

**THE APPLICATION OF THE PERSON-CENTERED APPROACH IN DEALING
WITH POWER ISSUES IN COMMUNITY: A CASE STUDY**

by

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I declare that **THE APPLICATION OF THE PERSON-CENTERED APPROACH IN DEALING WITH POWER ISSUES IN COMMUNITY: A CASE STUDY** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

.....
SIGNATURE
(MRS C.M. PHIRI)

.....
DATE

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- I wish to dedicate this work to my late parents Mr Samuel and Mrs Anna Mothamaha who inspired me to dig deep into the well of knowledge.
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SUMMARY

This dissertation describes the participatory development process which was facilitated among the parents of children attending Themeli Nursery and Pre-school in the community of Ramaphosa, an informal settlement near Reiger Park, Boksburg (Gauteng-South Africa).

The focus of this study was empowerment of men and women alike. In the course of the process, the researcher discovered how the men and women in question were empowered by the participatory development process which enabled them to start a Stokvel, the aim of which was to help augment the members' financial resources so as to sustain payment of their children's day care fees and to also enhance corporately the spirit of ubuntu among themselves as local community members.

KEY CONCEPTS

Community Development; Empowerment; Facilitation; Informal settlement; Participation; Participatory Development; Person Centered- Approach; Power; Stokvel; Ubuntu

GLOSSARY OF CONCEPTS

COMMUNITY

Group of persons having the same religion, race, occupation etc. or with common interests (Hawkins 1981:172).

COMMUNITY DEVELOPMENT

The creation of a climate where the group or community members feel safe, can explore, grow and develop, thereby making their participation meaningful (Natiello 1990: 268).

DAY CARE CENTER (used synonymously with **EDUCARE**)

Place where small children may be left while their mothers are at work (Hawkins 1981: 222).

EMPOWERMENT

A process where women are either given power in areas where they were previously powerless or where women's power is enhanced (Ala 1963:3)

FACILITATION

Encouraging people to do something they probably would not do on their own initiative (Burkey 1963:73).

Facilitator will be used interchangeably with the word author in this case study.

INFORMAL SETTLEMENT

A geographical community characterized by shacks used as houses and lack of amenities, for example, schools and clinics (author's observation).

INTERVENTION

To change the course of events or resolve it, interfere so as to prevent something or change the results (Hawkins 1981:454).

PERSON CENTERED APPROACH (PCA)

Broadly, it is based on the premises that the human being is basically a trustworthy organism, capable of understanding him/herself in context, making constructive choices and acting up to those choices (Rogers 1977:15).

PCA is adapted to Participatory Development in this case study by the author.

POWER

An energy that enables people to act, to cause or impede change, to increase their participation or to reach their goals (Natiello 1990: 269).

SHACK

Small, roughly built shed, hut or house (usually of wood or corrugated iron) (Hawkins 1981:798).

STOKVEL

A social and locally (South African) constructed concept for membership grouping meant to financially assist the registered and paid-up members only in times of deaths and other family related events (author's observation).

UBUNTU

A social and locally (South African) constructed concept for an expressed community inspired spirit, coupled with appropriate corporate action, motivated by fundamental human needs of the individual member(s) with an end to sharing what little resources there are (author' observation).

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CHAPTER 1

ORIENTATION TO THE STUDY

1.1 GENERAL INTRODUCTION

The study is part of Masters Degree in Community Development in the Department of Social Work at the University of South Africa. The study emanated from a Community Development process which I facilitated at Themeli day care center in Ramaphosa informal settlement – Reiger Park in the Ekurhuleni Metropolitan area, Gauteng, South Africa.

This chapter comprises the following sections:

- Background to the study
- How I became involved in the project
- My observation of power issues and how I facilitated empowerment
- Aims and objectives of the study
- Theoretical framework
- Research methodology
- Respondents/ collaborators
- Limitations of the study
- Value of the study
- Outline of the research study

1.2 BACKGROUND TO THE STUDY

This section outlines the characteristics of Themeli day care center (the Educare Centre under study) and the environment within which it operates. On observation, informal settlements in the early nineties have become prevalent habitats mostly for African unemployed or low income earners in South Africa. They have many problems and challenges, for example, lack of sewerage, supply of clean water for individual households and education and care (educare) for children whose parents are gainfully employed. My observation is that most residents of such informal settlements allocate

themselves stands without the permission of the local municipality concerned and designate the areas concerned as residential areas. Along with this development of informal settlements, several educare facilities have mushroomed in such areas.

One such facility was established by Kagiso (together with his wife Mosa) who are residents at Ramaphosa and also work at the center as owner-managers. It was established in 1995 by Kagiso, who later convinced his wife Mosa, who was at the time unemployed, to help with the administration of the center. When the center started they only had fourteen registered children and two teachers, Mosa being one of them.

Mosa is a qualified professional school teacher. She was also registered for a three year Educare Program facilitated by Gauteng Education Department under the auspices of IMPILO PROJECT. The aim of IMPILO PROJECT was to provide motivation and an incentive for the day care centers graded as peri-urban (after passing a means test). In 1998 when the facilitator terminated formal interaction with the center, it had 69 registered children aged between 6 months and six years and employed four teachers on a full-time basis. This educare center is situated within an environment characterized by shacks used as house, shops, shebeens and day care centers like Themeli educare. Ramaphosa informal settlement is divided into two phases. Phase one was being developed in terms of infrastructure. For example, there are about 500 house stands, hygienic toilet facilities and water taps in each yard. Phase two comprises about 600 shacks altogether, and the area is not yet developed in terms of the above mentioned infrastructure.

The educare center under study is situated in phase two where at the time of the research there were no hygienic toilet facilities but pits adapted to serve as toilets. (Refer to Appendix 11) for a photo of the premises. There also no water taps in individual yards (unlike in phase one). Taps are situated at the corner of each street, which means that each street uses one tap communally. There are no primary health care facilities in the entire community except for a mobile clinic facility offered once a week by the Boksburg

Local Council (now part of Ekurhuleni Metropolitan Council) on Tuesdays from 09:00 to 15:00. There are no school facilities or buildings. Local community children attend school at a neighbouring community called Reiger Park, which is about 500 meters away. There is also no Police Station, to name but a few amenities. The nearest towns are Germiston and Boksburg which are about five to seven kilometers away respectively.

1.3 HOW I BECAME INVOLVED IN THE PROJECT

The facilitator's first contact with the educare center was in the middle of 1996. It was by way of an invitation by the head-office (through its president) of an educare consortium called South African Children in Informal Settlement, abbreviated as SACHISA. The brief of the invitation was that I should help develop their organizational policies and help with fund raising.

SACHISA concerns itself with the educare needs and general welfare of children in informal settlements and rural areas through a membership system which is renewable annually at a fee and Themeli educare center is an affiliate member. Canvassing for SACHISA members is done through the media, mainly local community radio stations. At the time the invitation was made, I was busy with my studies and it was the requirement of the programme that I facilitate a community development process.

I first met the principal/ owner of Themeli educare (Kagiso) at an affiliate members' meeting at the SACHISA office. It was during this encounter that Kagiso gave me an introductory talk about his center and invited me to visit. This marked the beginning of a working relationship the outcome of which is the case study described in this study.

1.4 MY OBSERVATION OF POWER ISSUES DURING THE CONTACT MAKING PHASE

My interaction with community members (parents) of Ramaphosa informal settlement under the auspices of Themeli educare was from January 1997 to December 1998. When Kagiso extended the invitation for me to visit the center, his request was that I help with the facilitation of a project that would advance the ideals of educare at his center and no specifics were mentioned.

As far as entry into the community is concerned, Swanepoel (1997:39) contends that the community development worker enters the community with the knowledge that not all people will participate in a single community development project, and that she must identify an action group for the community development project. In my situation, the action group was already identified as the executive committee of the existing parents' committee at the day care center. However, it turned out that although I attended a number of general meetings of the parents committee during the contact making phase and for purposes of needs assessment, much time was spent with Mosa and Kagiso, the owners of the educare, because unlike the other parents who were always at work, they were easily available during my weekly visits and scheduled parents meetings.

On the subject of entry into the community Swanepoel (1997:32) contends that the entrance of a community development worker should not disturb its rhythm, that is, the first contact should rather be informal – with no formal public meetings. I agree with this assertion because this allows the opportunity for the facilitator to build trust and to get to know the people. It is important to mention that it was during the contact making phase that power and empowerment issues among the role players was observed, namely, the teacher – owner (employee-employer) relationship. There was one teacher who was outspoken on this matter. Her argument was that decision making powers at the center rested with Kagiso alone and that Kagiso was not willing to share that power with them as staff members through delegation. She also felt that their opinions as teachers were not

taken seriously by Kagiso as owner-manager. This is one area where the issue of power surfaced and was expressed.

1.5 MOTIVATION FOR THE STUDY

- Observation of the power struggle between the employer and employees at Themeli day care center alluded to earlier served as a motivation for the facilitator to apply the Person Centered Approach creatively in dealing with power in the Themeli community.
- The observation of the power struggle also led me to desire to facilitate an empowerment process leading to enhanced self-worth, respect and dignity for the parents, teachers, and owner-managers of Themeli educare center.

1.6 AIMS AND OBJECTIVES OF THE STUDY

- To illustrate how the facilitation of a participatory development process contributed to the empowerment of different role players at Themeli day care center.
- To illustrate through the case study how the facilitator dealt with the issues of power at Themeli day care center using the Person Centered Approach and the participatory development process to compliment each other.
- To make recommendations regarding the application of the Person Centered Approach in community development.

1.7 THEORETICAL FRAMEWORK FROM WHICH THE PROCESS WAS FACILITATED

The theoretical framework from which the participatory development process was facilitated is the Person Centered Approach (PCA) of Carl Rogers. PCA is based mainly on the premises that the human being is basically a trustworthy organism, capable of understanding him/ herself in context, making constructive choices and acting upon those

choices. Rogers (1987:15) considers the attitude (non-judgmental, accepting) held by the facilitator as the most important tool in helping the person.

PCA enabled me to understand the community and work with them in a humane and respectful way. Using Rogers (1987:494) propositions, in particular proposition number 7 which states “the best vantage point from which to understand behavior is from the internal frame of reference of the individual himself”, enhanced my ability to explore the different perspectives from which people can be understood. The perspectives referred to include people’s perceptions, needs and behavior, emotions, value(s) and how people interact with each other.

Supporting Rogers’ argument, Makondo & Schenck (2000:55) contend that “a Person Centered Approach contributes to the ability of clients to take responsibility for themselves, moving from a state of dependence to increased independence, from the expression of negative feelings to positive once, from confusion to insight, and from being paralysed to taking action”.

The Basic Conditions required for the Person Centered Approach

Citing Rogers (1987) Makondo & Schenck (2000:43) give four basic conditions applicable to all people who practice the Person Centered Approach. Such people may include social workers, teachers, parents, religious helpers, nurses, administrators, managers and group leaders.

The basic conditions are:

- **Congruence**

According to the authors, congruence exists when “the experiences of the helper are accurately symbolized and are readily available to his/ her awareness”. This means that helpers or facilitators must be able to communicate their own experiences appropriately when in personal encounters with others.

Rogers in Natiello (1990:206) describes congruence as a state of realness and genuineness that exists in people who have explored the experience of their own selves deeply and have accepted the truth found in their explorations. Makondo and Schenck (2000:206) state that in order to maintain congruence, one needs a high level of “self-awareness, self-acceptance and self-trust”.

- **Unconditional Positive Regard**

This condition can be said to exist when the experiences of the client or community are perceived by the helper or facilitator in such a way that not one of them is viewed as more or less worthy than another. In other words, this means that the helper or facilitator needs to accept the individual or community with whom they are working unconditionally with all of their feelings, attitudes and values. According to Natiello (1990:207) “such an attitude requires an acute awareness by the helper of his/ her own values, biases and judgments, and an ability to suspend these during professional encounters with others”.

- **Empathy**

Makhondo & Schenck (2000:45) argue that “being empathic means trying to determine whether your understanding of the client’s inner world is correct- whether you are seeing it as he/ she is experiencing it at that particular moment; in other words, empathy implies a verbal expression”. The authors go on to say that empathy must be communicated and the client must experience, know and hear that he/ she is understood. Rogers (1987:377) contends that in order to be empathic, you must lay aside judgments and values in order to grasp, with delicate accuracy, the exact meaning the client is experiencing rather than expressing. A condition of empathy can thus exist only when there is relative freedom from judgment (of another’s values, attitudes and behavior). This means there should be unconditional positive regard where the helper or facilitator trusts deeply in the ability of others to resolve their own problems.

- **Personal Power**

Personal power is synonymous with autonomy. According to Makondo & Schenck (2000:46) personal power is “a state in which the client is aware of and can act upon his or her own feelings, needs and values rather than looking at others for direction”. Personal power is applicable to both the client and the helper.

