		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computer training	10	30,3	28	43,8	22	22,9	18	25,0	7	13,2	0	0,0	85	23,7
Needlework	3	9,1	4	6,3	10	10,4	6	8,3	5	9,4	4	**10,0**	32	8,9
Cooking and baking training	0	0,0	4	6,3	11	11,5	7	9,7	2	3,8	1	2,5	25	7,0
Social work training	1	3,0	3	4,7	8	8,3	1	1,4	1	1,9	0	0,0	14	3,9
Mechanical and technical training	3	9,1	3	4,7	5	5,2	2	2,8	1	1,9	0	0,0	14	3,9
Building training	1	3,0	1	1,6	2	2,1	6	8,3	1	1,9	0	0,0	11	3,1
Health and safety training	1	3,0	2	3,1	4	4,2	1	1,4	2	3,8	0	0,0	10	2,8
Driving classes	2	6,1	3	4,7	2	2,1	2	2,8	0	0,0	0	0,0	9	2,5
Woodwork	0	0,0	2	3,1	2	2,1	3	4,2	2	3,8	0	0,0	9	2,5
Housekeeping	0	0,0	2	3,1	3	3,1	0	0,0	2	3,8	0	0,0	7	2,0
Gardening	1	3,0	1	1,6	1	1,0	1	1,4	0	0,0	0	0,0	4	1,1
Abet training	0	0,0	0	0,0	0	0,0	1	1,4	2	3,8	1	2,5	4	1,1
Business training	1	3,0	0	0,0	0	0,0	3	4,2	0	0,0	0	0,0	4	1,1
Paintwork	1	3,0	0	0,0	2	2,1	0	0,0	1	1,9	0	0,0	4	1,1
None	2	6,1	5	7,8	17	17,7	17	23,6	23	43,4	31	**77,5**	95	26,5
Don't know	0	0,0	0	0,0	2	2,1	0	0,0	1	1,9	1	2,5	4	1,1
Other	7	21,2	6	9,4	5	5,2	4	5,6	3	5,7	2	5,0	27	7,5
Total	33	100	64	100	96	100	72	100	53	100	40	100	358	100

The relationship between the **need for courses** and **gender** is statistically significant (p=0,0000) (Addendum 9). The most needed course indicated by both sexes was "computer training" (23,8%; n=85). No male respondent indicated "needlework" and only two males indicated "cooking and baking training" (1,5%) as courses needed. Only two females (0,9%) indicated "mechanical and technical training" and "building training" as needs for courses (see Table 4.57).

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Table 4.57: Need for courses according to gender

Courses needed	Male		Female		Total	
	N	%	N	%	N	%
Computer training	28	21,1	57	25,4	85	**23,8**
Needlework	0	**0,0**	32	14,3	32	9,0
Cooking and baking training	2	**1,5**	23	10,3	25	7,0
Social work training	2	1,5	12	5,4	14	3,9
Mechanical and technical training	12	9,0	2	**0,9**	14	3,9
Building training	9	6,8	2	**0,9**	11	3,1
Health and safety training	5	3,8	5	2,2	10	2,8
Driving classes	6	4,5	3	1,3	9	2,5
Woodwork	7	5,3	2	0,9	9	2,5
Housekeeping	0	0,0	6	2,7	6	1,7
Gardening	4	3,0	0	0,0	4	1,1
Abet training	0	0,0	4	1,8	4	1,1
Business training	1	0,8	3	1,3	4	1,1
Paintwork	4	3,0	0	0,0	4	1,1
None	45	33,8	50	22,3	95	26,6
Don't know	3	2,3	1	0,4	4	1,1
Other	5	3,8	22	9,8	27	7,6
Total	133	100	224	100	357	100

Race has a statistically significant relationship with **need for courses** (p=0,0000) (Addendum 9). More than half (58,3%; n=42) of the whites indicated no need for courses. Four of the six black respondents indicated that they had a need for "computer training" (see Table 4.58).

Table 4.58: Need for courses according to race

Courses needed	White		Coloured		Black		Total	
	N	%	N	%	N	%	N	%
Computer training	12	16,7	69	25,4	4	**66,7**	85	24,3
Needle work	3	4,2	28	10,3	0	0,0	31	8,9
Cooking & Baking training	3	4,2	21	7,7	0	0,0	24	6,9
Mechanical & Technical training	1	1,4	12	4,4	1	16,7	14	4,0
Social work training	1	1,4	12	4,4	0	0,0	13	3,7
Building training	0	0,0	11	4,0	0	0,0	11	3,1
Health & Safety training	0	0,0	10	3,7	0	0,0	10	2,9
Driving classes	0	0,0	9	3,3	0	0,0	9	2,6
Wood work	0	0,0	9	3,3	0	0,0	9	2,6
Housekeeping	0	0,0	7	2,6	0	0,0	7	2,0
Gardening	0	0,0	4	1,5	0	0,0	4	1,1
Business training	1	1,4	3	1,1	0	0,0	4	1,1
Paint work	0	0,0	3	1,1	1	16,7	4	1,1
Abet training	0	0,0	3	1,1	0	0,0	3	0,9
None	42	**58,3**	51	18,8	0	0,0	93	26,6
Don't know	2	2,8	2	0,7	0	0,0	4	1,1
Other	7	9,7	18	6,6	0	0,0	25	7,1
Total	72	100	272	100	6	100	350	100

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Level of education has a statistically significant relationship (p=0,0006) to **need for courses** at the Darling Focus Centre (Addendum 9). All the respondents with technikon qualifications (n=4) and most of the respondents with university qualifications (75,0%; n=9) indicated that they had no need to follow a course at the Darling Focus Centre. More than a third of the respondents with no educational qualification (36,8%; n=7) indicated no need for a course at the Darling Focus Centre (see Table 4.59).

Table 4.59: Need for courses according to level of education

Courses needed	None		Gr.1-6		Gr.7		Gr.8-11		Gr.12		College		Technical college		Technikon		University		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computer training	1	5,3	10	12,7	7	19,4	39	34,8	24	30,0	1	10,0	1	25,0	0	0,0	0	0,0	83	23,3
Needlework	3	15,8	11	13,9	8	22,2	7	6,3	3	3,8	0	0,0	0	0,0	0	0,0	0	0,0	32	9,0
Cooking and baking training	0	0,0	11	13,9	2	5,6	6	5,4	5	6,3	1	10,0	0	0,0	0	0,0	0	0,0	25	7,0
Social work training	0	0,0	1	1,3	3	8,3	4	3,6	6	7,5	0	0,0	0	0,0	0	0,0	0	0,0	14	3,9
Mechanical & Technical training	1	5,3	2	2,5	2	5,6	6	5,4	3	3,8	0	0,0	0	0,0	0	0,0	0	0,0	14	3,9
Building training	2	10,5	5	6,3	0	0,0	3	2,7	1	1,3	0	0,0	0	0,0	0	0,0	0	0,0	11	3,1
Health and safety training	0	0,0	0	0,0	1	2,8	6	5,4	3	3,8	0	0,0	0	0,0	0	0,0	0	0,0	10	2,8
Driving classes	0	0,0	1	1,3	1	2,8	5	4,5	2	2,5	0	0,0	0	0,0	0	0,0	0	0,0	9	2,5
Woodwork	1	5,3	2	2,5	0	0,0	4	3,6	2	2,5	0	0,0	0	0,0	0	0,0	0	0,0	9	2,5
Housekeeping	2	10,5	2	2,5	1	2,8	2	1,8	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	7	2,0
Gardening	0	0,0	3	3,8	0	0,0	1	0,9	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	4	1,1
Abet training	1	5,3	1	1,3	1	2,8	0	0,0	1	1,3	0	0,0	0	0,0	0	0,0	0	0,0	4	1,1
Business training	0	0,0	0	0,0	1	2,8	2	1,8	0	0,0	0	0,0	0	0,0	0	0,0	1	8,3	4	1,1
Paintwork	0	0,0	3	3,8	0	0,0	1	0,9	0	0,0	0	0,0	0	0,0	0	0,0	0	0,0	4	1,1
None	7	**36,8**	23	29,1	7	19,4	15	13,4	24	30,0	4	40,0	2	50,0	4	**100,0**	9	**75,0**	95	26,7
Don't know	0	0,0	0	0,0	1	2,8	0	0,0	1	1,3	1	10,0	1	25,0	0	0,0	0	0,0	4	1,1
Other	1	5,3	4	5,1	1	2,8	11	9,8	5	6,3	3	30,0	0	0,0	0	0,0	2	16,7	27	7,6
Total	19	100	79	100	36	100	112	100	80	100	10	100	4	100	4	100	12	100	356	100

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Need for courses has a statistically significant relationship (p=0,0000) to **employment status** (Addendum 9). Only two respondents who were retired (3,3%) indicated a need for "computer training". Housewives mostly indicated, apart from "computer training" (29,1%; n=16), a need for "needlework" and "cooking and baking training" (16,4%; n=9) (see Table 4.60).

Table 4.60: Need for courses according to employment status

Courses needed	Currently employed		Unemployed - Looking for work		Housewife		Retired		Unable to work		Student		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Computer training	42	28,0	18	28,1	16	**29,1**	2	**3,3**	2	15,4	4	28,6	84	23,6
Needlework	10	6,7	5	7,8	9	**16,4**	6	10,0	0	0,0	2	14,3	32	9,0
Cooking and baking training	10	6,7	5	7,8	9	**16,4**	1	1,7	0	0,0	0	0,0	25	7,0
Social work training	7	4,7	5	7,8	2	3,6	0	0,0	0	0,0	0	0,0	14	3,9
Mechanical and technical training	4	2,7	6	9,4	0	0,0	0	0,0	2	15,4	2	14,3	14	3,9
Building training	7	4,7	2	3,1	1	1,8	0	0,0	1	7,7	0	0,0	11	3,1
Health and safety training	8	5,3	2	3,1	0	0,0	0	0,0	0	0,0	0	0,0	10	2,8
Driving classes	6	4,0	2	3,1	0	0,0	0	0,0	0	0,0	1	7,1	9	2,5
Woodwork	5	3,3	2	3,1	1	1,8	1	1,7	0	0,0	0	0,0	9	2,5
Housekeeping	4	2,7	0	0,0	2	3,6	1	1,7	0	0,0	0	0,0	7	2,0
Gardening	2	1,3	2	3,1	0	0,0	0	0,0	0	0,0	0	0,0	4	1,1
Abet training	2	1,3	0	0,0	1	1,8	1	1,7	0	0,0	0	0,0	4	1,1
Business training	1	0,7	1	1,6	2	3,6	0	0,0	0	0,0	0	0,0	4	1,1
Paintwork	1	0,7	3	4,7	0	0,0	0	0,0	0	0,0	0	0,0	4	1,1
None	29	19,3	5	7,8	11	20,0	42	70,0	8	61,5	0	0,0	95	26,7
Don't know	2	1,3	0	0,0	0	0,0	2	3,3	0	0,0	0	0,0	4	1,1
Other	10	6,7	6	9,4	1	1,8	4	6,7	0	0,0	5	35,7	26	7,3
Total	150	100	64	100	55	100	60	100	13	100	14	100	356	100

The community survey was followed by a survey on the viewpoints of the management committee members of the Centre.

4.3 MANAGEMENT SURVEY

In order to determine the viewpoints of the Darling Focus management committee members on the functions of the Association and the Centre (objective 1.3.2.5) the structured self-administered management questionnaire (Addendum 4) was handed to the total universum of 11 management members. The respondents agreed to complete and return the questionnaires within one week to the centre administrator. However, after a period of two months and several reminders, only seven completed questionnaires were received from the centre administrator. The questionnaires yielded the following results:

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4.3.1 Geographical distribution of respondents

Three of the respondents were from Darling South and four were from Darling North.

4.3.2 Views on Darling, the Darling Focus Association and Centre

Respondents were asked **what type of organisation** Darling Focus was (Addendum 4, question 1). Three indicated that it was a "non-profit organisation", three indicated that it was a community organisation, whilst one respondent indicated a combination of the two, namely "a non-profit community organisation".

When respondents were asked to estimate the **number of members** of the Association (Addendum 4, question 2), three of them indicated 245, one 200, one 100 and one responded ± 60. One respondent did not answer the question.

Respondents indicated that the **goal** of the Darling Focus Association was to empower people (four respondents), help people (two respondents) and to assist with job creation (one respondent).

Respondents were asked how aware the Darling community was of the goal of the Darling Focus Association (Addendum 4, question 4). Five of the respondents replied that only a part of the community was thoroughly aware of the goal. The other two respondents indicated that the entire community was thoroughly aware of the goal of the Association.

Respondents indicated their **role and duties** as members of the Darling Focus Association management committee. The specific roles of the respondents varied and four acted as members with a portfolio, whilst three were members only (Addendum 4, question 5).

On the question of what their duties in the Darling Focus Association were (Addendum 4, question 6), respondents could indicate more than one duty. Their responses are presented in Table 4.61. One respondent did not indicate his/her duties in the Darling Focus Association.

Table 4.61: Duties in the Darling Focus Association

Duties	Number of responses
Facilitation of programmes	7
Administration	2
Finances	2
Job creation	2
Soup kitchen	2
Advisory role	1
Responsible for donations	1
Provide social services	1
Vice-chairperson	1
Total	19

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All of the respondents were, to some extent, aware of **activities** offered by the Darling Focus Association (Addendum 4, question 7). They indicated the activities that they were aware of (see Table 4.62).

Table 4.62: Awareness of activities offered by the Association

Activities presented by the Association	Number of responses
Needlework group	6
Children's club	5
Feeding scheme	5
Youth club	5
Gardening project	4
Club for the elderly	3
Computer training	3
Job creation	2
Recreation for community	2
Training projects: Seta services	2
Workshops on identified needs	2
Holiday programmes	1
Informal job bureau	1
Life skills	1
Literacy training	1
Small Farmers' Association	1
Total	44

The respondents' **involvement** in activities offered by the Association at the Centre ranged from two who indicated that they were not involved to five who indicated that they were involved in the presentation of activities (Addendum 4, question 8). These activities were named as follows: "needlework"; "project leader of youth group"; "facilitator of children's group"; "volunteer at soup kitchen"; "facilitator of second-hand clothing"; "facilitator of holiday programme"; "training projects"; "job creation and job bureau".

Respondents could identify aspects they regarded as serious **problems in Darling** (Addendum 4, question 10). Their responses are summarised in Table 4.63.

Table 4.63: Problems in Darling

Problems in Darling	Number of responses
Unemployment	4
Alcohol and drug abuse	4
Lack of community involvement	4
Child neglect	4
Crime and violence	3
No skills	2
No training	2
Low self-image and related aspects	2
Poverty	1
Teenage pregnancy	1
Total	27

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When asked which of the identified problems could be addressed by the Darling Focus Association (Addendum 4, question 11) the following responses were given (see Table 4.64):

Table 4.64: Problems that the Association can address

Problems that the Association can address	Number of responses
Training	3
Unemployment - job creation	3
Children	2
Skills development	2
Lack of community involvement	2
Teenage pregnancies	1
Total	13

Respondents had to identify the **role** of the Darling Focus Association **in the community** (Addendum 4, question 12). Responses included: "nothing" (1); "provide food to the less fortunate" (2); "training" (2); "job creation" (1); "provide clothing" (1); "life skills for children" (1); "poverty relief" (2); "empowerment" (3); "positive use of leisure time for the youth" (1); and "development of the community" (1). One respondent did not respond to this question.

When asked what the Darling Focus Association **should do**, but neglected to do (Addendum 4, question 13) responses were as listed in Table 4.65.

Table 4.65: What the Association should do

What the Association should do	Number of responses
Adult literacy	1
Afrikaans, English and Xhosa classes	1
Get involved with the community	1
Increase awareness of AIDS	1
Job bureau	1
Marketing of the activities	1
Informing the community	1
More talks by experts	1
More training and skills development	1
Pre-primary school	1
Shelter for the homeless	1
Total	10

Although the question was not posed to identify problems within the functioning of the Centre, respondents mentioned the exclusion of community members from activities as well as unfairness.

When asked what the Association **did badly** (Addendum 4, question 14) two of the respondents indicated "job creation". Each of the following was indicated by one respondent: "training"; "monitoring and evaluation of job creation projects"; "needlework"; "financing – budgeting for entrepreneurship"; "self development for community when they participate in projects"; "everything launched in the past did not succeed"; and "support".

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Respondents were asked to name one good thing about the Association (Addendum 4, question 15). These **positive views** that were indicated included the following: "soup kitchen" (3); "planning of projects"; "management"; "youth work"; "many projects and programmes"; and "initiative".

In the same question (Addendum 4, question 15) respondents were also asked to name one bad thing about the Association. These **negative views** included "too little involvement of community" (3); "needlework" (2); "lack of communication with community to give information"; and "organisation".

Respondents identified the **purpose of the Darling Focus Centre** as follows: "to serve the community"; "development and empowerment of the community" (3); "job creation"; "to let the community focus on their vision"; "community activities"; and "training and development" (Addendum 4, question 16).

Respondents were asked to indicate whether the Centre was **accessible to non-members** (Addendum 4, question 17). Six of the respondents responded "yes" and one respondent responded "no".

Views of community members on the **community's awareness of activities** at the Centre were ascertained (Addendum 4, question 18). Six of the respondents indicated that they thought only a part of the community was aware of the activities. One respondent indicated that the entire community was aware of the activities presented at the Centre.

The **means of notification** of activities that the respondents identified (Addendum 4, question 19) are presented in Table 4.66.

Table 4.66: Means of notifying the community of activities at the Centre

Means of notification	Number of responses
Posters	7
Notices, flyers and letters	3
Advertising at annual meetings	2
Announcements at schools and churches	2
Municipal police make announcements	1
Word of mouth	1
Total	16

The **regular users** of the Centre were identified as the following groups: "teenagers / youth" (7); "the elderly" (6); "needlework group" (5); "children" (4); "gardening project" (1); "soup kitchen" (1); and "the unemployed and needy" (1) (Addendum 4, question 20).

Respondents were then asked to indicate for whom the Centre should present activities (Addendum 4, question 21). They identified the following **target groups**: "children" (3); "youth" (2); "adults" (3); "the elderly" (2); "housewives" (1); "those with no training" (1); and "everyone that needs it" (2). One respondent did not answer this question.

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Respondents were asked to indicate all the **training activities** they thought should be presented at the Centre (Addendum 4, question 22). Table 4.67 summarises the responses.

Table 4.67: Preferred training activities

Preferred training activities	Number of responses
Skills training	5
Job training	4
Budgeting	3
Addressing addiction	2
Computer	2
Literacy	2
Building of self-image and character	1
Entrepreneurship training	1
Holiday programmes	1
Life skills (children, youth, elderly)	1
Victim empowerment support group training	1
Xhosa	1
Total	24

Respondents were further asked to indicate which one of these identified training activities they regarded as **most important** (Addendum 4, question 23). Their responses are listed in Table 4.68.

Table 4.68: Most important preferred training activities

Most important preferred training activities	Number of responses
Literacy	2
Addressing addiction	1
Budgeting	1
Building of self-image and character	1
Entrepreneurship	1
Job training	1
Total	7

Respondents were asked to indicate all the **recreational activities** they thought should be offered at the Centre (Addendum 4, question 24). One respondent did not answer this question. The responses are summarised in Table 4.69.

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Table 4.69: Preferred recreational activities

Preferred recreational activities	Number of responses
Dance	3
Art	2
Drama	2
Meetings for the elderly	2
Talent shows	2
Videos	2
Youth meetings	2
Choir	1
Fitness exercises	1
Flower arrangement	1
Games	1
Self-defence classes	1
Sport	1
Total	21

Respondents were further asked to indicate which one of these identified recreational activities they regarded as **most important** (Addendum 4, question 25). Three respondents did not indicate their most important recreational activity. Table 4.70 illustrates the responses.

Table 4.70: Most important preferred recreational activities

Most important preferred recreational activities	Number of responses
Games	1
Talent shows	1
Self-defence classes	1
Sport	1
Total	4

Thirdly, respondents were asked to indicate all **social service activities** they thought should be presented at the Centre (Addendum 4, question 26). Two respondents did not answer this question and the responses are presented in Table 4.71.

Table 4.71: Preferred social service activities

Preferred social service activities	Number of responses
Family therapy	3
Co-operation with the social worker	1
Counselling for the community	1
Feeding schemes	1
Job creation projects	1
Neglected children	1
Parenting skills	1
Therapy for addicts	1
Victim support	1
Youth - coping with your parents	1
Total	12

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Respondents were further asked to indicate which one of these identified social service activities they regarded as **most important** (Addendum 4, question 27). The three respondents who did not answer the previous question did not answer this one either. The other responses are indicated in Table 4.72.