The Person Centered Approach is underpinned by the values respect, individualization, self-determination and confidentiality. These values also guided my facilitation process at Themeli day care center. The following is a short discussion of these values.

- **Respect**

According to Grobler, Schenck & Du Toit (2003:89) showing respect is of central importance for any person who believes in the Person Centered Approach. Show of respect by the facilitator can be demonstrated by accepting the values as well as the differences of group members that is, allowing the members to express their views freely without criticizing them. The facilitator has to listen carefully to what the members are saying, understand what is being said and also accept what the members are saying. As regards the community, respect means that the facilitator believes in the potential of the members of the community and trusts them. The facilitator merely assists and support(s) where necessary (Grobler et al 2003:89).

- **Individualization**

With regards to this value Rogers (1987:27) argues that acceptance of this value is when the facilitator perceives “the internal frame of reference” of the client, perceives the world as the client sees it, perceives the client as he is seen by himself, lays aside all perceptions from the external frame of reference while doing so, and communicates something of this empathic understanding to the client”. Thus, the uniqueness of the person is respected.

Individualization in respect of the community means respect for the uniqueness of the individual, group and community. Each community is unique because it consists of unique individuals (Gobler et al 2003:97).

- **Self Determination**

Grobler et al (2003:104) argue that self-determination is more than the choice by the people in the community itself as it includes the protection of their selves, their values, their traditions and that which is known to them. Self-determination is part of the people's attempt to self-actualise. Self-determination is built on the respect we have for the autonomy of the person as being able to heal himself, and as a facilitator we create a context for people in which we facilitate the healing and growing process. The implication of this is that as facilitators we have to tolerate uncertainty.

According to Rogers (1987:488) as far as self-determination is concerned "we are talking here about the tendency of the organization to maintain itself, to assimilate food, to behave defensively in the face of a threat, to achieve the goal of self-maintenance even when the pathway to that is blocked...it moves in the direction of greater independence or self-responsibility...in the direction of increasing self-government, self-regulation and autonomy, and away from the control of external forces...".

- **Confidentiality**

Van Dyk (1997:107) as quoted by Makondo & Schenck (2000:73) refers to confidentiality as one of the values in Social Work which should be "seen in the light of the problem or information presented and of possible alternatives that may exist for the solution of the problem". Confidentiality is an important aspect of the helping relationship which should be discussed between the client and the worker. According to Grobler et al (2003:110) confidentiality means that what has been said will remain within the relationship and that it will not be repeated to someone else.

The importance of theory in this study

The application of theory guided my thinking and actions and made me accountable for the facilitation of the development process.

With regard to the importance of theory for development, Korten (1991:113-114) gives the following reasons:

- Theory gives an explanation of certain phenomena
- Theory directs the actions of the facilitator
- A consistent theory enables the worker to facilitate development and change instead of just being an “assistance” agency /worker.
- Without a consistent theory the agency/ worker runs the risk of strengthening the very forces responsible for the conditions of suffering and injustice.

1.8 RESEARCH METHODOLOGY

The research is based on a case study which gives a description of and reflects on a participatory development process of the community connected to the Themeli day care center. The following description about case studies emerged from literature:

Grinnell (1981:302) describes the case study as a strategy which is characterized by very flexible and open-ended techniques of data gathering and analysis. It focuses on the many aspects of the case situation under examination and as a result it is comprehensive in nature. All it provides is a description of what happens when one group of people is subjected to one treatment or experience (in this instance a facilitation process). Feuerstein (1986:48) argues that a case study is a detailed description and analysis of a single event, situation, person, group, institution or program within its own context to provide a deep look at something. Feuerstein comes from a development background and her description of a case study is in line with my case study of the Themeli day care center. In this particular case study, the unit under analysis was the different role players

at the leadership level of the day care center. Feuerstein concludes by saying a case study is qualitative in nature and includes a method for describing the development process.

According to Rubin & Babbie (2001:30) qualitative methods emphasize depth of understanding that attempts to tap the deeper meaning of human experience, and that intends to generate theoretically richer observations which are not easily reduced to numbers. Qualitative methods may be more suitable when flexibility is required to study a new phenomenon about which we know very little. This case study of a day care center administered in a shack at an informal settlement is an example of the latter definition of qualitative methods.

We also use the qualitative methods when we want to gain insight into the subjective meaning of complex phenomena in order to advance our conceptualization of them and to build theory that can be tested in future studies. An important use of the case study is to examine the behavior of organizations or the structures of communities. It is used in these instances because it is well suited to observation and description of complex interrelationships among constituent parts of the social system. The objective of this type of systematic analysis is not to identify causal relationships between two or more distinct variables within a particular system but rather to understand the system as a whole or the pattern that exists among all the constituent elements.

Robert Yin as quoted by Rubin & Babbie (2001:402) defines the case study as “an empirical inquiry that:

- investigates a contemporary phenomenon within its real life context, when
- the boundaries between phenomenon and context are not clearly evident, and in which
- multiple sources of evidence are used”.

Yin further explains that case studies are distinguished by their exclusive focus on a particular case and their utilization of a full variety of evidence gathered by the use of

qualitative methods. Sources of evidence might include existing documents, observations and interviews. Evidence might also be sought by surveying people about the case.

Rubin & Babbie (2001:403) go on to say that as with single-subject designs (and even with many group experiments, for that matter) the logical focus in case studies is not on statistical generalization to other cases (or external validity). Instead, the focus is on what Yin calls Analytical Generalization, which involves connecting case study findings to a particular theory. This is done by showing how the weight of the various sources of evidence gathered in the case study is consistent with theory.

The rationale for using the case study method typically is the availability of a specific case that seems to merit intensive investigation. This case study is of a participatory community development process which was facilitated among different role players of Themeli day care center.

1.9 METHOD OF DATA COLLECTION

- Recorded process notes of all the weekly visits I made and meetings attended in 1998. During the meetings a lot of brainstorming was done and ideas were captured and recorded by way of process notes and used as reference by the facilitator both during the M.A. program weekly project supervision sessions with fellow class mates and the lecturer and in contacts with members of the project.
- Dialogues, interviews, discussions (formal and informal) were used as a method of data gathering. Recording of predominant themes emerging out the discussion was done and captured in the above mentioned process notes.
- The Constitution of Pull-together Stokvel (see Appendix 12).
- Gauteng Department of Education, Boksburg / Germiston District C6 (ECD) Statistical Information (see Appendices 8 and 9).
- Photos of Themeli day care center premises (see Appendices 11 and 14).

1.10 RESPONDENTS/ COLLABORATORS

- Kagiso and Mosa (as educare owners) together with the following:
- Five parent-members of Pull-together Stokvel, two of whom are parent-teachers

On the subject of collaborators, Small (1995:942) argues that action researchers value collaboration with non-researcher participants. “While the action researcher brings to the research process theoretical knowledge, experience and the skill of conducting social science research, the participant collaborators bring practical knowledge and experience about the situation that is being studied”. He concludes by asserting that both researcher and collaborator are seen as possessing expertise and knowledge critical for carrying out the research process. By this is meant that although the knowledge each possesses is different, it is complementary and essential to the research process.

1.11 LIMITATIONS OF THE STUDY

This research study has the following limitations:

- It is a case study specifically applicable to the community under study, therefore the finding may not be generalized to other communities.
- The fact that it is a dissertation of a limited scope means that the facilitator was limited in terms of the scope of issues to be researched.
- It was difficult to find literature that deals with a day care center that operates within an environment of an informal settlement.

1.12 VALUE OF THE RESEARCH

- To demonstrate through this case study how power and empowerment issues in the community can be dealt with, using a participatory development process based on the Person Centered Approach.
- To demonstrate that through the use of the participatory development process, power and empowerment can be enhanced through participation, awareness, having access

to knowledge and people being able to make provision for their own needs, for example the establishment of a Stokvel.

- To show that in social work intervention models used in individual, group, community and organizational development, contact making and termination are important and necessary skills.
- To use the perceptions and views of the community to shape the process from conceptualization to implementation.
- To show how using the “frame of reference” of the community contributes to the sustainability of the project.

1.13 OUTLINE OF THE RESEARCH STUDY

The research study is constructed as follows:

Chapter 1 is an orientation to the study which provides the background information on Themeli day care center and the environment within which it operates in South Africa, how I became involved in the project, my observation of power issues, the aims and objectives of the study, theoretical framework and research methodology, limitations as well as the value of the study.

Chapter 2 gives a review of literature and the following concepts are described and discussed:

- The Person Centered Approach
- Power
- Empowerment
- Facilitation
- Participation
- Participatory Development

Chapter 3 is an outline of the case study, discussion and reflection on the five phases of the community development process in relation to the aims and objectives of the study.

Chapter 4 gives the findings, recommendations and conclusions drawn from the study. Lessons learnt from the study and implications for people working in the same field are mentioned as well. The chapter also reviews the aims and objectives of the study in order to examine whether they have been met.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

Leedy (1974:58) argues that in any research undertaking, one's own problem is always central and everything else must be geared toward the solution of that problem. The review of literature thus assists the researcher in finding the solution to the problem by reading up and comparing the views of other authors/ researchers on the same subjects.

Leedy (1974) outlines the broad functions of the literature review as:

- To demonstrate the underlying assumption that the researcher has a thorough knowledge about the related research and the intellectual traditions that surround and support the study.
- To show that the researcher has identified some gaps in previous research and that the proposed research study will find a demonstrated need.
- To find out what is really known about the research question before trying to answer it. It is based on the assumption that knowledge accumulates and that we learn from and build on what others have done.

According to Collins (1988:45 A & B) the literature review enables one to learn from the mistakes of others and build on the existing base. Learning thus becomes a process. The review should continue throughout the research project. The review process is never completed because fresh ideas are generated constantly and fresh data is recorded constantly. The review must be initiated as soon as the review topic is selected.

According to Newman (1997:83) the researcher reads studies to compare, replicate and criticize them for their weaknesses.

The goals of the literature study include:

- To demonstrate a familiarity with a body of knowledge and establish credibility.
- To show the path of prior research and how the current project is linked to it.
- To learn from others and stimulate new ideas Newman (1997:89).

Fouche' and De Vos (1998:68) argue that a literature study is aimed at contributing towards a clearer understanding of the nature and meaning of the problem that has been identified.

Arkava and Lane as quoted by Fouche' and De Vos (1989:65) give the following functions of the literature study:

- It may disclose that someone else has already performed essentially the same research.
- A literature study equips the investigator with a complete and thorough justification for the subsequent steps, as well as with a sense of importance of the undertaking.

The literature study in this research will focus on the discussion of the following concepts:

- **The Person Centered Approach.** The important goal of the process is to understand the expressed need of the community from their "frame of reference" in order to facilitate an empowerment project from that informed position or knowledge.
- **Power.** This is directly linked to the empowerment of the people because in itself, power is neither good nor bad, but in its practice it can lead to either destruction or constructive growth. The latter was the ultimate goal of a participator development process for the people of Themeli Educare community.
- **Empowerment.** This is important because projects that are aimed at empowerment endeavour to increase people's knowledge, build up their confidence and make them self-reliant so that by the time the facilitator terminates his/ her involvement with the community, the project sustains itself because of the sense of ownership enjoyed by

community members. The goal of empowerment is to confer legitimacy on specific development projects Ala (1996:3).

- **Participation.** This will be discussed because it forms the basis of the participatory development process.
- **Participatory development.** It is the process through which the empowerment of Themeli educare members may be achieved.
- **Community.** It comprises people living in one place geographically, with common interests.

If a collective action is to succeed, it must be taken by people who think alike and share the same ideas and objectives.

- **Facilitation.** This will be discussed because through the facilitation of a participatory development process the members of Themeli Educare community could be encouraged by the facilitator to do something e.g. a Stokvel project which they might not otherwise do on their own initiative.

2.2 PERSON CENTERED APPROACH

This section will give a description of the Person Centered Approach from the perspective of Rogers as its proponent, because it is the theoretical framework from which the participatory development process was facilitated as mentioned earlier. According to Rogers (1987:15) the Person Centered Approach is based on the premises that the human being is basically a trustworthy organism, capable of understanding him/herself in context, making constructive choices and acting upon those choices.

Rogers further explains that a facilitator can aid in releasing the capacity of people when:

- relating as a real congruent empathic person to the other;
- owning and expressing his/ her own feeling;
- relating in a non-possessive and unconditional accepting manner; and
- accepting and understanding the inner world of the other.

He goes on to say that the “Person Centered Approach could be perceived as a field; the picture is one of fluid changes in a general approach to problems of human relationships, rather than a situation in which some relatively rigid technique is more or less technically applied. This inevitably means that change rather than rigidity becomes the characteristic of such field” (Rogers 1951:492).

With regards to the participatory development process facilitation, Rogers considers the attitude held by the facilitator as the most important tool in helping the person or community. It is for this reason that PCA was identified as appropriate for dealing with power issues at Themeli Educare community.

2.3 POWER

From the preceding discussion, it is clear that using the Person Centered Approach to facilitate the participatory development process could mean that power is the essence of PCA as will be demonstrated in the following discussion on power.

2.3.1 Theoretical Foundation on Power

According to Natiello (1990:269) “The word power is derived from the Latin root POUVOIR ‘to be able’. It describes an energy that enables people to act, to cause or impede change, to increase their satisfaction or to reach their goals”. She goes on to say that POWER is absolutely vital to all of us – it is through the exercise of power that we are able to grow and to survive. She concludes by asserting that in itself, power is neither good nor bad, but in its practice it can lead to either destruction or creative growth.

In discussing power, Natiello distinguishes between authoritarian and collaborative power as follows:

- **Authoritarian power**

“The practice is often grounded in the belief that power is a coercive force that we exercise over the earth and over another, rather than a creative energy that we use on our

own and on others behalf. This power over, or authoritarian perspective, has resulted in a potentially catastrophic arms race, in gross social and economic injustices, and in the irreversible exploitation of natural resources that sustain our life support” (Natiello 1990:269).

- **Collaborative Power**

Craig & Craig as quoted by Natiello (1990:271) define collaborative power as “capacity of an individual or group to increase the satisfaction of all participants by intentionally generating increased energy and creativity”. Furthermore Natiello (1990:272) states that collaborative power is inherent in the Person Centered Approach. Relationships that develop in a climate of power are characterized by certain qualities:

- Openness (all information is fully shared),
- Responsiveness (all needs and ideas carefully heard),
- Dignity (everyone is respected and considered),
- Personal empowerment (each person affected feels free and responsible to participate fully),
- Alternating influence (impact on group process moves from one person to another as a result of self-awareness, wisdom, experience or expressed need) and
- Cooperation rather than competition.

2.3.2 Supporting theories

Complementing Natiello on power Jimmy Yen as quoted by Schenck & Louw (1995:8) argues that one should “start with what the people know, build on what they have, teach by showing, learn by doing”. For me this is a practical way of expressing the quality of responsiveness referred to earlier.

Furthermore, Hope & Timmel (Book 1 1984:103) also complement Natiello on power by saying that “education should stress learning more than teaching...people remember things they have said themselves best, so teachers should not speak too much”. They go

on to say that they need to give participants a chance to find solutions before adding important points the group has not mentioned. They substantiate the latter by saying that people remember 20% of what they hear, 40% of what they hear and see and 80% of what they discover themselves. Concluding the discussion on Power and PCA, Natiello (1990: 283) states that “the struggle of participants to deal with completely different values around power facilitated in the Person Centered Approach group experience can be extremely painful and difficult. We who subscribe to the Person Centered Approach have a belief system, a theoretical base as well as some experiences that enable us to stay with the struggle. Because most participants do not have the security of such a deeply entrenched belief system, it is important to be empathic and sensitive to their struggle as well as our own”.

2.3.3 Collaborative Power and PCA

In linking Collaborative Power and PCA Rogers as quoted by Schenck and Louw (1995:17) makes a conclusive statement saying that “it is a risky thing for a person to become a facilitator of learning rather than a teacher. It means uncertainties, difficulties, setbacks and also exciting adventure as students begin to blossom”. Goodel as quoted by Schenck & Louw (1995:8) also argues that “the learning process should be more than mere acquisition of skills. Learning must holistically develop the people, build the community and contribute to their general well-being (ubuntu) and relationships”.

With regards to showing a link between Collaborative Power and PCA, Schenck & Louw (1995:9) state that “participatory learning is based on the principle of people-centered development and is a spontaneous facilitated learning process that starts by people sharing knowledge and skill in order to learn. The learning process and a people-centered development process are in essence isomorphic (similar) and should be participatory, self-reliant, empowering and sustainable”. They conclude by stating that learners and “teachers” should be involved as participants in the learning process.

2.3.4 Power as the essence of the PCA

In my view the preceding discussion on power in relation to the participatory development environment has demonstrated that power and the facilitation of the Person Centered Approach are complementary.

On the “HOW-TO-DO-IT” (facilitation) of the Person Centered Approach in the education environment, Dave Malcolm as quoted by Rogers (1978:81) responds:

- **First:** I have to give the learner **accessibility** to me as a person, to my experience, to my expertise.
- **Second:** I have to be as ready as I can to suggest experience, materials to read, things to read, people to touch, processes to observe, ideas to ponder, practices to try, whatever they might not have thought of themselves, in so doing **increasing** the **options** open to them.
- **Third:** I have to **respect** the learner’s autonomy and freedom, including the freedom to fail and
- **Finally:** I have to be willing to give each **honest** feedback, as straight as possible to the best of my ability, on as many of the following as I can:
 1. Degree of self-understanding, insight and skill in interpersonal relationships.
 2. Ability to conceptualize
 3. Effectiveness in oral and written communication
 4. Demonstrated skill in practice
 5. Innovativeness
 6. My best judgment as to his progress or growth.

I could not agree more with all of the above as they speak directly to the complementarity of power and the Person Centered Approach, highlighting in practical terms the fact that the facilitation process of both is participatory and developmental in nature.

Freire (1972:21) concurs with the argument of Rogers on PCA and that of Dave Malcolm in Rogers (1978:81) by stating that “in order for the struggle to have meaning, the oppressed must not, in seeking to regain power or humanity (which is a way to create it)

become in turn oppressors as well. Only power that springs from the weakness of the oppressed will be sufficiently strong to free both”.

Rogers (1978:77) also complements Freire (1972:21) on power. The first two statements on learning quoted in point 2.3.4 of this document indicate how placing power of choice in the hands of the learner brings a totally different sense of **responsibility**, and much great **effort**. The same could be said about community development. This means that, placing the power of choice in the hands of community members bring a different sense of responsibility and ownership of the project. This in the end makes the process of termination a little easier for facilitator and community members alike. The third statement indicates an increase in **self-insight**. The final statement is about the growing sense of **maturity**. All of these are typical outcomes where there is a Person Centered Approach to the classroom.

2.4 EMPOWERMENT

Introduction

The discussion on empowerment is included in this section because I consider it to be the intended and desired result of the participatory development process, as will be demonstrated in chapter 3 of this case study.

Based on the above mentioned theoretical framework on power, incorporating the ideas of Natiello (1990:271), Jimmy Yen as quoted by Schenck & Louw (1995:8) and Hope & Timmel (Book 1 1984:103) I will also discuss the participatory development process to explain empowerment:

Process of empowerment

- Empowerment is an unpredictable process in which people begin from what they know and proceed to the unknown;
- It is an enabling experience gained by people through their active interaction with the facilitator and through their attempts as individuals at collective action.
- It is essentially a learning process because sharing of knowledge takes place in interaction between the individuals, the action group and the facilitator of the process concerned. Problems and generative themes are identified and critical reflections take place on an ongoing basis.

The Stokvel project that I facilitated at Themeli educare comprised of a majority of women (nineteen) and (one man) Kagiso. It is against this background that Ala's discussion on empowerment was considered appropriate. Although (Ala 1996:3) confined her discussion to women, mention needs to be made here that during my interaction with a few men who formed part of the Stokvel, it seemed to me that to some extent some of the issues and questions that Longwe, as quoted by (Ala 1996:3) addressed, could apply to men as well, namely, the five criteria she used to answer the question as to what extent a women's project empowers women.

According to Ala (1996:3) empowerment is a multifaceted and complex concept. In its simplest form it refers to a process whereby women are either given power in areas where they were previously powerless or where women's power is enhanced. The process of empowerment involves making women aware of their powerlessness as well as the extent to which they are discriminated against. Ala (1996:3) goes on to say that empowerment is not a commodity that can be given to people on a plate once they participate in a project. It has to be built in within a group, community or organization over a long period of time. It is a process which must be integrated into the development effort.

To emphasize the importance of empowerment, Ala (1996:3) cites Zimbabwe as an example where the word "empowerment" became a buzz word. It had to be included in every program as an objective and hence became a prerequisite to guarantee funding

from foreign donors who regarded the empowerment of women in the developing world as a major priority. The meaning of the term has since been molded to suit the purpose of various organizations.

Many organizations mistakenly believe that meeting practical gender needs will eventually lead to the empowerment of women. As a result they see no need to directly address strategic gender needs. “Although meeting practical gender needs is necessary as a long-term strategy, it often amounts to nothing more than treating the symptoms of a disease. To cure the disease strategic gender needs must eventually be met” Ala (1996:4). Ala mentions that some organizations would limit empowerment to meeting strategic gender needs only, whereas what is needed is a balance in the empowerment process where the right combination is achieved between meeting practical gender needs and strategic gender needs. In order for this to occur, the organizations must be intimately acquainted with the development needs of women in their respective communities. She concludes by saying that unfortunately many organizations are unable to achieve this balance.

Ala (1996:5) mentions that there are no absolutes in the empowerment process. The extent to which women (people) are empowered will vary according to the objectives and methodology of a particular program or project. Longwe as quoted by Ala (1996:3) uses five criteria to answer the question – to what degree does a women development project empowers women? The questions to be asked are as follows:

1. Welfare

Does the project meet material needs or improve immediate problems, for example food, income, shelter and health care?

According to the facilitator this is understood to mean that if people have food, income and shelter they feel more respectable and dignified because they do not have to engage in the degrading and humiliating act of begging.

2. Access

Does the project provide better access to the means of production?

This means that the project must serve as a stepping stone to exposing women and men alike to more job opportunities, for instance, giving them access to financial credit facilities and making them more knowledgeable on issues affecting their daily lives like financial management and trade skills.

To complement Ala on the criterion of access Oakley & Marsden as quoted by Burkey (1993:59) argue that “meaningful” participation of the rural poor in development is concerned with direct access to the resources necessary for development and some active involvement and influence in the decisions affecting those resources. To participate meaningfully implies the ability to influence the course of events positively.

3. Participation

Are women involved in the decision making process, policy making and administration?

According to the facilitator, when women participate, it enhances their confidence, self-worth and dignity, and they feel that they are valued. In support of Ala’s criterion of participation, Burkey (1993:59) argues that participation is concerned with achieving power, that is, the power to influence decisions that affect one’s livelihood.

4. Awareness

Does the project make women aware of unequal gender roles?

The above criterion by Ala is complemented by Freire (1972:76) in his discussion on conscientisation which explains that people can learn to think critically about their own circumstances. When this happens “the perception and comprehension of reality is rectified and acquires new depth when carried out with a methodology of conscientisation, the investigation of the generative theme contained in the minimum

thematic universe (the generic theme is interaction) thus introduces or begins to introduce men to a critical form of thinking about their world”.

According to the facilitator, awareness stimulates both men and women’s critical thinking and reflection about their reality and also encourages them to take action on that reality.

5. Control

Do women have control over the end product of their labour?

According to the facilitator, the question refers to the whole product chain manufacturing process as well as the end product. The latter can also refer to money which people receive at the workplace in exchange for their labour. The facilitator’s understanding of this is that one can only regard oneself as empowered if one is able to influence and contribute toward decision-making processes and can access relevant resources.

The role of the facilitator should primarily focus on working with people’s groups in such a way as to enable them to better control their situation. Burkey (1993:83) calls this process “the pedagogy of empowering”.

The above model appears simplistic but it lists some basic criteria by which to judge a project’s contribution to the empowerment of people and women in particular. According to the facilitator, the question of decision-making in practical terms translates to power, which is important in so far as it became the source of the conflict that ensued between the female teacher and Kagiso at Themeli educare – as will be discussed in detail in chapter 3. Briefly, the teacher felt that the decision-making power was concentrated exclusively in the hands of Kagiso who was reported not to be keen on delegating that same power. This issue was perceived by both Kagiso and the teacher as a power struggle and caused a lot of strife between them. Thus, the topic of this case study was informed by this very power struggle.

Nelson & Wright as quoted by Guijta & Shah (1998:11) argue that the ideal of empowering the marginalized has in theory been the driving force for many participatory projects. The thinking was that by enabling the poor to analyze and influence their own realities, and thus influence development priorities they would have a greater ability (meaning more confidence and skills) to continue acting in their own interests. Furthermore, empowerment is complex and carries an inherent contradiction, namely, the notion that some can act on others to give them power to enable them to realize their own potential.

Guijta & Shah (1998:11) further mention that offering the marginalized the opportunities for consultation without following this through with analysis about the causes of oppression and feasible action to redress the causes, is unlikely to be empowering.

A sixth criterion that can be added to Ala's criteria is self-empowerment. A question to be asked is whether the latter enhances the dignity and self-worth of a person?

Kurtz (1997:11) refers to "self-empowerment" as a process which mobilizes the internal resources of the person, the group or the community. Empowerment occurs when one becomes able to take action for oneself and on behalf of others. The author also mentions that the first sign of empowerment is a dawning belief in oneself. One experiences growth of self-confidence which is usually accomplished within a group of others facing the same challenge.

Empowerment flows from the community aspect of a self help group. "The group is a place where one joins with others to mobilize resources in the pursuit of needs and interests. The members' common sense becomes validated and relevant" Kurtz (1997:27).