Table 4.72: Preferred most important social service activities

Preferred most important social service activities	Number of responses
Parenting skills	1
Family therapy	1
Co-operation with the social worker	1
Counselling for the community	1
Total	4

4.3.3 Demographic information

Of the seven respondents six indicated their **gender** as female and only one as male (Addendum 4, question 28).

The **age** of the respondents varied between all the categories from 21 to 30 years of age, up to 65 years or older (Addendum 4, question 29).

Three of the respondents indicated that they were white and four respondents indicated their **race** as coloured (Addendum 4, question 30).

Two of the respondents indicated that their highest **level of education** was "partial primary (Gr. 1-6)". One respondent indicated "full primary (Gr. 7)", one indicated "technical college" and three respondents had university qualifications (Addendum 4, question 31).

Regarding **employment status** respondents indicated "currently working" (5); "retired" (1) and "housewife" (1) (Addendum 4, question 32).

Three respondents indicated that they had not participated in **non-formal education** in the past five years. Of the four respondents who indicated that they had participated (Addendum 4, question 33), one did not indicate the specific courses or relevant presenters (Addendum 4, question 34). The other three respondents indicated: "counselling street children – Darling"; "working with volunteers – Darling"; "effective volunteer management – ACVV – Darling"; "development practitioner – Guguletu"; "Pastel Express 2000 – Labrusca managing services"; "Bookkeeping Systems – Auditors"; "Healing course – Darling".

Committee members had to indicate their **years of residence** in Darling. One respondent have been living in Darling for one year or less, one indicated the "2–5 years" category and the remaining five respondents had been living in Darling for six years or longer.

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The community and management committee members' surveys were followed by a survey on the viewpoints of the current participants in activities presented by the Association.

4.4 PARTICIPANT SURVEY

The viewpoints of participants in activities and programmes at the Darling Focus Centre, on the functions of the Association and the Centre (objective 1.3.2.6) were ascertained. A questionnaire (Addendum 6) was administered to a convenience sample of participants on two separate occasions. In total 25 respondents completed the questionnaire. From the information gained in the context analysis this is roughly 12,5% of the maximum number of participants in activities offered at the Centre.

The number of respondents (n=25) was too small for statistical analysis of the data. The frequency of occurrence of each response to each question is given in the form of frequency tables. The questionnaires yielded the following results:

4.4.1 Geographical distribution of respondents

Twenty-two of the respondents were from Darling North, two were form Darling East and one from Darling South.

4.4.2 Views on Darling, Darling Focus Association and Centre

Respondents identified the greatest **problems** in their immediate environment of Darling (Addendum 6, question 1). The responses are tabulated in Table 4.73.

Table 4.73: Problems in Darling

Problems in Darling	Number of responses
Alcohol and drug abuse	18
Smuggling	14
Poverty	8
Unemployment	8
Violence	5
Street children	4
Children are unruly, drop out of school	3
No recreational facilities	2
Untarred streets	2
Families suffer	1
Housing	1
Illiteracy	1
Marriage problems	1
Sanitary facilities	1
Social problems	1
Teenage pregnancies	1
None	2
Total	73

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Respondents were further asked to indicate which of these identified problems they regarded as the **most important** (Addendum 6, question 2). They identified the following most important problems (see Table 4.74).

Table 4.74: Most important problems in Darling

Most important problems in Darling	Number of responses
Unemployment	5
Alcohol and drug abuse	4
Smuggling	4
No recreational facilities	2
Children are unruly, drop out of school	1
Illiteracy	1
Poverty	1
Sanitary facilities	1
None	2
Don't know	4
Total	25

Respondents classified the Darling Focus Association as the following **type of organisation** (Addendum 6, question 3) (see Table 4.75).

Table 4.75: Type of organisation

Type of organisation	Number of responses
Community	13
Social service	6
Job creation	2
Training	1
Don't know	3
Total	25

When asked what they understood the **main aim** of the Darling Focus Association to be (Addendum 6, question 4), they described it as summarised in Table 4.76.

Table 4.76: Main aim of the Darling Focus Association

Main aim	Number of responses
To serve the community	6
To help community/the needy	4
Empowerment and development	2
Go out to people and bring them together	2
Relieve poverty	2
Job creation	1
To develop children's talents	1
Don't know	7
Total	25

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Thirteen of the respondents were of the opinion that the entire **community** was thoroughly **aware of the aim** of the Association. Three respondents indicated that only a part of the community was aware of the aim and four respondents indicated that the community was not aware of the Association's aim. One indicated that the community did not want to be involved and six respondents did not know how aware the community was of the aim of the Association (Addendum 6, question 5).

Respondents were asked what came to mind when they thought of the Darling Focus Association (Addendum 6, question 6). Responses are listed in Table 4.77.

Table 4.77: Views on the Darling Focus Association

Views on the Association	Number of responses
Good for those who want to be involved	5
Solution to problems	3
Must be honest and correctly managed	2
Serve community with love	2
Soup kitchen	1
Discipline	1
Aged group	1
Community meetings	1
Not always aware of issues	1
It is important to be a part of it	1
Social services	1
No progress	1
Unemployed people	1
Don't know	4
Total	25

Respondents were asked what the Association did in the community that they were aware of (Addendum 6, question 7). They responded as follows (see Table 4.78).

Table 4.78: Darling Focus Association's role in the community

Darling Focus Association's role in the community	Number of responses
Feeding scheme	18
Recreation for the elderly	8
Training activities (needlework, gardening, woodwork)	8
Rent out facilities	6
Job creation/support	5
Activities for children	4
Programmes for youth	1
Don't know	8
Total	58

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When respondents were asked what the Association **should do**, but did not address in the community (Addendum 6, question 8), they responded as follows (see Table 4.79):

Table 4.79: What the Association should do in the community

What the Association should do in the community	Number of responses
Give information and include community	4
Help the elderly and the poor	4
Training and games for children	2
Leadership is unfair and not really interested	2
Youth gatherings	2
More involved with parents, so they can send their children	1
Too expensive to rent the building	1
Pray together	1
Sell clothes	1
Food for the needy	1
None	1
Don't know	6
Total	26

Two of the respondents were of the opinion that the Association does enough for the community. One indicated that the Association wanted to help, but that the community was not interested.

Furthermore, respondents were asked what the Association should address, but **did badly** (Addendum 6, question 9). The responses are summarised as follows in Table 4.80:

Table 4.80: What the Association does badly

What the Association does badly	Number of responses
Set a good example	1
The community does not co-operate, therefore they cannot do what they want	1
Secretiveness	1
Encouragement and helpfulness	1
More meetings to keep people informed	1
Activities for the youth	1
Street children	1
To help people	1
Sometimes nothing is happening, but sometimes there are activities	1
Only know aged group, do not know what Focus is all about	1
None	7
Don't know	6
Total	23

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The **positive views** that respondents had of the Association (Addendum 6, question 10) are portrayed in Table 4.81.

Table 4.81: Positive views on the Darling Focus Association

Positive views	Number of responses
Feeding scheme	4
Help the needy	2
The elderly	2
Youth group and children	1
Open for everyone	1
Everything	1
Don't know	14
Total	25

The **negative views** that the respondents had of the Association (Addendum 6, question 10) are portrayed in Table 4.82.

Table 4.82: Negative views on the Darling Focus Association

Negative views	Number of responses
The co-operation of members	1
Management of Focus	1
Too secretive, must be more open	1
Does not reach everyone	1
Youth	1
Must be more involved with people	1
No jobs available	1
None	10
Don't know	8
Total	25

Seventeen of the respondents had been **members** in the **past** (Addendum 6, question 11) and 19 respondents were **currently** members of the Association (Addendum 6, question 12). The 19 current members included some of the respondents that had been members in the past.

Respondents were then asked to provide a **reason for their membership** Addendum 6, question 13). Twenty-four of the respondents indicated that they were members because of their participation in activities of the Association, while two responded that they were not members since they had not yet been approached and they were of the opinion that the Association was not interested in them.

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On being asked to indicate all the **activities that were offered** by the Darling Focus Association at the Centre (Addendum 6, question 14), the respondents identified the following (see Table 4.83):

Table 4.83: Activities offered at the Centre

Activities	Number of responses
Needlework	15
Activities and care for the elderly	12
Activities and care for children	10
Woodwork	9
Soup kitchen	5
Leatherwork	4
Gardening	4
Youth	3
Computers	3
Small farmers	3
Concerts	2
Paintwork	1
Music lessons	1
Drawing	1
Cooking	1
Cancer team	1
Driving licences	1
Rent out hall	1
Don't know	2
Total	79

Respondents were further asked which activities or courses **should be offered**, but were not addressed (Addendum 6, question 15). They responded as follows (see Table 4.84):

Table 4.84: Activities that should be offered

Activities	Number of responses
Spiritual programmes	2
Literacy	2
Cooking and baking	2
Crafts	2
Everyday programmes	1
Computer	1
Pre-school care	1
Sport	1
Dancing	1
Still much to do	1
Night school	1
Driving lessons	1
Painting	1
Gardening	1
Job training	1
None	4
Don't know	5
Total	28

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Two of the respondents were of the opinion that everything was being addressed.

Respondents were asked to indicate who they thought should be the **target group** of the Centre's activities (Addendum 6, question 16). They gave the following responses (see Table 4.85).

Table 4.85: Perceived target group

Target group	Number of responses
Everyone	9
Youth	7
Aged	6
Children	6
Illiterate	2
Less advantaged	2
Handicapped	1
Community in general	1
Total	34

The activities in which the respondents participated at the Centre and the **frequency of their participation** was ascertained by question 17 (Addendum 6). They indicated the following activities and frequencies (see Table 4.86):

Table 4.86: Participation

Activity	Frequency	Number of responses
Elderly group	Once per week	18
Needlework	Twice per week	5
Garden project	Daily	2
Soup kitchen	Daily	1
Total		26

Furthermore, respondents were asked to indicate **reasons for their participation** in the above-mentioned activities (Addendum 6, question 18). Their reasons are listed in Table 4.87.

Table 4.87: Reasons for participation

Reasons for participation	Number of responses
Socialising and relaxation	20
To learn	8
Help people	4
Learn skills to generate extra income	2
Exercise	1
Don't know	1
Total	36

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Respondents were also asked where and how they **used the knowledge** they had gained from participation in activities (Addendum 6, question 19). Their responses are portrayed in Table 4.88.

Table 4.88: Use of knowledge gained through participation

Uses	Number of responses
In everyday life	15
For myself	8
Extra income	4
Nowhere	1
Don't know	2
Total	30

Respondent gave the following responses (see Table 4.89) to the question how they had initially **heard of the activities** of the Centre (Addendum 6, question 20).

Table 4.89: Where respondents had heard of activities

Where respondents had heard of activities	Number of responses
Friends, acquaintances or previous participants	14
At Focus	6
Founding member	2
In Darling (posters, pamphlets)	2
Announcement at church	1
Total	25

Respondents were asked to indicate the activities they had **participated in previously** (Addendum 6, question 21). Their responses are summarised as follows (see Table 4.90):

Table 4.90: Past participation in activities

Activities	Number of responses
Elderly group	9
None	9
Handicraft skills	4
Needlework	2
Helped with the children	1
All activities presented	1
"Potjiekos" competition	1
Course for the treatment of TB patients	1
Total	28

If respondents had **stopped their participation** in activities in the past (Addendum 6, question 22) they were asked to provide a **reason**. Only three respondents had stopped their participation in activities in the past. They mentioned that it had become too expensive, that TB patients rather go to the clinic and that they do the activities at home.

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To the question regarding the participant's **amount of control** over the presentation and content of activities (Addendum 6, question 23), 21 respondents indicated that they may make suggestions about the presentation of activities and courses, while 10 respondents indicated that they may make decisions about course content.

When asked whether they thought that the rest of the **community** was **aware of the activities** presented at the Darling Focus Centre (Addendum 6, question 24), 13 of the 25 respondents indicated that the community was thoroughly aware of the Association's activities. Eight respondents were of the opinion that only a part of the community was aware of the Association's activities and no respondent was of the opinion that the community was not aware of the Association's activities. Four respondents indicated that they did not know how aware the community was of the activities offered at the Centre by the Association.

Eighteen respondents would be **willing to pay** to follow a course at the Centre (Addendum 6, question 25).

Those respondents who indicated that they would be willing to pay for a course were asked how much they were willing to pay (Addendum 6, question 26). The **amounts** that they were **willing to pay** are summarised in Table 4.91.

Table 4.91: Amount willing to pay for a course

Amount	Number of responses
R20	4
R200	2
R160	1
R30	1
R50	1
Don't know	9
Total	18

Only four of the respondents indicated that they were **currently involved in the presentation** of activities at the Centre (Addendum 6, question 27) and four have **previously volunteered to help** with the presentation of activities (Addendum 6, question 28).

Respondents were furthermore asked whether they would be **willing to help** with the presentation of activities (Addendum 6, question 29). Seven indicated "no", 15 were prepared to do it "free of charge" and only three would help "if paid".

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Respondents who were willing to help, had to indicate with which **activities** they would be willing to help (addendum 6, question 30). The activities that they identified varied, as indicated in Table 4.92.

Table 4.92: Activities willing to help with

Activities	Number of responses
Youth activities	2
Needlework	1
Drama	1
Activities for the elderly	9
Sales	1
Activities for children	1
Anything	3
Total	18

4.4.3 Demographic information

Only three of the 25 respondents were male (Addendum 6, question 31). Respondents indicated their **ages** (Addendum 6, question 32) as in Table 4.93.

Table 4.93: Age

Age	Number of responses
16-20	0
21-30	0
31-40	2
41-50	2
51-64	4
65 and older	17
Total	25

Of the respondents, 24 indicated their **race** (Addendum 6, question 33) as "coloured" and only one respondent was white.

The highest **level of formal education** (Addendum 6, question 34) is summarised in Table 4.94.

Table 4.94: Educational level

Educational level	Number of responses
None	3
Gr 1-6	11
Gr . 7	3
Gr. 8-11	3
Gr. 12	0
College	5
Technical college	0
Technikon	0
University	0
Total	25

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Only four of the 25 respondents indicated that they had participated in **non-formal education** during the past five years (Addendum 6, question 35). These four respondents were asked to indicate what course they followed, where it had been presented and whether it had been for themselves or whether it had been work-related (Addendum 6, question 36). They identified the following courses (see Table 4.95):

Table 4.95: Non-formal education participation

Course	Self/work related	Presented at:	Number of responses
Spiritual	Self	Methodist church	1
Needlework	Self	Focus	1
Night school	Self	School in Darling	1
Business management	Work-related	Distance learning	1
Total			4

Respondents' current **employment status** (Addendum 6, question 37), according to the given categories, was as follows (see Table 4.96):

Table 4.96: Employment status

Employment status	Number of responses
Employed	2
Unemployed - Looking for work	1
Housewife	6
Retired	16
Unfit for work	0
Student	0
Total	25

Lastly, respondents were asked to indicate their **time of residency** in Darling (Addendum 6, question 38). All of the 25 respondents had been living in Darling for six years or longer.

This chapter presented the results of the different stages of the study, namely the documentary analysis, the community survey, the management survey and the participant survey. The next chapter will discuss these results and give an integrated comparison of the results from the various stages in order to address objectives 1.3.2.7 and 1.3.2.8.

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CHAPTER 5
DISCUSSION OF RESULTS

The goal of this study was to establish whether the Darling Focus Association and the services, activities and programmes presented in the Centre complied with the needs and expectations of the rural community. In this chapter, the findings of the study will be discussed in the light of the objectives of the study, namely to establish which services, activities and programmes the Association offer the community at present (objective 1.3.2.1), to determine the community's expectations and viewpoints of the Darling Focus Association (objective 1.3.2.2), and their needs for services, activities and programmes to be offered at the Darling Focus Centre (objective 1.3.2.3), as well as to determine the statistically significant relationships between demographic characteristics and expectations and needs of the community (objective 1.3.2.4). Furthermore, the viewpoints of the Darling Focus management committee members on the functions of the Association and the Centre (objective 1.3.2.5) was determined, as well as the viewpoints of the participants in activities and programmes at the Darling Focus Centre on the functions of the Association and the Centre (objective 1.3.2.6). A discussion of the comparison between the community's expectations and viewpoints and the viewpoints of the management committee members and participants (objective 1.3.2.7) is integrated into this chapter. The same procedure is followed to compare the community's needs with the current services, activities and programmes that the Association offers (objective 1.3.2.8).

5.1 CONTEXT ANALYSIS OF THE DARLING FOCUS ASSOCIATION AND CENTRE

The context analysis of the Darling Focus Association and Centre was done to establish which activities are offered to the community at the Centre (objective 1.3.2.1). This was executed through the analysis of a selection of relevant documents on Darling, the Association and the Centre.

From the literature and the data gathered in the document analysis it is clear that the Darling Focus Association is a community association that runs a community centre, the Darling Focus Centre. The Association is involved in community development as a community-based organisation as described by Swanepoel (1997:1). Furthermore, the residents of Darling form a community as they are living in a relative small area (Lelaka, 1999:6). The community can be identified as a rural developing community, since it is located in a rural area and is going through the pre-modern or traditional phase of socio-economic development. It is experiencing problems in adjusting to modernising influences and governing socio-economic demands, as mentioned in the discussion by Kamper (1989: 2). The Association was formed, inter alia by intervention from outside, which is one of the formation models identified by Twelvetrees (1976: 138). From the documents of the Darling Focus Association it is not clear which legal ownership model, as identified by Bester (2000: 82), the Association has chosen. The accountability structure used by this Association is a constitution and a management committee (Bester, 2000: 82).

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From the analysis of the documents it is clear that the activities offered at the Centre by the Association address only a few interests. These activities are divided into job creation projects and service projects. Job creation activities include the job bureau and skills development activities (needlework, gardening and small farmers' activities). The job bureau seems to be a positive development that has taken place since the previous research was done. The service activities include a children's club, a youth club, an old age club, as well as a soup kitchen. The services of a social worker and CANSA are offered at the Centre, but not by the Association. This is in accordance with the literature that states that other organisations should use a community centre as well for meetings and their activities. Although it seems as if the Centre caters for all the life stages, only a small number of people are reached through this. Van Heerden (1998: 1) states that the activities presented by community centres should vary according to the needs of the community served by the centre.

Only 200 out of the population of 7549 inhabitants, in other words a calculated 2.65 %, of the entire Darling population take part in the activities presented by the Darling Focus Association at the Centre. Since the results of a study by Langenhoven (2004: 131) were documented containing information on the number of participants in activities in 2002, the number of participants has decreased by 139 people, or 1.7 % of the Darling population. The variety of activities presented by the Darling Focus Association at the Darling Focus Centre has also decreased from 12 to seven activities.

5.2 COMMUNITY SURVEY

The community survey was undertaken in order to address objectives 1.3.2.2, 1.3.2.3 and 1.3.2.4. They are to determine the community's expectations and viewpoints of the Darling Focus Association (objective 1.3.2.2), to determine the community's needs for services, activities and programmes at the Darling Focus Centre (objective 1.3.2.3) and to determine the statistically significant relationships between demographic characteristics and expectations and needs of the community (objective 1.3.2.4). A structured interview questionnaire was designed to gather information for these objectives.

5.2.1 Geographic and demographic information

The results of the survey are generalisable to the population of the study, namely the Darling community aged 16 and older, living in Darling during the period when the fieldwork was conducted, excluding the old age home. From the results of this survey it is clear that the Darling community consists of three geographical areas, namely Darling North, South and East (see sections 4.2.1–4.2.2.9). Darling East has the largest population with 43,1% of the respondents and Darling South has the smallest population with 22,7% of the respondents, whilst Darling North has a population of 34,2% of the respondents.

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At the time of the study, the population of Darling North, where the Darling Focus Centre is situated, was predominantly female (67,8%), between the ages of 41 to 64 years (45,9%), and coloured (99,2%) and none of the respondents from this area were black. The highest educational level reached by the majority of the population in Darling North was Gr. 8 to Gr.11 (35,5%). This population was mostly employed (35,2%) and a quarter of the population were housewives (25,4%). Of the population of Darling North, 79,8% had a weekly household income before deductions of between R0 and R700. The sources of this income were mostly the formal sector (52,2%), the informal sector (17,2%) and old age pension (15,9%). The Darling North population had been living in Darling for six years or longer (96,7%).