Korten (1991:27) refers to empowerment as the development of the capacities of the people to better themselves through self-reliant local actions.

Summary

From the above discussion, it seems to the facilitator that empowerment can be summarized as follows:

- Empowerment mobilizes people's internal resources, for instance, belief in oneself, awareness, self-confidence, self-reliance and increased control over the choices that one makes.
- It is a participatory process which cannot be carried out in isolation but addressed through a multi-disciplinary approach.

2.5 FACILITATION

According to Burkey (1993:73) facilitation means encouraging people to do something they probably would not do on their own initiative. The facilitator should therefore provide support to the people and facilitate communication, reflection and initiative.

2.6. PARTICIPATION

In the facilitator's view it seems clear that development cannot take place in isolation from participation. It is almost as if the two concepts are mutually exclusive.

Description of participation

According to Burkey (1993:59) participation is "an organized effort to increase control over resources and regulative institutions in given social situations on the part of groups and movements of those hitherto excluded from such control". Participation is further viewed as "an essential part of human growth, namely, the development of self-confidence, pride, initiative, creativity, responsibility and cooperation".

The facilitator views and understands this process as the essence of social development because people learn to take charge of their own lives and solve their own problems.

Participation is the way to empowerment according to Ala's (1996) criteria. It affirms the belief in the dignity and capabilities of people. People come together and collectively learn by "doing". They plan and act together. No participation can take place without trust and belief in people. In this way they acquire knowledge and awareness which enables them to understand the causes of their problem and are in a better position to mobilize the resources available in order to improve their situation. Participation is a "learn by doing exercise where plans are made, action is taken, results studied, lessons learnt and then new actions and plans take place" Korten (1980:480).

Genuine participation depends on the ability of participants to "Embrace errors". This means that where there is participation, progress will be made as well as mistakes. Burkey (1993:57) argues that the first step in achieving real participation is realized when the poor themselves become more aware of their situation, of the socio-economic reality around them, of their real problems and what measures they themselves can take to begin changing their situation.

This process of awakening, raising of levels of consciousness or conscientisation constitutes a process of self-transformation through which people grow and mature as human beings. In this sense participation becomes a basic human need.

From the above description participation can be summarized as follows:

- Participation enhances human growth by developing self-confidence, initiative, creativity, cooperation and responsibility. Furthermore, it raises awareness as well as critical thinking in people.
- Participation is a learning process that involves action and reflection.
- Participation is also about decision-making and control.

2.7 PARTICIPATORY DEVELOPMENT

According to Burkey (1993:75) participatory development activities rarely arise within poor groups without any form of outside stimulus. Self-reliant participatory development

is concerned with people and social relationships. The participatory development process cannot be generated spontaneously but requires a catalyst. According to Burkey (1993:75) the catalyst is a change agent. The primary role of change agents (facilitators) is to release the creative energies in people. A change agent is a person who initiates a process of change. “The direction in which this change will take place should be decided through interaction with the people with whom the change agent is working, rather than unilaterally by the change agent acting alone on behalf of outside interests” Burkey (1993:76).

In the facilitator’s view, the above discussion by Burkey emphasizes the participation of people in the development process.

Wignaraja, Hussain, Sethi & Wignaraja (1991:197) contend that “development is a process of human development, a process of social transformation in which man is both the subject and the object in which he participates at all levels of decision-making. In this process of development, self-reliance is both a means and an end. It is a process which starts with the release of creative energy of man, assumes equal and rational use of resources to the poor and the vulnerable groups, tends to eliminate the difference between mental and manual labour and uses a full range of technological choices available from both the knowledge people have and knowledge from other sources properly adapted”. Wignaraja et al (1991: 223) further refer to participatory development as a micro-level participatory process which basically represents the initiative of people seeking life improvement through the process of awareness-building and organized group action directed towards self-reliance.

Congruent with Wignaraja et al (1991:223) Max-Neef (1991:8) on human needs and Human Scale Development argues that Human Scale Development is defined as “focused and based on the satisfaction of fundamental human needs, on the generation of growing levels of self-reliance, and on the construction of organic articulations of people with nature and technology, of global processes with local activity, of the personal with the social, of planning with autonomy, and of civil society with the state”.

The main contribution that Max-Neef makes to the understanding of needs is the distinction made between needs and satisfiers. Human needs are seen as few, finite and classifiable. Not only this, they are constant through all human cultures and across historical time periods. What changes over time and between cultures is the way these needs are satisfied. In this regard Max-Neef argues that it is important that human needs are understood as a system, that is, they are interrelated and interactive.

Max-Neef (1991:32-33) classifies the fundamental human needs as: subsistence, protection, affection, understanding, participation, recreation (in the sense of leisure, time to reflect, or idleness), creation, identity and freedom. Needs are also defined according to existential categories of being, having, doing, and interacting, and from these dimensions he developed a 36 cell matrix which can be filled with examples of satisfiers of those needs. (Table 1 page 32) on Satisfiers also have different characteristics: they can be violators or destroyers, pseudo-satisfiers, inhibiting satisfiers, singular satisfiers and synergic satisfiers. In this Max-Neef shows that certain satisfiers, promoted as satisfying a particular need, in fact inhibit or destroy the possibility of satisfying other needs. An example is made of commercial television, which used to satisfy the need for recreation, is said to interfere with understanding, creativity and identity.

Table 1. Human Needs and Human Scale Development Max-Neef (1991:32-33)

FUNDAMENTAL HUMAN NEEDS	BEING (QUALITIES)	HAVING (THINGS)	DOING (ACTIONS)	INTERACTING (SETTING)
Subsistence	Physical and mental health	Food, shelter, work	Feed, clothe, rest, work	Living environment, social setting
Protection	Care, adaptability, autonomy	Social security, health system	Cooperate, plan, take care of, help	Social environment, dwelling
Affection	Respect, sense of humour, generosity, sensuality	Friendships, family relationships with nature	Share, take care of, make love, express emotions	Privacy, intimate spaces of togetherness
Understanding	Critical capacity, curiosity, intuition	Literature, teachers, policies, education	Analyse, study, meditate, investigate	Schools, families, universities, communities
Participation	Receptiveness, dedication, sense of humour	Responsibilities, duties, work, rights	Cooperate, dissent, express opinions	Associations, parties, churches, neighborhoods
Leisure	Imagination, tranquility, spontaneity	Games, parties, peace of mind	Day-dream, remember, relax, have fun	Landscapes, intimate spaces, places to be alone
Creation	Imagination, boldness, inventiveness, curiosity	Abilities, skills, work, techniques	Invent, build, design, work, compose, interpret	Spaces for expression, workshops, audiences
Identity	Sense of belonging, self-esteem, consistency	Language, religions, work, customs, values, norms	Get to know oneself, grow, commit oneself	Places one belongs to, everyday settings
Freedom	Autonomy, passion, self-esteem, open-mindedness	Equal rights	Dissent, choose, run risks, develop awareness	anywhere

Along with Wignaraja et al (1991:223) Max-Neef (1991:34) argues that the Human Needs and Human Scale development provides a useful approach that meets the requirements of a small group, community-based processes that have the effect of allowing deep reflection about one's individual and community situation, leading to critical awareness and, possibly, action at the local level.

In this regard the facilitator's experience at Themeli educare center as discussed in chapter 3 of this document affirms this particular argument, where critical awareness led to action at the local economic level (the establishment of a Stokvel by Themeli educare community members).

With regard to the above discussion, the facilitator's view of participatory development is that it is a process of development that emphasizes self-reliance, the creative ability of man, the use of available resources and man's initiative and involvement throughout the process. Involvement means making decisions and taking charge. Furthermore, participatory development is based on a belief and trust in people and it is also ongoing.

2.7.1 Elements of the participatory development process

From the preceding discussion on participatory development it seems as if the elements of participatory development can be summarized as follows:

- It is a learning process whereby knowledge is acquired through interaction between individuals, groups and institutions and involves internal mobilization of resources.
- It is an unpredictable process moving from the known to the unknown and should be an empowering process whereby people gain experience through the facilitator or development worker and through collective action. It is therefore a collective process.
- It involves the identification of problems and needs by participants together with facilitators and the forming of partnerships.
- It is dialogical and culturally relevant, and it also an ongoing action-reflection process.

As the facilitator, I align myself with the preceding discussion and the different authors' thoughts because the purpose of participatory development is mainly to facilitate the empowerment of the community members in question and to encourage them to acquire the knowledge and skills which will enable them to deal positively with their problems and needs.

CHAPTER 3

THE PARTICIPATORY DEVELOPMENT PROCESS

3.1 INTRODUCTION

This chapter describes the participatory development process which took place at Themeli day care center among 20 members of Pull-together Stokvel during the period March 1997 until September 1998. The facilitator's first contact with the educare center was, however, made in June 1996. In this chapter, background information and the profile of Themeli day care center, participants' descriptions, clarification of the facilitator's role and a detailed description of the participatory development process will be given.

The process will be broken down into five phases based on Swanepoel's (1997) Community Development Model which includes:

- Making contact
- Needs and resource identification
- Planning
- Implementation
- Evaluation

The phases will cover the meetings which took place, as well as illustrate how the elements of "empowerment" as outlined in the literature study were achieved. The contact making phase will, however, be discussed in detail as it took the facilitator a long time to get to know the community prior to the actual identification of the Stokvel action group members.

3.2 BACKGROUND INFORMATION

3.2.1 Community Profile

Day care center details

Name	: Themeli day care center
Physical Address	: 1859 Ramaphosa Extension 1 Reiger Park, Boksburg, 1466.
Postal Address	: P.O. Box 10006 Reiger Park, Boksburg, 1466
Commencement date	: January 1995
Number of children	: 69
Number of teachers	: 3 (Mosa included)
Assistant teacher and cook	: 1
Educare manager	: 1
Total number of staff members	: 5

Type of service

Day care center (Nursery and Pre-school). It is a home-based day care center, or non-profit making and Non-Government Organization. Since January 1998 it has received a sum of R2000-00 a month from the government as food subsidy for the number of registered children in its care. This money is channeled to the educare under the auspices of IMPILO PILOT PROJECT which is an initiative of Gauteng Education Department. The media of instruction/ communication are Sesotho, Sepedi, Zulu and English.

Parents Committee

1. Kagiso - Chairman
2. Mpho – Treasurer
3. Mosa – Secretary
4. Thabo – Additional member
5. Lerato – Additional member

6. Tsholofelo – Additional member

7. Lesego – Additional member

Owner – Manager (Principal)

Kagiso and Mosa (husband and wife)

3.2.2 The participants in the project/ process

The participants in the process were men and women who were parents of the children registered at the educare between the estimated ages of 25 and 40 years. All of them were employed and had some form of income that enabled them to pay their children's fees at the center.

The participants were involved in the process by way of attending meetings, sharing ideas and volunteering their services and time during the educare events and excursions. The attendance at meetings which were organized through Kagiso's letters of invitation to parents hand-delivered by their children varied from 20 to 35 people. Occasionally attendance was between 50 and 55 people. It is important to mention that at all meetings there were some parents who were consistent in their attendance. The positive attitude exhibited by the latter parents helped to motivate the facilitator to continue the role of facilitator.

3.2.3 Clarification of facilitator's role

Clarification of the facilitator's role in the community was regarded as important at the beginning of the process. Burkey (1993:55) maintains that it is not always possible for facilitation to occur spontaneously. The facilitator should conscientise the people rather than wait passively for action to take place on its own.

Burkey (1993:66) continues to say that conscientisation is the "stimulation of self-reflected critical awareness on the part of the oppressed on their social reality and their

ability to transform reality by their own conscious action”. This argument by Burkey is complemented and sustained by Freire (1972:76) who contends that this process of conscientisation leads to investigation of “generative themes”, namely, the felt need regarding the issues about which people feel strongly. This implies that the people themselves have to think critically about the problems surrounding them.

As far as possible the facilitator tried to explain, in simple terms, how participatory development work. Emphasis was placed on the participation of all members in terms of contributing ideas. Although clarification of the facilitator’s role was done at the beginning phase, reiteration of this was regarded as important in all subsequent phases to encourage participation and foster empowerment as the process gathered momentum.

Some of the members appeared to understand the explanation which the facilitator offered and expressed this way of nodding their heads, while others gave a passive stare that was difficult for the facilitator to interpret. However, as the facilitator, I explained the passiveness as an indication that I would have to tolerate the fact that some people learn faster than others and that in the process the group members had to be patient with those who were not moving at the same pace as some of us.

3.3 THE PROCESS IN TERMS OF SWANEPOEL’ S MODEL

3.3.1 Phase 1: Contact Making

This phase forms the core of the participatory development process which I facilitated among Themeli educare members. As already stated in point 3.1, the phase was somewhat prolonged prior to the establishment of the action group, and building a relationship of trust with the members.