Darling South had a population of 22,7% of the total Darling population. They were mostly male (51,9%), aged 41 years and older (70,4%), predominantly white (92,2%). None of the respondents were black. Residents in this area had the highest educational level and 46,3% of the population had reached Gr. 12, and 28,9% had a tertiary qualification. They also had the highest employment rate (46,8%) and the highest number of retired people (43,0%). Weekly household income, before deductions was also highest for this area, with 14,8% of the population of this area earning a weekly household income of R1701 and more. The main sources of their income were the formal sector (47,1%), old age pension (32,2%) and the informal sector (11,5%). It was also the only area with respondents who were members of private pension funds (5,7%). This area had the highest number of newcomers, who had been living in Darling for 1 year or less (12,3%).

Darling East, the area with the largest population had 43,1% of the total population of Darling. Residents in this area were predominantly female (67,5%), between the ages of 21 and 50 years (79,2%), coloured (96, 1%). There were no whites, and the educational level was between Gr.1 and Gr. 11 (81.2%). Most of the residents were employed (45,5%), although this was the area with the highest rate of unemployment (26,0%) and the lowest level of weekly household income before deductions, with 86,1% of the resident households earning less than R600 per week. This income was mostly from the formal sector (49,7%). They had the highest occurrence of income from the informal sector (18,3%) and from child grants (12,2%). They had also mostly been living in Darling for six or more years (79,2%) and they had the highest occurrence of residents living in Darling for a period of two to five years (18,8%).

It can therefore be deduced that Darling South was the more affluent, more educated, predominantly white area with more males and more elderly and retired people. Darling North was mainly a coloured area and had poorer and less educated residents than Darling South. More female than male residents and more housewives resided in Darling North than in the other areas. Darling East had more female than male residents and they were mostly coloured. It was the only area with black respondents in the survey. Darling East had the poorest, least educated, most unemployed residents of all the areas in Darling.

The majority of the Darling population (89,6%) had not participated in non-formal education during the past five years. Of those who had participated, only 12,5% had followed a course at the Darling Focus Centre and

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the majority had followed work-related courses (64,6%). These people would most likely not have participated in non-formal education if their jobs had not required it.

5.2.2 Views on Darling, the Darling Focus Association and Centre

People from all three of the geographical areas in Darling experienced violence and smuggling (25,4%) and poverty and unemployment (21,7%) as main problems in Darling. However, Darling South did not experience violence and smuggling as a main problem (2,7%) and more than a third of the residents from this area had experienced no problems in Darling (35,4%). This could be as a result of the fact that Darling South was the more affluent area with more working and retired people. They did not experience the same problems as the poorer residents of Darling did.

Just more than half of the Darling community was aware of the Darling Focus Centre (57,4%). In Darling North, where the Centre is situated, a high percentage (47,5%) were not aware of the Centre. This is in contrast with the statement by the National Federation of Community Associations (1969: 7,8) that the community centre should be the focal point of the area it serves. Respondents were mostly aware of the social service (22,6%) and training activities (21,9%) offered at the Centre, but 44,4% of them had never visited the Centre. Only 9,3% visited it regularly to participate in activities and for social services. This is in accordance with what residents were mostly aware of being presented at the Centre.

When those who were aware of the Centre were asked about the frequency of their participation in activities at the Centre, results showed that 65,9% of the Darling community had never participated and only 4,9% had participated at all. Residents from Darling South had participated the least and three quarters of them had never participated. None of them indicated that they would like to participate and only 2,8% of them participated at that time. Residents from Darling North participated the most (12,5%). This could be because the Centre is located in Darling North.

From the results it was clear that age had a statistically significant relationship to the frequency of participation in activities (see Table 4.46). In the age category 51 to 64 years, 89,3% had never participated in the activities offered at the Centre. The sampling method used in this study (see 3.2.2.1) could have influenced the result, as the old age home was excluded.

Quite a number of the 16- to 20-year-olds had participated in the past, but stopped (37,5%), and 18,8% of this group would like to participate. Twenty-one percent (21,4%) of the people in the 31- to 40-year age category would like to participate.

More respondents were aware of the Darling Focus Association (81,8%). This is much more than were aware of the Centre (57,4%). A quarter of these respondents, especially respondents from Darling East, associated the Association with social services (25,2%). It can thus be speculated that the community saw the Association and social services as synonymous. It was furthermore associated with the provision of

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training activities and job creation (20,6%), as well as with the provision of community activities and addressing community issues (19,6%).

The involvement of the Association in the community was mostly seen as providing training activities and job creation (30,7%). Almost a quarter of the community saw the feeding scheme as a major activity of the Association, in view of the provision of soup to primary school children during the week by means of a soup kitchen at the Centre, and to anyone in need at a satellite soup kitchen in Darling East.

Those who were aware of the Association have more positive than negative views on the Association. Positive views were mostly that the Association helped the community and the needy and that they provided food. Of those aware of the Association, 87,3% did not have negative views or did not know what their negative views were. The main negative view was, however, that the community was uninformed about the Association and its activities (6,0%).

The positive views that the community had on the Association showed a statistically significant relationship to gender. Activities and care for children, as well as social work, were perceived by more females as positive, while more males perceived training and job creation and job seeking as positive. This could be the result of women's traditional role as caretakers of children and being concerned with the social well-being of the family, and men's role as the breadwinners of the family.

Race had a statistically significant relationship to the negative views of the community on the Association (see Table 4.48). Most of the coloured respondents of the survey (41,2%) did not have any negative views on the Association, but were of the opinion that the community should be more informed on the Association and its activities. The majority of the white respondents (70,9)%) indicated that they did not know what their negative views on the Association were.

Only 6,3% of the respondents had previously been registered members of the Association and at the time only 2,8% respondents were members. Almost all of these members (seven out of eight) were from Darling North, which was not surprising, since it was the area with the highest number of participants in activities at the Centre. It was also the area where the Darling Focus Association's Centre was situated.

Respondents perceived that all of the groups mentioned, namely school-going children, youths, adults, the elderly and the needy, were more or less equally important to be included in the activities of the Association offered at the Centre. This is in accordance with Viszket (1997: 286) who states that community centres should provide activities for people in all stages of life. These responses could possibly have stemmed from the fact that the response categories had been given in the questionnaire. It could have influenced the respondents into indicating all of the categories, rather than indicating only those that came to mind for each of them.

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5.2.2.1 Preference for training activities

According to the discrepancy approach used by Knowles (1980: 88) to define needs, needs can be seen as the gap between the present activities, services and programmes offered by the Association at the Centre to the community and the preferred activities, services and programmes indicated by the respondents to the community questionnaire.

Computer training and job training was preferred most to be offered. Darling South preferred job training above computer training. Only 0,4% of the respondents did not prefer any training activities to be offered. Respondents therefore regarded training activities as an important gap in the community and indicated that they had a need for this. In comparison to what was being offered at the time of the study, the most important need, the need for computer training, was not being addressed. However, it was claimed that job training was being addressed through the "*Darling Jobs*" programme.

Gender, age, race, level of education and employment status had statistically significant relationships with preferred training activities. Both sexes preferred computer training most. Females preferred activities that are traditionally associated with women more and the males preferred activities traditionally associated with men more.

Again, computer training was preferred most across the different age groups. Job training was preferred most by 21- to 30-year-olds and 16- to 20-year-olds. For respondents 65 years of age and older needlework was the most preferred activity. This was also reflected in the activities where the current needlework group consisted of older people and no one in the 16 to 20 age category.

The relationship between race and preferred training activities indicated that black and coloured respondents most preferred computer training to be offered at the Centre, while whites preferred job training activities more. None of the black respondents thought that no training activities were needed.

With regard to educational level, those with tertiary qualifications preferred job training. Those with no education preferred needlework and only 8,3% of those respondents felt that they needed adult basic education and training (Abet), while respondents with qualifications from a technical college preferred Abet more than all the other respondents (9,1%).

Employment status also has a statistically significant relationship to preferred training activities (see Table 4.53). Housewives and students seemed to prefer computer training most, while those unable to work preferred job training. The unemployed and those looking for work preferred computer training, job training, needlework and technical training in that order. It therefore appears as though the unemployed were under the impression that computer literacy would increase their chances of being employed.

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5.2.2.2 Preference for recreational activities

Only 0,6% of the respondents did not prefer any recreational activities to be presented. The lack of such activities is therefore seen as a major gap in the community and thus it can be deduced that the community has a need for recreational activities. The largest need was for sport (36,7%), followed by the need for dance and music (14,9%). From the context analysis no real evidence was found that these recreational needs of the community where being addressed. The only place within the Association's activities where recreational needs may have been addressed were in the service activities and more specifically the children's club, the youth club and the club for the elderly. The specific recreational needs mentioned above were however not being addressed. Sport specifically seemed to be lacking, since it was preferred so strongly and only one respondent mentioned it as a positive aspect of the Darling Focus Association.

Preferred recreational activities had a further statistically significant relationship to age (see Table 4.54). The younger people seemed to prefer activities for the elderly and the elderly preferred activities for the youth. Sport was preferred most by respondents of all the age categories.

5.2.2.3 Preference for social service activities

Preference and therefore needs for social service activities were mostly for better social services or a more suitable social worker (36,3%). This was especially the case in Darling East. Only 5% of the respondents did not have a need for social service activities and 5,5% of Darling East were of the opinion that all the needed social service activities were already being offered at the Centre. On identifying the most important social service activities similar results were found. The context analysis of Darling Focus Centre revealed that the social worker was not really part of Darling Focus. She had been appointed by the ACVV and only rented an office in the Centre. However, she was on the management committee in an advisory role. The provision of social services as such was therefore not directly addressed by the Darling Focus Association. The service projects at the Centre, including the soup kitchen and the various clubs that supported the different groups with specific needs were thus not adequately addressing the community's main social service needs.

5.2.2.4 Preferred logistics

The results on the logistics of offering training, recreational and social service activities at the Centre, revealed the following: Respondents preferred that all three types of activities be offered every day, especially social service activities. They preferred that social services be available throughout the day, and that recreational activities be offered after hours. The activities most preferred to be offered during the week were training and social services, while recreational activities were preferred on weekends. They preferred that all three of these types of activities be offered throughout the year. The community would prefer to be notified about activities by post or by pamphlets. Posters and billboards were also popular options.

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5.2.2.5 Need for courses

The respondents' specific need for courses at the Darling Focus Centre was shown to be computer training (23,9%). This was especially the case in Darling East (28,6%), even though they had the lowest educational levels of the three areas. Since this was also the area with the lowest employment levels it could indicate that they had the impression that computer training would lead to a better chance of getting a job. Darling North indicated a significant need for needlework (11,7%). The need for computer training was not being addressed at the time of the survey, while the need for needlework by respondents from Darling North was being addressed. However, only a few people from Darling North were part of the needlework group. Of the respondents, 26,8% indicated that they had no need for a specific course at the Centre. This could be the result of a negative association with learning (Robinson, 1994: 29).

Few respondents indicated a need for medical counselling or services, possibly because there was a clinic not far from the Centre.

The specific needs mentioned by respondents were classified as felt or expressed needs. Kamper (1989: 71) describes them as needs or desires arising from interests, motives and attitudes.

The community's specific need for courses at the Centre had further statistically significant relationships to gender, age, race, level of education and employment status (see Tables 4.56 to 4.60).

The relationship between gender and need for courses showed the same tendency as the relationship between gender and preferred training activities where females needed courses traditionally associated with women and males needed those traditionally associated with men.

The relationship between age and need for courses indicated the tendency that the need for courses progressively decreases as age increases. This corresponds with the literature that states that the belief that "you can't teach an old dog new tricks", is the greatest barrier to learning for older adults (Robinson, 1994: 29). Furthermore all the age categories except the 65 years and older category indicated that computer training was the biggest need. This last age category indicated needlework as a major need.

The need for courses according to race indicated that more than half (58,3%) of the white population had no need for courses at the Centre. Coloured and black respondents, however, mostly indicated a need for computer training courses. The results on needs for courses and level of education demonstrated that people with tertiary qualifications as well as those with no education (36,8%) indicated no need for courses.

Results with regard to employment status indicated that retired persons and those unable to work had little need for courses.

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5.2.2.6 Willingness to pay and help

A high percentage of respondents (68,1%) indicated a willingness to pay up to R99 for a course at the Darling Focus Centre. Although the majority of the respondents were not willing to help with the presentation of activities, almost a third would do so free of charge. Only five respondents were willing to help with computer courses, which was the main preferred training activity identified by respondents. Fifteen percent (15,4%) of residents from Darling East would be willing to help with the cleaning of the Centre, probably since they had the lowest educational levels and therefore saw themselves as being unable to help with training. Respondents' willingness to help is in accordance with Swanepoel's (1997: 7) principle of community development, namely ownership of development. This principle states that the community should be able to take ownership of the development and manage their own development.

5.3 MANAGEMENT SURVEY

In order to address objective 1.3.2.5, namely to determine the viewpoints of the Darling Focus management committee members on the functions of the Association and the Centre, a survey was conducted among the entire management committee. Only seven of the 11 members, however, returned their structured, self-administered questionnaires.

5.3.1 Geographic and demographic information

From the results of this survey (see sections 4.3.1 and 4.3.3) it was clear that the management committee of the Darling Focus Association consisted of residents from Darling North and Darling South. They were mostly coloured female members of various age groups. Their levels of education varied. However, those management committee members with tertiary qualifications were the group with the highest number of members. In the previous five years just more than half had participated in non-formal education which mostly had to do with equipping them for their duties within the Association. At the time of the survey most of them were working full-time and the majority had been living in Darling for six years or longer.

If these demographic characteristics of the management committee are compared to those of the community it appears that the committee is representative of the entire Darling population only with regard to gender and age. There are no black people on the committee and no representatives from Darling East, which is the most densely populated area.

5.3.2 Views on Darling, the Darling Focus Association and Centre

The following discussion is based on the results presented in section 4.3.2. In comparison to the stated definition of the Darling Focus Association in the constitution of the Association the management committee was aware of the type of organisation that the Association was, namely a community association not for gain.

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The main aim of the Association as stated by the constitution was: "to promote the development and empowerment of the local community" (Darling Fokus, 1998: 3). This aim is embedded in the concept and theory of community development. The majority of the respondents indicated that the goal was to empower people and the others indicated that it was to help people and to create jobs. The respondents from the management committee were very vague about the aim and were unable to formulate it as it is given in the Association's constitution. The majority of the respondents from the committee further indicated that only a part of the Darling community was fully aware of the Association's aim. This is in accordance with the results of the community survey where from the 81,5% who were aware of the Association, no one had mentioned the terms *development* and *empowerment* when asked about their viewpoints on the Association.

If calculations are made of responses to the community questionnaire, it appears that there were a maximum of 168 members of the Association at that time. This number was over-estimated by four management members and under-estimated by two of the members. The respondents who were serving on the management committee were therefore not aware of how many members there were in the Association.

Just more than half of the respondents representing the mamagement committee had portfolios, while the rest were additional members. The respondents' duties varied from the facilitation of programmes and the management of projects to administration. They were mostly responsible for the presentation/facilitation of programmes.

Although the respondents were aware of all of the activities being offered by the Association at the Centre at the time, some of them identified activities that were not being offered at the time of the study. Computer training (the greatest training need identified in the community survey), literacy training and training by the Seta accredited services were not being addressed at the time of the survey. Some indicated certain activities offered at the Centre by other organisations that were affiliated to the Association, for example the activities of the Small Farmers' Association. This is in accordance with the National Federation of Community Associations (1969: 7,8) that states that the community centre should also be used by other organisations as a place in which to meet and host their activities. It is also recommended that these other organisations affiliate to the Association in order to address community needs together.

The problems in Darling that the respondents were mostly aware of were unemployment, alcohol and drug abuse, lack of community involvement and child neglect. Most of these correlate with the problems identified in the community survey. The respondents were of the opinion that the Association can address the lack of training and unemployment by means of training and job creation, but not alcohol and drug abuse, crime and violence and low self-image and related aspects.

The respondents had a divergent variety of views on the role of the Association in the community. The one role identified by most of the respondents was empowerment (n=3).

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The respondents' views on what the Association should do, also varied and no common vision can be deduced. The respondents' views on what the Association did badly were just as divergent and every member had his/her own views.

The respondents' most positive views were those related to the feeding scheme (soup kitchen) of the Association. The community survey also identified the feeding scheme as one of the most popular activities of the Association. Lack of community involvement was regarded as a major negative aspect. The community survey revealed that the community was uninformed about the activities of the Association. This may provide a reason for the respondents' views on lack of community involvement as identified in the management survey. It is contrary to the principles of community development, namely participation and ownership, as discussed by Swanepoel (1997: 4,7), as well as to the purpose of community associations and centres, namely to bring the community together and to be the focal point of the community (National Federation of Community Associations, 1969: 7,8).

The purpose of the Centre was mostly identified as development and empowerment of the community, as stated in the Association's constitution. According to the literature, the main aim of community centres is to house the activities of the association and its members, thereby enabling the community association to reach its aims (National Federation of Community Associations, 1969: 7).

The majority of the respondents of the management survey felt that the Centre was accessible to non-members, but that only a part of the community was fully aware of the activities of the Association at the Centre. This is in accordance with the community survey that revealed that only 57,4% of the respondents were aware of the Darling Focus Centre (see section 4.2.2.10).

The respondents of the management survey indicated that the community was mostly notified of activities by means of posters and to a lesser degree by notices, flyers and letters. The community, however, preferred to be notified by means of letters or notices in the post.

The respondents identified the regular users of the Centre mostly as children, the youth, the elderly and the needlework group. They also identified the intended target group as children and adults, as well as the needy and the youth. The community survey indicated that school-going children, the youth, adults, the elderly, and the needy should be targeted equally by the activities and services of the Association.

The preferred training activities that the respondents identified were mainly skills training and job training. Job training is in accordance with the preferred activities identified through the community survey. However, computer training that was identified as the most important training need by the community was only listed fourth by the respondents of the management committee. They identified literacy training as the most important preferred training activity.

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The most preferred recreational activity identified by the respondents was dance and the most important preferred recreational activities indicated varied for each member. However, respondents to the community survey preferred sport most and dance and music second most.

The social service activity preferred by most respondents was family therapy. The most important preferred social service activity varied from one member to the other. However, the community survey indicated a preference for better social services or a better social worker. These views on the community's needs and those revealed by the community survey therefore do not correlate with each other, since they prefer different social service activities.

5.4 PARTICIPANT SURVEY

In order to determine the viewpoints of participants in activities at the Darling Focus Centre on the functions of the Association and the Centre (objective 1.3.2.6), a survey was conducted among a convenience sample of the participants in activities of the Association (see section 4.4). Twenty-five structured interview questionnaires were completed.

5.4.1 Geographic and demographic information

The majority of the participants were from Darling North, where the Centre is situated. They were mostly female and all of them were 31 years of age or older. Of these participants 17 out of 25 were older than 65 years of age and 16 were retired. This is contradictory to the community survey data that revealed that a need for courses progressively decreased with an increase in age and 77,5% of respondents older than 65 indicated no need for courses. All except one of them were coloured. Eighteen of the 25 respondents of the participant survey indicated that their level of education varied between no education and Gr. 11. Only four of the 25 indicated participation in non-formal education in the past five years. This may be so low because many of them did not indicate their past participation in activities at the Darling Focus Centre.

All the respondents had been living in Darling for six years or longer. From this it is clear that the majority of the Darling community did not participate in activities at the Centre at all and that the participants were not at all representative of the Darling community. This is in contrast with literature on community development that states that, for development to be more sustainable, the entire community should participate in the developmental activities (Groenewald & Van Wyk, 1995:7; Swanepoel, 1997: 4).

The participants experienced alcohol and drug abuse, as well as smuggling, as the biggest problems in Darling. Alcohol and drug abuse is in agreement with the results of the management survey and smuggling is in agreement with the results of the community survey. The respondents of the participant survey further identified unemployment as the most important problem in Darling. This coincides with results of both the community and the management survey.

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In accordance with the literature, as well as documents of the Association and the management survey, the participants identified the Association mainly as a community association.

The respondents identified the main aim of the Association as to serve the community. The actual aim of empowerment and development was mentioned by a few respondents only. They do therefore not have a clear idea of what the Association's main aim is. The majority of the respondents indicated that the entire community was thoroughly aware of the Association's aim, although they themselves were not very specific about the Association's aim.

The first thing that came to mind for most of the respondents was that the Association was good for people who wanted to be involved. Most of the respondents had a positive view on the feeding scheme of the Association. This was also identified as the most popular positive view by the respondents of the community and the management surveys. Similar to that of the community survey, the majority of the respondents had no negative views about the Association. This could be because they were interviewed in the Centre.

Respondents were mostly of the opinion that the Association should inform the community and include them in activities, as well as help the elderly and the needy. Respondents had very divergent ideas on what the Association did badly, and the greatest number of respondents was of the opinion that the Association did not do anything badly.

The majority of respondents had been members of the Association in the past and even more were members at the time of the survey. The majority of respondents were members because they participated in activities. The same tendency was found for four of the eight members who were respondents in the community survey. The most popular reason for not being members, given by respondents of the participant survey, was that they had not yet been approached by the Association.

All but two respondents were aware of the activities offered by the Association and they were mostly aware of needlework, as well as of the activities and care for the elderly and the children. They mentioned some activities that were not being offered at the time of the survey, as well as some activities presented by other organisations affiliated to the Association, which is similar to the results of the management survey

Although two respondents were of the opinion that all possible activities were being addressed, a divergent variety of activities that should be offered at the Centre were identified. Four indicated that no further courses should be offered.

In accordance with the idea revealed in the community survey, the respondents indicated that everyone in the community should be targeted. This is also in accordance with literature on community centres (Viszket, 1997: 286).

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Most of the respondents participated in the group for the elderly and had meetings once a week. The majority of the respondents indicated that socialising and relaxing were the main reasons for participation. Most of the respondents indicated that they applied the knowledge gained through participation in their everyday lives. Most of them had initially heard of the activities from a friend/acquaintance or previous participant, therefore by word of mouth and not by means of newsletters or notices in the mail. Handicraft skills indicated as activities previously participated in by four responses are programmes and activities that had been presented by students from the Department of Consumer Science, University of Stellenbosch, in the past.

The majority of the respondents felt that they had been allowed to make suggestions about activities that should be presented, but mostly they did not feel that they had been involved in decision-making. They therefore felt that they had limited control over activities that were offered. Most of the respondents were of the opinion that the entire community was aware of the activities at the Centre. The involvement of participants in decision-making is extremely important and improves the sustainability of a programme or activity (Groenewald & Van Wyk, 1995: 7). Furthermore, involvement forms part of the community development principle of participation described by Swanepoel (1997:4).

The majority of respondents were willing to pay up to R20 for a course at the Centre. However, quite a number of them did not know how much they would be willing to pay. This may possibly be because the amount they were willing to pay could be influenced by the type and duration of the course.

Only four of the respondents were involved in the presentation of activities at the time, and most of them were willing to help with the presentation of activities free of charge. The specific activities that they were willing to help with varied, but most of them indicated activities for the elderly, probably since the majority of respondents participated in the group for the elderly.

The high number of respondents that indicated "don't know" options implied that the participants were not familiar with the Association and were uninformed about the Association.

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CHAPTER 6
CONCLUSIONS AND RECOMMENDATIONS

The goal of this study was to establish whether the Darling Focus Association, and the services, activities and programmes presented in the Centre complied with the needs and expectations of the rural community. In this chapter, the conclusions are discussed in relation to the objectives of the study. The chapter includes recommendations for the Association and for further research.

6.1 CONCLUSIONS

The decline in the number of activities and participants in activities at the Darling Focus Centre since 2002 indicates a negative growth pattern. This was also indicated in the community survey where a large number of respondents had previously stopped their participation in activities. The reasons for stopping their participation were mainly that the activities were not interesting and that they were presented at an unsuitable time of the day. No respondent stopped because it had become too expensive. At present only 2,8% of the Darling community participate in activities of the Association, as this is evident from the document analysis and the community survey. These findings could have resulted from the fact that the Darling Focus Association does not meet the needs and expectations of the Darling community, as well as from the respondents' logistical preferences for the presentation of activities. This is mentioned by Bester (2000: 80) as one of the problems that limit the effective functioning of centres.

The needed activities identified in this survey were divided into three groups, namely training activities, recreational activities and social service activities. This is in accordance with the National Federation of Community Associations' (1969: 7,8) classification of the various activities and services provided by a community association. The most needed training activities were computer training and job training. Computer literacy had been addressed in the past, but the activity was stopped. The most needed recreational activities were sport, dance and music; and what was most needed with regard to social services were better social services and a better social worker. The social services currently offered by the Association are the children's club, youth club, elderly club and soup kitchen. The Association does not provide the services of a social worker. The social worker only has an office in the Centre. The need for more services and a better social worker therefore indicates that the community associates the social worker and the negative views towards her with the Association. Other services, for example assistance with grants and pension applications, which the community has classified as social services, are provided once a month by the Department of Social Services and Poverty Alleviation, and not by the Association. The community prefers these to be provided every day and not only once a month.

It seems that respondents from Darling South, the area where the more affluent, older, mostly white and more educated respondents reside, have distanced themselves from the Darling Focus Association and Centre. They generally do not experience all the problems that people in the poorer areas experience. The results indicated that they have no need for the services and activities of the Centre. Their only involvement with the

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Association and Centre is in the form of giving donations and to a limited extent helping to present activities, or being part of the management committee.

Respondents from Darling North, the slightly poorer area where the Centre is situated, seem to have taken ownership of the Centre. Results revealed that more participants in activities and members of the Association reside there. Although they displayed a positive attitude to the Association, they indicated that the Association should inform the community more of activities. It was alarming that a large number of respondents residing in this area where the Centre is situated, had a low awareness of the existence of the Centre. It is possible that the name of the Centre on the building is not visible enough and that all the activities offered there have not been adequately advertised, with the result that the Centre has not yet become the focal point of the community.

Respondents from Darling East, on the other hand, are the poorest and least educated and have the highest level of unemployment. Therefore they need the services and activities provided by the Centre most. Respondents feel excluded from the Association and the Centre, very few of them participate in the activities at the Centre and none of them are members of the Association. They therefore don't reap the benefits of the Association and the Centre. The literature on community development states that participation provides equity and an equal distribution of the benefits of development (Swanepoel, 1997: 4). The lack of participation of this section of the community therefore causes a lack of equity. In this area the community appears to equate the social services provided by the social worker with the activities of the Darling Focus Association. This is a misconception that the Association needs to address, since the community is not satisfied with the social services or the social worker and therefore has a negative view of the Association.

Furthermore it was found that 19,3% of respondents with no formal education, mostly residents from Darling East, had no need for training in the form of courses at the Darling Focus Centre. This could be because of negative associations with learning. The Association should try to establish a culture of lifelong learning within the Darling community (Robinson, 1994: 29).

Further findings on training needs revealed that females prefer and need training traditionally associated with females and males prefer and need training traditionally associated with males (see Tables 4.50 and 4.57). This tendency is supported by the literature, since felt needs are determined by interests, motives and attitudes and the Darling community might still have a very traditional perception of the role of females and males in the community (Kamper, 1989: 71).

Even though the community centre should be the focal point of the area it serves, it was evident from the results that the respondents to the community survey were more aware of the Association than of the Centre. This could probably mean that the community sees the Centre and the Association as synonymous and that the name of the Centre and the activities offered there are not visible enough.

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From the results that show that 42,4% of respondents to the community questionnaire are willing to assist in presenting activities at the Centre it seems that there is potential for a large group of the community to take ownership of the Centre.

From the results of the management survey, conducted to address objective 1.3.2.5, namely to determine the viewpoints of the Darling Focus management committee members on the functions of the Association and the Centre, the following conclusions were made:

The management committee of the Association are not representative of the entire Darling community. They are not aware of the community's needs and preferences for activities and there was little agreement among respondents from the management committee on the roles and functions of the Association. Each respondent had his/her own opinion. No common vision or clear idea on the aims of the Association and Centre could be deduced from their responses. There were also no indications of participation in any non-formal training activities relevant to the facilitation of activities at the Centre. It is recommended that the management committee should clearly define a common role and functions for the Association and Centre within the Darling community and that the entire management committee should be made thoroughly aware of these. Bester (2000: 81) states that Benjamin's findings (1998: Appendix 2: 1-235) suggest that managerial and administration skills should be sharpened to ensure that emerging needs are adequately addressed.

The low response rate from the management committee to the survey indicates that the members of the committee were not as committed to the study as the researcher expected them to be. The fact that most of the committee members have full-time jobs and are voluntary members of the committee implies that their job obligations come before their obligations to the Darling Focus Association and that they are not as committed to the Association as required. This conclusion is also supported by observations that the researcher made on attending three of the meetings of the management committee where only more than half of the committee were present each time. The chairperson was not present at any of these meetings. This supports the deduction that the committee members are not as committed as they need to be.

The findings of the participant survey, undertaken to address objective 1.3.2.6, namely to determine the viewpoints of participants in activities at the Centre, on the functions of the Association and the Centre, indicated the following:

Participants in activities presented at the Centre constitute only a very small segment of the entire population and they are not at all representative of the population. They mainly consist of elderly, retired persons, and they attend activities mainly for socialisation. This is the group identified by the community survey that does not need the services and activities of the Centre. Furthermore, they are not interested in training. Participants claimed that they heard mainly of the activities at the Centre through word of mouth and not through the mail, as preferred by the community. They have quite positive views on the Association and they have claimed the Centre and its facilities for themselves, even though they indicated that they felt that

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everyone in the community should be targeted by the Association. They felt that the community are thoroughly aware of the activities and that they just do not want to be involved. This misconception should be addressed.

The community survey revealed that the 16- to 21-year-old and 31- to 40-year-old groups were the only age groups that indicated that they would like to participate in the activities of the Association. The Association should therefore focus their attention on these groups and try to create a culture of lifelong learning among the other age groups as well.

Furthermore these respondents were ill informed about the Association and the Centre and eight out of the 25 did not know what the role of the Association in the community was. Therefore the participants in the activities of the Association were not aware of the role and activities of the Association. The Association should attempt to inform the participants, as well as the community at large, of their work and be more visible in the community. The question asked on what the Association does badly, may not have been fully understood by the respondents since responses are vague and unspecific about what the Association does badly. Furthermore, the high number of "don't know" options indicated by respondents to many of the questions indicates that participants are unfamiliar with the Association.

From the qualitative analysis aimed at addressing objective 1.3.2.7, namely to compare the community's expectations and viewpoints (objective 1.3.2.2) with the viewpoints of the management committee members (objectives 1.3.2.5) and of the participants (objective 1.3.2.6), as well as objective 1.3.2.8, namely to compare the community's needs (objective 1.3.2.3) with the current services, activities and programmes that the Association offers (objective 1.3.2.1), it is clear that the Association's aims and activities, services and programmes do not address the needs and expectations of the Darling community. Bester (2000: 80) identifies this as a common problem that limits the effective functioning of community centres. This could be the cause of the lack in sustainability of the activities following on the development and training programmes of the Association.

6.2 RECOMMENDATIONS FOR THE DARLING FOCUS ASSOCIATION

The Association should take note of the perceived problems of the community, as well as of their preferences for activities and their needs for courses. It should attempt to provide for these needs and preferences in order to improve the sustainability of the activities offered by the Association. The community should also be informed of the activities at the Darling Focus Centre and be involved in all the levels of development and decision-making. As stated by Swanepoel (1997: 4), participation is a very important principle of community development. It is important to involve the whole community in the entire development process in order for them to have an affinity for the development efforts and results. Participation could also contribute to increased sustainability. It is further important to ensure equity so that the poorest of the poor will also reap the benefits of development. It is therefore important that the Darling Focus Association strive to involve the entire community in their developmental activities in order to improve the sustainability thereof, as well as to

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ensure that residents from Darling East, who need the activities and services of the Association the most (the poorest of the poor), are able to reap the benefits of these activities and services, since they are currently excluded from the Association and the Centre. Participation can also improve empowerment, which is one of the main aims of the Association.

It is important for the Association to take note of all of the problems and needs related to the provision of governmental services as well, since Groenewald (2000: 17,18) states that community associations and centres aim at identifying community needs in order to inform government agencies so that they can react to these needs more effectively.

Bester (2000: 72,73) recommends that, as part of their purposes and functions, community centres should link community needs and recourses, develop the abilities of the community to be independent and able to respond to their own needs, stress accessibility, tolerance and political neutrality and form a basis for community development. They should also identify the needs of the community in order to inform government agencies and non-governmental organisations so that they can react to the identified needs more effectively and make social services more accessible. A centre should be a place where anyone in the community can go for advice and counselling and it should provide activities for people in all stages of life, in response to their needs and interests.

The appointment of a centre manager with strong leadership qualities, a vision for sustainable development and managerial skills is recommended. This is necessary, since there is a lack of continuity within the management of the Association and Centre. This is the result of the election of a new management committee every year.

6.3 RECOMMENDATIONS FOR FURTHER RESEARCH

Although this study did not include the focus group technique for data collection, it is recommended that similar studies should consider the inclusion of focus groups in order to gain insight into the respondents' reasons for their viewpoints. Furthermore it is recommended that similar studies should take household size into account when selecting a sample from the community since this could have an influence on the generalisability of the results.

It is recommended that further research should be done on the planning of programmes to address these identified needs and views in the best possible manner.

A further recommendation is that longitudinal research should be done to ascertain the sustainability of the activities, services and programmes addressing the identified needs. A Participatory Action Research Approach is recommended. This will involve the community in the proposed research and therefore lead to improved sustainability (Templeton &.Van Wyk, 1999: 75-76).

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ADDENDUM 1
POLITZ FRAME

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Rank the people in the household who qualify for an interview, from the oldest to the youngest. The figure in the appropriate frame indicates the order of precedence of the selected respondent beginning with 1 as the oldest person.

Politz frame

Number on questionnaire		Number of people at the address that qualify for an interview																			
		1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**	**19**	**20**
1	26	1	2	3	3	2	1	2	7	8	9	4	5	1	9	9	4	4	13	15	13
2	27	1	1	2	1	5	2	6	8	8	3	5	1	12	5	10	6	3	15	2	3
3	28	1	1	2	1	5	1	3	2	1	5	4	1	8	14	10	8	4	4	5	1
4	29	1	1	3	4	5	6	1	5	5	3	4	2	7	2	11	4	13	13	6	13
5	30	1	1	2	3	3	1	2	1	7	7	9	1	12	6	2	7	17	14	4	14
6	31	1	2	2	3	2	1	2	4	7	9	10	7	4	6	11	16	8	4	14	17
7	32	1	1	3	2	1	1	6	3	7	9	3	7	12	4	8	2	16	15	16	10
8	33	1	1	3	2	4	1	2	5	8	1	8	7	10	12	13	12	10	9	15	6
9	34	1	1	3	2	2	1	4	2	8	10	5	9	8	9	9	16	16	3	18	20
10	35	1	1	3	3	1	6	6	4	8	8	4	7	8	7	14	1	9	4	2	4
11	36	1	1	1	4	5	6	2	5	9	5	3	7	5	3	10	16	4	1	10	4
12	37	1	1	1	1	4	2	6	5	2	2	1	8	7	3	2	5	12	13	4	2
13	38	1	2	1	1	4	3	7	3	5	7	7	5	7	2	15	7	13	16	2	19
14	39	1	2	3	4	5	6	2	5	1	6	3	4	4	8	13	16	14	14	12	11
15	40	1	1	2	1	1	3	7	4	7	3	11	10	9	1	12	13	3	2	15	3
16	41	1	2	2	4	4	4	4	5	8	5	1	8	4	3	5	2	3	1	2	18
17	42	1	1	3	4	1	6	1	8	6	2	2	7	8	6	3	15	10	2	19	17
18	43	1	1	3	1	3	3	7	1	3	9	1	2	11	11	9	1	11	15	7	2
19	44	1	1	3	2	4	2	4	4	3	10	1	10	7	12	10	16	13	2	18	8
20	45	1	1	2	2	3	5	4	3	6	3	5	8	7	10	7	2	11	4	19	15
21	46	1	1	1	4	1	4	2	3	1	8	6	3	13	6	9	4	15	15	19	2
22	47	1	2	2	1	1	6	7	6	9	7	3	11	4	14	9	12	9	15	10	12
23	48	1	1	2	1	3	6	2	7	2	5	1	11	11	8	9	15	10	17	17	19
24	49	1	1	1	4	3	4	7	2	2	3	11	6	1	2	15	4	10	7	2	2
25	50	1	1	3	4	3	6	2	8	2	1	9	8	10	8	15	2	10	5	6	8

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ADDENDUM 2

COMMUNITY QUESTIONNAIRE

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COMMUNITY QUESTIONNAIRE:

The Department of Consumer Science of the University of Stellenbosch is presently busy to investigate the role that the Darling Focus Community Centre, which is managed by the Darling Focus Community Association, plays in the community.

Because the researcher makes use of a sample, your input is of cardinal importance in order for the investigation to reach its goal. All responses are treated confidentially and the researcher and interviewer undertake to not give out any information given by you other than for the purpose of statistical processing.

There is no right or wrong answer. We are only interested in your honest opinion.

Thank you that you are willing to participate in the investigation.

Researcher: Ilse-Mari Coetzee

Tel.: (021) 808 3398

Date	.....
Interviewer	.....
Address	.....
Area	.....
Telephone	.....
Time	.....
Appointment 1 : Time	.....
2 : Time	.....
3 : Time	.....

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Demographic information:

1. Gender:

Male	1
Female	2

2. Age:

16–20	1
21–30	2
31–40	3
41–50	4
51–64	5
65 or older	6

3. Race:

White	1
Coloured	2
Black	3
Asian	4

4. Mark your highest educational qualification:

None	1
Partial primary (Gr. 1–6)	2
Full primary (Gr. 7)	3
Partial secondary (Gr. 8–11)	4
Full secondary (Gr. 12)	5
College	6
Technical college	7
Technikon	8
University	9
Other: Specify.....	

5. Did you follow any other courses during the past five years?

Yes	1
No	2

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6. Please name the specific courses and where they were followed:

Course	Place followed
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

7. What is your current employment status?

Currently employed		1
Unemployed – looking for work		2
Unemployed – not looking for work	Housewife	3
	Retired	4
	Unable to work	5
	Student	6

8. What is the households total/joint income before deductions?

Per week	=	Per month	=	Per year	
0 - R 500	=	0 - R2 165	=	0 - R26 000	1
R 501 - R 600	=	R2 166 - R2 600	=	R26 001 - R31 200	2
R 601 - R 700	=	R2 601 - R3 033	=	R31 201 - R36 400	3
R 701 - R 800	=	R3 034 - R3 466	=	R36 401 - R41 600	4
R 801 - R 900	=	R3 467 - R3 900	=	R41 601 - R46 800	5
R 901 - R1 000	=	R3 901 - R4 333	=	R46 801 - R52 000	6
R1001 - R1 100	=	R4 334 - R4 763	=	R52 001 - R57 156	7
R1101 - R1 200	=	R4 764 - R5 160	=	R57 168 - R61 920	8
R1201 - R1 300	=	R5 161 - R5 629	=	R61 921 - R67 548	9
R1301 - R1 400	=	R5 630 - R6 062	=	R67 549 - R72 744	10
R1401 - R1 500	=	R6 063 - R6 495	=	R72 745 - R77 940	11
R1501 - R1 600	=	R6 496 - R6 928	=	R77 941 - R83 136	12
R1601 - R1 700	=	R6 929 - R7 361	=	R83 137 - R88 332	13
R1701 +	=	R7 361 +	=	R88 332 +	14

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9. What are the household's sources of income?

Sources of income		Yes	No
Formal sector		1	2
Informal sector		1	2
Government grant	Old age pension	1	2
	Disability pension	1	2
	Child grant	1	2
Other: Specify.....			

10. How long have you been living in Darling?

0–1 year	1
2–5 year	2
6 years or longer	3

Views on Darling, Darling Focus Association and Centre

11. What would you say are the biggest problems in your immediate surroundings?

1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....

12. Are you aware of the building (community centre) in Cole street in Darling North where certain activities are offered?

No	1
Yes	2

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13. In your opinion, what is the Centre used for?

1.1.1 *Activity*	*Yes*	*No*
Training	*1*	*2*
Recreation	*1*	*2*
Child care	*1*	*2*
Frail care	*1*	*2*
Social services	*1*	*2*
Other: *Specify*.....		

14. How often do you visit the building (community centre) in Cole street?

Often	1
Sometimes	2
Never	3

14.1 Give a reason for your above mentioned answer.

.....