Contact making was done by means of a series of meetings held between the facilitator and the general parent body of Themeli day care center, the teachers, Kagiso and Mosa. According to Swanepoel (1997:33-34), during this phase the community worker endeavours to know the people and their prevailing circumstances and the people get to

know her. As a facilitator I entered the Ramaphosa community first and then proceeded to Themeli educare through my involvement with SACHISA head office in Johannesburg at the invitation of its president.

While I continued to occasionally work with SACHISA office, my relationship with Themeli educare took precedence as a result of an invitation extended to me by Kagiso. However, equally important was the requirement of the Community Development Masters Program that I facilitate a project of this nature, where I could demonstrate the application of the Person Centered Approach in dealing with power issues in a community such as Themeli educare. In the process of accomplishing the latter, empowerment of all parties involved remained important and the facilitator used this opportunity to enter the community because often it is difficult to gain access into a community without a clear reason approved by the community members.

Swanepoel (1997:31) argues that the community worker enters the community with the knowledge that not all people will participate in a single community development project and that she must identify an action group. After much deliberation, the general parents' body's preferred choice was that the existing parents' committee acts as an action group. It is important to mention that I was invited to attend a number of general meetings of the parent's committee at the day care center during contact making phase and much time was spent with Kagiso and Mosa as the owners of the center.

On the subject of contact making, Swanepoel (1997:32) maintains that the entrance of a community worker should not disturb the rhythm of the community, that is, the first contact should be informal, rather than through formal public meetings. I align myself fully with this statement because this would allow the facilitator time to establish a relationship of trust with community members.

The First Meeting

During the first meeting of the general parent body, which included the teachers and myself, held on the 25 May 1997, I thanked Kagiso and Mosa for inviting me and the

parent body for having me. This was done after Kagiso introduced me and also asked me to say a few words to the parents and teachers. During the brief period of time offered to me to speak, I took the opportunity to clarify my role as a facilitator. After that brief talk I was applauded as I took my seat. I understood the applause to be a gesture of appreciation for attending that first meeting and for the rest of my stay in that community.

The meeting was chaired by Kagiso and the discussion that followed thereafter revolved around the different problems encountered by Kagiso and Mosa as well as the teachers in the course of their duties. There was active participation between the chairman and the parents, with questions asked by both old and new parents. Answers were provided by Kagiso and Mosa, with teachers occasionally asked by the chairman to respond to some questions. Announcements about forthcoming events at the center were also read.

The concerns raised by the chairman (Kagiso) were:

- Late payment of school fees (concerned parents were reminded to pay by the 7th of every month)
- Poor participation by the parents during previous year's educational tours
- Parents' attendance of meetings was reported to be not as good as it could be (those present were asked to send a word of encouragement to those who were absent)
- Kagiso expressed his appreciation to the parents who attended the meeting and to those who participated and contributed to the success of the center during the previous year. The parents spontaneously applauded Kagiso's comments.

By the end of the meeting, consensus had been reached that I attend subsequent general meetings of the parents' body which were held quarterly at the day care center. I would then also be introduced to other parents who were absent so that my role as a facilitator could be explained again and clarified.

Reflection on the first meeting

Listening to the experiences and perceptions of the parents, teachers, Kagiso and Mosa about their working relationship during the meeting, I realized that I had to make more time available to listen to more of their stories and experiences individually and together during my subsequent weekly visits to the day care center.

The facilitator also acknowledged the determination of all role players to find a lasting solution to their common needs and problems regarding their children's welfare through dialogue during and in between meetings. The predominant theme in that meeting was the sense of determination on the part of all role players to go on, coupled with enthusiasm to find a workable solution to whatever problems they encountered. I established a relationship before and after the meeting with parents and teachers with a view to encouraging their participation and to build on the positive working relationship at the center. To accomplish the latter, I used respect, empathy, warmth and acceptance.

Subsequent Contacts

The meetings were still an endeavour on the part of the facilitator to get to know Mosa and Kagiso better and to get a broad angle scan of the community (Henderson & Thomas 1989:71).

The objectives of these meetings were:

- To build a relationship and foster feelings of acceptance of one another.
- To create a common understanding of the facilitator's involvement with Themeli day care center.
- To share experiences
- To request Kagiso to introduce the facilitator to the entire Ramaphosa community through what Swanepoel (1997:35) calls a "community walk".

Swanepoel (1997:35) argues that community workers must obtain knowledge about “leaders and figures of authority, opinion makers, the socio-economic stratification in the area, the gap between the better-off and the poor and the relationship between them, all the various institutions in the area, the prevailing norms and traditions even the history of the area and its people”.

During the discussion Kagiso explained that he was one of the people who helped with the establishment of a Civic Association at Ramaphosa. During the tour of both Phase I and Phase II he introduced me to a few other Civic Association members, local African National Congress (ANC) members, shop owners and members of the broader community. He also took me to two separate pieces of land that had been earmarked for the building of a school and a church.

I made contacts with the teachers on different days and times (with Kagiso’s permission) in an effort to build a relationship with them and to also foster feelings of acceptance for one another. During one of the meetings with teachers, it surfaced that two of the teachers had their own children registered at the day care center as well. Therefore, in our discussion and sharing of experiences they were talking both as teachers and as parents.

The following issues of concern were raised:

- Unemployment – most people in the community were without jobs, and this apparently caused them a lot of stress and the resultant feelings of inadequacy as they were unable to provide for their families. The went on to say that they know of some parents in that community who would like their children to benefit from their day care center’s daily program, but cannot afford it financially because of their state of unemployment.
- Lack of schooling facilities in the local area – there were no schools in the local community (both phases). As a result the local children were compelled to attend school at a neighboring community called Reiger Park, which is about half a kilometer away.

- Water supply – it was reported that the community members still use communal water taps which were situated at the end of each street corner.
- Employment conditions at the day care center – their feelings were that everything is in order considering the fact that the unemployment rate was so high especially in that particular community. They also reported that there were two other day care centers in that community, but as far as they were concerned, Themeli was offering the best educare program and better meals, which accounted for the large numbers of children registered at the center. According to them (Kagiso confirmed this information) Themeli had more children than the other two educare centers.
- Late payment of school fees – This issue was raised almost as an afterthought. It was reported that, on the whole, parents do try their best to pay school fees on time (which is the first of every month) as contracted with the educare. However, mention was made of some parents who either made payments long after the seventh of every month or skipped a month or two before monthly payment was made.

Theory

Throughout the deliberations I was guided by Rogers' (1987) theory of the Person Centered Approach which promotes the need to understand the community's frame of reference, their perceptions and experiences. Specific reference was made to proposition number 7 of his 19 propositions which states "the best vantage point of understanding behavior is from the internal frame of reference of the individual himself" (Rogers 1987:492).

I used the skills of warmth, empathy and congruence. In this regard Rogers (1987:494) proposes that the creation of a warm climate by the facilitator promotes growth and development in both the individual and the community.

The communication skills of probing, empathy, attending and listening as described by Egan (1994) were used and the community members were encouraged to talk. Swanepoel (1997:70) argues that "contact making" is the most important process of community

development. He goes on to say that the community worker's initial contact with a community will make or break a development effort and it is important that it be done correctly.

Swanepoel (1997:37) maintains that the attitude of the community worker is of prime importance. "The correct attitude opens doors while the wrong one locks them", it is for this reason that I focused mainly on the dignity of people, relations, values and attitudes throughout my interaction with the Themeli community members.

Reflection on the Contact Making Phase in terms of Ala's (1996) Empowerment criteria

The core elements identified in the Contact Making Phase were:

- **Participation**

This was demonstrated firstly by Kagiso and later on by Mosa (wife) who brought the plight of the Themeli day care center and the parent's struggles with payment of school fees and other issues to the attention of the facilitator by way of an informal discussion which culminated in a formal invitation to the day care center itself, which I gladly accepted and honoured. During my interaction with Themeli community members I got to know that two of the teachers were parents whose children were also registered at the same center. The general parent body and the teachers responded positively to Kagiso's invitation for me to attend their general meeting. The reception was warm and the level of participation by members was high. This could be because Kagiso had mentioned in the introduction that the facilitator is a social worker, and maybe they anticipated that something positive might happen to put an end to what they considered stumbling blocks to their community life at Themeli day care center.

According to Swanepoel (1997:3) "There is no other stage for people to begin to participate than right at the start of the project". I could not agree more with this statement. .

- **Control**

The action group comprising of a parent volunteer, two teachers, Mosa and Kagiso demonstrated their will to act on the concerns raised during the first meeting by committing themselves to a follow-up meeting where a detailed discussion on the issues raised would take place. In my view, this act demonstrated willingness to take control of the issues of empowerment in term of control as described by Ala (see point 2.4 of this document).

3.3.2 Phase 2: Needs and Resource Identification

Swanepoel (1997:108) maintains that needs identification starts informally during the contact making phase. “We can therefore say that needs identification undergoes an informal phase during contact making and a formal phase when a project is instituted”. During the contact making phase the facilitator picked up in discussions issues of concern which Kagiso and Mosa, the teachers and the general parent body raised, and which they wanted addressed. This phase therefore addressed the needs formally.

As with phase 1, this phase was characterized by a series of meetings between the action group members, teachers and sometimes Kagiso and Mosa only.

During the contact making phase in one of the meetings held between the facilitator and Kagiso, he requested the facilitator to help with ideas on how to raise funds for Themeli educare. At that time, the seriousness of this expressed need was not clear to me until I attended my first meeting of the general parent body, where Kagiso discussed the issue of late payment of school fees. At that meeting it occurred to me that funds raised for the day care center were used to sustain food supplies and for the general maintenance of the center, especially during difficult months when parents made late monthly payments or no payment at all. Parents make late payments because according to them the money they earn is not adequate. They suggested forming a Stokvel to augment their “little salaries”.

The policy of Themeli educare regarding payment of fees is that in exceptional cases approved by Kagiso and Mosa, parents were allowed to default on payment for two months and that only after the third month the child's registration at the center would be cancelled.

Resource 1

In my response to Kagiso's request about helping on how to raise funds, I informed him of the food subsidy the day care center could get from the Gauteng Education Department's Early Childhood Development Unit for the children registered at their center. This information would be available from the offices of the social workers. I also encouraged Mosa and Kagiso to visit the Boksburg Transitional Local Council offices of the social workers to ask for more information on the subject.

Kagiso and Mosa acted on the latter information and advice with great enthusiasm. The social worker they consulted at the Gauteng Education Department explained to them how the food subsidy is graded for different day care centers in different areas such as rural and urban areas. In that grading Ramaphosa was graded as a peri-urban area. An application for funds was then made on behalf of Themeli educare by the ECD official and the money was subsequently granted under the auspices of the IMPILO PROJECT.

The aim of that project was to provide motivation and an incentive for the day care centers graded as peri-urban (after passing the means test). Appendix 7, 8 and 9 are included as evidence of the process that led to the granting of the R4000-00 payment which was effected six monthly under the supervision of the project officers. The grant was approved for three consecutive years, that is, 1998, 1999 and the year 2000. The letter detailing the conditions of the grant is attached as Appendix 7. The grant was extended from 2001 to 2006. Appendix 15 bears witness to this.

In my view, this is one instance where Kagiso demonstrated the use of what Graig & Graig as quoted by Natiello (1990:271) defined as collaborative power “capacity of an individual or group to increase the satisfaction of all participants by intentionally generating increased energy and creativity”. On this subject, Natiello (1990:272) argues that collaborative power is inherent in the Person Centered Approach.

The visit to Boksburg Transitional Local Council offices by Mosa and Kagiso also met with a positive attitude in that Mosa was subsequently informed about and invited to attend the Boksburg Local Council Educare meetings and workshops. Details of annual meetings and dates were given to Mosa. Appendix 6 bears witness to this.

While Mosa and Kagiso were excited and grateful for the R4000-00 grant from the Gauteng Education Department, that emotion met with suspicion from the ranks of the educare staff members. There was one teacher who was particularly outspoken on the matter. Her argument was that decision-making powers at the center rested exclusively in Kagiso’s hands. She went on to say that Kagiso did not consult with them before decisions about the center were made.

This is one incident where the issue of “power” surfaced and was highlighted by the teacher in question, although not in so many words. This teacher went on to spread rumours in the Ramaphosa community about the R4000-00 grant from the government. She mentioned that Kagiso was receiving the R4000-00 on a monthly basis and incited the other teachers at the center to join her in her demand for higher salaries as a result of additional income for the center, which the other teachers declined to do. (Appendix 10 is evidence of the approval of the R4000-00 grant).

The way Kagiso handled the matter was to convene a special meeting with the parent body (which meeting I could not attend, but received a feedback report from Kagiso) where a detailed explanation was given of the issue, and they were presented with a copy of the letter from the Gauteng Department of Education as evidence. Appendix 7 bears witness to this. In the same meeting he advised the parents that his intention was to

dismiss the teacher in question as a result of the damage the rumour caused. The parents promised Kagiso their support on the matter, and the teacher was subsequently dismissed.