15. How often do you participate in the **activities** that the Centre offers?

Never	1
Have participated in the past, but stopped	2
Participate monthly	3
Participate weekly	4
Would like to participate	5
Not interested	6

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16. If you have participated in the activities there, **but stopped**, was it because:

1.1.2 ***Reason***	***Yes***	***No***
It was not interesting	*1*	*2*
It took too much time	*1*	*2*
It was presented at a bad time of the day	*1*	*2*
Activities in which you are interested were stopped	*1*	*2*
You did not learn anything new	*1*	*2*
It became too expensive	*1*	*2*
You started working full time	*1*	*2*
Other: *Specify*.....		

17. Have you heard of the Darling Focus Association?

No	1
Yes	2

18. When you think of the Darling Focus Association, what comes to mind first?

.....

19. What does Darling Focus Association do in the community that you are aware of?

1	.....
2	.....
3	.....
4	.....
5	.....

20. Have you ever been a **registered member** of Darling Focus Association?

No	1
Yes	2

21. Are you currently a member?

Yes	1
No	2

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22. Why?

.....

23. Any association does things that are good and things that are bad. What does Darling Focus Association do that is in your opinion **good**, and that is **bad**?

Good:.....
Bad:.....

The Darling Focus Association manages a community Centre, the Darling Focus Community Centre in Cole street in Darling – North which is available for the entire community.

24. For which of the following groups do you think the Centre should offer activities?

1.1.3 *Groups*	***Yes***	***No***
School going children	*1*	*2*
Youths	*1*	*2*
Adults	*1*	*2*
The elderly	*1*	*2*
The needy	*1*	*2*
Other: *Specify*		

25. Which specific **training activities** would you like to be offered at the Centre?

1	.....
2	.....
3	.....
4	.....
5	.....
6	.....
7	.....
8	.....
9	.....
10	.....

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26. Which of the mentioned activities would be the most important to you?

.....	

27. Which specific **recreational activities** would you like to be offered at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	
9	.....	
10	.....	

28. Which of the mentioned activities would be the most important to you?

.....	

29. Which specific **social service activities** would you like to be offered at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	
9	.....	
10	.....	

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30. Which of the mentioned activities would be the most important to you?

.....

31. In your opinion, how often should these mentioned most important activities be presented?

Frequency	Training activities	Recreational activities	Social service activities
1 X per day	1	1	1
2 X per week	2	2	2
1 X per week	3	3	3
1 X per month	4	4	4

32. How long should the sessions be?

Duration	Training activities	Recreational activities	Social service activities
1 hour or shorter	1	1	1
2 hours	2	2	2
3 hours	3	3	3
4 hours or longer	4	4	4

33. What time of the day should activities preferably be presented?

Time of the day	Training activities	Recreational activities	Social service activities
In the morning	1	1	1
In the afternoon	2	2	2
After hours	4	4	4

34. What time of the week should activities preferable be presented?

Time of the week	Training activities	Recreational activities	Social service activities
During the week	1	1	1
On weekends	2	2	2

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35. What time of the year should activities preferably be presented?

Time of the year	Training activities	Recreational activities	Social service activities
Spring	1	1	1
Summer	2	2	2
Autumn	4	4	4
Winter	8	8	8
Throughout the year	15	15	15

36. How would you like to be informed of activities offered at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

37. If you get the opportunity to attend any course at the Centre, what course would it be?

.....	

38. Would you be willing to pay to take courses at the Centre?

Yes	1
No	2

39. If yes, how much?

R.....	

40. Would you be willing to help at the Centre and make your services available?

No		1
Yes	Free of charge	2
	If paid	3

41. If yes, what type of help or course?

.....	

Thank you for your time and co-operation.

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ADDENDUM 3
COMMUNITY DENDROGRAM

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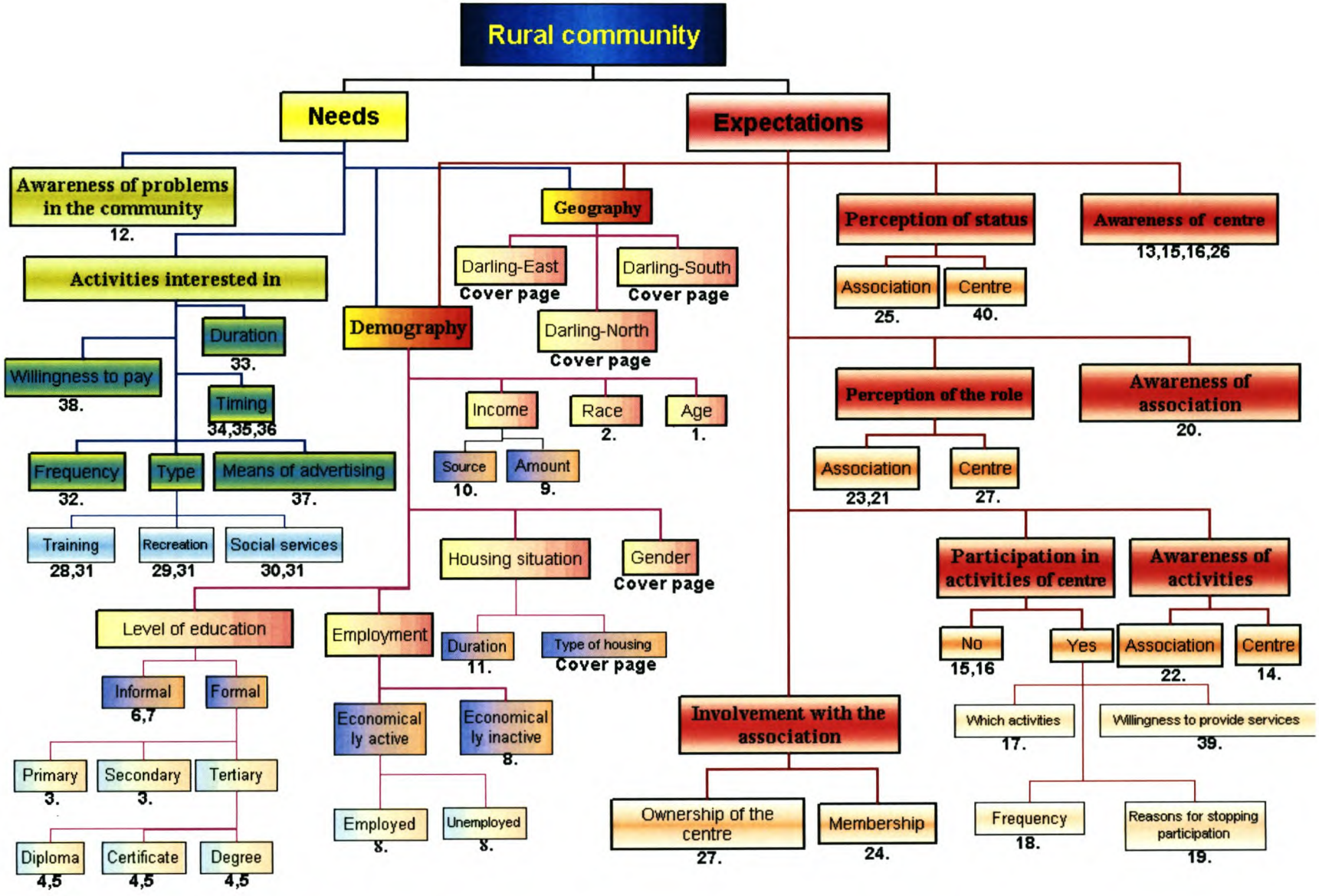

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ADDENDUM 4
MANAGEMENT QUESTIONNAIRE

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MANAGEMENT QUESTIONNAIRE:

The Department of Consumer Science of the University of Stellenbosch is presently busy to investigate the role that the Darling Focus Community Centre, which is managed by the Darling Focus Community Association, plays in the community. The need for this study has also been identified by you as a member of the community Centre.

Your input as a member of the management committee is of cardinal importance in order for the investigation to reach its goal. All responses will be treated confidentially.

There is no right or wrong answer. We are only interested in your honest opinion.

Thank you that you are willing to participate in the investigation.

Researcher: Ilse-Mari Coetzee

Tel.: (021) 808 3398

Date	.....
Address	.....
Residential area	.....
Telephone	.....

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Views on Darling, Darling Focus Association:

1. What type of organisation is the Darling Focus Association?

.....

2. What is more or less the number of members of the Darling Focus Association?

3. What is according to you the main aim of the Darling Focus Association?

.....

4. How aware is the community of the aim of the Darling Focus Association?

Awareness	Yes	No
The entire community is fully aware of the Association's aim.	1	2
Only a part of the community is fully aware of the Association's aim.	1	2
The community is not aware of the Association's aim.	1	2
Other: Specify.....		

5. What is your specific role in the Darling Focus Association?

.....

6. What are your duties in the Darling Focus Association?

1	.....
2	.....
3	.....
4	.....
5	.....

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7. Which activities are offered by the Darling Focus Association at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	
9	.....	
10	.....	

8. Are you involved with any of the activities of the Darling Focus Association that are being offered at the Centre?

Yes	1
No	2

9. If yes, in which of the activities are you currently involved and in what capacity?

	Activity (Presenter)	**Activity (Participant)**	
1	.....	.....	
2	.....	.....	
3	.....	.....	
4	.....	.....	
5	.....	.....	

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10. What do you think are the biggest problems in Darling?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	

11. Which of the above-mentioned can be addressed by the Darling Focus Association?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	

12. What do you think the Darling Focus Association is doing for the community?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

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13. What should the Darling Focus Association be doing for the community, that it is not addressing?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

14. What should the Darling Focus Association be doing for the community, that it is doing badly?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

15. Any association does things that are good and things that are bad. What does Darling Focus Association do that is, in your opinion **good**, and that is **bad**?

Good:.....	
Bad::.....	

16. What is the aim of the Darling Focus Centre?

.....	

17. Is the Darling Focus Centre accessible for non-members?

Yes	1
No	2

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18. How aware is the community of the activities of the Darling Focus Association, offered in the Darling Focus Centre?

Awareness	**Yes**	**No**	
The entire community is fully aware of the Association's activities.	1	2	
Only a part of the community is fully aware of the Association's activities.	1	2	
The community is not aware of the Association's activities.	1	2	
Other: Specify.....			

19. How is the community notified of the activities offered in the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

20. Who are the Darling Focus Centre's regular users?

1	.....	
2	.....	
3	.....	
4	.....	

21. For whom do you think should the Darling Focus Association offer activities at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	

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22. Which specific **training activities** do you think should be offered at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	

23. Which of the mentioned activities would be the most important to you?

.....	

24. Which specific **recreational activities** do you think should be offered at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	

25. Which of the mentioned activities would be the most important to you?

.....	

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26. Which specific **social service activities** do you think should be offered at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	

27. Which of the mentioned activities would be the most important to you?

.....	

Demographic information:

28. Gender:

Male	1
Female	2

29. Age:

16–20	1
21–30	2
31–40	3
41–50	4
51–64	5
65 or older	6

30. Race:

White	1
Coloured	2
Black	3
Asian	4

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31. Mark your highest educational qualification:

None	1
Partial primary (Gr. 1–6)	2
Full primary (Gr. 7)	3
Partial secondary (Gr. 8–11)	4
Full secondary (Gr. 12)	5
College	6
Technical college	7
Technikon	8
University	9
Other: Specify.....	

32. What is your current employment status?

Currently employed		1
Unemployed – looking for work		2
Unemployed – not looking for work	Housewife	3
	Retired	4
	Unable to work	5
	Student	6

33. Did you follow any other courses during the past five years for self development, for your job, or as a management committee member of the Darling Focus Association?

Yes	1
No	2

34. Please name the specific courses and where they were followed:

Course	Place followed
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

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35. How long have you been living in Darling?

0–1 years	1
2–5 years	2
6 years or longer	3

Thank you for your time and co-operation

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ADDENDUM 5
MANAGEMENT DENDROGRAM

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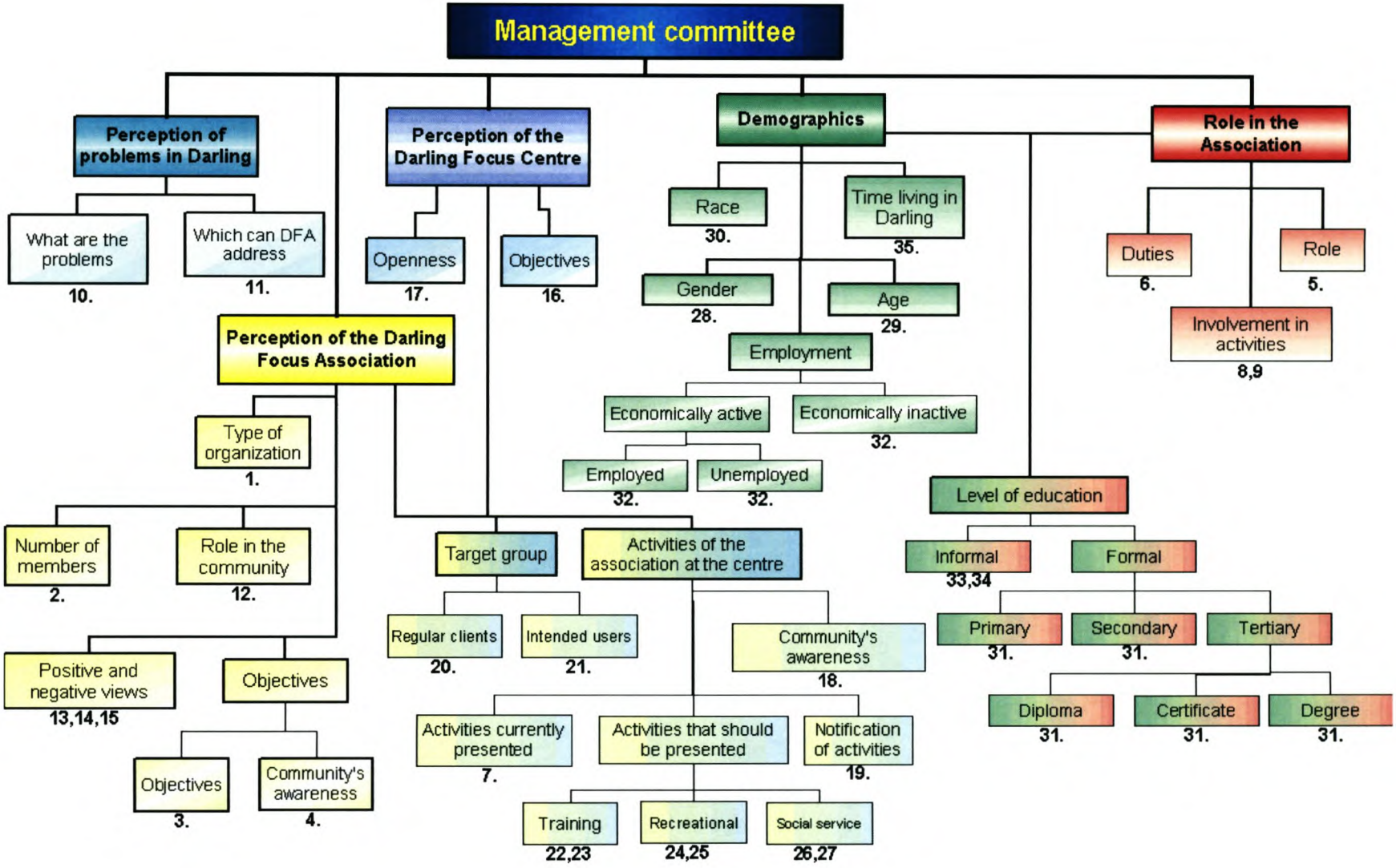

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ADDENDUM 6
PARTICIPANT QUESTIONNAIRE

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PARTICIPANT QUESTIONNAIRE:

The Department of Consumer Science of the University of Stellenbosch is presently busy to investigate the role that the Darling Focus Community Centre, which is managed by the Darling Focus Community Association, plays in the community. This need for the investigation was also identified by the management committee of the Darling Focus Association and they support the investigation fully.

Because the researcher makes use of a sample, your input is of cardinal importance in order for the investigation to reach its goal. All responses are treated confidentially and the researcher and interviewer undertake to not give out any information given by you other than for the purpose of statistical processing.

There is no right or wrong answer. We are only interested in your honest opinion.

Thank you that you are willing to participate in the investigation.

Researcher: Ilse-Mari Coetzee

Tel.: (021) 808 3398

Date	.....
Interviewer	.....
Address	.....
Residential area	.....
Telephone	.....

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Views on Darling, Darling Focus Association:

1. What would you say are the biggest problems in Darling?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	

2. Which of the mentioned do you see as most important?

.....	

3. What type of organisation is the Darling Focus Association?

.....	

4. What is according to you the main aim of the Darling Focus Association?

.....	

5. How aware is the community of the aim of the Darling Focus Association?

Awareness	**Yes**	**No**	
The entire community is fully aware of the Association's aim.	1	2	
Only a part of the community is fully aware of the Association's aim.	1	2	
The community is not aware of the Association's aim.	1	2	
Other: Specify.....			

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6. When you think of the Darling Focus Association, what comes to mind first?

.....	

7. What does Darling Focus Association do in the community that you are aware of?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

8. What should the Darling Focus Association be doing for the community, that it is not addressing?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

9. What should the Darling Focus Association be doing for the community, that it is doing badly?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

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10. Any association does things that are good and things that are bad. What does Darling Focus Association do that is in your opinion **good**, and that is **bad**?

Good:.....	
Bad::.....	

11. Have you ever been a **registered member** of Darling Focus Association?

Yes	1
No	2

12. Are you currently a member?

Yes	1
No	2

13. What is the reason for the above?

.....	

14. Which activities are offered by the Darling Focus Association at the Centre?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	
6	.....	
7	.....	
8	.....	
9	.....	
10	.....	

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15. Which activities or courses should be offered at the Centre, but are not being addressed?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

16. For whom do you think should the Darling Focus Association offer activities in the Centre?

1	.....	
2	.....	
3	.....	
4	.....	

17. In which activities offered at the Centre do you currently participate and how often do you participate?

	Activity	**How often do you participate?**	
1	.....	.....	
2	.....	.....	
3	.....	.....	
4	.....	.....	
5	.....	.....	

18. Why do you participate in the above-mentioned activities?

1	.....	
2	.....	
3	.....	
4	.....	

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19. Where or how do you use the knowledge gained through your participation in activities?

1	.....	
2	.....	
3	.....	
4	.....	

20. Where did you hear of the activities?

.....	

21. In which of the activities have you participated in the past?

1	.....	
2	.....	
3	.....	
4	.....	
5	.....	

22. If you have participated in the activities there, **but stopped**, was it because:

1.1.4 ***Reason***	***Yes***	***No***	
It was not interesting	*1*	*2*	
It took too much time	*1*	*2*	
It was presented at a bad time of the day	*1*	*2*	
Activities in which you are interested were stopped	*1*	*2*	
You did not learn anything new	*1*	*2*	
It became too expensive	*1*	*2*	
You started working full time	*1*	*2*	
Other: *Specify*.....			

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23. When you participate in activities, may you do the following?

		Yes	No
1	Make suggestions about the activity or course	1	2
2	Make decisions on what is presented	1	2

24. How aware is the community of the activities of the Darling Focus Association, offered in the Darling Focus Centre?

Awareness	**Yes**	**No**
The entire community is fully aware of the Association's activities.	1	2
Only a part of the community is fully aware of the Association's activities.	1	2
The community is not aware of the Association's activities.	1	2
Other: Specify.....		

25. Would you be willing to pay to take courses at the Centre?

Yes	1
No	2

26. If yes, how much?

R.....

27. Are you currently involved in the presentation of activities at the Centre?

Yes	1
No	2

28. Have you ever offered to become involved in the presentation of activities at the Centre?

Yes	1
No	2

29. Would you be willing to help at the Centre and make your services available?

No		1
Yes	Free of charge	2
	If paid	3

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30. If yes, what type of help or course?

.....	

Demographic information:

31. Gender

Male	1
Female	2

32. Age:

16–20	1
21–30	2
31–40	3
41–50	4
51–64	5
65 or older	6

33. Race:

White	1
Coloured	2
Black	3
Asian	4

34. Mark your highest educational qualification:

None	1
Partial primary (Gr. 1–6)	2
Full primary (Gr. 7)	3
Partial secondary (Gr. 8–11)	4
Full secondary (Gr. 12)	5
College	6
Technical college	7
Technikon	8
University	9
Other: Specify.....	

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35. Did you follow any other courses during the past five years for self development, for your job?

Yes	1
No	2

36. Please name the specific courses and where they were followed:

Course	Self/Job	Place presented	
.....	.....	.....	
.....	.....	.....	
.....	.....	.....	
.....	.....	.....	
.....	.....	.....	