This situation could be interpreted as what Natiello (1990:269) refers to as authoritarian power. “The practice is often grounded on the belief that power is a coercive force that we exercise over the earth and over one another, rather than a creative energy that we use on our own and on others behalf”.

Resource 2

One of the things Kagiso did during the contact making phase which Swanepoel (1997:35) calls “community walking”, was to take me to the Boksburg Transitional Local Council’s Mobile clinic site at Phase II of the Ramaphosa community. Once we were at the site, in full view of the mobile clinic bus, I was overwhelmed by the procedure used when I saw the children’s vaccination process in progress. For example, there was no provision made for a waiting area where parents could sit and wait for their turn in the long queue, considering the different kinds of seasons and weather conditions involved. Kagiso then explained how the teachers at the center take turns to bring their children for immunization at the mobile clinic and that they also had to follow the same procedure.

After his explanation I asked him whether he had ever considered the idea of making a formal request to the management of the mobile clinic to have their children vaccinated at their center’s premises. His response was negative, nevertheless he felt the idea was exciting and worth trying. On our way back to the day care center, after much thinking and talking, Kagiso asked me if I would help him write a letter requesting the mobile clinic management to offer vaccination services for the children of Themeli day care center at their premises. I agreed and later wrote the letter. Appendix 5 is attached as proof of this action.

Although the mobile clinic management did not approve Kagiso’s request, they nevertheless considered the matter and responded verbally saying that they could not

provide that service to Themeli educare because the mobile clinic was short-staffed. Kagiso took this response in good faith and still felt that the request had been worth making.

In between the many meetings that characterized this phase, the Boksburg Transitional Local Council effected a water-supply cut at Ramaphosa community for both Phase 1 and Phase II where Themeli day care center is situated. This happened from the beginning of June until the first week of August 1998. I need to mention that there were times when scheduled monthly meetings of the action group could not take place as a result of this. This made the likelihood of having subsequent scheduled meetings either with the general parent body or with the action group virtually impossible, because all of these meetings were held at week-ends and now at week-ends parents had to fetch water for their household use and laundry purposes from a neighbouring township, Reiger Park, about 500 meters away from Ramaphosa community.

Mention needs to be made that I did continue making my weekly visits to the center in spite of the discontinued water supply. In the course of my visit in the first week of August 1998, two parents brought their children to the center late because they had to take them to their doctors. The issue of how they spend their Sunday afternoons was raised by me and discussed with both of them. Present at the time were the two teachers (Kagiso and Mosa were not in) who, when they overheard the discussion, joined in as it appeared they had a vested interest in the issue under discussion.

Their response was that their Sunday afternoons were spent at a neighboring township, Graceland, attending what they called a Stokvel. When I tried to understand the reasons for this choice of activity, they stated that in spite of the fact that they do have a source of income as they were all employed, they shared a common feeling about a need to augment their income, hence their choice to be part of a Stokvel. Among other things this would enable them to meet their responsibilities of paying school fees at the center. This brought to mind the standing agenda on the item at most meetings that I attended, namely, that of late payment of school fees by some parents. The Stokvel idea seemed like a creative way of responding to the parents' need as expressed from their "own frame

of reference”. To this end Henderson Thomas (1989:415) maintains that “sensitivity and flexibility are key words when working around needs assessment issues”. In the light of my experience at the Themeli community, I agree fully with the latter argument.

Swanepoel (1997:34) complements the latter authors by saying that “It is important for the worker to find out what the people perceive as their needs, as community development cannot start until at least some of the people have the attitude of wanting to do something”.

Continuing with our discussion, the members in question went on to say that a sizeable number of community members were already involved in the Graceland Stokvel. However, they mentioned that there was a consensus among the members of Ramaphosa community involved that because they were not founding members of the Graceland Stokvel, although they were not satisfied with the way it was constituted and managed, they found themselves in an unfortunate situation where they were unable to change the policies and procedures according to the dictates of their constitution.

At this point in our discussion, I asked the parents if they had ever considered starting a similar initiative at Ramaphosa because there were already a sizeable number of them attending the Stokvel at Graceland community. This question was asked in the light of them having articulated some unhappiness about the management of the Graceland Stokvel.

The response to the latter question sounded to me like an expression of a felt need. The answer was “...we, the Graceland Stokvel members from Ramaphosa community are not happy with the situation. Our unhappiness includes the high cost of taxi fare but what else can we do; to start a local Stokvel ourselves we need a Constitution and a bank account and we do not know how to go about doing such things.” After much discussion I then offered my skills in constitution writing as it is a requirement of the bank for a group to open a savings account. I went on to ask if they would reconsider the idea of starting a Stokvel initiative of their own at Ramaphosa community with the kind of support I was offering.

The suggestion and offer was well received by the two parents and the two teachers who spontaneously took part in the conversation. As mentioned earlier, Mosa was not present when the latter idea was discussed, so when she came back from her appointment I gave her feedback on our discussion. She was equally excited about my offer to help with the constitution. She also mentioned that she used to be a member of the Graceland Stokvel as well, but her husband asked her to resign because of the high cost of taxi fares involved.

Because this phase was characterized by a series of meetings, I used Freire's (1972) problem posing and dialogue strategy as my frame of reference. This allowed the participants to discuss and analyze their problems critically and to come up with possible solutions. As the objective of this phase was to identify needs and resources, it is imperative to mention that sometimes the Needs Identification Phase overlapped with the Planning and Implementation Phases.

For example:

- IMPILO PROJECT funding by Gauteng Education Department. Refer to Appendices 7, 8 and 9.
- Boksburg Transitional Local Council – request for vaccination of children to be done at Themeli day care center's premises. Refer to Appendix 5.
- Boksburg Transitional Local Council's response to Appendix 5. Refer to Appendix 6.

The Needs Identification phase which I facilitated was undertaken simultaneously with Resource Identification, for example, the need for a Stokvel. The objective of the facilitation was also to find out what skills and resources existed among the participants who later became the action group members and took the lead during this phase. In the process they were encouraged to think positively about their abilities so that they could do something about their needs and concerns.

The identified issues were discussed so that all participants could have a common understanding which would later enable them to do joint planning on activities to be embarked on during the Implementation phase. For example, the participant mentioned that they were already involved or previously involved in the Stokvel initiative at the Graceland community but they were unhappy with the constitution and management, and so wanted a Stokvel, constitution and management that would be entirely in their hands as the Ramaphosa community. Essentially they were talking about Control, Empowerment and Access Ala (1996:4) criteria. The initiative would reflect the values, system, culture, norm and tradition of Ramaphosa as community.

After reaching consensus about starting a Stokvel, they subsequently mobilized other parents whom they knew had the same desire. Swanepoel (1997:64) maintains that “resource identification should take place in terms of the already identified needs. A specific need requires a specific resource”. The type of resources referred to by Swanepoel (1997:85) include:

- **Human Resources**

Only the parents whose children were registered at Themeli day care center, the teachers and Kagiso and Mosa were identified as resources at this stage.

- **Organizational Resources**

The following resources were identified as appropriate for the task at hand:

- a) Minute Press for the provision of stationery, typing and photocopying services
- b) Standard Bank for the saving of money raised in the Stokvel
- c) Themeli day care center for safekeeping of Stokvel records and assets, and providing the venue for their meetings, at least for the initial phases of the Stokvel.

- **Manufactured Resources**

Money would be needed for the purchasing of stationery, typing and photocopying services, transport fares for the members charged with the responsibility of opening a bank account in town and serving as signatories.

The Needs and Resource Identification phase was followed by the Planning phase which the action group decided should be done immediately, followed by the Implementation phase. The reason cited was that there was no need to waste any more time as the members knew what they wanted. According to the action group members, the need to act on the mandate given to them by the parent body to write the constitution, have it typed and to have it circulated to other members for amendment and approval, getting the Standard Bank account opened and giving the details thereof to bona fide members needed to be addressed with urgency. This would demonstrate the determination and courage on their part to act on and take ownership of their own decisions. For me as the facilitator, the consensus reached on this project was very encouraging and rewarding.

Reflection on the Needs and Resource Identification Phase in terms of Ala's criteria

In my view, from the information discussed in this phase, the main issue that can be measured against Ala's criterion of Empowerment is:

- **Decision Making**

The action group members were able to reach consensus and take decisions on issues to be discussed. For example, the action group members decided that action needed to be taken in relation to the needs and resources identified in point 3.3.2 above. This decision by the action group members is illustrated by Max-Neef's (1991:38) argument regarding development, that "Development geared to the satisfaction of fundamental human needs cannot, by definition, be structured from the top downwards. It cannot be imposed either by law or decree. It can only emanate directly from the actions, expectations and creative and critical awareness of the protagonists themselves".

With regard to needs, Max-Neef (1991:16) differentiates between needs and satisfiers of needs.

- The community members expressed a subsistence need. This could be met by

the satisfier of extra money saved by being members of a Stokvel.

- The need for skills training, for example, skills to write the constitution for the Stokvel could be viewed as a satisfier for the need to have understanding and freedom.

In my opinion, the preceding discussion demonstrates the fact that community members wanted to have control over their destiny.

According to the facilitator, the active participation and assertiveness shown by the action group members measure up to Ala's criteria of Control and Empowerment. On observation, self-determination expressed and demonstrated by the general parent body, teachers, Kagiso and Mosa alike, was a unifying factor which also demonstrated self-confidence and belief in themselves.

- **Theory**

In facilitating the self-determination principle among the community members, I used Rogers' (1987) Person Centered Approach, with particular reference to proposition 4 which states that "The organism has one basic tendency and striving, to actualize, maintain and enhance the experiencing organism" Rogers (1987:487).

In support of the above proposition, Grobler, Schenck & Du Toit (2003:104) argue that "Self-determination is therefore more than the choice made by the people in the community itself. It includes the protection of their self, their values, their tradition and that which is known to them. Self-determination is part of their attempt to self-actualise".

As a facilitator, I fully agree with the above statement in that I accepted the community members' decisions, respected them and was non-judgmental. I also believed in them as people with a potential to realize their abilities, with me as facilitator playing the role of a guide and enabler.

3.3.3 Phase 3: Planning

As agreed in the Needs Identification phase with the action group members, planning the steps to be taken and addressing the identified need had to be done in this phase. I facilitated the process by requesting the action group members to reflect on the need identified during the previous meetings. In doing this task, the minutes of the previous meeting were read by Mosa, who had volunteered to write them until the Stokvel secretary was officially elected. The minutes were accepted by the rest of the group members as a true reflection of what transpired in the previous meeting.

The need identified was similar to that mentioned under point 3.3.2 of this document. Once the action group members had identified their need, they needed to explore the actions to be taken in addressing the identified need. Swanepoel (1997:79) defines planning as "...bringing together three elements, needs, resources and objectives and then to relate them to the fourth element, namely, action".

Prior to action being taken on the identified need, the facilitator requested the action group members to stop and reflect on the many ways in which the envisaged Stokvel project would help alleviate the problem highlighted in several of the general parent body meetings, namely, that of late payment of school fees. For example, a parent who is experiencing a financial problem translating in him/ her not being able to pay school fees on any calendar month, could obtain a loan from the Stokvel, thereby transferring the financial burden from the day care center to the Stokvel (with a low interest rate if so desired by members).

On observation, the overall theme in the needs identification process was the need for financial empowerment which, according to action group members, could be met by starting a Stokvel project. The latter is linked to Ala's criteria of Accesss and Control.

The opinion of the action group members was that the primary aim of the Stokvel would be to augment the income of parents whose children were registered at Themeli day care center. After much discussion and debate, consensus was reached that interested

members of the broader Ramaphosa community would be considered for membership on a first-come-first-served basis, notwithstanding the fact a decision had already been made that the maximum number of eligible Stokvel members would initially be twenty.

The measures needed to achieve the identified needs were prioritized as follows and linked to Ala's criteria:

- The need to secure a venue where the identified Stokvel project would be operated from (Access and Control)
- The need to have the Stokvel constitution written, typed, photocopied and circulated to all prospective, registered and fully paid-up members as soon as possible (Access).
- The need to open a Stokvel bank account where all the monies collected would be deposited for safe-keeping (Access and Control).

Following the prioritization exercise, the action group members decided that an action plan needed to be developed in order to address the solution to the identified problem, namely, starting a Stokvel project. Prior to the development of the plan, the group was involved in in-depth discussion and brainstorming. I facilitated the latter, the objective of which was to enable the members to map out the realities of their situation in answering the questions: What would be the terms of reference of their Stokvel? How soon would the members be ready to start the project, for example, making their financial contributions and opening a bank account? Who else would help in writing the Stokvel constitution (remembering that Mosa had volunteered to write the latter with my assistance?