37. What is your current employment status?

Currently employed		1
Unemployed – looking for work		2
Unemployed – not looking for work	Housewife	3
	Retired	4
	Unable to work	5
	Student	6

38. How long have you been living in Darling?

0–1 years	1
2–5 years	2
6 years or longer	3

Thank you for your time and co-operation

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ADDENDUM 7

PARTICIPANT DENDROGRAM

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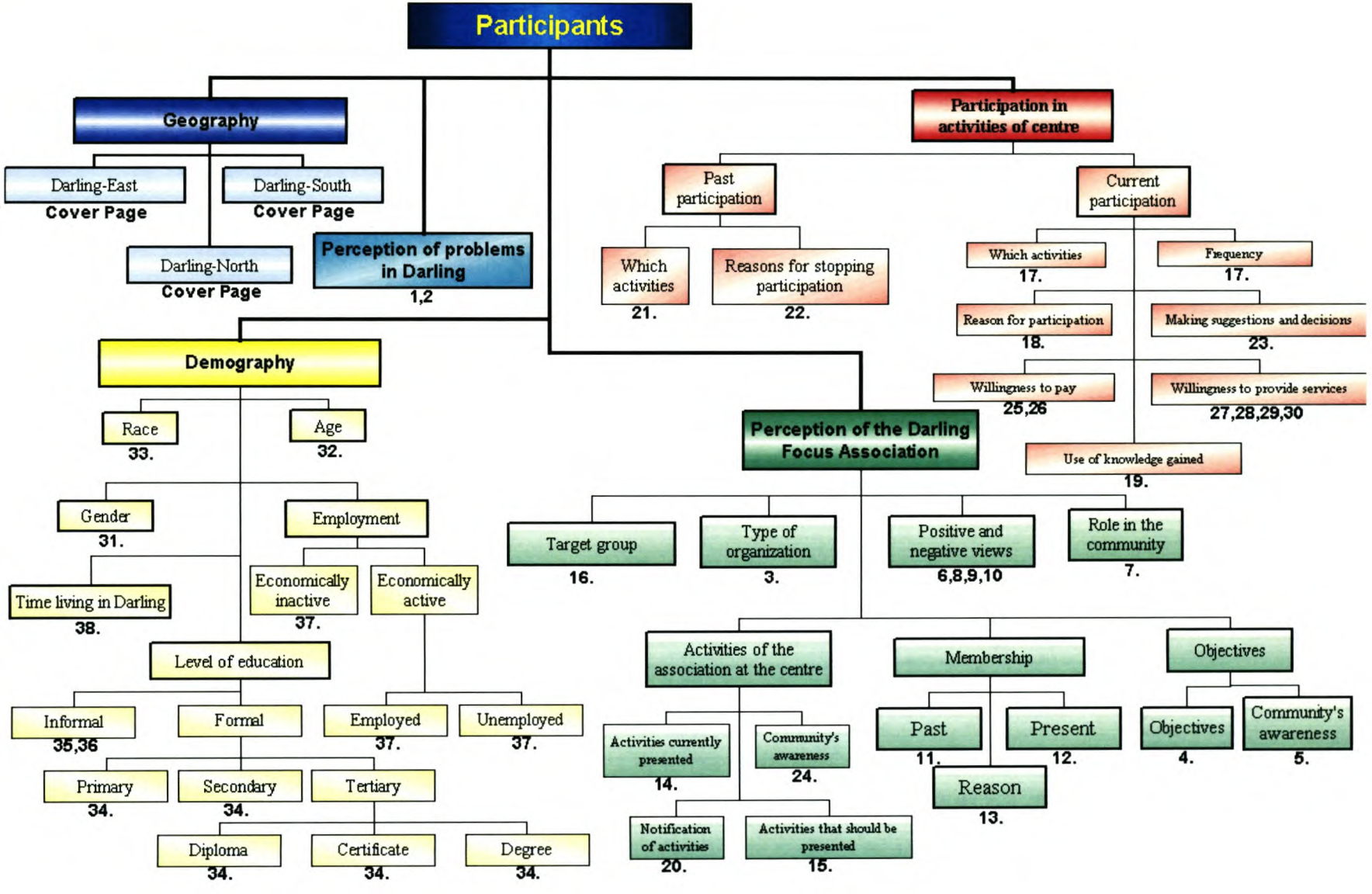

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ADDENDUM 8

CODING CRITERIA AND CODING FRAMES

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For the purpose of this study the coding of responses to open-ended questions and grouping into categories were done using the technique of content analysis (Berg, 1998: 223-249). Coding and the development of code categories are also discussed by Babbie and Mouton (2001: 412-415). In this study the technique of content analysis is used as a technique to accomplish the second approach to coding as described by Babbie and Mouton (2001: 414).

Open coding was done and a code was assigned to each response to open-ended questions on the questionnaire (Berg, 1998: 236-238). In this stage some categorising already took place in that the researcher assigned the same code to obviously similar responses. These codes were transferred from the questionnaire into an *Excel* spreadsheet to form the first coding frame. Thereafter coding criteria were developed and applied to the coded responses in order to condense them and group them into categories in consecutive coding frames (Berg, 1998: 238-240). Inductive reasoning was used in the coding and categorising process (Berg, 1998: 230, 231).

The coding criteria used for the questions in the surveys follow.

8.1 CODING CRITERIA

8.1.1 Community survey

Responses to most of the open-ended questions went through two phases of coding, and three coding frames were created for each question. In the first phase of coding from coding frame 1 to coding frame 2, responses that had the same meanings were grouped into categories. For example “caring for children” and “child care” were grouped into “child care”. In this first coding process universal codes were assigned to the responses “none” (120) and “don’t know” (121) for all questions

The second phase of coding from coding frame 2 to coding frame 3, entailed the grouping of related categories that contained words or phrases that were similar. An example was that the categories “child care” and “activities for children” were grouped into one category, “care and activities for children”.

For questions that contained a pre-coded set of categories and an “other, specify” category, the responses to this “other” option on the questionnaire were first deductively categorised into the categories used in the questionnaire as far as possible. Thereafter they were categorised in the same way as the other questions mentioned above.

8.1.2 Management survey

Since the sample for the management survey consisted of 11 respondents only, the results were not statistically analysed. Responses therefore needed only minimal coding and only open coding was done.

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8.1.3 Participant survey

The participant questionnaire was completed by 25 respondents only. Only one coding process was needed to categorise responses after open coding was done and only two coding frames were used for the majority of the open-ended questions. The same coding criteria were used as described in section 1.1 of this addendum.

8.2 CODING FRAMES

In the first coding frame the responses of the respondents are portrayed as they were transcribed from the questionnaires, they are therefore in the language in which they were given, from this they were translated into English for the coding frames that followed.

Coding frame one contains the response directly from the questionnaire and the first code assigned to the response during open coding. Coding frame two contains the response category name and number assigned to a group of related responses from the first coding frame during the first phase of coding after open coding was done. Coding frame three contains the final response category name and number assigned to a group of related response categories from coding frame two. For questions with pre-coded response categories and an "other, specify" category, coding frame two contains the pre-coded response categories, since the "other" responses are firstly deductively categorised into the given categories if possible, before they are categorised on their own. An indication of the three coding frames is given below.

Question ##		
1	Violence & Smuggling **(Coding frame 3)**	
9	Crime & Smuggling **(Coding frame 2)**	
	8	Misdaad,bv. verkragting Smuggling **(Coding frame 1)**
	47	Vandalisme **(Coding frame 1)**
10	16	Violence **(Coding frame 2)**
11	Mishandeling **(Coding frame 2)**	
	17	Kindermishandeling **(Coding frame 1)**
	18	Vrouemishandeling **(Coding frame 1)**
12	9	Bendes **(Coding frame 2)**

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8.2.1 Community survey

Question 6	
1	Course at a college or technicon
3	Sekuriteitsbestuur-Technikon v. SA
8	Extra Mural-UCT
9	Kuns-Darling Kollege
24	TB - supporters training - Kaapse Tech
25	Designing course - Inec College
26	Huishulp kurses - SITA
30	Onderwys - Pentech
45	Bestuursopl. - Tegnikon
2	Course at work or for work
2	Supervisor-BritzTextile-Atlantis
4	Brandweer-Langebaan
6	Bestuurskursus-Werk
7	Ingenieurskursus-Werk
10	Masjienwerk-Darling
12	Opknappingskursus in Poskantoor
13	Electronic-Kaap
14	Labour relations-Kaap Garden Centre
15	Onderwys - Paarl, Athlone
16	First Aid - Cost Care Langebaan
17	Rampbestuur - Stellenbosch
18	Developmental course - Malmesbury
19	Rekenaar kursus - Malmesbury
20	Level 4 Preprimêr - Grassroots
21	Leadership & management
22	Radiation - Eskom
23	Fasiliteringskursus - Swartland munisipaliteit
27	Brandweer werk
29	Highcare - Parow primary school
32	Business course
33	Safety & Hygene
34	Houtwerk - Humphreys
35	Masjienist - Garment fabriek
36	Voorvrou - Piketberg
37	Management - I&J
38	Relation Act - I&J
39	Brandweer
40	Coaching Textile
42	Supervision
43	Mechanical
44	Database
3	Course for self
11	Victim to Victor-Magda Harper
28	Groep - Winterskool (Atl)
31	Skills development Breaking ground
4	Course at Focus
1	Rekenaar-Fokus
5	Bakkursus-Stellenbosch
41	Counseling skills course - Fokus

Question 9	
1	Formal sector
2	Informal sector
5	Skeidsregter
7	Eie Besigheid
3	Old age pension
4	Disability pension
5	Child grant
6	4 Interest from investment
7	2 Family
8	3 Private pension
9	None
6	Student
120	Geen

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Question 11			
1	Violence & Smuggling		
	1	1	Smuggling
	9		Misdaad
		8	Misdaad,bv. verkragting
		47	Vandalisme
	10	16	Violence
	11		Mishandeling
		17	Kindermishandeling
		18	Vrouemishandeling
	12	9	Bendes
2	Infrastructure/ Services		
	2		Insufficient Infrastructure
		2	Voetpaadjies deur ons plek
		3	Nie volkome ontwikkel nie
		6	Paaie is nie geteer
		15	Geen telefoonhokkie
		46	Swak dreinering in strate
		72	Vervoer baie swak
		75	Slote wat oop lê
		76	Paaie se name regmaak
	5		Municipal services
		27	Swak beligting op oop stukke grond
		29	Huise is nie reg afgewerk nie en swak gebou
		30	Krag slaan af as dit baie reen
		31	Munisipale dienste is baie swak
		38	Vullis wat so rondlê
		49	Begraafplaas is baie onsensitief
		52	Vullis word nie verwyder nie
		68	Kry nie verniet krag aan begin van die maand nie
	8		Min/geen ontspanningsgeriewe/aktiwiteite
		10	Geen swembad
		21	Geen speelplekke met sekuriteit
		34	Geen jeugaktiwiteite
		36	Geen ontspanning in ons area nie
		37	Nie genoeg sportgeriewe
		42	Min aktiwiteite
		59	Te min ontspanningsgeriewe
		60	Geen gimnasium
	15		Gesondheidsdienste
		12	Geen hospitaal
		66	Ambulansdienste
		71	Beter dienste by kliniek
	17		Housing
		13	Behuisingtekort
		24	Huise te klein vir groot gesin
	23	54	Police-slow or no reaction
	31	11	No big shop
3	Poverty, Unemployment		
	3		Unemployment
		5	Werkloosheid
		33	Geen ontwikkeling vir beroepe
	4		Poverty
		32	Armoede
		55	Kan nie huurgeld bekostig
		69	Skoolgelde te duur, kinders gaan nie skool
		70	Siek honde, mense kan nie diere voed nie
	22	40	Street children
4	Social problems		
	18	78	Single parents
	19	51	Teenage pregnancy
	20	67	Language problem
	21	22	Problems with youth
	25	50	Divided commuity
	28	39	Rasist farmers
5	Illiteracy, training		
	6		Schools
		7	Geen hoërskool
		25	Kinders wat nie skoolgaan nie
		48	Probleemkinders benodig skoling
		64	Skool dissipline
		77	Jeug verlaat skool vroeg
	14	45	Illiteracy
	16	23	Meer workshops
6	13		Alcohol and druggs
		19	Drankmisbruik
		20	Dwelmmisbruik
7	120	4	None
8	Other		
	7		Social worker/social services
	7	35	Welsyndienste
	7	61	Welsynwerker meer betrokke in gemeenskap
	7	73	Maatskaplike werker nie altyd daar
	24		Sustainablility of projects
	24	56	Volhoubaarheid van organisasie/ projekte
	24	57	Te veel oornag kerke
	26		Problems with Asla
	26	41	Geen by ons, slegs in Asla area
	26	58	Asla mense gee probleme, bedel by ons
	27		Noise
	27	43	Geraas van treine
	27	74	Baie wat raas
	29		Security
	29	28	Veiligheid
	30		No christian leadership

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	30	62	Geen Christelike leiding
	32		Recless driving
	32	14	Roekelose bestuur,ry te vinnig
	33		Bad smell from dam
	33	63	Stink reuk v.d. dam
	34		Uprour
	34	26	Oproerigheid
	35		Light that keeps us awake
	35	44	n Lig wat ons uit die slaap hou
	36		Urination in public
	36	65	Mense wat uitlaat teen ons draad
9	121	53	Don't know

Question 13			
1	Training		
		4	Rekenaarkursusse
		5	Modeling
2	Recreation		
		1	Funksies
		2	Danse
		3	Troues
3	Child care		
4	Frail care		
5	Social services		
		6	Sopkombuis
6	Don't know		
		121	Weet nie

Question 14.1 Reasons to go			
1	Functions		
		1	As ons 'n Funksie gee
		4	As ons 'n Funksie het
		45	Toe ons dogter daar gedans het
		88	Kyk watter funksies daar gaan gebeur
2	Partake in activities		
		15	Net as daar vergadering is
		22	Gaan haal kospakkies
		24	As ek gaan werk soek
		35	Vir die kussings wat hulle maak
		36	Help met sop maak
		41	Help soms met die leerwerk
		43	Kerk gee etes daar
		44	Vir skoolaktiwiteite
		50	Ek het vir hulle gewerk
		54	Net as ek boeke gaan haal
		56	Werk in die tuin daar
		59	Werkswinkel & vergaderings
		60	Jeugaand - speletjies
		62	Was verlede jaar die voorsitter, gaan kyk gereeld wat daar aangaan
		65	Help my tannie wat daar naaldwerk doen, een maal per week
		66	Gaan vir toesprake
		68	Doen naaldwerk daar
		70	Lid van bejaardeklub
		73	Gaan om daar skoon te maak
		74	Bestuurslisensie
		75	As daar jeugaktiwiteite is
		79	Net as daar iets gebeur
		84	Was al daar vir skoolprojekte
		86	Gaan vir kerklike jeug
		89	Help met aktiwiteite
3	Social Services		
	3		Visit social services
		3	As ek welsyn toe gaan
		19	Besoek maatskaplike werkster
		28	Vir kindertoelae
		72	Gaan vir huissake
		91	Gaan vir ongeskiktheidstoelae
	19		Go if I have problems
		55	As ek 'n posbus nodig het
		85	As ek 'n probleem het gaan ek
4	Give donations		
		42	Ek neem soms goedere
		46	Vir kosdonasies
		52	Neem soms donasies vir hulle
5	When I pass it		
		6	Net as ek daar verby loop
		8	Net as ek dorp toe gaan
		21	Gaan daar langs oppad werk toe

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6		Other
	6	Just go when I have time
	33	Gaan maar net
	92	As ek tyd het gaan ek
	7	To hear what is new/for queries
	34	Hoor maar net wat aangaan
	67	Gaan daar vir navrae
	69	Om te kyk wat is nuut
	8 40	Know someone there
	9 71	When invited
	10 78	My wife works for them
	11 5	Focus people are there
	12 11	I am a member of the community
	26	Have contact through my work
	23	Gaan haal die werk se kwitansies
	38	Ek werk vir die polisie en het soms kontak met hulle

Reasons not to go		
1		No reason
	13	No reason to go/no attraction/no interest
	2	Geen rede om te gaan nie
	26	Het nog nie belang gestel nie
	32	Stel nie belang nie
	47	Daar word nooit danse gegee nie
	49	Daar is nooit iets om reg te doen nie
	51	Neem nie deel aan hulle aktiwiteite nie
	76	Niks wat mense daarna trek
	77	Daar is geen aktiwiteite vir jongmense
	81	Voel nie daar is iets wat ons daar kan kry nie
	15	Do not know what they do there
	9	Weet nie wat daar doen nie
	27	Hulle het geen kommunikasie om vir ons te sê wat hulle doen nie
	87	Te min info oor wat daar aangaan
	17 57	Not needed
	25 64	No specific reason
2		No time/too busy/work
	7	Het nie tyd nie
	10	Ek werk
	12	Besig met my baba
	14	Ek gaan nooit uit die huis uit nie
	17	Besig met die bestuur van huis
	18	Ek kyk na my huis
	37	Besig met eie lewe
	61	Te besig - pas my suster se baba op
	63	Kyk na my kleinkinders
	90	Kyk na kinders
	93	Soms besig met skoolwerk
3		Transport is bad/none
	13	Vervoer is baie sleg
	20	Te ver
4		Other
	18	Only certain people may go
	25	Net sekere mense mag daar gaan, ons is te laag
	83	Sommige mense dink die gebou behoort aan hulle
	20 58	Only been there once
	21 31	Don't go to that area
	22 30	They are only out to make money
	23 39	Recently moved here
	24 53	Siek
	27 80	Mostly for women
	28 82	Have not been forced to go

Question 16		
1		It was not interesting
2		It took too much time
3		It was presented at a bad time of the day
4		Activities in which you are interested were stopped
5		You did not learn anything new
6		You started working full time
7		They only look after their own people
8	10	No time
9		No specific reason
10		It was only for a school activity
	9	Dit was net vir 'n skoolaktiwiteit
	12	Is nie meer in die skool nie
11	11	Projects fail

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12	5	Too ill
13		It became too expensive

Question 18		
1		Good institution, does good work
	1	Good place, good work
		1 Hulle doen goeie werk
		4 Dit is 'n goeie plek/organisasie
		64 Doen baie goed vir die gemeenskap
2		Social services
	2	Social services
		2 Welsyn
		5 Maatskaplike werkers
	6	9 Help needy
3		Community activities, issues
	3	For the community/community activities and services
		3 Dit is vir die gemeenskap
		11 Help die gemeenskap
		12 Help gemeenskap vereniging
		17 Die gemeenskap
		21 Gemeenskapsaktiwiteite & -dienste
		65 Saamstaan om iets te bereik
		66 Almal se oase
	8	Community development
		30 Upliftment for the community
		43 Gemeenskapontwikkeling
		53 Gemeentskap projekte
	9	Recreational activities
		13 Hou mense besig
		36 Ontspanningsaktiwiteite
		42 Gaan daar vir partytjies
		68 Opvoerings
	15	16 Forum for community to discuss issues
4		Food provision
	4	Provide food
		6 Help kinders met kos
		22 Help met kos, sopkombuis
		32 Sopkombuis
		40 Kospakkies
		44 Kospakkies
	32	Donate food to them once a month
		46 Ons gee een maal per maand kos aan fokus
5		Training activities and job creation
	5	7 Gardens
	7	Training
		10 Opleiding
		19 Kleinboere
		24 Geletterdheidsopleiding
		31 Rekenaarklasse
		34 Naaldwerk
		35 Skills developing
		45 Maak goed
		49 Help om motor lisensie te kry
		52 Opleiding vir ou mense
		67 Verdere studies
	11	Job creation and job search
		26 Werkskepping en werksoek
		59 Werkomstandighede
6		Children (activities, care)
	10	Children care + streetchildren
		15 Hawelose kinders
		20 Hulp en versorging vir kinders
	14	Activities for children
		25 Die kinders teken daar
		58 Hou kinders besig
		62 Meer vir kinders
7		Problems (management, corrupt)
	17	28 Money making scheme
	21	71 Management problems
	22	70 For high class people
	23	69 Whites are advantaged
	24	57 Don't conform to rules or keep promises
	25	47 Only help each other and family
	26	39 Didn't achieve anything
8		Don't know
	12	18 Only know the name
	30	56 Don't think about it
	33	37 Don't know what happens there
	121	8 Don't know
9		Other
	13	Expensive to rent the hall
		23 Baie duur om te huur
		41 Verhuur saal
		50 Te duur om te huur
	16	38 Help people to plan things
	18	For youth
		33 Iets doen omtrent die jongmense
		55 Vir gemeenskap, veral jeug
	19	54 Aged club
	20	51 Blood donation
	27	29 Turn it into an art centre
	28	63 Have sick people
	29	60 It is comfortable
	31	48 Teach us about ourselves