According to Burkey (1993:131) "An outsider who comes with ready made solutions and advice is worse than useless. He must first understand from us what our questions are, and help us articulate the question better, and then help us find solutions". I align myself fully with the above statement in that I allowed the action group members to discuss their plan of action and only interjected where my guidance was needed. From the discussion the following decisions were reached:

- Mosa volunteered to write the Stokvel constitution with the facilitator's assistance on August 15, 1998.
- The Stokvel bank account was to be opened at Standard Bank Boksburg Branch soon after the completion of the constitution and the collection of the members' first contributions by Kagiso.
- Mosa, Kagiso and Tshepo were appointed as signatories to the Standard Bank account.
- The venue for the Stokvel meetings and business was Themeli day care center. (Kagiso and Mosa's permission was sought and granted on this matter).
- R50-00 was to be each member's monthly contribution.
- The name of the project would be the Pull-together Stokvel.
- Membership would in the first instance be open to the parents whose children were registered at Themeli day care center, and when additional vacancies were available, only the Ramaphosa community members would be accommodate on a first-come-first served basis.
- The maximum number of eligible members would be limited to twenty initially.
- Stokvel business meetings would be held once a month.
- The date of the first meeting for all prospective, registered and fully paid-up members would be October 4, 1998, where feedback of all activities of the action group members would be formally presented and the proceedings of the meeting minuted.

- **Reflection on the Planning Phase**

The facilitator assisted the action group members to realize the importance of short-term planning if needs were to be properly addressed. The group participation during this exercise was high, and in my opinion, it is clear that the action group members realized that their potential and talents were recognized and optimally used.

- **Reflection on the Planning Phase in terms of Ala' criterion of Empowerment**

Ala (1996) argues that empowerment is an endeavor to increase women's knowledge, self-confidence and self-reliance and improve their skills. The fact that the facilitator allowed the action group members a brainstorming session in order to come up with different ideas and solutions was empowering and enabled them to increase their thinking and decision making capacity.

With regard to the criterion of Access – during the planning phase the action group members were exposed to the Stokvel constitution writing exercise and the skill thereof. With regard to Control the action group members were given the latitude to decide what was high, and, in my opinion, making decisions gave the action group members confidence and enhanced their self-esteem.

Participation – the high level of participation demonstrated during the brainstorming session was an indication that the action group members were sharing different ideas and viewpoints and in that way demonstrated that they were empowered. In this regard Schenck & Louw (1995:9) argue that “a good group discussion will promote and encourage participation”. Schenck (1996:xii) maintains that “empowered people feel significant and important, that learning and competence really matters and that they are part of a team or a community, and what they are doing makes a difference to their ability to make decisions that contribute to the control that they have over their own existence”.

- **Unanticipated Events**

Section 3.3.2 discusses the request made by Kagiso for the facilitator to help with raising funds for the center. In response to the latter, an application for funding was made to the Gauteng Department of Education – ECD and Primary Education Policy Unit under the auspices of IMPILO EDUCARE PROJECT. Before a decision was made to award the grant to Themeli day care center, the grant application process dictated that there must be a project site visit by the project coordinator, which was organized and accomplished.

This visit was subsequently followed by a visit by Gauteng Education M.E.C. (Member of Executive Committee) Mrs Mary Metcalfe and the STAR Newspaper Education Reporter – Jacqui Reeves dated May 5, 1998. Refer to Appendix 10 for news article and Appendix 11 for a photo of this event. The result of this unanticipated event was that Themeli day care center was granted an amount of R4000-00 renewable annually for the next three years. Communication leading to the awarding of the grant is captured in Appendices 7, 8 and 9. This event happened between Planning and Implementation phases.

3.3.4 Phase 4: Implementation

This is the phase where planning done in the previous phase had to be put into action. It must, however, be mentioned that small plans as well as small-scale implementations were carried out in the previous phases as they complemented this “implementation” phase. Swanepoel (1997:162) refers to implementation as “The coming to fruition of a process that started during the contact-making phase and progressed through the need identification, objective setting, organizing and planning phases”. The meeting at which implementation was discussed took place on August 5, 1998 and was attended by four members who may be referred to as the “action group”. In that meeting the participants started by reflecting on the topical issues and events that had taken place recently, for example, the water supply cut by the Boksburg Transitional Local Council in Ramaphosa.

A decision was then taken that the following should be discussed at the meeting of October 4, 1998:

- Writing of the constitution of the Stokvel Constitution on August 15, 1998
- Opening Boksburg Standard Bank account on August 21, 1998.
- Events leading to the first meeting of all Stokvel members on October 4, 1998.
- Election of Stokvel Executive Committee members on October 4, 1998.

Progress: Writing of Stokvel Constitution

Prior to the meeting of October 4, 1998 an invitation was extended to me by the action group members to attend and help facilitate the discussions around the Constitution, which I accepted. As regards writing of the Stokvel Constitution, on the day of the meeting the following report was given by Mosa:

- The constitution was written by her under the guidance of the facilitator on August 15, 1998. It was later typed at a small fee which Mosa paid and then said that she did not expect the meeting to refund her as it was her gift to the Stokvel initiative. Prior to the meeting, copies of the Constitution were distributed to people who were thought to have a keen interest in the project. Extra copies were still available at the meeting.
- The facilitator was requested to explain the process of writing the constitution on the day of the meeting and to explain the contents. After a lengthy explanation and interaction that actively engaged the meeting, a call was made for amendments and adoption of the constitution. It appeared as though the meeting was satisfied with the format of that constitution because there were no amendments made on that day. The meeting then adopted the constitution in the form in which it was presented to them. The copy is attached as Appendix 12.

Progress: Opening of Bank Account

The report by Mosa on this task was:

- Before the bank could consider opening a savings account for the Stokvel, submission of a Constitution was a requirement.
- The choice of bank was Standard Bank, Boksburg Branch, and the account was opened on August 21, 1998.
- The following are bank account signatories;
 - Mr Tuwant Shylock Themeli (referred to as Kagiso in this document)
 - Miss Mamokete Mirriam Motloun (referred to as Mosa in this document)
 - Miss Boniswa Agnes Khuse (a teacher at Themeli day care center)

Progress: Events and issues leading to the first meeting on October 4, 1998.

On the above mentioned task Mosa reported the following:

- The event that necessitated the meeting on the October 4, 1998 was a meeting that was held in the course of my visit in the first week of August 1998 at Themeli day care center by Mosa, two parent-teachers and one parent who was present when the Stokvel idea was initially raised, entertained and brainstormed by the action group members.
- In the same meeting, after a lengthy dialogue and much discussion, the decisions outlined in point 3.3.3 above, were taken and most of those decisions have been acted upon, for example, the writing of the constitution and the opening of the bank account. The only exception was the election of the Executive Committee members.

Election of Stokvel Executive Committee members

After checking with the meeting, Mosa, who was doing most of the reporting, requested the facilitator to facilitate the election process. During the discussion a decision was made that people could be nominated, but the person nominating had to substantiate why he or she thought that person should be elected and a second person had to second the nomination, also with substantiation.

The Executive Committee was elected and consisted of action group members who had been actively involved from the start of the project. The committee consisted of the Chairman, Secretary, Treasurer and one additional member. (Refer to Appendix 12 on the bank signatories). The meeting decided that it was only fair to elect the people that had been actively involved from the start of the project. This was interpreted as a gesture of appreciation for the hard work that went into preparing for this project. After the election the committee was congratulated by all members who promised them their support.

Evaluation of the project

The following evaluation is based on Swanepoel's (1997:176-177) criteria:

a. Appropriateness or "fit" of the project

According to this Criterion, it must be determined whether the needs, objectives, action plan and the action itself fit one another. In this project, the need was identified by Themeli educare community members themselves, and steps to be taken were prioritized according to urgency, and appropriate action was taken. The appropriateness of the project was therefore confirmed because the project was meant to satisfy a specific need.

To further confirm the appropriateness of the project, some members who were involved in the Graceland Stokvel specifically mentioned that the commencing of a Stokvel project in their local community (Ramaphosa) would save them the trouble (time wise and financially) of having to travel to Graceland. Their self-esteem was enhanced and they were proud of themselves for having planned, organized and implemented it to its logical end.

The fact that as registered and paid-up members they would each take a turn in receiving the Stokvel corporate income was a relief because a Stokvel could satisfy the subsistence need as it would boost and augment their current income. As for Mosa and Kagiso, the hope was that the R50-00 monthly contribution and the resultant corporate income would spell an end to the problem of late payment of monthly school fee by parents.

b. Feasibility of the project

This criterion evaluates the use of resources available for a project, including human resources. Swanepoel (1997:176) suggests the following questions to be asked in order to determine the feasibility of the project:

- Is the objective within the reach of the action group?

In response to this question the answer was "yes". The objective to start a Stokvel project was realized. The feasibility criterion was therefore met.

- Are there sufficient resources to reach the object?

The answer to this question was also positive in that the project was within the facilitator's skill and knowledge. The facilitator was implementing the theory studied at the University namely, PCA and Participatory Development theory. The facilitator also had knowledge of the resources that the Themeli educare community could access. The resources included IMPILO PROJECT which funded the day care center with an amount of R4000-00 annually for three consecutive years starting from the year 1998. The action group in particular and all the participants in the project were a good resource in that they contributed their time, willingness, determination and will to succeed.

- Is the project completely dependent on external resources to reach the objective?

In my opinion the answer to this question is that there is a balance between external resources namely, the facilitator and the internal resources namely, the participants themselves some of whom had experience in membership of Graceland Stokvel, together with their monthly contributions. The two resources complemented each other. In my view, community members needed both sets of resources in order for them to be effective in their Stokvel initiative.

3.3.5 Reflection on the Implementation Phase in terms of Ala's criteria of Welfare, Access, Awareness, Participation and Control

As regards the criteria, Ala poses a number of questions to help determine whether a project accomplished the goal of empowerment of the community members.

- **Welfare**

Does the project meet material needs or improve immediate problem like providing food, income, shelter and health care?

The implementation of the Stokvel project enabled the members to exercise self-discipline in terms of their spending by paying R50-00 monthly contributions to the Stokvel and as a result they could also enjoy the corporate income of R1000-00 which

could be shared between two members monthly at R500-00 each. The financial benefits derived from the Stokvel was seen by members not only as something to augment their current income levels, but also as a corporate effort to express the idea of “ubuntu”, meaning, the communal spirit of sharing and helping one another. The community members were therefore able to meet their material and welfare needs through sharing Stokvel income in a spirit of “ubuntu”. This criterion was thus met (income levels were boosted) resulting in the alleviation of their immediate problems. For example, for some parents this would help alleviate the problem of late payment of monthly school fees at Themeli day care center.

- **Access**

Does the project provide better access to the means of production?

In this regard, actions were taken towards indirect achievement of this objective. This included information-sharing and training.

Training

During the involvement of the facilitator with the community, members were exposed to informal training and information-sharing sessions. This exposure to training and information-sharing empowered the members to make correct decisions. For example, in opening a bank account for the Stokvel project the bank required a written constitution as a pre-requisite. The facilitator gave training on constitution-writing. Refer to Appendix 12 for the constitution.

This in my opinion can be interpreted as a demonstration of that empowerment of community members. Swanepoel (1997:7) complements the above explanation by maintaining that “Empowerment entails more than having the power to make decisions. It demands the knowledge and understanding to make correct decisions. The community worker must be a source of information or must be a channel to sources of information. Ultimately, people must make informed decisions”.

In this project the facilitator linked the community members to different resources and thus allowed them access to resources which they would not otherwise have had, for example, the IMPILO PROJECT funding for Themeli day care center and the Standard Bank for the Stokvel savings account.

- **Awareness**

Through facilitation of the Participatory Development Process, awareness was inculcated in the action group members and other members generally right from the phase of contact making and continued through needs identification, planning and implementation. The members became aware of themselves, their environment as well as their needs and resources. Most importantly, action group members realized that they were themselves a resource. Their self-worth and dignity was individually and corporately enhanced. According to Swanepoel (1997:15) “This does not mean that ordinarily a community lacks awareness, but community development awakens it to objectives that will improve its lot. Community development changes apathy into a positive disposition”.

- **Participation**

The participation of the action group members during this phase reached its optimum level. Decisions as to what has to be done, when, how and by whom were taken by members themselves. For example, in the facilitator’s absence during meetings and discussions, the members decided on the amount of R50-00 as a monthly contribution and they rallied the support of other members regarding the idea of a Stokvel. This could be interpreted as a demonstration of empowerment of the members in terms of planning and decision making.

- **Control**

As regards this Ala (1996) poses the following question “Do the women have control over the product of their labour?”

In this instance the product was the Stokvel project. Control was demonstrated when through the appointment of the action group members and subsequently, the election of the Executive Committee members, they decided on a monthly contribution of R50-00. They also decided to immediately embark on the implementation of the Stokvel idea and rallied the support of other parents, and also decided that the date of the first meeting for all paid-up and registered members would be October 4, 1998.

Themeli day care center started by providing a child care service to parents of its registered children, but it has now extended its horizons by way of the Stokvel project which is meant not only to benefit interested parents whose children are registered at Themeli day care center but also members of the entire Ramaphosa community who might be interested. The only limitation imposed was that there should not be more than twenty members because they reasoned that this was a manageable number, at least in the beginning, as it would allow them to handle possible teething problems with ease. Growth in terms of numbers was anticipated but it was never entertained during the time under review.

Facilitator's reflection on her role

With regard to the lack of participation by other parents, I think that in order to get more parents involved I could have encouraged parents to brainstorm a lot more so as to generate ideas on how to creatively engage other parents. Regarding the water supply cut for the entire Ramaphosa community, it was not possible for the parent's committee members to honor appointments for meetings. Although the facilitator kept visiting the community on a weekly basis to check progress on the matter, at that time it seemed as if there was no progress regarding the envisaged project (Stokvel). However, the fact that I visited the community weekly earned me credibility with the Themeli educare center parents' body.

3.4 THE STATUS OF THE PROJECT AS AT END OF JUNE 1999

At the end of 1998 when the participatory development process was formally concluded for academic purposes, the facilitator still continued visiting the project every other month in her capacity as a voluntary worker until the end of June 1999.

During my last visit at Themeli day care center, it was clear from my observation and from the report by Mosa regarding the Stokvel project, the members had shouldered responsibility for it and taken charge, and that the Stokvel had also become their local pride.

The report also indicated that the members were fully aware that as with most local initiatives, teething problems could not be avoided, however, they felt encouraged to address them as they presented themselves. Much thanks and appreciation was verbally expressed by Mosa and Kagiso on behalf of Themeli day care center and the entire Ramaphosa community for my time, keen interest and participation in their community affairs.

SUMMARY

The Participatory Development Process demonstrated the extent to which Themeli community members were empowered. The action group members were involved at every stage during the course of the project. Not only were they consulted on all issues, but they also participated in Stokvel constitution writing and training sessions aimed at empowering them. Thus, the action group members were not only given encouragement so that they gained confidence, they also acquired knowledge to be able to make choices and informed decisions about the present and future aspects of their lives.

The empowerment process also enabled action group members to negotiate development issues on behalf of the entire parent body. As a result, the action group

members in particular, gained skills, knowledge and confidence through their participation in the process.

CHAPTER 4

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1 INTRODUCTION

This chapter presents the findings and conclusions drawn from the participatory development process experienced by the facilitator and the participants, namely, Themeli day care center community members. The aims and objectives formulated at the beginning of the process in section 3.3 (p42-43), will be examined to determine their fit to the participatory development process. Recommendations will also be made.

4.2 AIMS AND OBJECTIVES OF THE STUDY

a. To illustrate how the participatory development process contributed to the empowerment of different role players at Themeli day care center.

This objective will be measured against Ala's (1996) criteria of Participation, Welfare, Awareness, Access and Control (refer to point 2.4).

- **Participation**

Prior to the commencement of the participatory development process by the facilitator, some of the community members were not optimally active with regards to issues concerning the welfare of their children at Themeli day care center, as well as the broader Ramaphosa community issues, like those listed earlier in section 3.3 of this document. The community members indicated that they were not confident of the fact that they had the ability and potential to initiate change in their own life situations and those of their children and other members of the broader Ramaphosa community. This resulted in what could be called apathy or lack of interest.

The first contact between the facilitator and the Themeli day care parent members solicited participation. The fact that they came was already an indication that they were keen to see some kind of change in their situation and that of their children, but maybe they did not know how to effect that change. In becoming involved in the process, however, the community members realized that being involved and taking action in the planning of the solution to their problem is important. The involvement of the community restored their respect, dignity and self-worth.

Rogers (1987:487) Proposition (4) complements the preceding statement and states that the organism has one basic tendency and striving “to actualize, maintain and enhance the experiencing organism”. By implication, the proposition as stated by Grobler, Schenck & Du Toit (2003:104) is that the community is in a continuous state of growth and development toward self-actualization as determined by themselves.

This view can be applied to the participants, namely, Themeli day care community members in the participatory development process whose capability and empowerment was displayed by their willingness to participate and plan solutions of their problems. By addressing the problem they identified, and by providing a solution that was feasible to them, the community members demonstrated that they were empowered.

- **Welfare**

The facilitation of the participatory development process resulted in the encouragement and motivation of Themeli educare parents so that they embarked on a Stokvel project. Through this project, the registered and fully paid-up members were able to enjoy the following exclusive benefits:

- A corporate income of R1000-00 monthly from contributions of R50-00 each from 20 members, shared by two members at R500-00 each.
- Offer of joint labour (human resources) during events such as family weddings and/ or funerals, thus relieving the concerned family of the financial burden of having to hire and pay for a professional catering company to prepare and serve food to the guests and/ or

people attending the funeral, also comforting the bereaved family as it is the tradition with Africans in South Africa.

- Stokvel members who experienced problems in paying school fees at Themeli educare could now borrow money in times of dire need from their fellow Stokvel members to avoid late payment. The late payment of school fees posed problems in the past for Mosa and Kagiso regarding the administration of the day care center. Thus, the Stokvel seemed to bring with it an element of trust among the members which they would not otherwise have enjoyed.

- **Awareness**

Empowerment of the participant members was accomplished by facilitation of the participatory development process in that the members were enabled to analyse their own situation and needs. Freire's (1972:56) problem posing approach was used by the facilitator as a framework for the community members to think critically and creatively in finding solutions to their problems. Their abilities were enhanced and in the process they gained confidence and skills to act independently, thus demonstrating empowerment. They could now solve their own problem and they found their own unique solution to their need (Max-Neef 1991:12).

- **Access**

Through the facilitation of the participatory development process, the Themeli educare community members were exposed to more opportunities. For example, they were trained in different skills like writing a proposal for funding and drawing up the Stokvel constitution. Regarding the welfare and administration of the Themeli day care center, Mosa (as the owner) was also trained in financial management and basic book-keeping skills by the IMPILO PROJECT.

With regard to the administration of Themeli day care center, Mosa and Kagiso were involved in writing the funding proposal. This enabled them to receive funding from IMPILO PROJECT under the auspices of the Gauteng Department of Education's Early Childhood Development Unit to subsidize the registered children's activities, the

development of the center and the general welfare of the children. By having access to finances that augmented their income and being exposed to the different opportunities that the Stokvel offered, the members were empowered. The members as a group had access to resources because as a team, they had the courage and motivation to negotiate and settle issues among themselves.

- **Control**

Through the facilitator's help, the community members were enabled to take control of the entire Stokvel project process as well as taking control of their lives. They now have organizational skills and can make informed choices. Being equipped with a range of skills has enabled them individually and corporately to make informed decisions on their lives. For example, they chose to embark on the Stokvel project with immediate effect as they felt that there was no need to wait after the decision was made and consensus reached.

Through my behavior and positive attitude, I employed the client-centered philosophy which maintains that clients are in the very best position to make decisions and choices concerning their lives. Coghlan & Mc Hduff (1990:16) complements the latter statement "...it is the client who knows what hurts, what experiences have been deeply buried". I also created a warm atmosphere which enabled the members to effect a constructive change in their lives.

b. To illustrate through the case study how the facilitator dealt with the issue of power at Themeli day care center using the Person Centered Approach and participatory development process to complement each other.

Through the participatory development process the different role players at Themeli educare, for example, Mosa and Kagiso, as owners, were awakened to the realization that they have the ability and potential to initiate and effect change in their lives. The involvement of community members was phased in from contact making, through needs and resource identification, planning and implementation. Most important is that the

members were active participants in the process and were therefore empowered. The above objective was accomplished in that the community members' development was enhanced and facilitated.

- **Firstly**, Mosa and Kagiso as Themeli educare owners, their behavior, confidence and motivation were enhanced by acquiring a variety of skills which consequently led to their development and empowerment. Funding for Themeli day care center provoked rumours by a teacher about the amount of funding actually granted. During a difficult time Kagiso took decisive action against that teacher after presenting factual information to the general parent body in a special meeting, and dismissed her with immediate effect. There had been clear manifestation of power play by the teacher concerned and the particular action by Kagiso could be interpreted as the use of authoritarian power (Natiello 1990:269) as cited in point 2.3.1 of this document.
- **Secondly**, as a result of the above stated development and skills acquisition, the parent body members were able to initiate a Stokvel project, an activity which was empowering. In this regard, Burkey (1993:50) maintains that “people feel and believe that it is their own efforts that are driving the development process. They must feel that they themselves are contributing the maximum of their own human, financial and material resources and that assistance from outside is only for what they cannot yet manage themselves”.

Gauteng Education Department's Early Childhood Development Unit through the IMPILO PROJECT provided financial and human resources coupled with training. Government's participation in this regard was clearly through provision of resources. Mosa and Kagiso as owners of Themeli day care center provided money in kind for the Participatory Development Process by making the center's premises available as a venue for all meetings of the Stokvel project and activities of the day care center.

c. To make recommendations regarding the application of the Person Centered Approach and participatory development in community development context.

- Partnership between the Government at Provincial and local levels and the community should be encouraged and formed so that initiative such as Themeli day care center can be jointly undertaken in order to foster the idea that empowerment can contribute to curbing unemployment and creating much needed jobs.
- Through the establishment of Themeli educare, Kagiso created jobs for both his wife and himself, as well as four other teachers. In turn, the Provincial Government (Gauteng Department of Education – ECD Unit) has formed a partnership with Themeli educare using IMPILO PROJECT as a vehicle.
- It is equally important to create awareness that the efforts of the government and the private sector alone are not enough in terms of creating employment, but that the community's potential should also be tapped and enhanced in this regard.
- The methodology that the facilitator chooses to employ should acknowledge that in participatory development the means (process) justifies the end (product). The process should be perceived as being equally important as the end product.
- The Person Centered Approach should complement participatory development efforts in that they both embrace the philosophy of community empowerment being a process which ideally should involve contact making, needs and resource identification, planning and implementation, with reflection as an ongoing effort built into every phase of the project.
- Using the Person Centered Approach in the participatory development context should have a mobilizing effect among the potential beneficiaries. People should feel like they want to be empowered by way of starting a development initiative, and succeed in their efforts, and that they are giving their cooperation and support.

4.3 LEARNING FROM THE CASE STUDY

The facilitator learnt the following lessons from the case study:

- Facilitators of the Person Centered Approach and participatory development need to sit down, ask questions and listen to the concerns and issues of the people as a starting point because they are the ones who know their traditions, culture and values best, and as such they are experts in their own rights.
- Facilitators of the Person Centered Approach and participatory development would do well to use the participants' "frame of reference" as a point of departure in their interaction with the community members because it renders the project meaningful, and it also communicates respect for the local people.
- It is important for the facilitator to engage the people in capacity-building during the course of the project as it enables them to make informed decisions, which in both the short and long term enhances the sustainability of the project.
- Communicating trust, respect and belief in people, and acknowledging their potential and existing skills, when expressed through interaction, enhances the facilitation process.
- Building a good organization is important for the sustainability of the project. On observation, sustainability could be perceived as a test of community development project in the long-term (especially after the facilitator's formal termination with the community in question).
- Kagiso and Mosa as collaborators played a significant role in making sure the facilitator gained entry into the community and in enhancing the participatory development process which was empowering in terms of Ala's (1996) criteria of empowerment.

4.4 CONCLUSION

This study has illustrated the significance of involving people at grass-roots level to participate in making informed decisions and choices about their situations and to take control of their lives in a meaningful way.

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APPENDICES

1. Themeli Day care Center Constitution
2. Themeli Day Care Center's Rules
3. Themeli Day Care Center's Letterhead
4. Themeli Day Care Center's Daily Program
5. Themeli Day Care Center – Request for vaccination services from Boksburg Transitional Local Council
6. Boksburg Transitional Council's response to Appendix 5
7. Gauteng Department of Education – ECD and Primary Education Policy Unit's letter to "The Impilo sites". (Themeli day care as one of its sites).
8. Themeli Day Care Center's Learner/ Practitioner Information compiled by Gauteng Department of Education Central Region Boksburg/ Germiston District 6.
9. Themeli Day Care Re: Center's ECD Head-count survey 1998/1999 by Gauteng Department of Education Central Region Boksburg / Germiston District 6.
10. The STAR Newspaper dated May 5, 1998 article on Themeli Day Care Center.
11. The STAR Newspaper dated May 5, 1998 – photo of Themeli Day Care Center premises and the children.
12. Pull – Together Stokvel Constitution
13. Themeli Day Care Center 1997 & 2005 photos.
14. Themeli Day Care 2003 & 2004
15. (A) Themeli day care center: letter from Mirriam Themeli (as co-owner).
- 15.(B) State of affairs at Themeli Nursery and Pre-School as on March 27, 2006.

Appendix 11

NEWS

THEMBA HADEBE



Play time ... these children, along with thousands like them, are being kept safe in Gauteng's townships and squatter camps by the Department of Education's Impilo project.

The STAR Newspaper dated May 5, 1998—photos Themeli Day Care Center premises and children Ramaphosa informal settlement, Boksburg (Gauteng — South Africa)