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Question 19			
1	Social services		
	3	Social Services	
		7	Welsyn help die armes
		9	Help met maatskaplike werk
		46	Help met pensioene (aansoeke)
	8	14	Help the needy
2	9	Help community	
		16	Help gemeenskap finansieel indien dood in familie
		39	Dien die gemeenskap
		68	Sien om na gemeenskap
		81	Help die gemeenskap
	19	Gathering place, have meetings there	
		17	Vergaderings word daar gehou
		57	Gathering place, have meetings there
	26	42	Gemeenskaplike dienste
	27	25	Hou Darling skoon
	29	28	Kuns en kultuur
	30	65	Luister na mense se klagtes
3	2	Food scheme	
		3	Kospakkies
		5	Help met 'n sopkombuis
		11	Help kinders met kos
4	Training activities and job creation		
	1	Training	
		1	Help met opleiding
		8	Opleiding vir kinders
		40	Bestuurlesse
		44	Rekenaar - doodgeloop
		53	Opleiding vir ou mense
		55	Bevorder gemeenskap deur ambagte te leer
		60	Kosmaak opleiding
		61	Voedingsklasse
		66	Opleiding vir jongmense
		79	Daar vir mense wat verder wil studeer
		82	Opleiding - Sasko bakery
	7	Job creation and job search	
		10	Werkskepping en werksoek
		77	Skep werk vir ongeskiktes
	10	Wood work training	
		6	Houtwerkopleiding
		20	Maak en verkoop meubels, houtwerk klasse
	12	Gardening	
		13	Werk in die tuine/gemeenskapstuin/groentetuin
		29	Hulle plant groente
	13	18	Bakkursusse
	14	22	Rekenaarkkursusse
	15	23	Geletterdheidsklasse
	16	24	Domestic training
	17	52	Small farmer training
	40	51	Presentations by experts
	41	41	Arts & crafts
5	5	Activities and help for children	
		2	Tekenklasse
		4	Help met die kinders
		21	Help jou as jou kinders stout is
		32	Speletjies vir die kinders
		35	Help straatkinders
		56	Dramaklasse vir kinders
		64	Help skoolkinders
		70	Kinder speel goepe
		80	(kinder &) bejaarde versorging
		83	Kuns vir kinders
6	11	12	Naaldwerk, breiwerk
7	4	Activities and help for the aged	
		26	Bejaarde hulp
		48	Oefeninge vir ou mense
		50	Uitstappies vir bejaardes
		59	Bejaardes doen naaldwerk
		80	Kinder (& bejaarde) versorging
8	6	Activities and help for youth	
		19	Koffiekroeg vir jeug
		31	Gee danse vir die jeug
		54	Voordelig vir jeug - baie goed
		58	Jongmense gee funksies
		69	Opnames vir jongmense
		76	Konserte vir jeug
		78	Help jongmense misdaad bekamp
		84	Jeugbyeenkomste
9	Don't know		
		20	Don't know what takes place there
	121	15	Don't Know
10	Other		
	18	Sell milk cheaply	
		45	Verkoop melk vir goedkoop
		86	Verkoop melk goedkoop
	21	Rent out hall for functions	
		30	Verhuur saal vir troues
		63	Duur om te huur
	22	85	Stel gebou beskikbaar vir kursusse
	23	75	Lewensorientering
	24	74	Sport
	25	37	Ontwikkeling word gedoen
	28	27	Hulle doen niks by ons nie
	31	67	Outings

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32	71	Does a lot, but community does not want to cooperate
33	73	Concerts
34	72	Should involve more people
35	33	Godsdienstige geleenthede
36	36	Too much politics involved
37	47	Petcare
38	38	Dance lessons

Question 22

1			Not interested/needed
	2	2	Stel nie belang nie
	10	17	Ek is reeds opgelei in wat ek wil wees
	12		Have nothing there for me
		21	Hulle het niks daar vir my nie
		42	Dit is nie vir my nie
		43	Daar gaan niks aan nie
		64	Daar is niks vir jongmense
	13	22	Het nog nooit die welsyn nodig gehad nie
	19		Do not need it, more for the less fortunate
		27	Hulle is meer vir die minderbevoorregtes
		33	Ek het dit nie nodig nie
	21	39	Fokus gebou is 'n wit olifant
	33	57	Afgetree
2			Unfit
	4	4	Is te oud
	6	6	Is te siek
3			They are unjust
	17		They don't want us there
		45	Hulle wil ons nie daar hê nie
		46	Dit hang van die gemeenskap self af
	23		Only give to their families and friends
		60	Hulle is net familie daar
		61	Hulle gee net vir wie hulle ken
	25		They are too one sided and unjust
		65	Hulle is te onregverdig
		70	Hulle is eensydig
	38	29	Te veel rasisme
4			Partake in activities/courses
	30	51	Bied kursusse daar aan
	31		Participate in activities
		54	Doen naaldwerk daar
		56	Lid van bejaarde klub
		59	Doen houtwerk daar
5			Food scheme
	39	30	Vir die sopkombuis
	40	31	Omdat ons vir hulle sop gee
6	1		No time
		1	Geen tyd
		8	Ek kom baie min by die saal
		9	Meestal in die Kaap
		10	Ek werk te veel
		13	Te besig met my baba
		14	Kom min daar
		18	Neem te veel tyd
		28	Ek kyk na my kinders
		34	Ek studeer in Atlantis
		40	Ek kyk na my huis
		41	Ek kyk na my kleinkinders
		49	Te besig
		52	Te besig by die skool
		53	Ek doen reeds bejaardesorg
		55	Kom nooit daar nie
		67	Studeer te veel
7			Know too little about them
	3	3	Was nog nooit daar nie
	7		Know too little about them
		11	Dra nie eintlik kennis van hulle nie
		12	Het nog net gehoor van hulle
		16	Weet nie wat hulle alles aanbied nie
		20	Kry nie genoeg inligting
		26	Ek ken te min van hulle
		35	Weet nie hoe om lid te word nie
	9	15	Het nog nie navrae gaan doen nie
8			No specific reason
	5	5	Het nog nie daaraan gedink nie
	14	24	Geen spesifieke rede
9			Other (not a member)
	8	7	Hulle het geen werk nie
	11	19	Dink daaroor
	15	25	Te ver om te loop
	16	48	Dit was nie so lekker nie
	18	47	Besoek net nou en dan die welsyn
	20	38	Net mense wat geld het gaan
	22	62	Hulle bestaan amper nie meer
	24	58	Te bang om te loop
	26	23	Gaan binnekort aansluit
	36	71	Om lid te wees moet jy vergaderings bywoon
	37		Don't know anything, cant help anyone
		68	Voel ek is te dom om in te pas
		69	Ek weet niks, ek kan niemand help

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	41	32 Was nog net een keer daar
	42	36 Is nooit genader om 'n lid te word nie
10	Other (member)	
	27	50 Om lid op gemeenskapskomitee te wees
	28	44 A.g.v. my werk is ek 'n lid
29	Looking for work	
		37 Om 'n werk te kry
		66 Soek werk
	35	63 Om gemeenskap te help

Question 23 (GOOD)		
1	Social work	
	1	1 Maatskaplike werk
	20	25 Help met pensioene
2	Help community and needy	
	3	3 Leer mense om hulself te help
	5	Help community and needy
		6 Help mense, gemeenskap
		21 Upliftment in poor community
		22 Gee om vir die armes
		31 Gemeenskapsdienste vir behoeftiges
		32 Goeie werk in gemeentskap
		33 Goeie werk vir behoeftiges
		36 Wil graag help
		47 Help mense met probleme
	12	10 Help gemeenskap met dood
	18	45 Probeer mense se omstandighede verander
	22	27 Hulle bring minder bevoorregdes nader aan mekaar
	26	43 Help mense ongeskik vir werk
3	25	41 Sport
4	Training/Job creation and seeking	
	4	Training
		4 Verskillende opleiding
		12 Goeie opleiding
	14	Job creation and job seeking
		17 Help mense werk kry
		30 Werkskepping
	21	26 Geletterdheids aktiwiteite
5	Food provision	
	2	2 Die sopkombuis
	8	Activities and care for the elderly
		15 Sien om na bejaardes
		35 Versorg (kinder &) bejaardes
	9	7 Gee kos aan minderbevoorregtes, kospakkies
6	Projects	
	11	9 Tuinwerk
	15	18 Bakprojek was baie goed
	16	Woodwork and upholstery
		19 Doen stoffeerwerk
		29 Maak posbusse
		42 Houtwerkprojek
	19	24 Naaldwerk projek
	23	28 Leer mense om met hul hande te werk
7	Good for community	
	13	Keeps the community busy
		16 Baie goed wat hulle doen
		23 Alles wat hulle doen is goed
	17	20 Hou die gemeenskap besig
	24	Gives functions to the community
		38 Gee aan die gemeenskap funksies
		48 Hulle het konserte en toertjies
	27	44 Stel belang in ons mense
8	Activities and care for the children	
	6	Care for street children
		8 Maak kos vir die kinders
		13 Help die kinders
		14 Leer kinders teken
		35 Versorg kinder (& bejaardes)
		39 Hou kinders van straat af
		46 Hou kinders besig
	10	11 Sien om na hawelose kinders
9	Don't know	
	121	5 Weet nie

Question 23 (BAD)		
1	Community uninformed	
	3	People are not informed
		4 Hulle moet ons leer wat hul doel is
		8 Mense is onseker oor wat hulle doen, weet nie regtig wat hulle doen,oningelig
		16 Te min publisiteit, meer adverteer & mense inlig
		30 Gemeenskap weet min van hulle
	9	19 Hulle betrek nie die hele gemeenskap nie
2	Should have more activities	
	2	3 Skep te min werksgeleenthede

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	13 14	Alles is nou so dood by Fokus
	16 31	Moet meer aktiwiteite aanbied
	22 25	Te min geestelike werke
3	Social worker is insufficient,rude	
	1 1	Werk nie noukeurig met die mense nie
	4	Social worker not there enough, does a bad job and is rude to people
	6	Maatskaplike werker nie altyd daar as mense probleme het, kom te min
	15	Die nuwe welsynswerkers wil te veel doen/betrek
	34	Maatskaplike werker doen slegte werk
	35	Maatskaplike werker behandel die mense nie mooi nie
4	Politics, unjust	
	5	They are unfair and unjust, they only give to familiy and friends and not those in need
	20	Gee net vir familie, net goed vir hulself (Boetie-boetie ding)
	21	Hulle gee net vir wie hulle wil
	33	Onregverdig, neem ons name vir kospakkies, net sekeres kry
	36	Hulle moet almal regverdig behandel
	37	Mense kry nie betaling vir die werk wat hulle doen
	8	Have ill feelings towards each other, have to learn to work together
	17	Hulle het kwadegevoelens teenoor mekaar
	18	Hulle moet leer om saammet mekaar te werk
	19 24	Te veel politiek betrokke, voor 2000 NNP, nou ANC
5	Too expensive	
	6	Too expensive and troublesome to rent the hall
	11	Te duur om die saal te huur
	13	Kry nie maklik die saal te huur nie
	29	Vra te duur vir funksies
	21 22	Dis 'n bietjie te duur
	23 26	Nie genoeg mense om jeug te help
6	Other	
	7 10	Die meer bevoorregtes gaan daarheen
	10 12	Niks vir die kinders nie
	11 7	Te min aandag vir gestremdes
	14 27	Hulle ure is te kort
	15 28	Na ure steur hulle hul nie meer aan kinders
	17 32	Te ver van my huis af
	18 38	Te min professionele mense betrokke
	20 23	Te veel ou mense
7	None	
	120 2	Geen
8	Don't know	
	121 5	Weet nie

Question 25 & 26		
1	Computer training	
	1 117	Meer bekostigbare rekenaar klasse
	1 88	Rekenaarkursus met sertifikaat
	14	Tikwerk
2	Woodwork	
	2	Houtwerk
3	Technical training	
	3	Tekeninge
	31	Wiskunde
	38	Elektrisien, loodgieter, argitek-ambagte
	44	Staalbewerkingsklasse
	60	Praktiese klasse
	61	DIY kursusse
	72	Sweiswerk
	73	Motor regmaak kursusse
	74	Tegniese klasse

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74 115 Ingenieursopleiding
75 Maganiese klasse
83 113 Klankoperateur
100 104 Masjienwerkster
104 108 Tegnologie

4 Dancing/Drama
4 Dansklasse (ballroom)
7 Dramaklasse

5 Job training
11 Werkskepping
12 Alle moontlike kursusse
16 Boerdery/landbou
17 Verfwerk opleiding
17 100 Verfklasse
26 Haarkapster kursus
27 Tuinwerk
40 83 Sekretaris opleiding
43 Entrepreneurskursusse
45 Biblioteek
46 Kassieropleiding
48 Mense leer om beter te werk
49 Aanklasse
55 "Management" kursus
58 Projekte wat gepas is vir die mense se situasie, nou en dit wat hulle het
59 Besigheidskursus
62 Boekhoukursusse
63 Kommunikasie
71 114 Kelnerinlesse
76 Leierskap opleiding
77 Mense kennis opleiding
78 Bosbou opleiding
79 Onderwys opleiding
80 Fotografie
82 Mense leer om beter te lewe
89 90 Opvoedkundige klasse
91 93 Enige iets
96 Werkopleiding
97 Verdere opleiding
102 Vaardighede aan werkloses
103 107 Bemarking

6 Arts & Crafts
8 Kunsklasse
56 Mense leer om met hul hande te werk
57 Handwerk (arts and crafts)
57 103 Handewerk soos mandjies maak
67 Binnenshuiseversieringskursus
81 Blomme versiering lesse

7 None
6 Stel nie belangnie, werk te vas
120 71 Geen

8 Baking, cooking
9 Kos kook/bak klasse/Kokopleiding
84 Bake for profit

9 Building
10 Bouklasse/messelaar

10 Abet
15 Aandklasse vir ongeletterdes
18 Opleiding vir ongeskooldes
20 Geletterdheidsopleiding
23 Abet kursusse
24 Engelse klasse
33 Xhosa lesse

11 Safety, security, first aid
19 Sekuriteitsopleiding
19 92 Veiligheids kursusse
29 Verpleeg kursus
35 Lewensredding
53 Polisie opleiding
53 105 Polisie kursus
68 Noodhulp
101 Misdaadbekamping
107 110 Health and Safety kursus

12 Needlework
21 Naaldwerk, breiwerk

13 Social services training
22 Kursusse oor bejaardesorg
106 Maatskaplike werk kursus

14 Driving
25 Advanced Bestuur kursus, bestuursopleiding
92 111 Leerlinglisensie klasse

15 Training for youth
28 Opleiding vir jongmense
41 Werkswinkels met jongmense oor beroep/verantwoordelikhede
42 Werkswinkels met jongmense oor dwelm/drankmisbruik
85 Jeug ontwikkelings programme

16 Training for children
13 Kindersorg
30 Kinders help met skoolwerk
32 Scout club
39 Kleuterversorgng
47 Opvoeding vir kinders wat nie skoolgaan nie
87 Ekstra klasse vir kinders wat sukkel in skool
94 Opvoedkundige programme vir kinders
95 Opvoedkundige filmvertoning
99 Kinders en ouers opleiding

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	105	112	Aktiwiteite vir kinders
17	Life skills		
	51		Mense help om hul geld te gebruik
	54		Bybelklasse
	64		Mense regte klasse
	65		Etiekklasse
	66		Om Darling skoon te hou
	69		Vigsbewustheid
	70		Tienerswagnerskapsbewustheid
	86		Opleiding t.o.v. testamente en die wet
	88	89	Geestelike opleiding
	90	91	Lewensoriëntering
	108	116	Oplei oor gevare en nadele van drankmisbruik

18	Housekeeping		
	5		Huishoudkunde
	5	40	Huishoudkunde
19	Other		
	34		Sportopleiding
	36		Sangklasse
	37		Modelklasse
	52		Musiekklasse
	93	109	Swemlesse
	98		Opleiding vir diere
20	Don't know		
	121	50	Weet nie

Question 27 & 28			
1	Sport		
	2		Sport
	6		Rugby
	7		Swem
	11		Dartklub
	13		Basketbal groep
	18		Gymklasse
	19		Tafeltennis
	22		Pooltafels
	26		Softball
	28		Sokker
	30		Netbal
	31		Gimnastiek
	35		Muurbal
	36		Binnemuurse sport
	49		Tennis
	50		Rolbal
	51		Pluimbal
	52		Karateklasse
	54		Volleyball
	60		Action cricket
	64		Perdry
	86		Golf
2	Games		
	1		Speletjies vir kinders
	8		Speletjies
	23		Videospeletjiess
	33		Skaakklasse
	34		Kaartspeletjiess
	47		Bingo
	48		Dominoes club
	83		Binnemuurse speletjies
	89		Games Centre
3	Dance and music		
	3		Dancing
	3		Dans
	61		Dancing with police protection
	5		Musiekopleiding
	10		Musiek/Karoake
	34	70	Danslesse
	43		Ballet
4	Youth activities		
	7	88	n KFC vir die jongmense
	12		Youth Club
		12	Jeuggroep vorm/jeugklub
		46	Koffie kroë
	13	81	Jeugleiersprogramme
	14		Keep the youth busy
		14	Jongmense besig hou
		80	Werkswinkel om jeug besig te hou
	32	56	Uitstappies vir die jeug
	35	69	Praatjies oor die jeug
	52	62	Aktiwiteite om jongmense van die straat af te hou
	52	53	Esteem projekte vir kinders
5	Activities for the elderly		
	11	84	Breiwerk vir bejaardes
	15		Bejaardes uit neem
	26	76	Geletterdheid vir ou mense
	49	65	Oefeninge vir ou mense
6	Videos/Movies		
	9		Video shows
	20		Rolprente vir kinders
	28	75	Filmvertonigs vir ou mense
7	Art/Drama		
	4		Tekenwerk
	24		Kunsklasse
	25		Drama
	39		Konserte
	42		Kunsgallery
	45		Talentaande

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	45	72	Funksies bv. Sangaande
8	Bible study		
	6	91	Bybelstudie
	6	32	Bybelklasse
	33	71	Geestelike ontspanningsklub
9	Other		
	3	59	Enige iets
	8	85	Koekbak ontspannings klasse
	16		Tuinwerk
	17	58	Opvoedkundige werkswinkel
	18	79	Verskillende klubs stig
	19	78	Mense uitnooi vir tee en koek
	23	57	Sanglesse
	27		Modelklasse
	29		Biblioteek
	30	74	Plek nie groot genoeg vir ontspannings aktiwiteite
	31	73	Tuisbedryf
	36	68	Vriendskap tussen verskillende rasse
	37		Naaldwerk
	38		Kook
	41		Bus uitstappies
	44		Internet kafee
	46	55	Diere oplei
	47	67	Koorsang
	48	66	Saal vir goedkoper verhuur
	50	63	Speelpark / speelgeriewe met oppassers
10	Swimmingpool		
	40		Swembad
11	None		
	21		Stel nie belang
	120	87	Geen
12	Don't know		
	121	17	Weet nie

Question 29 & 30			
1	Other		
	1		Toesprake vir die werkers
	5	76	Meer verteenwoordigend van ons mense
	16		Gevoel van gemeenskaplikheid skep/om mense bymekaar te bring
	25		Projekte
	30		Biblioteek
	32		Night School
		70	Aandskool vir minderbevoregtes
		32	Aandskool
	33		Meer behuising
	37	69	Bybelklasse
	40		Kry people skills
	49	63	Help met skoolfondse
	49	49	Ouers help met skoolgelde
	51		Moet meer kerke betrokke maak
2	Better Social Services/Worker		
	8		Social Services
		10	Maatskaplike hulp
		8	Welsyn organisasie
	9		Meer noukeuring werk met gemeenskap
	12		Moet meer tussen ons mense werk,meer betrokke in gemeenskap
	13		Maatskaplike werker vir elke dag, meer beskikbaar
	15		Welsyn werker moet stiptelik wees en afsprake nakom
	19	59	Moet die gemeenskap gouer tot hulp kom
	23		Social service help with grants
		72	Allpay vroër oopsluit
		68	Gemeenskap help met toelae
		44	Aansoeke vir ondergeskiktheidstoelae
		29	Pensioen
		28	Kindertoelae
		23	Maatskaplike dienste met toelae
	27		In kennis stel van verrigtinge

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	35		Meer maatskaplike werkers
	36		Hulle doen baie swak in die Darling-gemeenskap; kom nooit by ons
	42		Moet meer in Asland kom; geen maatskaplike dienste in Asland
	45		Meer mense betrokke maak
	47		Beter maatskaplike werksters wat belangstel in jou probleme
	53	64	Maatskaplike werkster moet omgee vir behoeftiges
	55	65	Maatskaplike werkster moet gemeenskap betrokke kry by insamelings van kos en klere vir behoeftiges
3	Help the needy (poor,elderly,ill,disabled)		
	3		Om bejaardes te help
	4		To help the poor
		11	Daaglikse hulp vir die behoeftiges
		4	Armes te help
	10	75	Help mense wat siek is
	24		Help for disabled
		52	Sorg vir gestremdes
		24	Hulp vir gestremdes
	34		Werkloosheid aanspreek/werkskepping
	38		Aktiwiteite en bewaarskool vir beroerte pasiënte
	46		Armoede beveg
4	Does everything already		
	6		Alles is reeds daar, doen reeds alles
5	Child care and activities		
	11	74	Kindersorg
	14		Kos vir kinders
	17		Meer aandag aan hawelose kinders
	22		Meer betrokke met kinders in die gemeenskap
	31		Kinder garten
		53	Kleuterskool vir voorskoolse kinders
		31	Kleuterskool
	39	55	Praat met kinders oor dwelm- en drankmisbruik
	41		Sien toe dat alle kinders geskool word
	52	66	Streng optree teen ouers wie se kinders rondloop
	54		Hulp na skool met kinders se huiswerk
	56		Iemand wat omsien na kinders wat dros uit skool
6	Youth care and activities		
	18	73	Moet meer jonger mense kry om daar te werk
	20		Hulp vir jeug wat probleme het
7	HIV/AIDS, diseases		
	2		Inligting verskaf oor vigs
	26		Opleiding oor hoe siektes versprei
	50		Ondersteuning aan mense met HIV / AIDS
8	Food programs		
	21		Feeding scheme (food parcells)
		39	Behoeftiges voorsien van kos
		21	Kospakkies uitdeel
9	Addiction (Drug,Alcohol)		
	7		Moet mense help met drankprobleme
	44	67	Streng optree teen ouers wat kindertoelae gebruik vir drank
	59	61	Praat in gemeenskap oor dwelmmisbruik
10	Help with domestic violence		

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	60	Help with domestic violence
		60 Domestic violence
		19 Hulp met vrouemishandelilng
		18 Hulp met Kindersmishandelilng
11	Advice, Counseling	
	28	71 Raadgewer
	29	57 Leiding aan ongetroude moeders
	48	Advieskantoor oor die wet en oor skuld
	58	Advies oor beroepskeuses
	67	62 Praat in gemeenskap oor tienerswangerskap
12	None	
	120	37 Geen
13	Don't Know	
	121	5 Weet nie

Question 36		
1	1	Pamflette
2	2	Plakkate op plak
	4	Kennisgewingbord by Fokus
	13	Kennisgewingbord in die dorp
3	3	Skriftelik/pos/nuusbrief
4	5	By die aandklasse
	6	Vergaderings
	8	Workshops
5	11	Familielid wat daar werk
	12	Aan sê vir mekaar
6	9	In koerante adverteer
	18	Advertise
		18 Adverteer
		23 Adverteer in gemeenskap
		24 Deur luidspreker adverteer
		27 Boodskappe oor luidspereker
		28 Aankondigings
		29 Adverteer in dorp
7	Other	
	7	Word of mouth
		7 Mense in die gemeenskap uit stuur
		21 Hulle moet ons sê wat aangaan
		26 Fokus moet self tot by mens gaan en sê wat hul doen
		30 Vir die mense vertel
	14	E-pos
	15	At churches
		15 Aankondig by kerke
		17 Briewe uitdeel by kerke
	16	Stel nie belang nie
17		25 Afkondigings by stadion
	19	At schools
		20 By skool afkondig
		22 Briewe uitdeel by skole
8	10	Telefonies

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Question 37			
1	Computer training		
	1	Computer courses	
2	Needle work		
	4	Naaldwerk	
	8	"Examining" van klere	
3	Health & Safety training		
	5	69	Health and Safety kursus
	7		Sekuriteitskursus
	17		Lewensredding
	19		Verpleging
	43		First aid
		49	Noodhulp
		43	Noodhulpkursusse
	48		Brandweerman kursus
	49	60	Misdaadbekamping
4	Social work training		
	10		Bejaardesorg
	40	64	Maatskaplike kursus
	41		Youth and child care
		41	Om met die jeug te werk
		52	Kinderopleiding
		55	Om met kinders en ouers te werk
		63	Kinderversorging
	50	61	Aids awareness
	51	62	Armoede verligting
6	Building training		
	11		Bouwerk/messelaar
	12		Voormankursus
7	Cooking & Baking training		
	9		Kokopleiding/ kos maak, kook
	30		Bak klasse
8	Mechnical & Technical training		
	32		Sweiswerk
	36		Mechanical classes
		36	Meganiese klasse
		40	Meganiese Ingenieurs
		58	Tegniese klasse
		66	Draaier en passer
	38	65	Masjienwerk
	42		Ingenieursopleiding
9	Housekeeping		
	18		Huishoudkunde
10	None		
	20		Not interested
		5	Te oud
		20	Stel nie belang
		22	Ek het al klaar geleer
		38	Te besig
		50	Kan nie werk, ongeskik
	120	21	Nooit
	120	3	Geen
11	Don't know		
	121	33	Weet nie
12	Abet training		
	37	71	Xhosa klasse
	39		Opvoedkunde
	55	56	Kan nie lees nie
13	Business training		
	28		Boekhoukursusse
	44		Entrepreneurskap
	46		Kommunikasie
	52	57	Sekretaresse opleiding
14	Driving classes		
	14		Advanced bestuur kursus, bestuurslopleiding
15	Wood work		
	2		Houtwerk
16	Other		
	3	74	Sport
	13		Enige kursus wat hulle sal aanbied
	16		Scout
	21	73	Binnenshuiseversiering
	22	68	Gymklasse
	23		Kunsklasse
	24		Regte studeer
	25		Omgewingsbewaring
	26		Toneelspel/drama
	27		Bybelkursus
	29		Arts and crafts
	31		Modelklasse
	33		Music training
		72	Musiekopleiding
		51	Kitaar lesse
	34		Fotografie
	35		haarkapper
	45	70	Kleuterskool opleiding
	47		Sielkunde kursus
	53		Dansklasse
	54		Blommerangskikking
17	Paint work		
	6	59	Verflesse
	6	6	Verfwerk
18	Gardening		
	15		Tuinwerk

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Question 39
1 R0 - R49
1 R 10.00
1 R 15.00
1 R 20.00
1 R 25.00
1 R 30.00
1 R 40.00
2 R50 - R99
2 R 50.00
2 R 60.00
2 R 80.00
2 R 90.00
3 R100 - R149
3 R 100.00
4 R150 - R199
4 R 150.00
4 R 160.00
5 R200 - R249
5 R 200.00
6 R250 - R299
6 R 250.00
7 R300 - R349
7 R 300.00
8 R350 - R399
8 R 350.00
9 R400 - R449
9 R 400.00
10 R450 - R499
11 R500+
11 R 500.00
12 Other
12 Donation
12 Don't know

Question 41
1 Child education & care
1 Kinder opvoeding
4 Kinderversorging
39 Help met straatkinders
2 Engingeering & technical
37 Meganiese klasse
42 50 Ingenieurskursus
3 Computer course
25 Rekenaarkursus
4 Food provision
9 Kosinsameling
22 Kos verkoop by sentrum
Ons gee vir die mense sop
27 /Sopkombuis help
47 Help in sopkombuis
35 46 Kos uitgee
5 Needle work (machinist)
2 Naaldwerk (masjienis)
52 Masjienwerk (naaldwerk)
6 Any training
3 Help met opleiding
7 Anything
17 Enige iets
8 Cleaning
7 Skoonmaak
9 Cooking and baking
8 Kosmaaak
33 Koekbak
10 Adult education

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	38 45	Volwasse onderwys
11		Building/Messelaar
	5	Help om bouwerk te doen
	14	Bouwerk/messelaar
12		Elderly
	10	Hulp met bejaardes
	40	Bejaarde sorg kursus
13		Other
	6	Sekuriteitskursus
	11	Onderhoud van gebou werk
	48	Los werkies, bv. verf
	12	Tuinwerk
	13	DJ by hul funksies
	15	Bestuurlesse
	16	Opleiding vir die scout kinders
	18	Verfwerk
	19	Sang vir koorgroep
	20	Bybelklasse
	21	Skaaklesse
	23	Kunsklasse
	24	Regte/wet
	26	Help met landbou opleiding
	28	Geletterdheidsklasse
	29	Dramaklasse
	30	Labour relations for community
	31	Help met minderbevoorregtes
	32 55	Mandjies maak
	34	Fotografie
	36 53	Houtwerk
	40 43	Fasiliteerder
	41	Geestelik hulp vir behoeftiges
	51	Masjienoperateur (houtwerk)
14		Youth
	33 54	Omsien na jeug
	54 38	Praatjies met jeug
	54 42	Werk met ons jeug

8.2.3 Participant survey

Question 7		
1	1	Sopkombuis
	4	Gee kos vir honger mense
	5	Kospakkies
	9	Kos vir kinders
2	2	Programme vir jeug
3	3	Ontspanning vir bejaardes (bejaardeklub)
4	6	Minderbevoorregtes kry kans om vir hulself iets te kom doen vir 'n inkomste
	14	Werkskepping
	15	Adverteer werke
	17	Probeer mense help
5	7	Naaldwerk en handwerk word gedoen
	12	Groentetuin
	13	Leer baie
	16	Leerwerk
	18	Houtwerk
6	8	Klasse gehou om kinders van die straat af te hou
	10	Versorg straatkinders
7	11	Verhuur saal
8	19	Speletjies

Question 8		
1	1	Doen genoeg
2	9	Moet meer vergadering hou
	10	Ons word nooit ingelig oor verrigtinge hier
	13	Samekoms en samewerking
	2b	(Help en) inligting gee
3	3	Wil graag almal help, maar gemeenskap stel min belang
4	4	Meer betrokke met ouers, sodat ouers hul kinders kan stuur
5	5	Opleiding vir kinders

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	6	Speletjies vir kinders
6	7	Armes help
	8	Ou mense help
	19	Armoede verligting
	2a	Help (en inligting) gee
7	11	Huur van Fokus is te hoog
8	14	Gee voorkeur aan meer bevoorregtes eerder as aan armes
	15	Leiers moet werklik belangstel
9	17	Byeenkomste vir jeug
	18	Baie meer aandag aan jeug
10	12	Gebed saam
11	16	Klere verkoop
12	20	Kos vir behoeftiges

Question 13		
1	1	Betrokke by aktiwiteite
	2	Leer baie
2	3	Aangesluit om te leer naaldwerk doen
	6	Het Fokus begin (naaldwerkgroep)
3	4	Lid van bejaardegroep
	5	Bejaardeklub, gebruik net saal
4	7	Help met opheffingswerk
5	10	Help met sopkombuis
6	8	Nog nie genader nie
7	9	Nie in kennis gestel, hulle stel nie belang in ons

Question 14		
1	1	Jeug
2	2	Kleuters/kindersorg
	7	Naskool kinders besig hou
	11	Opleiding van kinders
	12	Kuns vir kinders
	15	Sport vir kinders
	24	Speletjies vir kinders
	25	Straatkinders
3	3	Bejaardeklub
	13	Weet nie, kom net vir bejaardeklub
	14	Speletjies, oefening, verf vir bejaardes
4	4	Naaldwerk
5	5	Sopkombuis
6	6	Rekenaars
7	8	Verfwerk
8	9	Houtwerk
9	10	Musieklesse
10	16	Teken
11	17	Kookkuns
12	18	Konserte
13	19	Kankerspan

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14	20	Bestuurslesse
15	21	Leerwerk
16	22	Kleinboere
17	23	Tuinwerk
18	26	Verhuur saal

Question 15		
1	1	Geestelike program
2	2	Alledaagse program
3	3	Rekenaar
4	4	Lees en skryf
5	5	Voorskoolse sorg
6	6	Alles is hier
	12	Alles is hier, gemeenskap moet net belangstel
7	7	Sport
8	8	Dansklasse
9	9	Baie moet nog gedoen word
10	10	Aandskool
11	11	Bestuurslesse
12	15	Kosmaak en koekbak
	17	Koekversiering
13	16	Verfwerk
14	18	Seepmaak
	19	Kerse maak
15	20	Tuinprojekte
16	21	Opleiding vir werk
120	14	Bied baie kursusse aan
121	13	Weet nie wat alles hier gebeur

Quesiton 18		
1	1	Om ander mense te help
	4	Wil graag kinders help
	11	Stel belang en gee om
2	2	Hou my besig
	5	Hou van naaldwerk
	8	Om vriende te maak
	9	Gesels en uitkom, baie alleen
	10	Lekker om met mense te verkeer
	12	Ontspanning
	13	Dit is lekker, geniet dit
	14	Voel nog bruikbaar
	16	Sosiaal
3	3	Leer baie/leersaam
	6	Om te leer naaldwerk doen
4	7	Dit is goed
	15	Om 'n geldjie te verdien
5	17	Oefening

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Question 19		
1	1	In die gemeenskap
	5	Alledaagse lewe
	7	By vriende
	9	Help ander
	12	Vir ander vertel
	3	Leer vir ander
2	2	Ekstra inkomste uit naaldwerk
	11	Verkoop groente
3	4	Maak vir self goed
	8	Kan hier boeke uitneem en lees
	10	Eie tuin by die huis
	13	Vir self
4	6	Nêrens

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ADDENDUM 9
STATISTICAL RELATIONSHIPS

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Dependent variables	Independent variables								
	Area	Gender	Age	Race	Education	Employment	Income	Years in Darling	
Q1 - Gender	0.0060								
Q2 - Age	0.0000	0.4758							
Q3 - Race	0.0000	0.0034	0.0000						
Q4 - Education	0.0000	0.0048	0.0000	0.0000					
Q5 - Non-formal education participation	0.2801	0.2229	0.0550	0.2116	0.1099	0.9111	0.1647	0.4175	*Independent*
Q6 - Specific non-formal courses	0.6772	0.0036	0.3157	0.9673	0.9545	0.1349	0.0000	0.0081	
Q7 - Employment status	0.0000	0.0000	0.0000	0.0000	0.0000				
Q8 - Household income	0.0000	0.5586	0.2730	0.0000	0.0000	0.0007			
Q9 - Sources of income	0.0000	0.5965	0.0000	0.0000	0.0001	0.0000	0.0031	0.0000	
Q10 - Years in Darling	0.0001	0.7160	0.5808	0.0005	0.0053	0.4731	0.0000		
Q11 - Problems	0.0000	0.4873	0.0003	0.0000	0.0013	0.0000	0.0000	0.2330	
Q12 - Awareness of Centre	0.0009	0.2602	0.8024	0.0191	0.4497	0.9111	0.0207	0.5854	
Q13 - Uses	0.9533	0.9533	0.9996	0.9329	1.0000	0.0369	1.0000	0.9982	
Q14.1 – Frequency of visiting	0.9350	0.7996	0.8464	0.9387	0.9632	0.3601	0.8692	0.5397	*Independent*
Q14.2 - Reasons	0.0511	0.6284	0.1487	0.7292	0.2104	0.1346	0.8349	0.2870	*Independent*
Q15 – Frequency of participation	0.0261	0.0662	0.0132	0.3886	0.1412	0.0872	0.1335	0.4047	
Q16 – Reasons for stopping	0.5793	0.4209	0.5565	0.9706	0.9965	0.0000	0.0000	0.0000	
Q17 – Awareness of Association	0.2912	0.0576	0.2182	0.4307	0.2231	0.2552	0.7329	0.9058	*Independent*
Q18 - View	0.0333	0.1967	0.1581	0.5549	0.0109	0.0018	0.8022	0.2017	
Q19 – Role in community	0.1374	0.1133	0.7155	0.4500	0.3825	0.7498	0.6830	0.1316	*Independent*
Q20 – Previous membership	0.0610	0.5158	0.5625	0.8089	0.0265	0.3426	0.5826	0.0158	
Q21 – Current membership	0.0067	0.5534	0.6697	0.8241	0.4919	0.8897	0.2407	0.4939	
Q22 - Reason	0.3176	0.8942	0.0001	0.0052	0.0118	0.0000	0.9692	0.9615	
Q23 - Good	0.0085	0.0189	0.1220	0.0724	0.3847	0.5362	0.9882	0.2080	
Q23 - Bad	0.0006	0.0711	0.7169	0.0015	0.0808	0.0661	0.8816	0.7643	
Q24 – Target group	0.9601	0.8779	1.0000	0.9489	1.0000	1.0000	1.0000	1.0000	*Independent*
Q25 – Training activities	0.0010	0.0000	0.0001	0.0070	0.0495	0.0033	0.0593	0.3690	
Q26 – Training activities	0.0108	0.0023	0.0491	0.0608	0.9084	0.3552	0.5089	0.3353	

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Dependent variables	Independent variables								
	Area	Gender	Age	Race	Education	Employment	Income	Years in Darling	
Q27 - Recreational activities	0.0701	0.2297	**0.0037**	0.5130	0.2155	**0.0042**	0.9349	0.0693	
Q28 - Recreational activities	0.1755	0.1070	**0.0349**	0.8311	0.5335	**0 .0091**	0.9771	0.0759	
Q29 – Social service activities	**0.0014**	0.1012	0.0776	0.1228	0.2132	0.1127	0.4178	0.9787	
Q30 – Social service activities	**0.0003**	**0.0471**	0.1492	0.1564	0.3379	0.1260	0.7781	0.9904	
Q31 – Frequency-Training	0.5395	0.2426	0.2928	0.8327	0.8955	0.0668	**0.0003**	**0.0243**	
Q31 - Recreational	**0.0142**	0.1844	0.1319	0.1298	0.2707	0.2771	0.8512	0.8470	
Q31 - Social service	0.2751	0.8181	0.2741	0.9092	0.3856	0.1628	0.4374	0.7366	*Independent*
Q32 – Duration-Training	0.5953	**0.0003**	0.2119	0.8178	0.0597	0.4741	**0.0008**	0.3069	
Q32 - Recreational	0.8723	0.1339	0.9154	0.4553	0.3295	0.5053	0.2411	0.1124	*Independent*
Q32 - Social service	0.9003	0.1286	0.5189	0.5834	0.4960	0.9359	0.7144	0.8066	*Independent*
Q33 –Time of day-Training	**0.0017**	**0.0198**	0.2588	**0.0049**	0.6995	0.3388	0.1368	0.3633	
Q33 - Recreational	**0.0487**	0.4376	0.2248	0.0592	0.2066	0.7458	0.2292	0.2880	
Q33 - Social service	0.5637	0.3543	0.6042	0.4658	0.7060	0.2237	0.9729	0.6974	*Independent*
Q34 –Time of week-Training	**0.0103**	0.1553	0.2288	0.0507	0.0958	0.3633	0.5307	0.5768	
Q34 - Recreational	0.1287	0.6962	0.3080	0.5185	0.3538	0.3633	0.0515	**0.0084**	
Q34 - Social service	0.0666	0.4429	0.3559	0.5653	0.6837	0.6413	0.9972	0.6532	*Independent*
Q35 – Time of year-Training	1.0000	0.9990	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	*Independent*
Q35 - Recreational	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	*Independent*
Q35 - Social service	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	1.0000	*Independent*
Q36 - Notification	**0.0028**	0.8226	0.1381	**0.0006**	0.2400	**0.0020**	0.2556	0.8630	*Independent*
Q37 – Need for course	**0.0000**	**0.0000**	**0.0000**	**0.0000**	**0.0007**	**0.0000**	0.2145	0.4865	
Q38 – Willing to pay	0.3557	0.9031	**0.0000**	0.6510	**0.0005**	**0.0000**	0.3056	0.3263	
Q39 - Amount	0.0898	0.1957	0.3818	0.4680	**0.0013**	0.8224	**0.0000**	0.9387	
Q40 – Willing to help	**0.0000**	0.1612	**0.0000**	**0.0011**	**0.0059**	**0.0000**	**0.0175**	**0.0034**	
Q41 – What help	**0.0065**	**0.0000**	0.4151	0.8109	0.1193	**0.0368**	0.7636	0.4916	